NEOSHO COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES
Minutes – February 9, 2012
5:30 P.M.
Student Union, Room 209

I. Call to order

David Peter called the meeting to order at 5:30 p.m. in room 209 of the Student Union.

II. Roll call

The following members were present: Kevin Berthot, Charles Boaz, Pat Griffith, Lori Kiblinger, David Peter and Dennis Peters.

Also attending were Dr. Brian Inbody, Jim Genandt, Ben Smith, Jason Kegler, Dale Ernst, Sandi Solander, Sarah Robb, Nathan Stanley, Marie Gardner, Amber Burdge, Kent Pringle and Denise Gilmore.

III. Public Comment

There were no speakers.

IV. Approval of the Agenda

The agenda was approved as printed.

V. The following items were approved by consent:

A. Minutes from January 12, 2012
B. Claims for disbursement for January 2012
C. Personnel

1. Resignation – Director of Upward Bound

It was the president's recommendation that the Board accept the resignation of Maranda Collins, Director of Upward Bound. Ms. Collin's resignation is effective January 31, 2012.

2. Termination of Employment – Receptionist/Registration Clerk

Based upon the recommendation of her supervisor and the Dean of Student Development, it was the president's recommendation that the Board terminate the employment contract of Kelly Wilson, registration clerk/receptionist, effective February 20, 2012. Written notice was given to Ms. Wilson on February 6, 2012, that she was suspended from her duties with pay until February 20, 2012, when her employment contract shall terminate.

3. Administrative Assistant to the Chief Financial Officer and Bookstore Manager

It was the president's recommendation that the Board approve the employment of Mary Stich as the Administrative Assistant to the Chief Financial Officer and Bookstore Manager. Ms. Stich has been the post master relief at Galesburg, worked in purchasing at Hi-Lo Industries in Chanute and Ducommun AeroStructures in Parsons, was the inventory clerk/receptionist at Industrial Crating at St. Paul, and receptionist at Neosho Memorial Regional Medical Center.

She earned Level I and Level II Office Technology certificates and an Associate of Applied Science degree from NCCC.

Ms. Stich will be paid $10.50 per hour (Level III) starting February 13, 2012.

4. Accounts Receivable Clerk

It was the president's recommendation that the Board approve the employment of Patricia Brown as the Accounts Receivable Clerk. Ms. Brown has been the office manager at Southeast Kansas Regional Planning Commission, office manager and mastectomy fitter for All About You, and a para for ANW Co-op. She has taken courses at NCCC and Washburn University.

Ms. Brown will be paid $10.50 per hour (Level III) starting February 13, 2012.

5. Interim Upward Bound Program Director

The resignation of Maranda Collins leaves a vacancy in the Upward Bound director's position. The current grant ends August 31, 2012. Although a continuation grant application has been submitted, it is unknown at this time whether or not the grant will continue. After discussion with the Federal Program Officer, permission has been received for an interim director to be appointed to the position for the duration of the current grant. If the grant is re-funded, a search for a permanent director will occur.

It was the president's recommendation that Karen Bertels be named the interim director of the project at 50% time and effort effective February 1, 2012. Ms. Bertels will provide oversight of the project, but will not be active in the day-to-day operations of the project. No additional compensation will be provided for serving as the interim director.

The current staff members, the academic advisor and the assistant, will take on additional duties to ensure the daily operations of Upward Bound are fulfilled. Supplemental contracts from the Upward Bound budget will compensate these staff members for their additional duties. Additionally, a contract employee will be hired to provide additional support for the project. This employee will be a former Upward Bound participant, trip chaperone and Upward Bound resident assistant. This employee will receive a supplemental contract from the Upward Bound budget.

VI. Reports

A. Director of Development – Claudia Christiansen, Director of Development, reviewed new fonts and color palettes for the college.
B. Faculty Senate – Nathan Stanley, Faculty Senate President, gave a Faculty Senate report. See Attachment 1 below.
C. Dean of Student Development – Jason Kegler, Dean of Student Development, gave a Student Development report. See Attachment 2 below.
D. Projects Update – Ben Smith, Vice President of Operations, gave a projects report. See Attachment 3 below.
E. Treasurer's Report – Sandi Solander, Chief Financial Officer, distributed copies of the January financial statements. Revenue for the month of January was $4,578,746.39 and disbursements were $1,363,152.83. See Attachment 4 below.
F. President – Dr. Brian Inbody, President, reported that the NCCC Foundation is loaning the College $68,000 for athletic improvements at zero percent interest to be paid back in five

years. They also would like to make a donation to the 10-year plan. He also reported that the new athletic web page is up and running. See additional reporting items below in Attachment 5.

Following the President's report the Board recessed for a break at 7:05 p.m. The meeting reconvened at 7:15 p.m.

VII. Unfinished Business

There was no unfinished business.

VIII. New Business:

Agenda Item VIII-A: Bids for Gym Floor

As the Board has discussed previously, our gym floor has been in need of replacement for some time. The wood flooring has buckled in several areas and there are a number of dead spots on the floor. After discussions with gym floor installers, the executive committee and the athletic department, we went out for bids for replacement of the existing wood floor. Bid specifications are attached.

The base bid specification called for replacing the gym floor with a Maple Flooring Manufacturer Association approved floor as per the specifications. Two alternates were listed on the bids:

1. Provide a DIN CERTIFIED floor system of similar construction to base bid. Bid must include the complete Suitability Test Report for the system bid, must meet existing elevations and meet the quality assurance and warranty requirements as required above;
2. Provide a DIN CERTIFIED and PUR COMPLIANT floor system of similar construction to base bid. Bid must include the complete DIN Suitability Test Report and the Certificate from MFMA that states system bid is a PUR Compliant System. System must meet existing elevations and meet the quality assurance and warranty requirements as required above.

Bids were solicited and two sealed bids were received:

Vendor	Base Bid	Alternate #1 DIN	Alternate #2 PUR
ACME Floor Company 10100 Marshall Drive Lenexa, KS 913-888-3200 fax 913-888-1936	$86,750	$90,500	No bid
Lankford Enterprises Inc. Marie Franklin 20635 South Metcalf Bucyrus, Ks 66013	$98,800	$101,600	$111,500

Resolution 2012-04

RESOLVED, that the Board of Trustees of Neosho County Community College accepts the bid from ACME Floor Company for the base bid and Alternative #1 totaling $90,500.

Upon motion by Charles Boaz and second by Pat Griffith the above resolution was approved. Motion passed unanimously.

January 23, 2012
INSTRUCTIONS TO BIDDERS
GYM FLOOR REPLACEMENT
FOR NEOSHO COUNTY COMMUNITY COLLEGE
CHANUTE, KANSAS

PROPOSALS: All proposals for the contract to be entitled to consideration shall not contain any recapitulation of the work to be done. Proposals shall be addressed to attention of:

Sandi Solander, CFO
Neosho County Community College
800 West 14th Street
Chanute, Kansas 66720

before 3:00 PM, CST, Tuesday, February 7, 2012, addressed and marked proposal for "**Gym Floor Replacement Package for Neosho County Community College, Chanute, Kansas**" and shall bear the name of the bidder. Bids will be opened in the Student Services Office, Neosho County Community College, 800 West 14th St., Chanute, Kansas, 66720 and publicly read. The Owner reserves the right to reject any or all bids and waive any informalities in the bidding.

DISCREPANCIES: Should a bidder find discrepancies in, or omissions from bid documents, or should he be in doubt as to their meaning, he should at once notify Ben Smith, Vice President for Operations, (Phone: 620-431-2820, Ext. 221), who will send written instruction to all bidders. Owner will be responsible for any oral instructions. All addenda or bulletins issued by the Owner for the instruction to bidders are to be incorporated in proposal and will become a part of the contract documents.

INVESTIGATION OF CONDITIONS: Bidders shall visit the site prior to bid in order to become familiar with conditions to provide a complete bid. Contact information for site visit is Paul Smith, Maintenance Supervisor. Bidders shall call in advance to arrange for site visit. Paul may be contacted at 620-431-2820, extension 250, or 620-433-0781 cell. Before submitting a proposal, bidders should carefully examine the entire bid package documents and fully inform themselves as to all existing conditions and limitations of the work to be performed and if awarded the Contract, shall not be allowed any extra compensation by reason of any matter or thing concerning which the successful contractor might have fully informed himself prior to the bidding, and the successful contractor must employ, as far as possible, such methods and means in carrying out his work as will not cause any interruption or interference with any other contractor.

QUALIFICATIONS OF BIDDERS: The competency and responsibility of bidders and of their proposed subcontractor will be considered in making the award and the bidder will, if requested, submit independently of the proposal, data in regard to his qualifications as a contractor including type of work completed, experience, financial status, and a list of proposed subcontractors. The Owner does not obligate himself to accept the lowest or any other bid. Owner reserves the right to evaluate all bid elements including, price, performance, delivery timing and other issues relating to successful installation in awarding contract.

BID SECURITY: Each bid shall be accompanied by a certified or cashier's check or bid bond acceptable to the Owner in an amount at least equal to five percent (5%) of the total amount of the proposal and payable without conditions to the Owner. The bid security which must accompany each bid is required as a guarantee that the bidder will enter into contract with the Owner for the work described in the proposal and furnish performance bond as specified.

CONTRACTS: Contract to be utilized will be "AIA Document A101 (Electronic Format) Standard Form of Agreement Between Owner and Contractor Where the Basis of Payment is a Stipulated Sum" or equivalent format to provide for progress payments. A schedule of values will be submitted with pay requests.

PERFORMANCE AND PAYMENT BONDS

The successful bidder of the work will be required to furnish performance and payment bonds in an amount equal to one hundred percent (100%) of the contract price, giving as security an approved surety bond company bond, which shall meet a Class A rating by the BEST'S INSURANCE RATING GUIDE. The performance bon shall cover both labor and materials.

BASE BID AND ALTERNATES: See following pages for specifications for the base bid and alternates.

COMPLETION TIME AND LIQUIDATED DAMAGE: All work to commence at or about May 1, 2012 but in cooperation with the Owner. Completion date for the project should be June 15, 2012.

Liquidated damage will be assessed the Contractor for damages which the Owner will suffer by reason of the fact that the contractor does not complete work which such Contractor is required to perform within the time specified above and in the contract, by reason of increased cost of inspection, loss to the Owner by not having use of the building or any other expense incurred by the failure to complete the job within the time specified. The Contractor agrees that to the extent possible, the Owner may deduct from the amount otherwise due the Contractor $250 per day, for each calendar days delay in completion of the work on each scheduled completion date as stated above and agrees that to the extent it is not possible to make such deductions from the amount otherwise due the Contractor, the Contractor will pay the Owner $250 for each calendar day the work remains incomplete, and it is agreed that such deductions or payments will be taken as liquidated damages and not as a penalty.

BASE BID SYSTEM BASED ON THE FOLLOWING:

This specification has been developed to insure the quality and performance of design expected by the owners. Following is the Basis of Design.

PART 1- GENERAL

1.01 DESCRIPTION

A. Related work.

1. Cut the existing floor into manageable sections and place on owner supplied pallets for their removal then remove and properly dispose of existing floor system.
2. Concrete slab depression: approximately 3 ¼" existing. Field verify all dimensions.
3. Concrete tolerance – Check existing slab tolerance and notify owner if areas do not meet 1/8" in radius of 10' surface-steel troweled.
4. Sound equipment outlets shall be relocated by owner.
5. Bleachers and all stair units on existing floor shall be removed and replaced by flooring contractor.

1.02 QUALITY ASURANCE:

A. Floor Manufacturer Qualifications

1. Floor manufacturer shall be a firm established in the industry and have been in business for a minimum of twenty years. Robbins Sports Surfaces or approved equal.
2. Manufacturer shall be member in good standing of the Maple Flooring Manufacturers Association.

B. Floor Contractor/Installer qualifications.

1. Flooring Contractor/Installer shall have a minimum of ten continuous years experience and shall have operated under the same name for the past ten years.
2. Flooring Contractor/Installer shall be approved by the manufacturer of the flooring materials.
3. Flooring Contractor/Installer shall submit a list of at least five completed jobs similar in size and specification that the respondent has successfully implemented within the last five years. References shall include:
   - •Customer Name
   - •Name and Telephone Number of Contact
   - •Specific products installed
   - •Project Cost
4. PRIOR PROJECT NON-PERFORMANCE
   - •Provide a complete list of all projects nation-wide that in the last 10 years:
   - •Have canceled or non-appropriated a contract with the respondent (list reason);
   - •Have past or pending lawsuits or litigation regarding a contract (list reasons); or
   - •If any of the above do not apply, provide an acknowledgment letter stating each that does not apply, signed by an officer of the respondent company (Please include title of company officer). Failure to provide accurate and complete information as requested is grounds for disqualification.

C. Flooring Contractor and Manufacturer

1. Shall provide a written joint installer/manufacturer of a minimum of three (3) year warranty. Joint installer/manufacturer warranty should be clearly specified.

1.03 SUBMITTALS:

A. Manufacturer's product data.

1. Submit three data sheets with specifications for specified floor systems.

B. Samples.
   1. Submit one sample of the specified floor system, made by the manufacturer.

C. Maintenance Literature.
   1. Submit three copies of MFMA approved maintenance and care instructions for the flooring.

1.04 DELIVERY, STORAGE AND HANDLING:

A.1. Flooring materials shall not be delivered until all other trades are complete in the area. The area must have climate control for a minimum of two weeks prior to installation or shall be maintained at the level of use by the owner.

1.05 **JOB CONDITIONS:**

A. Adequate lighting shall be provided by others prior to commencement of work.

B. Permanent lighting shall be provided prior to starting sanding and finishing of the floor.

PART 2 - PRODUCTS

2.01 MATERIALS

A. Membrane
   1. 6 mil poly

B. Bio-Cushion System
   1. 7/16" Isolator Pads.
   2. ¾" thickness by 3" by 3" plywood spacer. Flooring contractor to verify thickness of Spacer to meet existing floor height.
   3. 2 layers of 1/2" subfloor (CD exterior grade APA rated **4 ply** fir or southern pine Plywood. Note 3 ply is not acceptable).
   4. Robbins Flooring or equivalent.
      a. Northern Hard Maple, 25/32" x 2-1/4" ", Second & Better grade, T&G and EM. MFMA Graded, Marked and Stamped RL maple flooring as manufactured by Robbins or equivalent.

*C. Fasteners
   1. Subfloor
      a. 1" Coated staples or equivalent.
      b. 1 ¼" Coated staples or equivalent for spacer.
   2. Flooring.
      a. 1 ¾" barbed cleats or manufacturer approved fastener.

D. Perimeter Base, Johnsonite or Robbins or approved equivalent 3" x 4" rubber, ventilating type – black.

E. Aluminum expansion void cover K20-41-11 as manufactured by Pittcon industries or approved equivalent.

E. Finishing Materials.
   1. MFMA approved oil modified polyurethane sealer and finish. Game line paint shall be compatible with finish and sealer.

PART 3 - EXECUTION

3.01 INSPECTION:

A. Inspect concrete subfloor for proper tolerance and dryness and report any discrepancies to the general contractor in writing.

B. All work required to put the concrete subfloor in acceptable condition shall be the responsibility of the General Contractor.

C. Subfloor shall be broom cleaned by the Flooring Contractor.

3.02 INSTALLATION:

A. Floor

1. Install polyethylene film with joints lapped a minimum of 4" and sealed with a continuous bead of sealant at seams and wall line.
2. Install Isolator Pads 12" O.C. onto 3"by 3" spacer in thickness required to meet elevation of removed floor system or as required to meet elevation.
3. Install the spacer using adhesive and staples to lower sub-floor.
3. Install the lower Sub-floor perpendicular to the intended finish flooring direction. All joints shall be staggered and spaced 1/4" apart.
4. Install the upper Subfloor diagonal to the lower subfloor panels staggering joints and spacing 1/4" apart. Secure these panels using adhesive in a box X Pattern and with 1" staples placed 6" O.C. at panel perimeter and 12" O.C. throughout the interior.
4. Machine nail maple finish flooring with end joints properly driven up and proper spacing provided for humidity conditions in specific regions. Provide 2" expansion voids at the perimeter and at all vertical obstructions.

B. Sanding

1. Sand flooring with drum sander, edger, buffer and hand scraper.
   a. Use coarse, medium and fine grade sandpaper.
   b. After sanding with drum sander, buff entire floor using 100 grit screenback or equal grit sandpaper, with a heavy-duty buffing machine.
   c. Vacuum or tack floor before first coat of finish.
   d. Floor shall present a smooth surface without drum stop marks, gouges, streaks or shiners.

C. Finishing

1. Apply two coats of Sealer and two coats of Finish.
   a. Screenback or steel wool and vacuum or tack between each coat after it dries.
   b. If after final coat of finish if the surface does not have an even uniform appearance floor contractor will apply as additional coat of finish at no cost.
2. Install game lines between second seal coat and first finish coat. Lines to be approximately per attached drawing and according to ruling Athletic Association Regulations, in color as chosen by owner/architect.
3. Logo and lettering shall be as attached sample floor graphics. Final floor graphic layouts will be given to approved contractor.

D. Perimeter Molding

1. Install vent cove base anchored to walls with base adhesive and neatly mitered inside corners.
2. Install aluminum expansion void covers at all entries, anchored to concrete not to flooring system.

E. Misc

1. Supply and install 6 new brass 8 inch volleyball covers approved by the owner.
2. Route in the sound box covers supplied by the owner.
3. Clean up all unused materials and debris and remove same from the premises.

Alternate Bid # 1

Provide a DIN CERTIFIED floor system of similar construction to base bid. Bid must include the complete Suitability Test Report for the system bid, must meet existing elevations and meet the quality assurance and warranty requirements as required above.

Alternate Bid # 2

Provide a DIN CERTIFIED and PUR COMPLIANT floor system of similar construction to base bid. Bid must include the complete DIN Suitability Test Report and the Certificate from MFMA that states system

bid is a PUR Compliant System. System must meet existing elevations and meet the quality assurance and warranty requirements as required above.

Bid Form

Gym Floor Replacement
Neosho County Community College
800 West 14th St.
Chanute, KS 66720

We hereby submit our bid for the proposed gym floor replacement at Neosho County Community College. All bid specifications and instruction to bidders are incorporated with this bid.

Base Bid: All work identified with base bid. $_____

_____

_____dollars

Alternate #1: Provide a DIN CERTIFIED floor system of similar construction to base bid. Bid must include the complete Suitability Test Report for the system bid, must meet existing elevations and meet the quality assurance and warranty requirements as required above.

$_____

_____

_____dollars

Alternate #2: Provide a DIN CERTIFIED and PUR COMPLIANT floor system of similar construction to base bid. Bid must include the complete DIN Suitability Test Report and the Certificate from MFMA that states system bid is a PUR Compliant System. System must meet existing elevations and meet the quality assurance and warranty requirements as required above.

$_____

_____

_____dollars

Bid is to include:

1) Bid bond in the amount of 5%
2) Performance and Payment Bonds in the amount of 100% of the contract amount—upon award of contract.
3) Liability Insurance – upon award of contract.

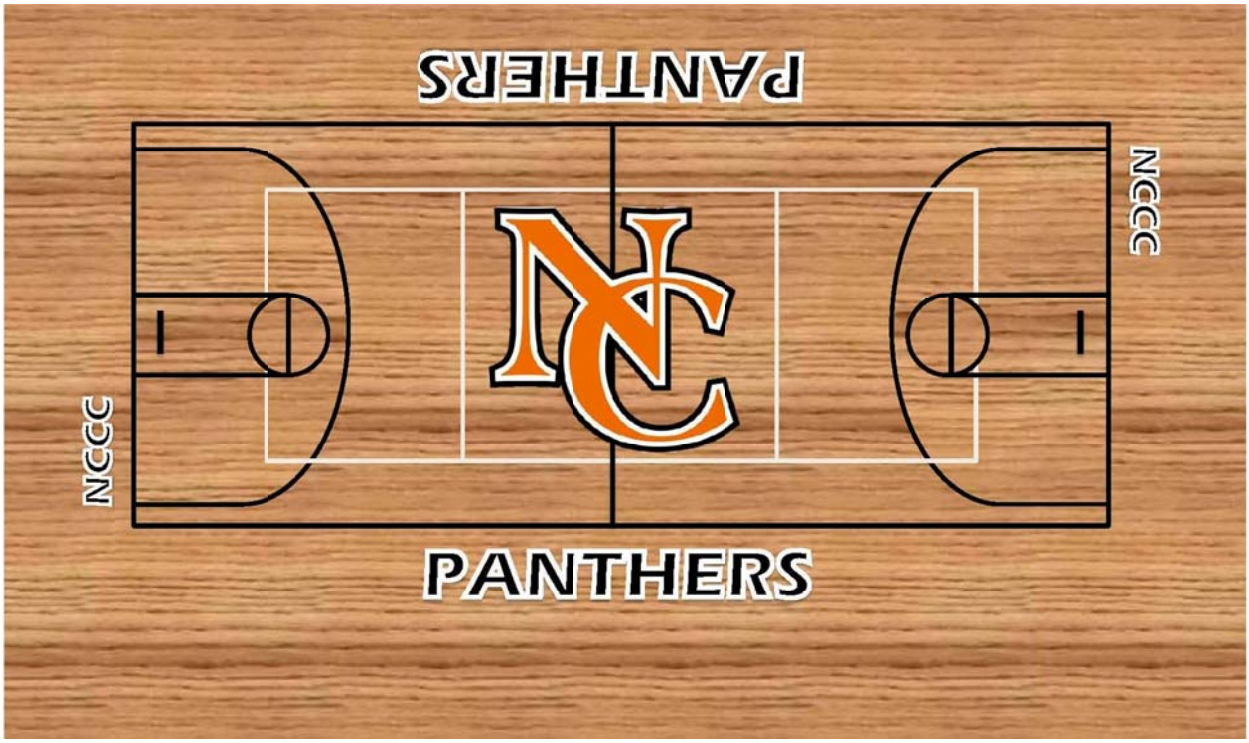
Should project not be complete by June 15, 2012 completion date, the bidder acknowledges liquidated damages may be applied at the rate of $250 / day and deducted from the bidders contract amount.

Manufacture: _____

Bidder Company Name: _____ SEAL

By: _____
Title: _____Date: _____

Sample floor graphics



Agenda Item VIII-B: Tuition and Fees Increase

Each year the Board of Trustees must set all tuition and fees for the coming academic year. Attachment 6 below is the tuition and fee schedule for the 2012-2013 academic year. It has the following changes.

1. A $2 per credit hour increase in tuition
2. A $5 per credit hour increase to the book rental fee
3. A $1 increase to the incidental fee
4. A $150 increase to campus housing charges
5. A $3 increase to the transcript fee
6. Deletion of the graduation fee
7. Deletion of the laundry fee

It was the president's recommendation that the Board approve the 2012-2013 tuition and fee schedule.

Resolution 2012-05

RESOLVED, that the Board of Trustees of Neosho County Community College approves the 2012-2013 tuition and fee schedule as presented.

Upon motion by Charles Boaz and second by Dennis Peters the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-C: Kansas Transfer Articulation Agreement

Kansas Board of Regents working with community college and university faculty has released a list of courses that are accepted without question across the entire system. This is a Kansas Transfer Articulation Agreement and it was passed by KBOR at its January meeting. Other agreements will be forthcoming including methods of quality assurance and a student appeal process for when courses do not transfer. This is an important step to assure Kansas students that they will not lose credits in transfer from institution to institution. The president recommended that NCCC accept the Kansas Transfer Articulation Agreement and post the same in the college catalog.

KANSAS TRANSFER ARTICULATION AGREEMENT

A student who completes an Associate of Arts or Associate of Science degree at NCCC and whose program of study has met the Kansas Transfer Articulation Agreement will be accepted with junior standing and will have satisfied the general education requirements of all Regent universities. Students transferring to Regent universities who have not completed an Associate of Arts or Associate of Science degree will be given general education credit for any articulated general education course completed at the community college.

The following courses will transfer as equivalents between all Kansas Community Colleges:

Course	Hours
English Composition I	3
English Composition II	3
Public Speaking	3
College Algebra	3
U.S. History to 1877	3
U.S. History Since 1877	3
Introduction to Literature	3
Macroeconomics	3
Microeconomics	3
Introduction to Psychology	3
Introduction to Sociology	3
World Regional Geography	3
General Biology & Lab	4-5
Chemistry I & Lab	4-5
Physical Science & Lab	5
Physics (Non-General) & Lab	4-5
American Government	3
Total Hours	**56-59**

It was the president's recommendation that the Board approve the Kansas Transfer Articulation Agreement.

Resolution 2012-06

RESOLVED, that the Board of Trustees of Neosho County Community College approves the Kansas Transfer Articulation Agreement as presented.

Upon motion by David Peter and second by Kevin Berthot the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-D: 2012-2014 Academic Calendar

Every two years the Board of Trustees is asked to approve a new academic calendar. See Attachment 7 below. The 2012-1014 Academic Calendar indicates when classes will begin and end, sets times for holidays and establishes the duty day requirements according to the negotiated agreement. It even establishes the four-day work week for the summer months. The calendar is created by a committee made up of representatives from faculty, staff and administration and is then sent on to Curriculum Committee and then the Executive Committee for approval and then finally to the Board. Due to a provision the negotiated agreement, a PEA member is always on the calendar committee.

Each calendar takes into account Board policy, schedules of the area USDs and Regents' Universities, negotiated agreement requirements, mandatory minimums of classroom time and many other factors.

It was the president's recommendation that the Board approve the 2012-2014 academic calendar.

Resolution 2012-07

RESOLVED, that the Board of Trustees of Neosho County Community College approves the 2012-2014 Academic Calendar as presented.

Upon motion by Dennis Peter and second by Lori Kiblinger the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-E: 2012-2013 College Catalog

A draft of the 2012-2013 College Catalog for NCCC is attached as Attachment 8. Among the proposed changes are:

- Transition to a one-year catalog. We notify all constituents that the OFFICIAL catalog is online at the NCCC web site. The official catalog is updated monthly with policy/procedure changes as it is a 'living' document for the college. We also will print fewer copies as more constituents access this and other items online.
- The curriculum committee and executive committee recommend revising the number of credit hours needed to earn a degree from NCCC. This is part of a transition nationwide, and statewide, addressing the changes in our constituents and how they go to college and earn credits as well as the emphasis on the completion agenda. Currently the catalog states that students need to earn 15 of their last 24 credit hours from NCCC to earn a degree (certificates require 50% of credits to be earned at NCCC as they often have more courses involving specific skill training for occupational competency). A survey of Kansas community colleges indicated that the majority had amended this policy to a range of 15-18 credit hours total have to be earned from the college to grant the associate degree. Our recommendation is that 18 credit hours must be earned from NCCC to earn an associate-level degree, with no change to the certificate requirement. If approved, this change will then also change the program outlines for all associate degree programs of study in the catalog and other college publications.
- The college definition of a credit hour is included, as this is a mandate from the U.S. Department of Education and an expectation with the Higher Learning Commission.
- The most recent Kansas Articulation Agreement is included which lists the specific courses recently approved by KBOR as part of the transfer task force. This will be of significant assistance as we advise students.

It is important for the Board to note that when they approve this catalog, they will be giving administration the "standing permission" to change these policies and procedures to better serve the students as needed, and not returning the catalog to the Board for re-approval every time there is a change.

It was the president's recommendation that the Board approve the 2012-2013 College Catalog.

Resolution 2012-08

RESOLVED, that the Board of Trustees of Neosho County Community College approves the 2012-2013 College Catalog as presented.

Upon motion by Dennis Peters and second by Charles Boaz the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-F: Educational Master Plan

A draft of the updated educational master plan is attached as Attachment 9. This document is the result of much input from a broad range of internal and external constituents, review of data by many NC faculty and staff, and much more. As in previous plans, it is not a specific, rigid plan, but provides guidelines related to areas representing concerns and opportunities for student learning over the next several years. The plan provides appropriate information as to the continuous improvement of the student learning division of the college over the past decade as well as identification of areas needing further support for improvement and expectations to drive the unit in strengthening its association with being "premier." The document will be of much assistance in the development of the accreditation self-study.

It was the president's recommendation that the Board approve the updated Educational Master Plan.

Resolution 2012-09

RESOLVED, that the Board of Trustees of Neosho County Community College approves the updated Educational Master Plan as presented.

Upon motion by Charles Boaz and second by Kevin Berthot the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-G: Performance Agreements

As you know, the College must complete a set of Performance Agreements with the state. Attached as Attachment 10 is a copy of NCCC's Performance Agreements. These agreements represent a contract between NCCC and KBOR to improve areas of the College. If the College successfully completes the agreements then we will receive 100% of any new money we have earned through higher enrollments. If we fail to meet our agreements then part or all of our new money will be delayed by one year. The performance agreement report for 2011, the final year of the current agreement, is attached. There you will see that the college made or exceeded twelve targets and failed to make five targets. However, we did show improvement in several of the "missed" targets. The report is due March 1st and I will be asked to defend it before a subcommittee of KBOR in the coming months.

It was the president's recommendation that the Board approve the Performance Agreements.

Resolution 2012-10

RESOLVED, that the Board of Trustees of Neosho County Community College accepts the Performance Agreements as presented.

Upon motion by Charles Boaz and second by Dennis Peters the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-H: Emergency Action Plan (EAP) and Automated External Defibrillator (AED) Plan Recommendation

Several years ago, the administration brought the first Emergency Action Plan (EAP) to the Board for action. That plan was the culmination of hundreds of hours of research, planning, discussions, and meetings involving local and state emergency management personnel, other colleges and universities, and the entire NCCC community. When the Board approved the EAP, the Board directed the administration to keep the plan current with "the content to be modified as necessary and appropriate."

Two years later, NCCC extended the breadth of the EAP with the addendum of an External Automated Defibrillator (AED) plan and initiated the phased purchase of AED devices for every building the college operates. The EAP and AED plans have served as living documents and changes have been made annually as statutes, codes and regulations have changed. The documents have changed enough that the administration felt it was time for the Board to once again review the documents. Latest changes were not substantive with the exception of the replacement of the Homeland Security Advisory System with the National Terrorism Advisory System in the EAP, and name and title changes in the AED plan.

The plan has been approved by the Safety and Security Committee and endorsed by the Executive Committee.

It was the president's recommendation that the Board approve the NCCC Emergency Action Plan (EAP) with Automated External Defibrillator (AED) addendum with the content to be continually modified as necessary and appropriate. (See Attachments 11 and 12)

Resolution 2012-011

RESOLVED, that the Board of Trustees of Neosho County Community College approves the NCCC Emergency Action (EAP) with Automated External Defibrillator (AED) addendum with the content to be continually modified as necessary and appropriate.

Upon motion by Charles Boaz and second by Lori Kiblinger the above resolution was approved. Motion passed unanimously.

Agenda Item VIII-I: Executive Session – Non-Elected Personnel

Upon motion by Lori Kiblinger and second by Charles Boaz the Board recessed into executive session for ten minutes to discuss personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy and to include the President, Vice President of Operations, Vice President for Student Learning, Chief Financial Officer, Dean of Student Development, Athletic Director, and the college attorney. The Board entered executive session at 8:10 pm. The Board returned to open meeting at 8:20 p.m.

Agenda Item VIII-J: Executive Session – Employer-Employee Negotiations

Upon motion by Dennis Peters and second by Kevin Berthot the Board recessed into executive session for 20 minutes to discuss matters relating to employer-employee negotiations and included the President, Vice President for Student Learning, Vice President for Operations, Chief Financial Officer, and the college attorney. The Board entered executive session at 8:20 pm. The Board returned to open meeting at 8:40 p.m.

Upon motion and second the Board returned to executive session for 10 minutes to continue discussion relating to employer-employee negotiations and included the President, Vice President for Student Learning, Vice President for Operations, Chief Financial Officer, and the college attorney. The Board returned to executive session at 8:41 p.m. The Board returned to open meeting at 8:51 p.m.

Agenda Item IX: Adjournment

Upon motion by Dennis Peters and second by Lori Kiblinger the meeting adjourned at 8:52 p.m.

Respectfully submitted,

_____ _____

David Peter, Board Chair Denise L. Gilmore, Board Clerk

ATTACHMENT 1

Faculty Senate Board Report by Nathan Stanley 9 Feb 2012

Another semester is upon us. This spring, the Occupational Therapy Assistant program is officially up and running, with course offerings taught by two instructors at the Ottawa campus, Peggy Carman and Barbara Flett, the program director. Three OTA courses are currently being offered this spring semester: Introduction to Occupational Therapy, Occupational Therapy Skills through the Life Span, and Occupational Disruption and Activity Analysis. There is room for 20 students in each class, and all three classes are full. Approximately 16 credit hours' worth of OTA classes will be offered next fall also.

Mindy Ayers reports that the History Club will be taking students on Feb. 23rd to the Brown v. Board of Education Museum in Topeka for Black History Month. The club will also be attending the Kansas Historical Museum.

Linda Barrington's students in Level 1 nursing will be doing a community service project that will also meet her communication objective for Foundations of Nursing. Each student will interview an elderly patient and collect information about the patient's life. The student will then put the information into a book or some other resource so that the patient's family and patient can reminisce about their life and their accomplishments. The nursing staff will in turn use the books to reorient patients with dementia. Also, each family will have a cherished keepsake of their loved one. The students benefit by learning how to communicate with the elderly in order to get key information needed to make good nursing assessments. Linda currently has 48 students in Foundations of Nursing, and so they will be making 48 books for 48 different elderly people within NCCC's surrounding counties. This is done in partnership with the senior service agency that represents 5 area counties.

NCCC will be holding its first Science Fair at the Ottawa Campus on Saturday, February 25th. Eric Row, our new Biology instructor at the Ottawa campus, planned the event and has recruited several volunteer faculty/staff members from both campuses to judge the participants.

Lastly, Nathan Stanley, the longest serving Faculty Senate president in recent memory (aka "the Franklin D. Roosevelt of NCCC faculty senate presidents") and instructor of Mathematics (or a reasonable facsimile thereof), has served as a member of the KBOR Transfer and Articulation Advisory Council since September 2011. The TAAC, for short, has been working on creating an official list of "Core General Education Courses" that would be universally accepted for transfer in the state of Kansas. The first set of officially approved courses has been put before KBOR in January. More courses will be added to the list in coming months. These efforts are part of the TAAC's vision of achieving a system of student transfer within Kansas higher education that will be a seamless process characterized by transparency, efficiency and assured quality.

ATTACHMENT 2

Admissions Update:

Fall is typically the busiest time of the year for Admissions in terms of recruiting. Last fall was no exception! We hit the road in early September to recruit students at College Planning Conferences as well as visits to individual High Schools. This fall we also offered a HS Senior Day on the Chanute campus which hadn't been done in a few years. It was a great success! Admissions also began holding enrollment days specifically for International students on the Ottawa campus to help with the large number of transfer/guest students taking classes from KU and other nearby colleges.

Here are some of the highlights of the fall semester:

1. **High School Visit's**
    a. Increase the number of High schools to 81 schools. Leslie Beddo is expanding her territory into Jonson County. Ottawa has been seeing a jump in the number of Admissions Apps coming from this county. She has also spoken to these HS counselors from the private schools who disclosed that they have numerous students attending on scholarships because they are not in a high income bracket.

2. **CPC's** – We attended 23 College Planning Fairs this year and spoke to over 900 high school students from Kansas, Missouri and Oklahoma.

3. **Senior Day 2011 -** We had approximately 78 seniors and 11 parents on campus who learned about Admissions, Financial Aid, Housing, Athletics, Student Life, programs, activities, and more. We had students attend from as far away as Ark City, Augusta, and Santa Fe Trail (near Topeka)!! According to the survey conducted at the end of this event, students were impressed by what they learned and enjoyed their day at NCCC!

4. **Principal/Counselor Conference** – NCCC hosted its' annual Principal Counselor conference in where HS Administrators as well as counselors were invited to campus to learn about NCCC's processes in Admissions, Financial Aid, Advising, Athletics, Housing, Registration as well as to meet the President, Vice President, Dean of Student Development, and all of the Department heads. We started the day with breakfast and ended with a tour of our brand new simulation hospital. It was a great opportunity for our local schools to learn about us and for us to learn about the needs of our local schools.

Spring 2012

Admissions is currently working on the planning of a Panther Preview Day. This event will be for high school Juniors as well as any Seniors who missed out on Senior Day. We are also in the middle of planning Enrollment days for the Chanute and Ottawa campus as well as working with Financial Aid to distribute scholarships to surrounding high schools. This will also eight after-prom scholarships to be given to each of our concurrent high school's prom committees.

Upcoming dates for Admissions (Chanute) (Ottawa)

April 11th – Panther Preview Day
April 13th or 20th –Panther Enrollment Day
May 23rd – Panther Enrollment Day
June 20th – Panther Enrollment Day

April 3rd – Panther Enrollment Day
April 10th - Panther Enrollment Day
April 17th- Panther Enrollment Day

Advising Department Report

The advising department has been very busy since the last report. The office has moved down to the cave and the transition has gone better than expected.

Here is a list of duties that the Advising Department has accomplished and continues to work on during the fall semester and the beginning of the spring semester:

- Advised many, upwards of 400, students in the coordinator's office.
- Ran the college's Early Academic Warning System during the months of September, October, and November.
- Working with IT and Institutional Research to better track EAW students.
- Got the degree audits up and running for the AS, AA, AGS degrees. Continuing to work through issues with Jenzabar to complete work on the AAS degrees. Hope to have this taken care of very soon. (Issue is the Advising Module is not pulling over degree information, (AIMS), from the registration module.)
- Completed all the degree audits for the December graduates.
- Already starting on the first time through the May graduates degree audits as they come in. Completed nursing. Working on other degrees as they trickle in.
- See approximately 15-20 students on a daily basis to discuss, class issues, scheduling issues, instructor issues, etc.

Financial Aid

- Worked on several important State and Federal Reports such as IPEDS and Gainful Employment
- With the new faces within the department, we have had to conduct extensive training sessions to prepare the department to meet the needs of our students.

- FAFSA February.
  - *Ottawa*-Nicole has been covering the FAFSA Friday's booth at the TLC.
  - FAFSA February officially begins on the *Chanute* campus on February 10th. We are also considering the potential to add two "beat the priority deadline" FAFSA workshops in March. The anticipated schedule is below. Tuesday of last week, I had asked to reserve space in the CAVE computer lab, today I followed back up to see if the time slots will still work. As soon as I receive confirmation from Kim, advertising will begin.
  -

February		
Friday	10	10am-Noon
Wednesday	15	1:30-3:30pm
Monday	20	Noon-1:30pm
Thursday	23	2-5pm

Tuesday	28	5-6:30pm
March		
Thursday	29	4-6pm
Friday	30	1pm-2:30pm

Housing

Numbers

August 2011
Our beginning housing count as of August 20th 2011 was 274. This was the first time in a long while that we exceeded the functional capacity of our residence hall system of 265; we had to put a number of students into temporary hotel accommodations.

November 2011
We had 258 students in college housing with 19 that were reporting that they planned to leave college housing at semester. A large number of these students who planned to move out of college housing still planned to attend Neosho either on line or live at home and attend.

December 2011
On Friday December 16th we closed the residence halls for the semester with a final count of 221. We quickly began to accept contracts for the spring semester.

January 2012
We had a total of 26 new paid contracts on January 16th when the halls opened for the second semester. This brought our current number to 247 paid contracts.

February 2012
We currently have 240 students living in college housing.

More Numbers
At this time last year the residence halls housed 201 students. By the end of the semester that number dropped to below 190 full time students. We are currently 57% males and 43% females. The percentage of athletes in housing is 84%

Professional Development of Housing Staff

In July 2012 Andrew Towne (Assistant Coordinator of Residence and Student Life) renewed his CPR/AED certification.

In August of 2011 the student RA staff participated in a number of professional trainings to prepare them for things they may encounter as a Resident Assistants. These trainings included but were not limited to CPR/AED training, an alcohol and drug awareness presentation, campus resources Jeopardy, Fire safety Training, and a number of other staff development activities.

In November Jesse Keppen (Coordinator of Residence and Student Life) attended The Upper Midwest Region - Association of College and University Housing Officers in Topeka Kansas. This was a very productive conference that afforded him the opportunity to network with colleagues around the region.

Currently the Resident Assistant staff is participating in a training on Cyber Bullying. The training consists of two sessions were the RAs will learn identify Cyber Bullying, and the seriousness of this phenomenon. The program is through PaperClip Productions.

Activities

The housing office has hosted a number of engaging programs for the students to enjoy and learn from. The list includes TV game shows, Dances, Bongo-Ball Mania, Comedians, Intramural sports, gaming tournaments, diversity forums, move nights, and other social activities. Photos of all of these events are available on the P drive or the colleges Flickr account.

Residence Hall Improvements

There is action underway to complete a high-speed gaming lounge in the residence hall. Additionally there are plans to do work to the 24HR computer lab in NeoKan. We have also expanded the vending selection for the students.

Resident Assistants

We have also had many successes including and emphasis on community development. This is an extremely important aspect of residence hall living, and I am personally very pleased with the results that we have seen. The RAs have helped to connect and unite the students of our community in a positive way. Someone at a previous place of employment told me “Community will develop with or without your help; the question is will the community that develops be a positive one of which you can be proud.” I believe that the RAs have played no small part in the development of our residence hall community, and a big part of our success this year. The extra set of eyes so to speak really does help in the res halls.

International Students

Registration

Assistant Director of Institutional Research
2/8/2012

Job Activity from 8/1/11 thru 2/7/12 Include:	**DEPT.**
10-11 KSPSD Annual Report	Registration
5 Year Program Review Data for 11 Areas in 10-11	VPSL/Faculty
Educational Master Plan Enrollment Data	VPSL
10-11 Quick Facts Data	VPSL
IPEDS Report Data	RE/FA

Gainful Employment Report Data	RE/FA
GAP Report Data	OWD
Assessment - Course Outcome Data	VPSL/Assmnt Coord.
Assessment - Program Outcome Data	VPSL/Assmnt Coord.
STARS APR (Annual Performance Report)	STARS Director
Various query data requests ranging from minor to major amounts of data needed	President, VPSL, Deans, Business Office, Admissions, Registration, Advising, Human Resources, Bookstore, Residence Life, OWD, Faculty, Grant Programs, etc.

We are estimating that between the Ottawa and Chanute campuses we have currently processed somewhere between 1500 – 2000 enrollments or add/drop forms.

We are also trying to evaluate our processes and determine how we can improve them. We have currently made our certification roster process electronic instead of sending out paper certs. This reduces the chances of the certs getting lost and allows the instructor to complete the process on their InsideNC. LuAnn has created the necessary queries to determine who has been certed out and all of these students can be processed at once rather than processing them as the rosters are returned to us. We are also investigating possibilities that would automate some of our reporting and the handling of transcripts. The biggest project that my department is working on is maintaining student data. To help with this, we began using the Personal Information Update with the spring semester. This process requires the student to check/update their data prior to enrollment and will be required each term. This first semester we received 1,165 PIUs. This will be the biggest period since it is the first time and students will most likely just be verifying data on future updates. Of the updates submitted, there are still 950 that are partially processed or needing to be processed. Kerrie Coomes has been processing the majority of these, but Susan, Marcy and I have been processing as well. It is going to be a challenge to get the rest of these reviewed prior to our next enrollment period.

Since starting in September, I have had to submit reports for IPEDS, KSPSD Fall Census, KSPSD Follow Up, and Winter IPEDS. One of the biggest problems that we have faced has been the bad data. Nearly every report has required as much time to clean up the data as it takes to complete the report. Another issue has been the errors made on previous reports that have to be fixed before completing current reports. As a result of this we have devised “back to basics” training on the data we collect from students that we hope to share with other departments. We are also making certain to put new processes in place to make certain that we have the necessary data in the appropriate time frame for reports. The maintaining of the data will also be required before we can automate any of the reporting.

FALL 10 TO FALL 11 COMPARISONS AS OF 9-13-11
(International Data updated 9-28-11)

ENRLD CAMPUS SITE	INTRNL STUDENTS ENROLLED FALL 10 HEADCOUNT	INTRNL STUDENTS ENROLLED FALL 10 HOURS	INTRNL STUDENTS FULLTIME FALL 10 HEADCOUNT	INTRNL STUDENTS FULLTIME FALL 10 HOURS	INTERNL STUDENTS ENROLLED FALL 11 HEADCOUNT	INTRNL STUDENTS ENROLLED FALL 11 HOURS	INTRNL STUDENTS FULLTIME FALL 11 HEADCOUNT	INTRNL STUDENTS FULLTIME FALL 11 HOURS
OTTAWA (30-4Z)	73	378	10	130	177	979	20	258
CHANUTE (10-2Z)	23	327	22	316	28	419	27	413
QRY-Enrollment\international.pbl								

Year/Term	# On-Line Students	HEADCOUNT ALSO ENRLD OTTW CMPS	HEADCOUNT ALSO ENRLD CHNT CMPS
Fall 10	844	230	333
Fall 11	990	311	336

Financial Aid Processed 2008-Current

	2008-2009 Year	2009-2010 Year	2010-2011 Year	2011-2012 Projection	**2011-2012 To Date**
Number of FAFSA (ISIRS) Applications Received and Processed	1562	1936	2341	2986	2488
Number of Verifications Processed	427	599	831	1020	816
Number of Pell Recipients	486	734	906	1021	785
Pell Funds Paid	1305931	2454711	3063788	3650816	1622585
Number of Loan Recipients	471	550	578	607	506
Federal Loan Funds Paid	1840109	2336294	2472712	3220515	1431340

TRANSCRIPT TOTALS FROM 8/1/11 THRU 2/7/12
2-8-12

ITEM	**COUNT**	**QUERY Documentation**
High School Transcripts Received from 8/1/11 thru 2/7/12	492	RE\Registrar\registration.pbl\q_trnscrpts_rcvd_hs_lh
College Transcripts Received or Finalized from 8/1/11 thru 2/7/12	1014	RE\Registrar\registration.pbl\q_trnscrpts_rcvd_clg_lh
NCCC Transcripts Sent from 8/1/11 thru 2/12/12	2477	RE\Registrar\registration.pbl\q_trnscripts_offcl_sent_ttls_lh
NCCC TRANSCRIPTS SENT - PROCESSED BY	Employee Count	
BFLETT	1	
KWILSON	1417	
MDIX	238	
NPETERS	3	
PPARRIOTT	765	
SCADWALLADER	30	
SKHADDAN	23	
Grand Total	2477	

ATTACHMENT 3

Projects Report to the Board of Trustees
Vice President for Operations
Ben Smith
February 9, 2012

A. Ottawa Educational Facility and K68

a. Title III science lab renovation complete –
    i. Both labs need gas shutoff valves in classrooms.
b. Rooftop unit (RTU) screening meeting with Josh Walker on Friday.
c. A few more issues such as asphalt and EFIS repairs will be reviewed at the end of the year warranty period.

B. Rowland Renovation

a. Complete.
b. Cable-TV connection waiting on fiber converter.

C. Softball Field

a. Design build contract with Loyd Builders previously approved.
b. Project will be managed in conjunction with the parking/road project.
c. Expect ground-breaking March 1, depending upon weather.
d. Expect substantial completion by August 15.
e. Drainage issue still needs to be resolved.

D. Parking/Road Project

a. Design build contract with Loyd Builders approved last month.
b. Project will be managed in conjunction with the Softball Field project.
c. Design is approximately 95% but still waiting on additional field data from the topo survey. Topo survey waiting on outcome of abstract research.
d. Held progress meeting last week to finalize design.
e. Drainage issue still needs to be resolved.
f. Expect ground-breaking first half of March, depending upon weather.
g. Expect substantial completion by August 15.

E. Professional Services Contract

a. Contract approved last month for complete topographic study, storm water management master plan, and landscape master plan (and parking/road design above).
b. Topographical Study and utility survey (overall layout attached).
    i. Field survey is approximately 95% complete.
    ii. Full drawing should be done this month, depending upon (iii) below.
    iii. Topo survey waiting on outcome of abstract research.
c. Storm Water Management Master Plan waiting on completion of topo study.
d. Landscape Master Plan waiting on completion of topo study.

F. Stoltz Hall Phase I

a. Conversion of old photo lab into conference/break room complete (picture attached).
b. Conversion of Room 8 into offices:
    i. Office and storage construction walls complete (pictures attached).
    ii. Entrance door complete.
    iii. HVAC this week.
    iv. Ceiling, lights and office doors this week.

v. Carpet next week.
vi. Expect completion in two weeks.

G. Gym Floor

a. Floor recommendation this meeting.
b. Need to finalize design. Several design options (attached).
c. Expected start date May 1 with completion June 18, depending upon fire suppression sprinkler system installation schedule.

H. Student Union Restrooms

a. Designs at 100%.
b. Expect contract for March board meeting.
c. Expected start date is April 1 with completion prior to August 1.

I. Gym Locker Room Restrooms

a. Designs at 100%.
b. Expect contract for March board meeting.
c. Expected start date is April 1 with completion prior to August 1.

J. Fire Suppression – Sprinkler System

a. Finalizing code requirements with architect and KSFMO.
b. Expect contract for March board meeting.
c. This project is critical path for all of the gym projects.

K. Bleachers

a. Work is scheduled to be completed in two phases, mezzanine possibly in April and stairs in July after floor work is completed.
b. Schedule will depend upon fire suppression and gym floor schedules.

L. Bideau Hall High-Speed Gaming Lounge

a. Will provide high-speed gaming connection for multi-player experience.
b. New insulated walls allowed for addition of electric and network connections (picture attached).
c. Should be complete by March Board meeting.

M. NeoKan 24-Hour Study Lounge

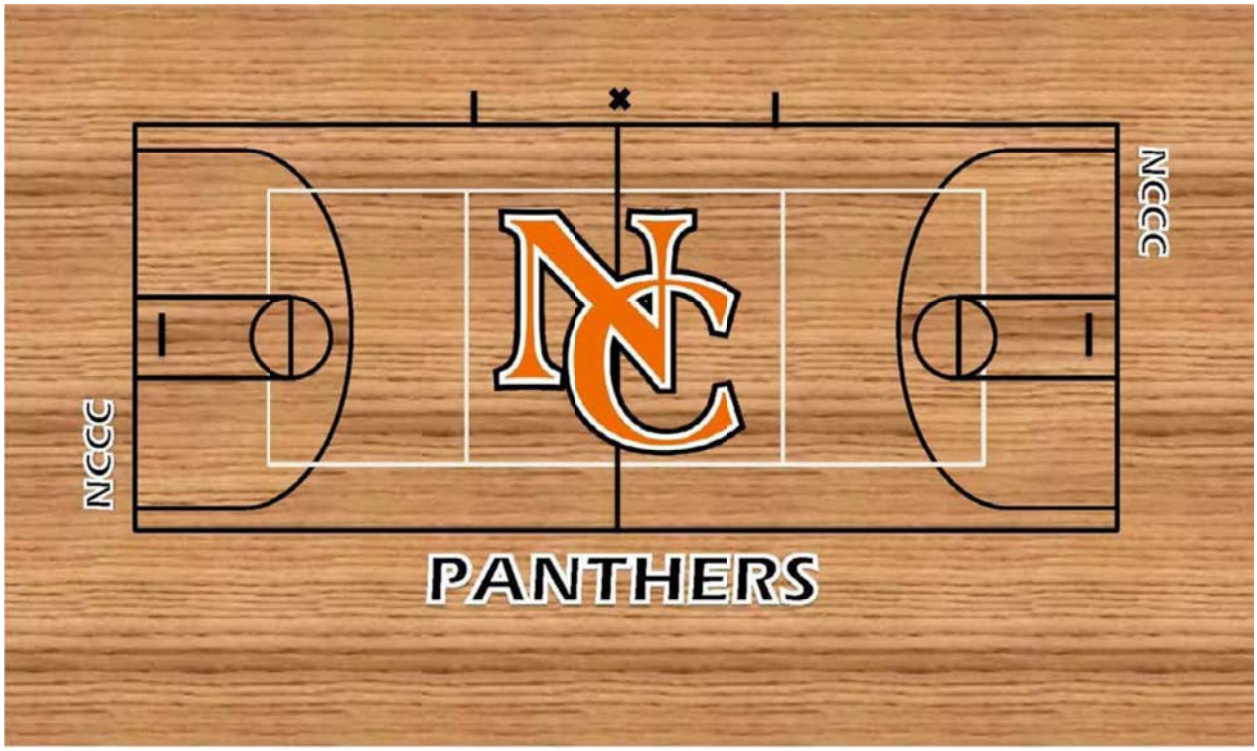
a. Complete renovation of original NeoKan game room built in 1971.
b. Ceiling, lights, walls, flooring, furniture will all be replaced.
c. Should be complete by April Board meeting.

BARTLETT & WEST

02/10/2012

02/10/2012

02/10/2012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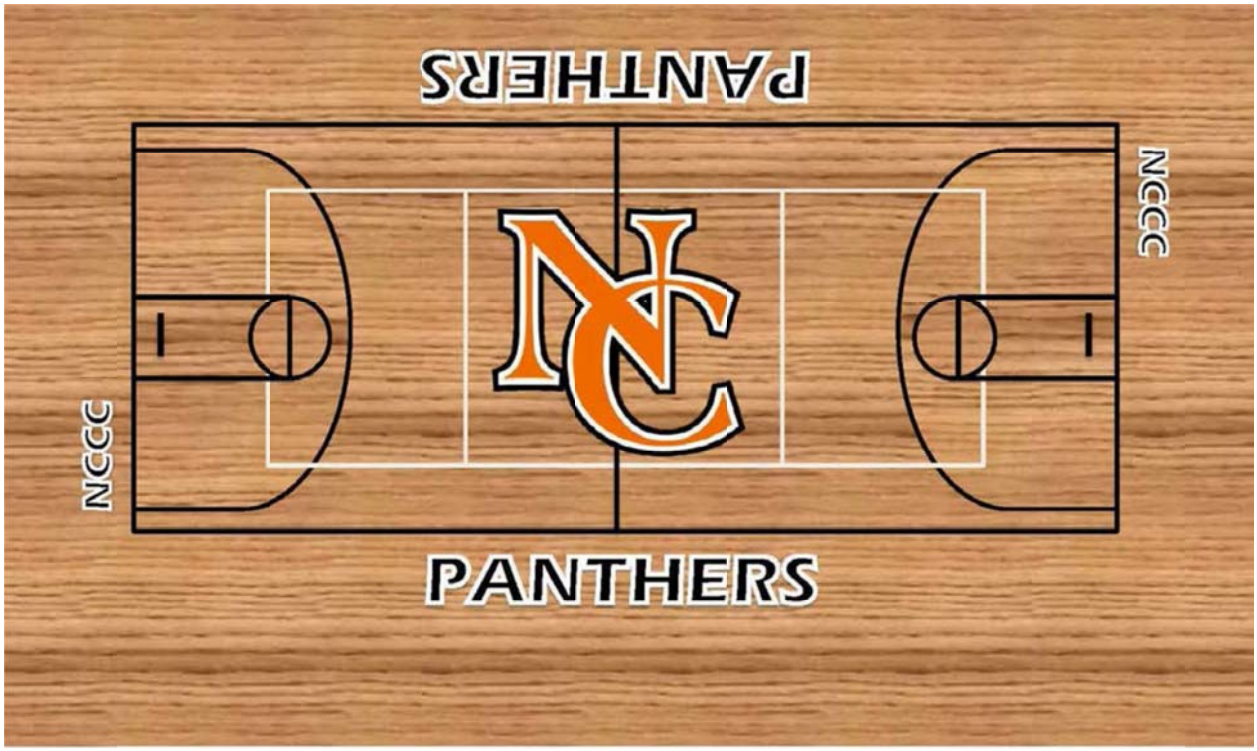
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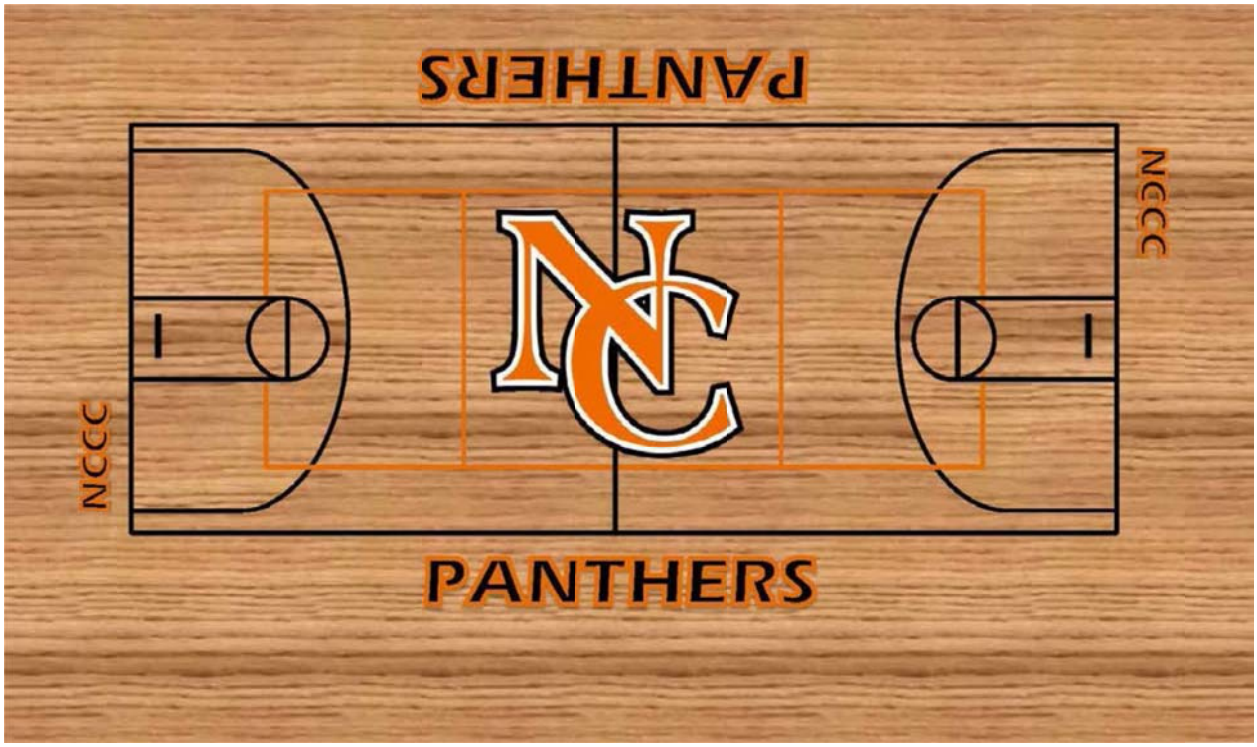
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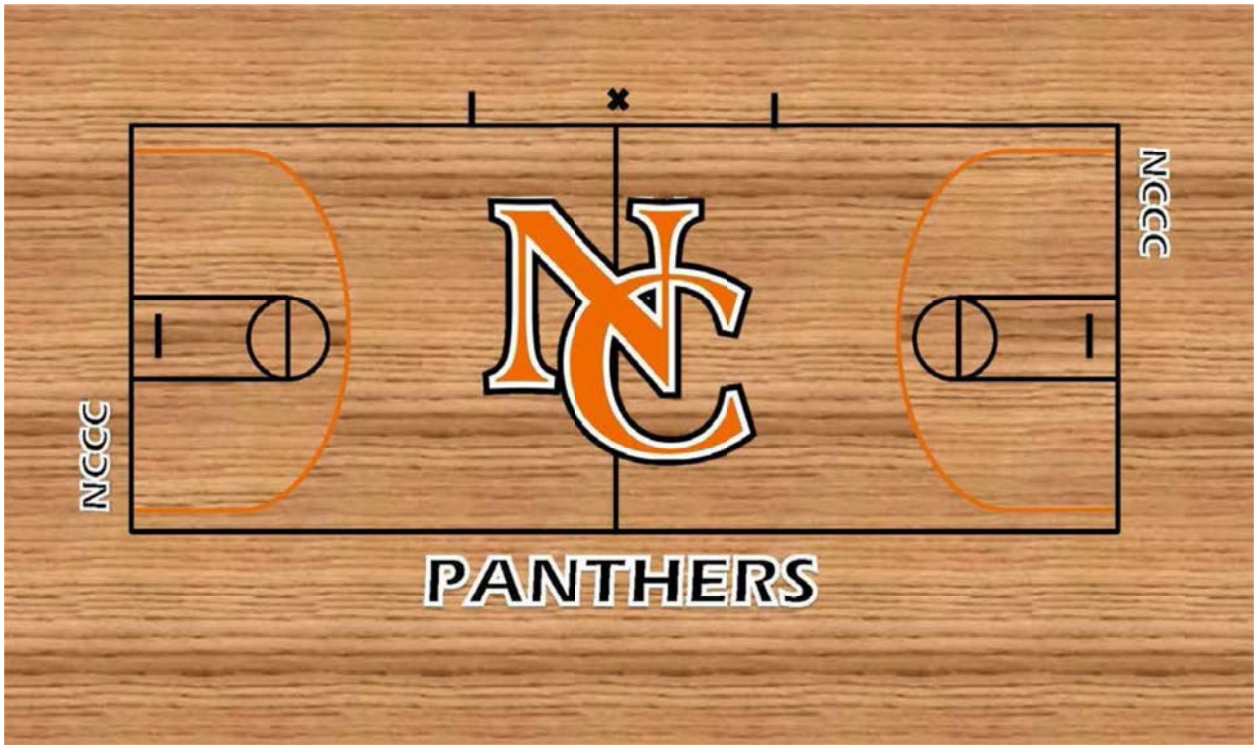
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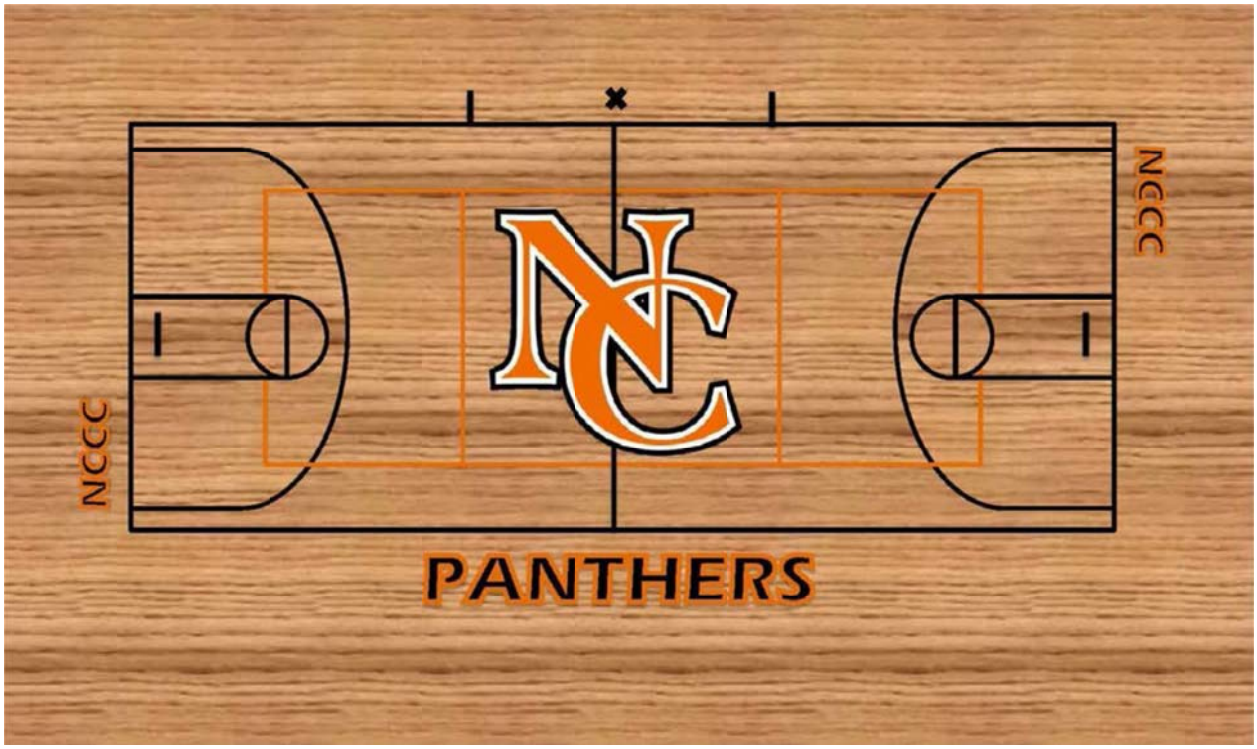
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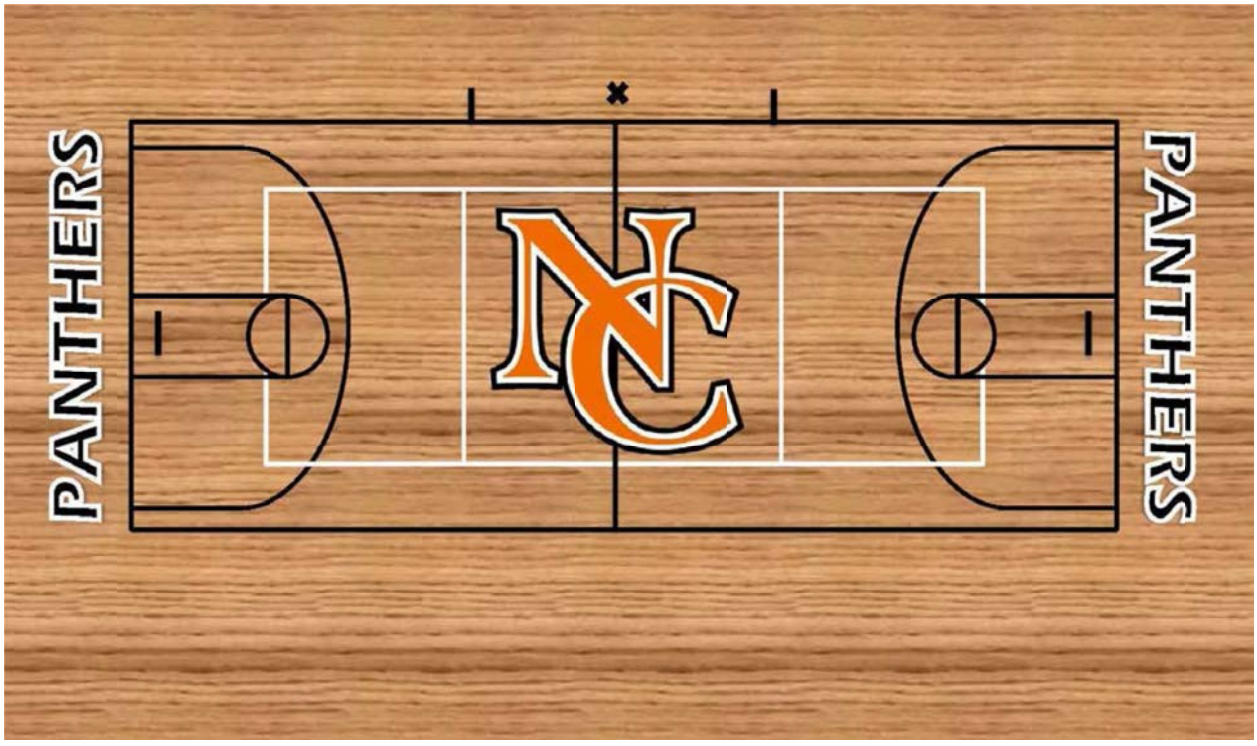
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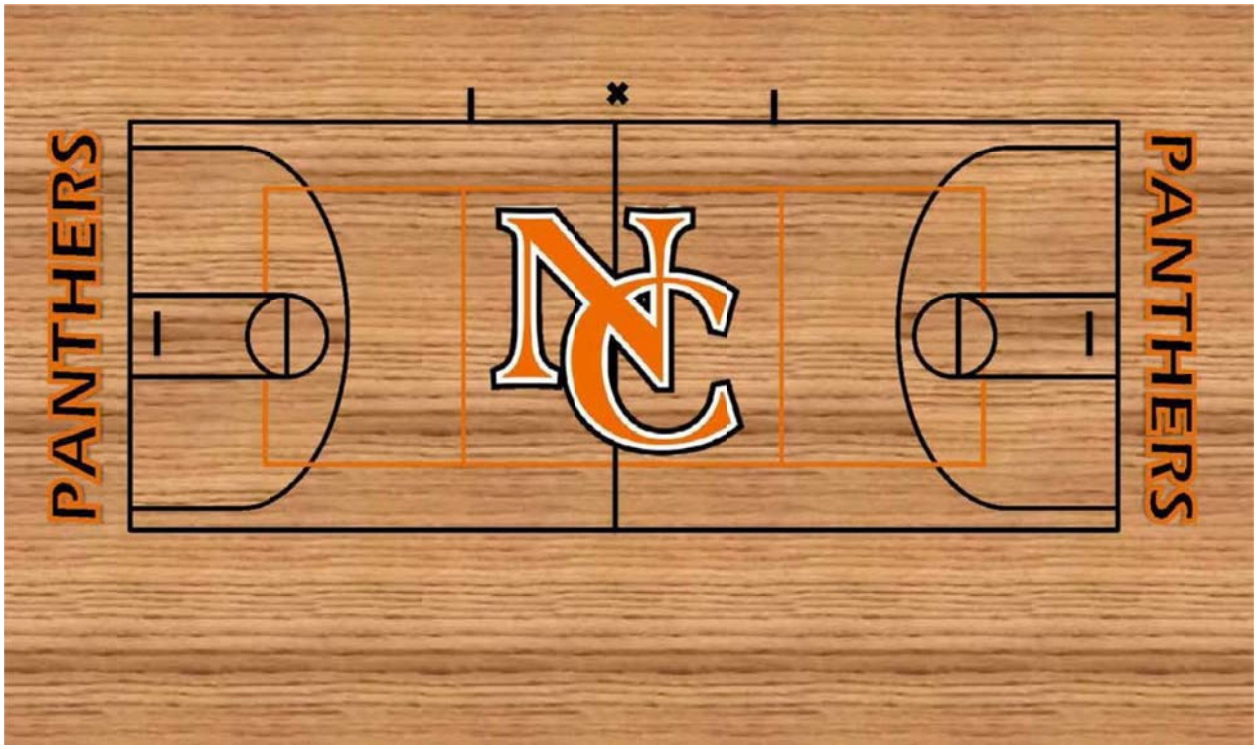
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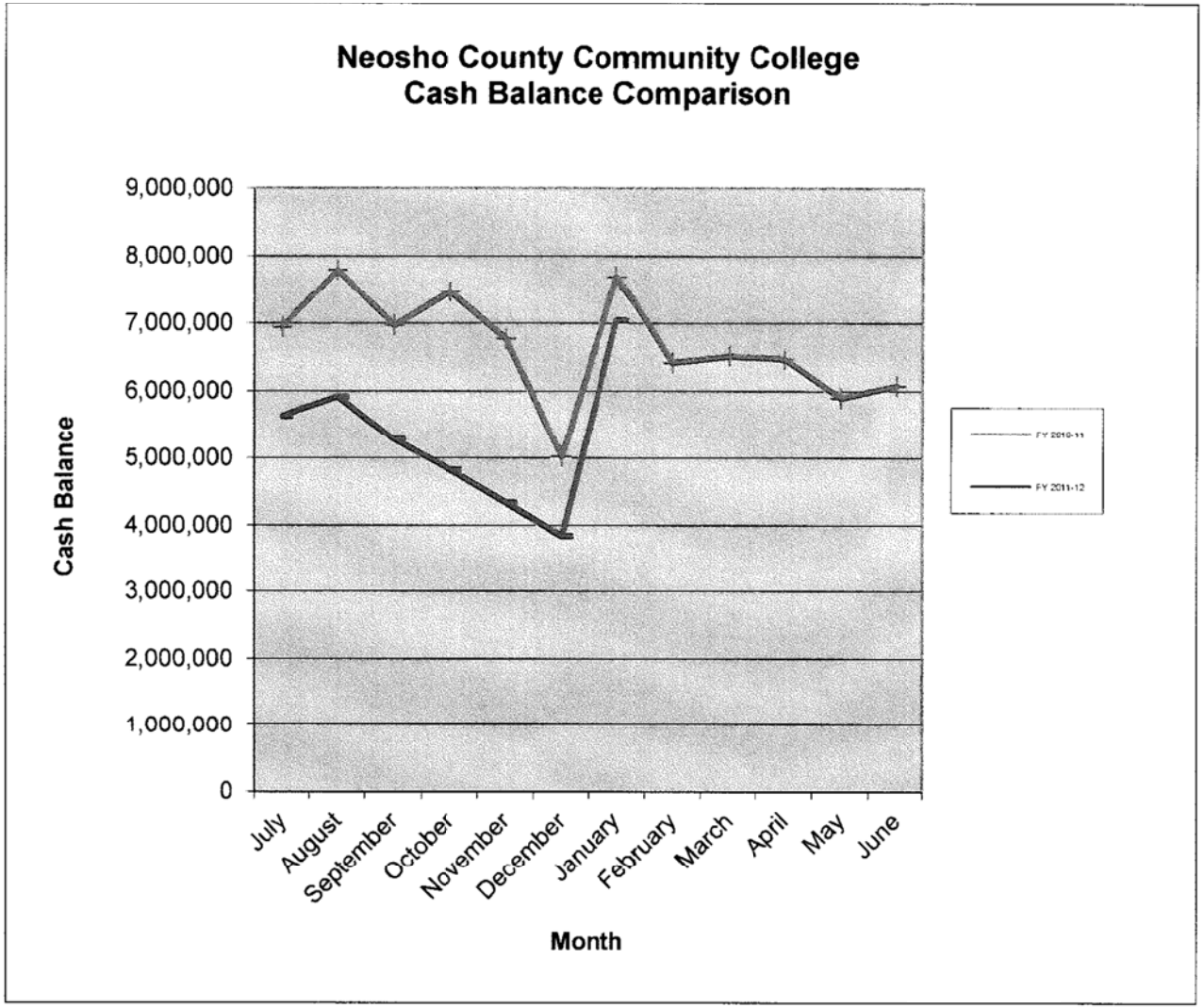
02/10/2012

ATTACHMENT 4

TREASURER'S MONTHLY FINANCIAL STATEMENT
NEOSHO COUNTY COMMUNITY COLLEGE
For the Period January 1, 2012 to January 31, 2012

FUND	FUND DESCRIPTION	BEGINNING BALANCE 12/31/2011	RECEIPTS JANUARY	JOUNRAL ENTRIES JANUARY	DISBURSEMENTS JANUARY	ENDING BALANCE 1/31/2012
02	Postsecondary Technical Education Reserve	1,680.00	5,010.00		0.00	6,690.00
07	Petty Cash Fund	1,069.04	0.00	0.00	0.00	1,069.04
08	General Fund Deferred Maintenance	110,584.82	126.00	0.00	-21,065.24	89,645.58
09	General Fund Equipment Reserve	409,150.15	0.00	0.00	0.00	409,150.15
10	General Fund UnencumberedFund Balance	1,000,000.00	0.00	0.00	0.00	1,000,000.00
11	General Fund	-869,388.17	3,432,519.60	-11,816.90	-803,887.33	1,747,427.20
12	Postsecondary Technical Education Fund	256,124.84	600,633.84	0.00	-172,713.27	684,045.41
13	Adult Basic Education Fund	-16,271.27	140,782.65	0.00	-38,691.16	85,820.22
14	Adult Supplementary Education Fund	694.31	20.00	0.00	-1,304.50	-590.19
16	Dorm-Student/Union Fund	606,704.98	76,409.34	0.00	-57,493.98	625,620.34
17	Bookstore Fund	-112,798.07	80,516.45	0.00	-65,608.13	-97,889.75
21	College Workstudy Fund	0.00	0.00	0.00	-565.50	-565.50
22	SEOG Grant Fund	0.00	0.00	0.00	0.00	0.00
23	ACG Grant Fund	0.00	0.00	0.00	0.00	0.00
24	Pell Grant Fund	402.00	3,000.00	0.00	-1,613.00	1,789.00
25	Student Loans Fund	0.00	0.00	0.00	0.00	0.00
31	Title III Grant	-4.01	0.00	0.00	-70,509.63	-70,513.64
32	Grant Funds	168,481.08	5,554.99	283.00	-117,380.25	56,938.82
51	Library Bequest Fund	3,110.58	0.00	0.00	0.00	3,110.58
52	Snyder Chapel Fund	205.64	0.00	0.00	0.00	205.64
61	Capital Outlay Fund	41,870.19	7,000.00	0.00	0.00	48,870.19
65	Student Union Revenue Bond Reserve	630,776.84	0.00	0.00	0.00	630,776.84
70	Agency Funds	1,601,568.06	227,173.52	-1,043.21	-12,320.84	1,815,377.53
90	Payroll Clearing Fund	0.00	0.00	0.00	0.00	0.00
	TOTALS	$3,833,961.01	$4,578,746.39	-$12,577.11	-$1,363,152.83	$7,036,977.46
	Checking Accounts					$4,576,392.22
	Investments					$2,458,985.24
	Cash on Hand					$1,600.00
	Total					$7,036,977.46


Neosho County Community College
Cash Balance Comparison
Cash Balance
9,000,000
8,000,000
7,000,000
6,000,000
5,000,000
4,000,000
3,000,000
2,000,000
1,000,000
0
July
August
September
October
November
December
January
February
March
April
May
June
Month
FY 2010-11
FY 2011-12

ATTACHMENT 5

President's Report

Feb 9th 2012

Good Evening Trustees. Thank you for your time and talents improving NCCC. Here are some items of interest.

Enrollment Report

Enrollment looks very encouraging. Right now the College is up over 11% over this day last year for the Spring semester. If this trend continues we should be up about 11% for the year. Here is a breakdown of enrollment by division.

Spring Semester 2012

CAMPUS	YEAR CODE	TERM CODE	RUN DATE	STUDENT TOTAL	CREDIT HOUR TOTAL	% INCREASE OR DECREASE
TOTAL	2010	50	02-09-11	2839	19,133.5	
TOTAL	2011	50	02-09-12	3199	21,292.5	11.28%
CHANUTE	2010	50	02-09-11	631	6,292.5	
CHANUTE	2011	50	02-09-12	715	6,897.5	9.61%
OTTAWA	2010	50	02-09-11	777	5,525	
OTTAWA	2011	50	02-09-12	873	6,195	12.13%
ONL	2010	50	02-09-11	928	4,587	
ONL	2011	50	02-09-12	1,086	5,420	18.16%
ODO	2010	50	02-09-11	257	1,333	
ODO	2011	50	02-09-12	255	1,149	-13.80%
IDO	2010	50	02-09-11	266	1,403.5	
IDO	2011	50	02-09-12	270	1,631	16.21%

College Wins National Bellwether Award!

The College won its second Bellwether Finalist Award in its history last week, this time for the financing, design, and implementation of the Ottawa Campus. Dale, David, Ben and I traveled to Orlando, Florida and attended the Community College Futures Conference where we received this award. NCCC's entry was selected by the Council of Resource Development as one of the top 10 and was among over 350 entries in the Bellwether competition. Our session on the campus was well attended, especially when compared to other sessions at the conference and was a "hit." We heard many, many complements. While we did not bring home the overall "grand prize" we were very honored to receive this award. We hope to submit other outstanding things about the College in the future in order to be invited back.

Transfer GPA Report for Fall 2010 NCCC/PSU/KU students

We had some good news in the new transfer GPA report. Each year KBOR computes how our students did at University one year and more after transferring. Typically, we transfer students to PSU and KU

more than the other institutions. At KU NCCC students scored comparably with other community college transfer students in the state after transfer. At PSU our students scored significantly better than other community college transfers and the native university students in both GPA and class completion percentage:

Student	**GPA**	**Average Completion %**
NCCC	3.2 GPA	91%
Other CCs	2.81 GPA	83%
Native PSU	2.97 GPA	82%

Great news! Great work to all of the faculty who prepared these students for transfer – job well done!

Legislative Update

There are quite a few bills we are following in the session. This is Linda Fund's report:

SB 317 Senate Assessment and Taxation Committee	Property taxation; defining real and personal property	In Senate Assessment and Taxation	**01/25/2012 - Senate** Scheduled Hearing in Assessment and Taxation: Wednesday, 2/1/2012, 10:30 AM, Rm 152-S
SB 361 Senate Education Committee	Creating the Excellence in Education Act	In Senate Education	**02/01/2012 - Senate** **Referred to Education; Scheduled Overview in Education: Thursday, 2/2/2012, 2:00 PM; Scheduled Hearing in Education: Monday, 2/6/2012, 1:30 PM, Rm 152-S; Tuesday, 2/7/2012, 1:30 PM, Rm 152-S; Wednesday, 2/8/2012, 1:30 PM, Rm 152-S**
HB 2533 Mike ONeal, R-104th	Amending requirements and penalties for failure to report suspected child abuse	In House Judiciary	**02/01/2012 - House** **Scheduled Hearing in Judiciary: Wednesday, 2/8/2012, 3:30 PM, Rm 346-S**

HB 2620 House Appropriations Committee	Creating the Excellence in Career Technical Education Act	In House Education	**02/03/2012 - House Referred to Education; Scheduled Hearing in Education: Wednesday, 2/8/2012, 9:00 AM, Rm 784 DSOB**
SB 267 Legislative Educational Planning Committee	Amendments regarding tax credits for contributions to postsecondary educational institutions for deferred maintenance expenses	In Senate Assessment and Taxation	**02/02/2012 - Senate Scheduled Hearing in Assessment and Taxation: Tuesday, 2/7/2012, 10:30 AM, Rm 152-S**

HB 2533, a response to Penn State, amends the requirements and penalties for failure to report suspected child abuse. It requires us as staff and administrators to report abuse that we suspect -"*knowingly failing to report any suspected physical, mental or emotional abuse or neglect of a child"*. The Board of Regents supports mandatory reporting of child sexual abuse as set forth in the Regents policy. They have asked for a friendly amendment to clarify that the employees of a college or university in Kansas would be required to report when the employee is in an official capacity where children are participating at a university program or event. It also includes an amendment that would address the situation when a law enforcement officer is part of the incident team, then every member of the team would not be required to report since they only know about the incident because they are part of the incident team.

House federal and state passed **HB 2353** which allows guns in colleges and universities and other state and municipal buildings. Rep. Kathy Wolf Moore attempted to exempt state universities and colleges but this failed. Rep. Joe Seiwert then attempted to exempt dormitories but this failed on an 8-11 vote.

During this debate, Rep. Knox, the bill's author, said "if universities were really concerned about safety then they would have already installed adequate security measures." The committee also did not agree to exempt hospitals from this bill. It now goes to the full House for consideration. KACCT is attempting to rally the troops to oppose it there.

Yearly Report

I should have my yearly report to you at the March meeting so that you can evaluate me in April. The contract calls for me to give you this report for your consideration a month before my formal evaluation. Typically the Board Chair circulates a separate CEO evaluation form for your thoughts. I'll leave the matter to him to circulate and collect the form before the April meeting. The end of the year report will consist of a particular goal you have given me and a report from many areas at the College as to how they are advancing that goal. At the end of each goal is my personal contribution to that goal.

During my evaluation, besides critiquing my performance, we write goals for the President. I will bring my suggested goals, but you might be thinking of others you would like to discuss.

Neighbor Relations

I have received another rash of complaints by the homeowners that surround the College, especially from those homeowners that live on 10th or near the residence hall. The complaints usually involve noise, garbage, unsafe behavior, and inappropriate activity perpetrated by our residence hall students. I have tried a measured response to the residents in an effort to get our students to respect our neighbors, but that has not been as effective as I would like. So, I am trying a "full court press." Here is a list of the changes that we are in the process of making in order to help smooth relations with our neighbors:

- Raised the student fine for noise and littering from $50 to $250
- Purchased signs for the back lots (on order) to inform students of this new fine

- Contacted all residence hall students by email to inform them of the new emphasis in neighbor relations
- Installing a new high resolution video camera in the back of the residence hall parking lot
- Installing additional trash cans around the parking lot
- Adding more hours to security to watch our boarders
- Instructed grounds crew to pick up trash that may have blown into neighbors' yards
- Enlisted the help of the coaches in informing students of the new emphasis in neighbor relations
- Instructed housing staff to have no tolerance in student behavior when it comes to anything that could negatively affect neighbor relations
- Considering landscaping and fencing options as part of the master landscaping plan

I hope that "getting serious" with our students on these issues will curtail the behavior. Time will tell. Let me know if you hear anything else from our neighbors.

OTA to Fulltime

The newest program at the College is up and running and doing well in enrollment. However, there is an issue to solve. The Title III grant calls for a part-time Occupational Therapy Assistant (OTA) instructor as part of that program at the Ottawa Campus. In fact, the OTA accrediting body requires another instructor. Our efforts to hire a part-time instructor have failed. We need to increase this to a fulltime position in order to attract any candidates. I am adding the yearly cost to the large expenditure sheet for the 2012-2013 year, but we need the new instructor now for the accreditors. Brenda is moving money around in her budget to cover the difference between the full and part-time positions for the rest of the academic year. It is my intention to bring you a new position to approve at the March meeting.

ACCT Disaster Preparation

On March 20th at 2pm Ben and possibly I will be watching a webinar put on by the ACCT on Disaster Preparation which is intended for presidents and trustees. If you are bored come on by and watch it with us. I say "possibly" on my attendance since that is spring break and I may be out of town on a vacation, depending on my plans.

New Improved Budget Process

For most departments current budgeting at the College involves printing out budget sheets with little blanks next to next year's amounts. The person in charge of that area fills in the little blanks and sometimes (but sometimes not) writes in pencil in the margins what they need that money for. I made a decree that there should be no process at the college that would involve a printout, a ruler, and a pencil to accomplish it. Ben has been using a more elaborate system of budgeting in his area and we are applying that technique to all others, but with some improvements. Tech Services and the Business Office are teaming up to create a new electronic budget sheet that allows people to build their budgets line by line and then keeps track of the totals. It then inserts those totals in a master budget and then directly into the College computer system.

This electronic system allows a supervisor drill down into every line to see what the request is for specifically. It moves us closer to a more formal "zero based budgeting" system. It also means that there are not multiple versions of paper copies of the budget drifting around. And we should not have to ask the question, "What's that money for?" ever again. As with all things new, it will take some training and there will be some issues along the way. But I think it will be a vast improvement over the 19th century technology we were using in the past. Great job to business office and tech services!

That is all!

ATTACHMENT 6

Neosho County Resident On Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$5/cr hr			
Technology	$5/cr hr			
Total Fees		$25/cr hr		
Neosho County Resident Off Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$0/cr hr			
Technology	$5/cr hr			
Total Fees		$20/cr hr		
Neosho County Resident On Line				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
On Line	$25/cr hr			
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$0/cr hr			
Technology	$5/cr hr			
Total Fees		$45/cr hr		
Kansas Resident Outside Neosho County (Chanute) On Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$5/cr hr			
Technology	$5/cr hr			
Out District	$12/cr hr			
Total Fees		$37/cr hr		
Kansas Resident Outside Neosho County (Chanute) Off Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$0/cr hr			
Technology	$5/cr hr			
Out District	$12/cr hr			
Total Fees		$32/cr hr		
Kansas Resident Outside Neosho County On Line				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
On Line	$25/cr hr			
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$0/cr hr			

Technology	$5/cr hr			
Out District	$12/cr hr			
Total Fees		$57/cr hr		
Kansas Resident Outside Neosho County (Ottawa) On Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$19/cr hr			(currently $18/cr hr)
Building	$19/cr hr			
Technology	$5/cr hr			
Out District	$12/cr hr			
Total Fees		$55/cr hr		
Kansas Resident Outside Neosho County (Ottawa) Off Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$19/cr hr			(currently $18/cr hr)
Building	$7/cr hr			
Technology	$5/cr hr			
Out District	$12/cr hr			
Total Fees		$43/cr hr		
Out-of-State Resident (Chanute) On Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$5/cr hr			
Technology	$5/cr hr			
Out-of-State	$34/cr hr			
Total Fees		$59/cr hr		
Out-of-State Resident (Chanute) Off Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$0/cr hr			
Technology	$5/cr hr			
Out-of-State	$34/cr hr			
Total Fees		$54/cr hr		
Out-of-State Resident On Line				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
On Line	$25/cr hr			
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$0/cr hr			
Technology	$5/cr hr			
Out-of-State	$34/cr hr			
Total Fees		$79/cr hr		

Out-of-State Resident (Ottawa) On Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$19/cr hr			(currently $18/cr hr)
Building	$19/cr hr			
Technology	$5/cr hr			
Out-of-State	$34/cr hr			
Total Fees		$77/cr hr		
Out-of-State Resident (Ottawa) Off Campus				
Tuition		$52/cr hr		(currently $50/cr hr)
Fees				
Incidental	$19/cr hr			(currently $18/cr hr)
Building	$7/cr hr			
Technology	$5/cr hr			
Out-of-State	$34/cr hr			
Total Fees		$65/cr hr		
International (Chanute) On Campus				
Tuition		$125/cr hr		(currently $123/cr hr)
Fees				
Incidental	$19/cr hr			(currently $18/cr hr)
Student Union	$5/cr hr			
Technology	$5/cr hr			
Out-of-US	$12/cr hr			
Total Fees		$41/cr hr		
International (Chanute) Off Campus				
Tuition		$125/cr hr		(currently $123/cr hr)
Fees				
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$0/cr hr			
Technology	$5/cr hr			
Out-of-US	$12/cr hr			
Total Fees		$32/cr hr		
International On Line				
Tuition		$125/cr hr		(currently $123/cr hr)
Fees				
On Line	$25/cr hr			
Incidental	$15/cr hr			(currently $14/cr hr)
Student Union	$0/cr hr			
Technology	$5/cr hr			
Out-of-US	$12/cr hr			
Total Fees		$57/cr hr		
International (Ottawa) On Campus				
Tuition		$125/cr hr		(currently $123/cr hr)
Fees				
Incidental	$19/cr hr			(currently $18/cr hr)

Building	$19/cr hr			
Technology	$5/cr hr			
Out-of-US	$12/cr hr			
Total Fees		$55/cr hr		
International (Ottawa) Off Campus				
Tuition		$125/cr hr		(currently $123/cr hr)
Fees				
Incidental	$19/cr hr			(currently $18/cr hr)
Building	$7/cr hr			
Technology	$5/cr hr			
Out-of-US	$12/cr hr			
Total Fees		$43/cr hr		
Semester Residence Hall Changes Per Semester				
Bideau Double		$2,600		(currently $2,450)
Bideau Single		$3,350		(currently $3,150)
NeoKan Double		$2,600		(currently $2,450)
NeoKan Single		$3,350		(currently $3,150)
Graduation Fee		$0		(currently $40)
Laundry Fee		$0		(currently $25)
Annual Residence Hall Fee		$125		
Book Rental Fee		$15/cr hr		(currently $10/cr hr)
Transcript Fee		$5		(currently $2)

ATTACHMENT 7

Academic Calendar

Fall Semester – 2012

July 23	4-Week Fall Intersession Classes Begin
July 30	Cert. Day for 4-Week Fall Intersession Classes
Aug 13	Faculty Report
Aug 14	Faculty In-Service
Aug 17	4-Week Fall Intersession Classes End
Aug 20	Classes Begin
Aug 24	Last Day to Add a Class
Aug 30	Cert. Day for 1st 8-Week Classes
Aug 31	Last Day for Refund
Sept 3	Labor Day (college closed)
Sept 17	Citizenship Day
Sept 17	Cert. Day for Full Semester Classes
Oct 12	1st 8-Week Classes End
Oct 15	2nd 8-Week Classes Begin
Oct 15	Mid-Term
Oct 25	Cert. Day for 2nd 8-Week Classes
Nov 19-23	Thanksgiving Break (college closed)
Dec 4-10	Night Class Finals
Dec 10	Fall Classes End
Dec 11-13	Finals
Dec 17	Faculty Assessment Day
Dec 24-Jan 1	Christmas Break (college closed)

Spring Semester – 2013

Jan 2	Intersession Classes Begin
Jan 4	Cert. Day for Intersession Classes
Jan 11	Intersession Classes End
Jan 14	Faculty In-Service (college closed) Faculty Report
Jan 21	Martin Luther King Day (college closed)
Jan 22	Classes Begin
Jan 28	Last Day to Add a Class
Feb 1	Cert. Day for 1st 8-Week Classes
Feb 5	Last Day for Refund
Feb 18	Cert. Day for Full Semester Classes
Mar 15	1st 8-Week Classes End
Mar 15	Mid-Term
Mar 18-22	Spring Break
Mar 25	2nd 8-Week Classes Begin
Mar 29	Good Friday (college closed)
Apr 3	Cert. Day for 2nd 8-Week Classes
May 8-14	Night Class Finals
May 14	Night Classes End
May 14	Tuesday Classes are Friday Classes (day classes only)
May 14	Spring Classes End
May 15-17	Finals May 17 Commencement 7:00 p.m.
May 20	Intersession Classes Begin
May 20-21	Faculty Assessment Days
May 22	Faculty Duty Day
May 27	Memorial Day (college closed)
May 31	Intersession Classes End

Summer I – 2013

June 3	Summer I Begins (4-Week & 8-Week classes)
June 6	Cert. Day for Summer I Classes
June 7	College Closed
June 14	College Closed
June 17	Cert. Day for 8-Week Summer Classes
June 21	College Closed
June 27	Summer I Ends
June 28	College Closed

Summer II – 2013

July 1	Summer II Begins
July 3	Cert. Day for Summer II Classes
July 4	Independence Day (college closed)
July 5	College Closed
July 12	College Closed
July 19	College Closed
July 25	Summer II & 8-Week Classes End
July 26	College Closed
July 29	Fall Intersession Classes Begin
Aug 16	Fall Intersession Classes End

Fall Semester - 2013

July 29	4-week Fall Intersession Classes Begin
Aug 5	Cert. Day for 4-Week Fall Intersession Classes
Aug 19	Faculty Report
Aug 20	Faculty In-Service
Aug 23	4-Week Fall Intersession Classes End
Aug 26	Classes Begin
Aug 29	Last Day to Add a Class
Sept 2	Labor Day (college closed)
Sept 3	Last Day for Refund
Sept 9	Cert. Day for 1st 8-Week Classes
Sept 17	Citizenship Day
Sept 23	Cert. Day for Full Semester Classes
Oct 18	1st 8-Week Classes End
Oct 21	2nd 8-Week Classes Begin
Oct 21	Mid-Term
Oct 28	Cert. Day for 2nd 8-Week Classes
Nov 25-29	Thanksgiving Break (college closed)
Dec 12-16	Night Class Finals
Dec 16	Fall Classes End
Dec 17-19	Finals
Dec 22	Faculty Assessment/Duty Day
*Dec 24-Jan 1	Christmas Break (college closed)

Spring Semester – 2014

Jan 2	Intersession Classes Begin
Jan 4	Cert. Day for Intersession Classes
Jan 13	Faculty In-Service (college closed) Faculty Report
Jan 17	Intersession Classes End
Jan 20	Martin Luther King Day (college closed)
Jan 21	Classes Begin
Jan 27	Last Day to Add a Class
Jan 31	Cert. Day for 1st 8-Week Classes
Feb 4	Last Day for Refund
Feb 17	Cert. Day for Full Semester Classes
Mar 14	1st 8-Week Classes End
Mar 14	Mid-Term
Mar 17-21	Spring Break
Mar 24	2nd 8-Week Classes Begin
Apr 2	Cert. Day for 2nd 8-Week Classes
Apr 18	Good Friday (college closed)
May 6-12	Night Class Finals
May 13	Tuesday Classes are Friday Classes (day classes only)
May 13	Spring Classes End
May 14-16	Finals
May 16	Commencement 7:00 p.m.May 19 Intersession Classes Begin
May 19-20	Faculty Assessment Days
May 21	Faculty Duty Day
May 26	Memorial Day (college closed)
May 30	Intersession Classes End

Summer I – 2014

June 2	Summer I Begins (4-Week & 8-Week Classes)
June 5	Cert. Day for Summer I Classes
June 6	College Closed
June 9	Cert. Day for 8-Week Summer Classes
June 13	College Closed
June 20	College Closed
June 26	Summer I Ends
June 27	College Closed

Summer II – 2014

June 30	Summer II Begins
July 2	Cert. Day for Summer II Classes
July 4	Independence Day (college closed)
July 11	College Closed
July 18	College Closed
July 24	Summer II & 8-Week Classes End
July 25	College Closed
July 28	Fall Intersession Classes Begin
Aug 15	Fall Intersession Classes End

Note: This calendar is approved by the NCCC Board of Trustees, but is subject to change.

ATTACHMENT 8

2012 – 2013 College Catalog

NEOSHO COUNTY COMMUNITY COLLEGE

A Publicly Supported Community College Since 1936
Serving Neosho, Franklin, and Anderson Counties in Kansas

Neosho County Community College is accredited by The Higher Learning Commission
and a member of the North Central Association
The Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1413
800-621-7440 or 312-263-0456; Fax 312-263-7462

Approved By:
The Kansas State Board of Nursing
Landon State Office Building, 900 SW Jackson, Room 1051
Topeka, KS 66612-1230
785-296-4929, Fax 785-296-3929
www.ksbn.org

Accredited By:
National League for Nursing Accrediting Commission, Inc.
3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326
404-975-5000, Fax 404-975-5020
www.nlnac.org

Accredited By:
The Accreditation Council for Business Schools and Programs
11520 W. 119th Street, Overland Park, KS 66213
913-339-9356, Fax 913-339-6226
www.acbsp.org

Accredited By:
Commission on Accreditation for Health Informatics and Information Management Education
233 North Michigan Avenue, 21st Floor, Chicago, IL 60601
312-233-1100
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Neosho County Community College operates under the authority of the
Kansas Board of Regents
1000 SW Jackson Street, Suite 520, Topeka, KS 66612-1368
785-296-3421, Fax 785-296-0983
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Chanute Campus **Ottawa Campus**

800 West 14th Street
Chanute, KS 66720
Phone: 620-431-2820
800-729-6222 (KS only)
Fax: 620-431-0082

900 East Logan Street
Ottawa, KS 66067
Phone: 785-242-2067
888-466-2688 (KS only)
Fax: 785-242-2068

(Information in this catalog may be changed at any time. See the online version at the following address for the most up-to-date information.)

www.neosho.edu

President's Message

Welcome to NCCC and thank you for investigating our wonderful college. We know that you have many educational choices. When you compare what NCCC has to offer, you will see why more and more students are choosing NCCC, making us the fastest growing community college in Kansas over the past eight years. Here is what students who have chosen NCCC say about us:

Great Programs

NCCC offers innovative, creative programs that will help you get the job you need and to help you be successful in a bachelor's degree program. Our newest programs include: Health Information Technology, Occupational Therapy Assistant, Surgical Technology, Green Construction, and Sustainable Energy Installer. NCCC boasts one of the largest two-year nursing programs in the State of Kansas. The Mary Grimes School of Nursing has the best reputation of any nursing program in the state, producing the best graduates. Our transfer programs are unparalleled among community colleges. In fact, over 90% of our transferring students report that NCCC prepared them very well for their junior and senior level courses.

Our programs are taught by some of the finest faculty members of any college. You won't get 300-person auditorium classes taught by a graduate assistant at NCCC. Our average class size is 12 and our instructors are all degreed professionals with many years in their profession and in college teaching. All instructors know our motto: Student success is our success. We are not successful as a college unless you are as a student. Our instructors' commitment to student success does not end when class is over. Our instructors were rated very high by the students on availability outside the classroom to aide students to be successful.

NCCC meets you where you are, and we care

To help students be successful in all academic areas, NCCC takes extraordinary measures to ensure student success. We have one of the finest developmental educational programs anywhere. In fact, a four-year institution asked us to provide their developmental education.

We have free unlimited face-to-face and online tutoring for all students for any subject. The Center for Academic and Vocational Excellence (CAVE) on the Chanute campus and the Teaching and Learning Center on the Ottawa campus provide individual and group tutoring with extended hours. We even have live interactive online tutoring available!

We offer classes on your schedule, not ours. We have day, night, weekend, online, hybrid, short course, two-week, four-week, eight-week, and sixteen-week classes. NCCC is in session 52 weeks a year. We will find a schedule that fits your needs.

Low tuition with lots of financial help available

There is no reason you can't go to NCCC, no matter what your financial situation. With hundreds of thousands of dollars in scholarships, the book rental program, and low community college rates, there is a way for you to go to college. Many of our Neosho County residents pay absolutely nothing to attend our wonderful college.

A "real college" feel at a beautiful full campus

Many students chose NCCC because of the beautiful Chanute campus. Our Chanute site is ten buildings on 40 beautifully maintained acres. The College has announced a 10-year $17 million renovation and addition plan for the Chanute campus that is fully underway. Chapman Library and Rowland Hall have already received $1 million update. Opening fall 2012 will be a new softball complex, a renovated gymnasium, and improvements to campus parking. The suite-style residence hall is home to over 200 students and features a new 24-hour computer lab, and an online gaming lounge.

In Ottawa, the college opened a new $8.1 million 52,000 sq ft campus on 27 wooded acres in March of 2011. The new campus features state-of-the-art classrooms and labs, a simulated hospital, and a Teaching and Learning Center (TLC) complete with individual and group study rooms. The TLC even has a cozy fireplace and outdoor plaza for lounging and studying.

Plenty of things to do and ways to get engaged

There is plenty to do on campus, with a full range of sports, clubs, and activities on the Chanute campus and new clubs on the Ottawa campus. We have ten sports teams, 22 student clubs and countless student events scheduled each week to keep you engaged in a true college atmosphere.

Helpful, friendly staff

It all comes together with great people. Our wonderful staff is here to help you with each step along the way. From admissions, all the way to transfer and certificate completion, at NCCC we will know your name, and we will give you the best service of any college anywhere.

I and my staff look forward to talking to you about what your needs are and how NCCC can help meet them.

Go Panthers!

If you have questions, you can reach me at binbody@neosho.edu.

Brian Inbody, Ed. D.
President

About Our Catalog

The Neosho County Community College Catalog is a reference to those interested in academic policies, procedures, and programs. Refer to the table of contents or the index for specific topics of interest.

Degree requirements and programs are organized by department. Course descriptions are provided to help you and your academic advisor plan your academic choices.

Course Description Key

The following course description key explains the system used for courses listed throughout the catalog.

- ***Credit hour*:** In the historical definition, a credit hour is the academic unit received for taking a subject for one hour a week for one 16-week semester. With semesters and terms of variable length and with online classes, this definition does not apply in all situations. However, the term is still used to refer to the amount of commitment required for a single course. The range is usually 1-5 credits for a course, with three credit hours as the most common. In reference to our college courses, the term "hour" is applied to all such credits. Typically, 64 credit hours are required for an associate degree.

Full-time college students take 12-20 credit hours of courses per 16-week semester, with 15 to 16 being the most common. A 12-hour minimum is required in a 16-week semester for "full-time" status, which is very important to those receiving financial aid or scholarships. Semesters that are shorter that 16 weeks, such as the 4-week summer sessions, have greater limitations on the number of credit hours that can be taken. For instance, in the case of the 4-week summer sessions, the maximum number of credit hours that can be taken is 6.

- ***000 Level Classes*:** These developmental classes focus on academic preparedness by helping students develop the skills and competencies needed to become better students and lifelong learners.

- ***100 Level Classes*:** These classes are commonly referred to as "Freshmen Level" and are often times the first course in a sequence of courses, a foundation course for a field of study, or a survey course intended for any degree-seeking student. Generally, 100 level courses should be taken in the first year of college, but this does not always occur.

- ***200 Level Classes*:** Often called "Sophomore Level," these courses build on knowledge gained in 100 level courses. However, it is not uncommon for first year students to enroll in 200 level classes.

- ***Prerequisite*:** This is a course that must be taken before another course in a sequence. For instance ENGL 101 English Composition I must be taken and passed with a grade of "D" or better before the student can enroll in ENGL 289 English Composition II.

- ***Co-requisite*:** If a course has a co-requisite then the student must enroll in another course during the same semester as the first course. For instance, students who enroll in BIOL 111 General Biology must also enroll in the lab course, BIOL 112 General Biology Lab, during the same semester.

Sample Course Descriptions

ACCT 107 PAYROLL ACCOUNTING
3 credit hours
This course is designed to provide comprehensive, yet practical instruction in payroll. Payroll systems, the preparation of payroll tax returns and reports, as well as payroll laws and regulations will be studied. Computer applications will be included.

The letters **ACCT** denote the department in which the course is offered, in this case, Accounting. The three digits of the course number **107** represent the level of the course. Credit hours and a description of the course follow and any prerequisites, co-requisites or important notations will be listed in italics.

ENGL 289 ENGLISH COMPOSITION II
3 credit hours

Constructive writing is continued with the emphasis on a long investigative paper in Modern Language Association (MLA) style. Readings on moral, political, and social issues are used to acquaint students with contracting opinions and to encourage them to organize their own ideas on these issues. Practice in effective writing and development of an adequate vocabulary are emphasized. *Prerequisite: ENGL 101.*

The letters **ENGL** denote the department in which the course is offered, in this case, English. The three digits of the course number **289** represent the level of the course. Credit hours and a description of the course follow and a prerequisite is listed in italics.

Academic Calendar

Fall Semester – 2012

July 23	4-Week Fall Intersession Classes Begin
July 30	Cert. Day for 4-Week Fall Intersession Classes
Aug 13	Faculty Report
Aug 14	Faculty In-Service
Aug 17	4-Week Fall Intersession Classes End
Aug 20	Classes Begin
Aug 24	Last Day to Add a Class
Aug 30	Cert. Day for 1st 8-Week Classes
Aug 31	Last Day for Refund
Sept 3	Labor Day (college closed)
Sept 17	Citizenship Day
Sept 17	Cert. Day for Full Semester Classes
Oct 12	1st 8-Week Classes End
Oct 15	2nd 8-Week Classes Begin
Oct 15	Mid-Term
Oct 25	Cert. Day for 2nd 8-Week Classes
Nov 19-23	Thanksgiving Break (college closed)
Dec 4-10	Night Class Finals
Dec 10	Fall Classes End
Dec 11-13	Finals
Dec 17	Faculty Assessment Day
Dec 24-Jan 1	Christmas Break (college closed)

Spring Semester – 2013

Jan 2	Intersession Classes Begin
Jan 4	Cert. Day for Intersession Classes
Jan 11	Intersession Classes End
Jan 14	Faculty In-Service (college closed) Faculty Report
Jan 21	Martin Luther King Day (college closed)
Jan 22	Classes Begin
Jan 28	Last Day to Add a Class
Feb 1	Cert. Day for 1st 8-Week Classes
Feb 5	Last Day for Refund
Feb 18	Cert. Day for Full Semester Classes
Mar 15	1st 8-Week Classes End
Mar 15	Mid-Term
Mar 18-22	Spring Break
Mar 25	2nd 8-Week Classes Begin
Mar 29	Good Friday (college closed)
Apr 3	Cert. Day for 2nd 8-Week Classes
May 8-14	Night Class Finals
May 14	Night Classes End
May 14	Tuesday Classes are Friday Classes (day classes only)
May 14	Spring Classes End
May 15-17	Finals
May 17	Commencement 7:00 p.m.
May 20	Intersession Classes Begin
May 20-21	Faculty Assessment Days
May 22	Faculty Duty Day
May 27	Memorial Day (college closed)
May 31	Intersession Classes End

Summer I – 2013

June 3	Summer I Begins (4-Week & 8-Week classes)
June 6	Cert. Day for Summer I Classes
June 7	College Closed
June 14	College Closed
June 17	Cert. Day for 8-Week Summer Classes
June 21	College Closed
June 27	Summer I Ends
June 28	College Closed

Summer II – 2013

July 1	Summer II Begins
July 3	Cert. Day for Summer II Classes
July 4	Independence Day (college closed)
July 5	College Closed
July 12	College Closed
July 19	College Closed
July 25	Summer II & 8-Week Classes End
July 26	College Closed
July 29	Fall Intersession Classes Begin
Aug 16	Fall Intersession Classes End

Academic Calendar (cont.)

Fall Semester - 2013

July 29	4-Week Fall Intersession Classes Begin
Aug 5	Cert. Day for 4-Week Fall Intersession Classes
Aug 19	Faculty Report
Aug 20	Faculty In-Service
Aug 23	4-Week Fall Intersession Classes End
Aug 26	Classes Begin
Aug 29	Last Day to Add a Class
Sept 2	Labor Day (college closed)
Sept 3	Last Day for Refund
Sept 9	Cert. Day for 1st 8-Week Classes
Sept 17	Citizenship Day
Sept 23	Cert. Day for Full Semester Classes
Oct 18	1st 8-Week Classes End
Oct 21	2nd 8-Week Classes Begin
Oct 21	Mid-Term
Oct 28	Cert. Day for 2nd 8-Week Classes
Nov 25-29	Thanksgiving Break (college closed)
Dec 12-16	Night Class Finals
Dec 16	Fall Classes End
Dec 17-19	Finals
Dec 22	Faculty Assessment/Duty Day
Dec 24-Jan 1	Christmas Break (college closed)

Spring Semester – 2014

Jan 2	Intersession Classes Begin
Jan 4	Cert. Day for Intersession Classes
Jan 13	Faculty In-Service (college closed) Faculty Report
Jan 17	Intersession Classes End
Jan 20	Martin Luther King Day (college closed)
Jan 21	Classes Begin
Jan 27	Last Day to Add a Class
Jan 31	Cert. Day for 1st 8-Week Classes
Feb 4	Last Day for Refund
Feb 17	Cert. Day for Full Semester Classes
Mar 14	1st 8-Week Classes End
Mar 14	Mid-Term
Mar 17-21	Spring Break
Mar 24	2nd 8-Week Classes Begin
Apr 2	Cert. Day for 2nd 8-Week Classes
Apr 18	Good Friday (college closed)
May 6-12	Night Class Finals
May 13	Tuesday Classes are Friday Classes (day classes only)
May 13	Spring Classes End
May 14-16	Finals
May 16	Commencement 7:00 p.m.
May 19	Intersession Classes Begin
May 19-20	Faculty Assessment Days
May 21	Faculty Duty Day
May 26	Memorial Day (college closed)
May 30	Intersession Classes End

Summer I – 2014

June 2	Summer I Begins (4-Week & 8-Week Classes)
June 5	Cert. Day for Summer I Classes
June 6	College Closed
June 9	Cert. Day for 8-Week Summer Classes
June 13	College Closed
June 20	College Closed
June 26	Summer I Ends
June 27	College Closed

Summer II – 2014

June 30	Summer II Begins
July 2	Cert. Day for Summer II Classes
July 4	Independence Day (college closed)
July 11	College Closed
July 18	College Closed
July 24	Summer II & 8-Week Classes End
July 25	College Closed
July 28	Fall Intersession Classes Begin
Aug 15	Fall Intersession Classes End

Note: This calendar is approved by the NCCC Board of Trustees, but is subject to change.

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VISION, MISSION, AND PURPOSES

VISION

Neosho County Community College will grow and expand through serving students with innovative, creative programs based on leadership and excellence in faculty, administration and staff and be the premier community college in Kansas.

MISSION

The mission of Neosho County Community College is to enrich our communities and our students' lives.

PURPOSES

Our purposes are:

student learning through

- the meeting of students' needs,
- quality educational programs, and
- effective assessment processes;

student success through

- providing personal attention,
- individualized advising, and
- the opportunity to meet personal goals;

ensuring access through

- affordability,
- flexible delivery and scheduling methods,
- responsive student services, and
- safe and comprehensive facilities;

responsiveness to our stakeholders through

- open communication,
- ethical management of resources,
- accountability, and
- the development of leaders;

meeting community needs through

- collaboration and innovation,
- lifelong learning opportunities,
- a commitment to diversity,
- cultural enrichment, and
- the providing of an educated workforce.

COLLEGE HISTORY, LOCATION AND FACILITIES

Neosho County Community College (NCCC) traces its beginnings to Chanute Junior College, established in 1936 so that graduates of Chanute High School, as well as other area high schools, could attend college close to home. Chanute Junior College operated as a part of the public school system and was governed by the Chanute Board of Education until July 1, 1965.

In 1961, state legislation provided the means for the College to become a countywide community junior college, and on July 1, 1965, Chanute Junior College became Neosho County Community Junior College, an institution with its own governing Board of Trustees. Voters in Neosho County passed a bond issue in October 1965 providing for a four-building campus, separate from the high school, to be constructed in the southwestern part of Chanute. The new facilities—two instructional buildings, with one containing an administrative center; a library; and a student center—were ready for use at the start of the 1968 fall semester. Added to the campus was an interdenominational chapel, a gift from the estate of the late Jewel and K.C. Snyder.

Since 1968, several new buildings have been added to the Chanute campus, including two residence halls, one built in 1971 and another in 2000; a vocational building, completed in 1981; a wellness center, completed in 1991; and a multipurpose building, completed in 2001, as well as expansion and remodeling of some existing facilities.

The university parallel transfer program remains an important one, but state legislation in July 1980 allowed the College to reflect the fact that the transfer program was only one aspect of the total operation of the College. The word *junior* was omitted from the College name.

In 1979, the Kansas State Board of Education, the state-level body that then exercised oversight for community colleges, assigned service areas to the various colleges. In addition to Neosho County, the College was assigned Franklin County and most of Anderson County. In 1991, the College opened a branch campus in Ottawa, the county seat of Franklin County, using a new building through a lease agreement with the City of Ottawa. An expansion of that building occurred in 1995 and again in 2010. In 2003, the NCCC Foundation purchased the Ottawa campus. Today, the College offers classes and other services on the Chanute campus, the Ottawa campus, and outreach sites throughout Eastern Kansas. Additionally the College offers courses through the Lawrence Center, Mercy Hospital in Independence, KS, the Pittsburg State University campus, the University of Kansas campus, and numerous high schools. The College boasts robust online offerings including an online Registered Nurse program.

In 2011, the new $8.1 million Ottawa campus opened at 900 S. Logan Street. The new Franklin and Anderson County campus sits on 27 wooded acres off of Highway K-68. The building is 52,000 square feet and features modern classrooms, a Teaching and Learning Center, and an impressive simulated hospital for healthcare instruction.

In 2011, the College announced a $17 million 10-year plan to revitalize the Chanute Campus with major renovations to campus buildings and new structures. Rowland Hall and Chapman Library were updated with over $1 million for a new simulated hospital, business department, elevators and restrooms. A new softball complex will be completed in 2012, as well as renovations to the gymnasium and Student Union.

LIBRARY AND COMPUTER SERVICES

CHAPMAN LIBRARY – Chanute Campus

Chapman Library supports the instructional programs of NCCC and the information needs of the Chanute community. Students and community members can access a variety of print materials in the library and electronic information resources through the library's web page.

Print resources include a book collection of 30,000 volumes, 80 periodicals, and eight newspapers. An additional 5,000 eBooks can be read via any computer on or off campus. Through the library's membership in the Kansas Interlibrary Loan System, students have access to extensive resources from throughout the State of Kansas.

Many of Chapman Library's information resources can be accessed 24/7 via the Internet. Research databases include EBSCOHost Academic Premier, CINAHL full text, Opposing Viewpoints Resource Center, FactsOnFile History Online, Oxford Art and Music Online, ARTStor Digital Image Database, and Encyclopedia Britannica Academic Online. Additional databases in many subject areas are provided by the Kansas State Library. Students also have access to two streaming video databases, American History in Video and Films on Demand Academic Collection.

The library has 18 desktop computers and six laptops for use within the library. Wireless Internet access is provided throughout the library, as well as a variety of different seating areas for studying or leisure reading. Printed materials are located on open shelves, and students are encouraged to browse. The meeting room provides space for campus meetings or quiet study groups and can be reserved for groups of 10 or less.

The library staff is available for group instruction, whether in the classroom or in the library. One-to-one assistance is provided in accessing the library's information resources and helping students to complete their assignments. Off-campus students can obtain immediate assistance through the library's instant messaging service, by phone or e-mail.

TEACHING AND LEARNING CENTER (TLC) – Ottawa Campus

The Teaching and Learning Center (TLC) supports the instructional programs and information needs of the NCCC Ottawa community. The TLC is located in the back of the Ottawa campus building and contains print resources including a reference book collection, periodicals, and newspapers. Computers with Internet access are also available for use.

Through the Chapman Library web page, members of the Ottawa campus have access to the electronic resources the library provides for the NCCC community. An off-campus access link is provided on the library web page which includes information about the library's electronic resources, as well as tutorials on their access and use. Instant chat messaging allows for interaction with Chanute campus library staff for immediate assistance.

In addition to these library resources, the TLC also offers educational services, including tutoring, placement testing, developmental courses in reading, writing, and math, and test proctoring.

COMPUTER LABS

Multiple computer labs on both campuses provide students with access to various contemporary office applications such as word processing, spreadsheet and database programs. Students also have free access to the Internet where they can conduct research, surf the net, chat, or send e-mail messages to friends and family.

WIRELESS INTERNET ACCESS

All campuses at NCCC offer free wireless Internet access.

ENROLLMENT AND REGISTRATION

ADMISSIONS

Admission Requirements

NCCC welcomes all applicants who will benefit from the programs offered.

The following are categories of students who will be admitted to NCCC:

1. Graduates of an accredited high school;
2. High school students who have completed the freshman year and are approved by the high school administration;
3. Gifted children, as defined in K.S.A. 72-962 (g), who are enrolled in any of the grades 9 through 12 and who have been recommended for early college enrollment;

4. High school students who have not completed their freshman year or have not been designated gifted may enroll for audit during summer session with permission of their high school principal;
5. Persons who have successfully completed the General Education Development (GED) test battery;
6. Students transferring from an accredited college or university;
7. Students who were home schooled and those from non-accredited high schools will be accepted for admission provided they take the ACT or SAT exams and obtain an ACT composite score of 20 or higher, or an SAT composite score of 850 or higher. Students with scores below these minimums will be required to pass the GED exam;
8. Persons 18 years of age or older who have not graduated from a state accredited high school may be admitted conditionally after taking the COMPASS or other suitable assessment to determine if the student has the ability to benefit from the courses in which the student wishes to enroll.
9. Students who demonstrate the ability to benefit from college as defined by NCCC policy.

All students wishing to enroll in courses at NCCC must complete an Admission Form.

Official transcripts of all high school work or GED scores are required of degree and certificate-seeking students where applicable. Transcripts of all previous college work are also required for degree and certificate-seeking students. Transcripts must be sent directly to the registrar's office at NCCC by the issuing school. Students applying for federal financial assistance must submit all required transcripts before any disbursement of funds is made, certain exceptions apply.

Home-Schooled Admission

Home-schooled students and those from non-accredited high schools will be accepted for admission provided they take the ACT or SAT exams and obtain an ACT composite score of 20 or higher, or an SAT composite score of 850 or higher. Students with scores below these minimums will be required to pass the GED exam. Home schooled students and those from non-accredited high schools will also be accepted for admission if they have completed the COMPASS test and taken college courses as a junior or senior in high school.

International Student Admission

Before international students may be admitted, the following items must be completed:

1. Submit a Student Application form.
2. Submit an original financial statement certifying the sources and amounts of funding available, including the amount in U.S. dollars. All bank statements, affidavits of support, etc. must have been issued within six months of the time the student applies for admission. International students must show proof of funds on deposit for the total cost of two semesters of study at NCCC. Proof of funds must be no less than $11,000.
3. Submit original copies of all academic credentials (secondary school records, diplomas, and any previous college or trade school transcripts). Official notarized translated copies must be sent for all non-English credentials. To be official, each copy must bear the original stamp or seal and a signature of a school officer or other authorized official attesting that it is a true copy of the original document. The name of the institution where a student is currently enrolled must also be included along with that transcript. Records from U.S. or Canadian schools must be official copies sent directly from the registrar's office to the office of international services at NCCC.
4. Submit a non-refundable application/processing fee of $35 (must be in U.S. dollars) required to process the students application – must be received before admission is granted.
5. Upon arrival to the College, take the NCCC placement test to verify English and math proficiency before enrolling in classes.
6. Complete the TOEFL exam. NCCC recommends the following minimum scores: CELT 200+, TOEFL written 500+, TOEFL computer based 173+, and TOEFL Internet based 61+. Minimum scores for acceptance into the nursing program are: TOEFL (iBT) Reading 19, TOEFL Listening 20, TOEFL Speaking 20, and TOEFL Writing 20, Total TOEFL Score 79.

"Visiting" (Part-time) International Student Admission

1. Completed NCCC Student Application (including listing of all previous schools attended and currently attending from secondary/high school to current I-20 school).
2. Copy of current I-20 form.
3. Copy of current I-94 form.
4. Copy of passport picture page.

Translators

Translators may be used during class time, at the discretion of the instructor, but may not be used to take exams.

Nursing Admission

Maximum admittance between all campuses to first level is 116 students. Maximum admittance between Chanute and Ottawa campuses to second level is 96 students with an additional 45 hybrid online students. Maximum admittance on each campus is dependent in part on availability of faculty and clinical and classroom facilities.

Requirements

Admission to the college does not guarantee admission to the nursing program. The following admission requirements must be presented before the application will be complete:

1. Completed application to the college and the nursing program. International students must complete International Student Admission prior to making application to the nursing program.
2. Application fee of $40 (includes cost of entrance exam).
3. Official transcripts of all high school and post-secondary education. Applicant must be a graduate of an accredited high school or have successfully completed the General Education Development Test (GED).
4. Cumulative GPA of 2.0 or higher.
5. Completion of the nursing entrance exam (Test of Essential Academic Skills-TEAS) given by the nursing department. The scores of the exam will be used in part to determine admission placement. The entrance exam may be taken one time only per application year.

    a. The scores required for admission to the nursing program are based on the national norms for the TEAS exam.
    b. The **Composite** score is the average of the reading comprehension and math scores. Students scoring below the average of the national mean in reading and math MUST complete Human Anatomy & Physiology, General Psychology, Developmental Psychology, Nutrition, and English Composition I and make a grade of "C" or better. After successful completion, the applicant may be reconsidered for admission. Students scoring more than 10 percent below the composite score will not be eligible for admission at this time.
    c. Students scoring below the national norm in reading comprehension will be ENCOURAGED to complete a reading comprehension or arrange for tutoring in this area.
    d. Students scoring below the national norm in math skills MUST complete a basic math or nursing math course and make a grade of a "C" or better prior to entering the nursing program.

    Students applying to the NCCC nursing program who need special accommodations for the learning environment or testing must meet the guidelines for accommodations for testing identified on the Kansas State Board of Nursing website. http://www.ksbn.org/licensing/nclextestingguidelines.htm

6. The CNA course must be successfully completed prior to the first day of Introduction to Nursing (NURS 102). Completion or current enrollment in the prerequisite courses is required to begin Introduction to Nursing (NURS 102).
7. The program of study in NCCC nursing programs includes both classroom and clinical instruction. Nursing students must be able to perform activities that are comparable to those required for employment.

Waivers for any one or more of the admission requirements may be given by the nursing director, but only for good cause shown.

Advanced Standing

Applications are accepted from students who have enrolled previously in other nursing education programs.

1. Any person seeking admission to the nursing program with advanced standing should contact the nursing program at least four months prior to the planned date of enrollment.
2. Admission requirements for transfer students are the same as for all applicants to the nursing program. All credentials presented in support of an applicant's request to receive advanced standing will be individually evaluated.

3. A letter of recommendation from the director of the former nursing program is required. The letter must include a statement which indicates whether the student is eligible for readmission and in what standing the student left the program.
4. The application of the student desiring transfer credit is reviewed by the NCCC nursing director/assistant nursing director.
5. The nursing courses challenged for credit must be similar to NCCC's required courses, including course objectives, description, content of theory and practice, and theory and clinical hours. A course description and course syllabus from the former nursing program will be required for review.
6. The applicant's academic grades in courses required in the NCCC nursing curriculum must be a "C" or better and official transcripts must indicate a satisfactory clinical performance grade. The individual should have completed at least one semester in an accredited nursing program. In the event the student is not eligible for readmission in the program of origin the Fresh Start policy applies.
7. The applicant may be required to take theory and practical examinations to test competency in the nursing area, including medication calculation competency. Copies of the course syllabi and bibliography of the courses will be provided for the purpose of studying for the tests.

Practical Nurse to Associate Degree Nurse Articulation Plan

Students who have completed their LPN training at another facility, or NCCC LPN graduates who have been out of the program for more than one year, are required to meet the requirements documented in the Report of the Council for Nursing Articulation in Kansas. http://www.ksbn.org/cne/NursingArticulation.pdf

Applicants must:

- meet program admission requirements, with the exception of the TEAS test. Students applying to the Articulation (bridge) program will take the LPN Step Exam. Students taking this exam must score at or above the national mean to be eligible for admission.
- pass a medication calculation proficiency examination (if they pass the LPN Step Exam). The exam may be given a total of three times and the student **MUST** pass with a 95% score or greater by the third attempt.
- be a graduate of a PN program and hold a current LPN license.
- have completed with a "C" or better all the Level I general education courses within the time limits set by NCCC.
- successfully complete with a "C" or better the Introduction to Associate Degree Nursing [Bridge] course at NCCC. **(Bridge-Hybrid Online course is offered in the summer only, on the Ottawa campus.)**

Upon completion of the Bridge course the student must enter Level II of the nursing program within two years. (Students not successfully completing the Bridge course may be considered for readmission to the bridge class one time only.)

Social Security Numbers

Each entering American student is asked to provide a social security number upon enrollment. No student may receive financial aid from any federally funded program or be employed by the College unless the social security number is on file. Social Security numbers are used for identification purposes only. New students to NCCC are assigned a computer-generated student ID number that appears on their student ID card. Any student may request a computer generated ID number by contacting the registrar's office.

Campus Visit

An important part of choosing a college is the campus visit; therefore, prospective students are encouraged and welcome to visit the campus. The student services office should be notified in advance so that necessary arrangements can be made. Student services personnel, instructors, and activity sponsors are available for appointments. To schedule a visit at the Chanute campus, call 800-729-6222 (KS only) or 620-431-2820, ext. 502 or 233. To schedule a visit at the Ottawa campus, call 888-466-2688 (KS only) or 785-242-2067.

REGISTERING FOR CLASSES

Before registering for classes, students must complete an Admission Form and be admitted to the College.

Placement Testing

All degree-seeking students or students enrolling in a math or English course must provide placement test scores before enrolling. ACT, SAT, ASSET and COMPASS completed within three years prior to enrolling are all acceptable placement tests. Students without placement scores on file are given the COMPASS, ASSET, or other suitable initial assessment. These scores will be used to place students in appropriate math, reading, and writing courses. If these test scores indicate that the student is not fully prepared for college level courses, the student will be required to enroll in appropriate developmental courses. Developmental courses do not fulfill graduation requirements, but will be reflected on a student's transcript and will be included in the career grade point average (GPA).

COMPASS is a computerized test used to measure skills in math, reading and writing. Although COMPASS is comprised of three tests, the tests can be taken all at one time or one at a time. Practice tests can be found at www.act.org/compass/sample/index.html. This link also allows the student to print sample questions to study.

Students enrolling in courses at NCCC may take the COMPASS exam one time free of charge. Students may retake the COMPASS test after 24 hours for a $10 fee. Students may not retake the test after the second time without instruction. A student not planning to attend NCCC, a $10 fee will be charged each time the test is taken. One copy of the scores may be transferred to another institution without an additional payment. If a student would like an official copy of their COMPASS scores, they must request a copy from the student services office in writing and pay a $2 processing fee.

In Chanute, the COMPASS test is administered in the Center for Academic and Vocational Excellence (CAVE) from 8:00 a.m. to 3:00 p.m. any day that the CAVE is open to the public or by appointment. A student wishing to take the exam should go to the NCCC student services office to receive a testing voucher. The tests are not timed, but students should allow two to three hours to take the exam. At the Ottawa Campus students should contact the TLC to arrange a time for testing.

There will be a 24-hour waiting period before a retest may be taken. The test may be given a third time after a three-month waiting period is observed, and appropriate classes have been taken and successfully completed.

Mandatory Placement Policy

The mandatory placement scores are as follows:

Pre-Algebra General

Course Placement	Compass	ACT	SAT
MATH 010 Contemporary Mathematics Concepts (2 Credits; cannot be used for degree requirements)	0-21	Math 0-13	0-290
MATH 011 Beginning Algebra (4 Credits; cannot be used for degree requirements)	22-100	Math 14-17	300-470

Algebra General

Course Placement	Compass	ACT	SAT
MATH 011 Beginning Algebra (4 Credits; cannot be used for degree requirements)	1-30	Math 14-17	300-470

MATH 112 Intermediate Algebra (4 Credits; counts as degree requirement for AAS and AGS degrees; counts as elective credit for AA/AS degrees) or grade of "B" or "C" in Beginning Algebra	31-41	Math 18-19	480-520
MATH 110 College Algebra with Review Intended for those who have a chance of successfully completing College Algebra at a slower pace than is done in MATH 113 (5 Credits; counts for all degrees) or grade of "C" in Intermediate Algebra	42-50	Math 20-21	530-550
MATH 113 College Algebra (3 Credits; counts for all degrees) or grade of "A" or "B" in Intermediate Algebra	51-100	Math 22 or above	560 or above

College Algebra General

Course Placement	Compass	ACT	SAT
MATH 113 College Algebra (3 Credits; counts for all degrees) or grade of "A" or "B" in Intermediate Algebra	0-43	Math 22-25 or above	560 or above
MATH 125 College Algebra and Trigonometry (5 Credits; counts for all degrees)	44-100	Math 26 or above	570 or above

Reading General

Course Placement	Compass	ACT	SAT
ENGL 018 Reading Proficiency II (4 Credits; cannot be used for degree requirements) Do not enroll in ENGL 101 English Composition I	0-64	Reading 0-13	0-350
ENGL 121 Reading in the Disciplines (3 Credits; can be used for degree requirements) Can enroll in ENGL 101 English Composition I	65-75	Reading 14-16	360-440
No requirement	76-100	Reading 17 or above	450 or above

Writing General

Course Placement	Compass	ACT	SAT
ENGL 013 Fundamentals of Written Communication (5 Credits; cannot be used for degree requirements)	0-50	English 0-14	0-360
ENGL 100 Pre-Composition (3 Credits; can be used for degree requirements)	51-69	English 15-17	370-420
ENGL 101 English Composition I (3 Credits; counts for all degrees)	70-99	English 18-36	430 or above
ENGL 125 English Composition I – Honors (3 Credits; counts for all degrees)	91-99	English 23 or above	530 or above

Exceptions: Only the vice president for student learning or the director of basic skills on the Chanute campus or the dean of the Ottawa campus may authorize enrollment in reading, math or writing courses without appropriate test scores.

Ability to Benefit Testing

Students wising to enroll in classes who have not earned a high school diploma or GED must achieve passing scores on an approved test to qualify for admittance to the college and for federal aid as an Ability to Benefit (ATB) student. The COMPASS test is on the U.S. Department of Education's list of approved ATB tests and passing scores. Students may qualify by using either of two sets of COMPASS tests. Minimum COMPASS score achievement requirements for ATB Students:

Test	ATB Minimum Score
Writing Skills	32
Reading	62
Pre-Algebra/Numerical Skills	25

Academic Advising and Class Schedule Planning

All degree-seeking students at NCCC are assigned an academic advisor after their initial advising meeting. Non-degree seeking students may also request an advisor assignment by contacting the student services office. Students may request a change of advisor by completing a Request for Change of College Record form available in the student services office. In planning a class schedule, the student should keep in mind career and vocational plans, the graduation requirements of NCCC, and university degree requirements. Students who plan to complete a bachelor's degree should select courses to meet the requirements of the institution to which they expect to transfer. **The final responsibility for correct course selection lies with the student.**

Proper prerequisites/co-requisites must be observed in all cases except where they have been waived by the vice president for student learning on the Chanute campus or the dean of the Ottawa campus.

Registration

Class schedules are available at least two months prior to each term. Classes fill quickly. Students are encouraged to enroll as early as possible for the best class selections. Students may enroll through the seventh calendar day of a semester for 16-week courses.

Students wishing to enroll after the seventh day must obtain signed permission from the vice president for student learning on the Chanute campus or the dean of the Ottawa campus. If the class is less than 16 weeks in duration, students should see the registrar for enrollment deadlines.

Student Load

Twelve (12) to 18 hours of course work per semester are considered a normal full-time student load. By special permission of the vice president for student learning on the Chanute campus or the dean of the Ottawa campus, students may carry over 18 hours providing they were previously enrolled full-time for at least one semester and have a 3.0 GPA. Exceptions may be made. Students who carry less than 12 hours during a regular semester are considered part-time students.

Credit Hour Definition

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define a credit hour and have specific regulations that the College must follow when developing, teaching and assessing the educational aspects of the College. As such, the College shall utilize and adhere to the following:

1. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately 15 weeks for one semester hour of credit or an equivalent amount of work over a different amount of time.
2. The College shall record one semester hour of credit for any student attending a lecture class if the student has made satisfactory progress in the class and the class consists of at least 750 minutes of class instruction, plus time allowed for a final examination. The College shall record one semester hour of credit for any student attending a laboratory class if the student has made satisfactory progress in the class and the class consists of at least 1,125 minutes. The College shall record one semester hour of credit for any student who completes a minimum of 2,700 minutes in on-the-job training, internships, practica, studio work or clinical experiences in health occupations.
3. The number of semester hours of credit allowed for each distance education or blended hybrid course shall be assigned by the College based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.
4. This Board policy shall be publically available on the College website, catalog and all course procedures.

Student's Responsibility

Students are responsible for meeting, in full, the requirements for graduation as set forth in this catalog. Advisors assist in the planning for a degree program for each student; however, **the final responsibility for meeting the requirements for graduation rests with the student.**

Students are responsible for satisfying all financial obligations at NCCC. Students who are not current with financial obligations may be dropped from classes at any time during the semester. Additionally, the College reserves the right to withhold copies of educational records, including official transcripts and diplomas, and/or refuse registration of students who owe money to the institution or who have failed to meet all institutional requirements.

Residency Requirements for Tuition

To qualify for the resident tuition rate, an adult student (18 years old or older) or a minor student's parents must have been Kansas residents for six months prior to enrollment for any term or session. Determination of residence for adults is based on subpart 23 of K.S.A. 77-201, and for minors is based on K.S.A. 72-1046 (71-406). There are seven permissive exceptions to the mandatory six months residency requirement for student tuition and credit hour aid purposes (K.S.A. 71-301, 71-302, 71-618). For further information, contact the registrar.

The registrar makes final determination of the residency classification of students at NCCC. However, the student has the right to file an appeal of the ruling. The student should utilize the Student Grievance Procedures found in the Student Handbook if they wish to challenge the residency classification decision.

Documentation for change of residency status must be in place prior to the first day of classes of the semester for which the change is being requested. Failure to meet this deadline may necessitate the residency change being

postponed to the subsequent semester.

Transfer Credit

Neosho County Community College encourages students to transfer in academic work from accredited institutions. Accredited institutions are those recognized by the Council for Higher Education Accreditation (CHEA). These institutions are listed at the CHEA website at www.CHEA.org.

An evaluation of transfer credit will be completed after an Admission Form has been filed. The student must request official transcripts be sent from the accredited institution to the NCCC Office of Registrar. Unofficial transcripts will not be considered for transfer. The registrar or his or her designee will determine the equivalency of transfer courses. In most cases the transcript will be evaluated within 30 days of receipt by the Office of the Registrar. The student will be notified using the student e-mail system when the evaluation of the transcript is complete.

Credit hours completed at accredited institutions will be considered equivalent if the learning outcomes and credit hour length of the courses are comparable to those of courses offered through NCCC. Transfer work deemed not equivalent to NCCC's course offerings will be accepted as "elective credit." A syllabus of the course work and the documented learning outcomes may be required for evaluation of transfer credit.

Only those transfer credits in which a passing grade ("A," "B," "C," or "P") was received will be accepted toward completing a degree or certificate. Courses for which grades of "D" or "F" was earned will not be counted toward the completion of degree or certificate requirements.

Students who wish to appeal the registrar's decision regarding acceptance or equivalency of transfer work, must complete the following steps:

1. Appeal in writing to the appropriate division chair within 10 college working days of notification by the registrar. If the division chair is not available, appeal to the vice president for student learning.
2. If the student wishes to appeal the decision of the division chair, he/she may do so, in writing (within 10 college working days) to the vice president for student learning, whose decision will be final.

Military Credit

NCCC is a recognized member of the Servicemembers Opportunity College (SOC), and as such, will award college credit for military training as appropriate up to 20 credit hours. To be eligible to receive military training credit, students must submit supporting documents, such as DD214 or AARTS transcripts to the registrar for evaluation. The recommendations of the American Council on Education Guide Book are used to convert military training to college credit. No letter grades will be issued for military credits.

Credit by Examination

Students awarded credit by examination must be enrolled at NCCC. NCCC accepts the results of the College Entrance Examination Board Advanced Placement (CEEBAP) and College Level Examination Program (CLEP) for credit by examination. NCCC is not a College Board test center; thus, students who participate in these programs must have their test results forwarded to the College. Recommendations for courses and number of credit hours must be ratified by the department faculty and division chairperson. Courses receiving "pass" as a grade will not be used in the computation of the student's GPA, but courses for which letter grades are awarded will be used in determining the student's cumulative GPA. The registrar will post credit by examination to the student's transcript at the direction of the appropriate departmental faculty.

Students should understand that transfer policies of other higher education institutions may differ in credit accepted.

College Entrance Examination Board Advanced Placement (CEEBAP)

Students desiring advanced academic placement and university credit for those courses validated by such placement may do so by using the CEEBAP examination. Students completing the CEEBAP examination with a score of three or better will receive appropriate college credit recorded as "pass."

College Level Examination Program (CLEP)

Students with non-traditional educational experiences may have such experiences validated by the CLEP examination. There are two CLEP examinations: the general examination and the subject examination.

1. **CLEP General Examination:** The general examination may be used to validate life experience for academic credit. Students completing the general examination with a score at or above the 50th percentile on sophomore norms will receive college credit with a grade of "pass." A maximum of six semester hours' credit can be earned in each of the following areas: social science, history, biological science, humanities, and mathematics. No CLEP general examination credit will be allowed in any subject area in which college credit was earned prior to taking the examination.
2. **CLEP Subject Examination:** Academic departments determine the degree to which they participate in the CLEP subject examination program. Academic departments determine the norm group and the percentile at or above which credit will be awarded. Students meeting the departmental criteria will be awarded college credit with a grade of "pass." The subject examinations will be used to validate life experience on a course-by-course basis. No CLEP subject examination credit will be awarded for any course in which college credit was earned prior to taking the test. One-half of the normal tuition rate must be paid prior to posting on a transcript (fees are not charged).

Note: Departmental exams are available in some departments. Contact the English, biology, computer and/or business departments for available exams. Students should visit their academic advisor or the registrar for more information.

Credit for Prior Learning

Credit for Prior Learning (CPL) is learning that is not transcripted by a regionally accredited higher education institution. To encourage and assist students to complete degrees, NCCC may award college credit for prior learning. The procedure and guidelines are as follows:

1. A $100 nonrefundable review fee must accompany each evaluation.
2. The learning evaluated must have occurred within the previous five years.
3. Half of the normal tuition rate must be paid prior to posting on a transcript (fees are not charged).
4. The student must complete at least nine credit hours at NCCC with at least a "C" and have a declared degree objective before credit for prior learning will be reviewed and any recommendation for awarding credit will be made.
5. All courses for which credit for prior learning is awarded must have equivalent courses in the NCCC curriculum. Partial credit will not be awarded.
6. General education course credit will not be awarded credit for prior learning.
7. Students must provide validated documentation stating the courses, knowledge, skills, and clock hours completed.
8. The responsible dean or division chair will review, and as applicable, seek advice from full-time faculty.
9. Credit will not be awarded for prior work experience unless the work is documented in a well-organized, competency-based manner. Credit will be limited to appropriate courses on the approved NCCC master course list and may result in elective credit only.
10. A maximum of 20 credit hours will be awarded for prior learning.
11. At least 18 credit hours are required to be completed at NCCC for degree-seeking students.

Class Conflict Policy

If a student and advisor select two mandatory courses within a student's enrollment schedule that meet at overlapping times, a Class Conflict Contract is available in the student services office to authorize an agreement between the two instructors and the student on the student's obligation to complete all coursework within both courses. This contract places full responsibility upon the student to fulfill his/her class assignments and/or makeup any class time missed due to the conflicting course offerings. This form must be completed, signed, and submitted to the registrar prior to enrollment in these courses.

Auditing a Class

Students who wish to enroll in a course, but do not wish to receive college credit may audit the class. Students choosing to audit a course must obtain written permission from the course instructor. Enrollment is conditional based on open seats being available in the course with credit-seeking students having first priority for entry into the course. Students will be charged the currently approved audit rate per credit hour plus any applicable class fees. This fee is not refundable. The student's transcript will reflect "AU" as the form of grade provided, and these hours may not be applied toward enrollment for federal financial aid or any other financial assistance offered at NCCC.

First Year Seminar

All first-time, degree-seeking freshmen and transfer students with less than 15 credit hours who have not previously

taken a similar course are required to enroll in First Year Seminar during their first semester at NCCC. Students who took courses for college credit in high school must take First Year Seminar. This course is designed to assist the student in making a successful transition to college life. Although the course is required for all first-time freshmen students, all students who feel they may benefit from the experience are encouraged to take the course.

Nursing students are required to take Introduction to Nursing instead of First Year Seminar.

Classification

Enrollment in a minimum of 12 hours of college credit during a full 16-week semester is required for classification as a full-time student. A student is classified as a sophomore upon attaining 26 semester hours of credit and a minimum of 52 grade points.

EDUCATIONAL FEES

TUITION AND FEES

Tuition and fees are determined periodically by the College Board of Trustees. NCCC charges tuition and fees on a per credit hour basis. Fees are charged to maintain and enhance technology, physical facilities, scholarship opportunities, and student life. In addition, certain classes have special fees assessed to help defray the cost of materials and supplies. For a current list of tuition, fees, and special fees, see the class schedule or contact the business office. *NOTE: Tuition and fees are subject to change without notice.*

PAYMENT OF TUITION AND FEES

Payment Due Dates

Students should be prepared to pay tuition and fees on or about July 25 for the fall semester, January 2 for the spring semester, and May 15 for the summer sessions. Students enrolling after these deadlines must pay at the time of enrollment, or have financial aid and/or scholarships in place to cover their entire balance.

Certain courses, such as allied health courses which fill quickly, require payment at the time of enrollment.

Installment Payment Plan

NCCC also offers a convenient installment payment plan. Students who wish to use this option are required to log into their InsideNC account and enroll in the online payment plan. There is a $35 user fee for this service per semester. The payment plan allows the student to divide their balance into multiple payments. The $35 payment plan fee is required at the time of enrollment. Students can have up to five monthly payments, depending on how early they enroll in the online payment plan. The payment plan option is not available for the summer sessions, or intersession classes. NCCC accepts VISA, MasterCard, AMEX and Discover. No academic records, such as transcripts or other information, will be released to students or other educational institutions until all financial obligations to NCCC are met in full.

Returned Checks

If a check made payable to NCCC is returned for any reason, a returned-check fee of $30 will be charged for each returned check. The student will be notified at their current student address if a check is returned. If the payment is not made to the College within ten days, the matter may be referred to a collection agency. The student's records will be placed on hold until the returned-check fee and all outstanding NCCC financial obligations have been paid. Once a student has a returned check, the College will accept only cash, money order, Visa, MasterCard, AMEX or Discover as payment.

For more information, contact accounts receivable at 620-431-2820, ext. 286.

BOOKS AND SUPPLIES

Rental textbooks, purchased textbooks, and school supplies are available at the NCCC bookstore, located in the Student Union on the Chanute campus and on the Ottawa campus. The College bookstore also carries basic school

supplies, College logo items such as mugs, hats, clothing and many other items. A full range of food and drink options are also available. In Chanute, the bookstore is open daily Monday through Thursday 8:00 a.m. – 7:00 p.m. and Friday 8:00 a.m. – 5:00 p.m. The Ottawa bookstore hours are Monday and Thursday, 8:00 a.m. – 7:00 p.m., Tuesday, Wednesday, and Friday 8:00 a.m. to 5:00 p.m. The Chanute campus phone number is 620-431-2820, ext. 247, in Ottawa call 785-242-2068, ext. 304.

TEXTBOOK RENTAL

A textbook rental system is used at NCCC. The fee for the textbook rental is charged to each student's account and most textbooks are available. This system saves the student several hundreds of dollars each semester. The books that are rented are distributed through the NCCC bookstore and must be returned to the bookstore no later than 3:00 p.m. the Monday following the completion of a course or when a class has been dropped. If the book(s) are not returned on time, a late fee will be charged to the student's account and all grades and transcripts will be placed on hold until the fine has been paid.

Not all textbooks are available to rent. Lab books, computer books, workbooks, class notebooks, allied health and nursing books, among others, are not available for this service. Please check with the bookstore to see if books are available for rental or must be purchased.

Books may be picked up, ordered, and/or purchased through the Chanute and Ottawa campus bookstores or on‐line at www.NCCCBookstore.neosho.edu. VISA, MasterCard, and Discover cards are accepted. The Chanute campus phone number is 620-431-2820, ext. 247, in Ottawa call 785-242-2068, ext. 304.

HOUSING

NCCC maintains two residence halls at the Chanute campus. Bideau Hall was completed in 2000 and houses 213 students. NeoKan Hall houses 54 students. A $125 nonrefundable application fee is due upon signing a housing contract. Applications containing full information pertaining to room and board and associated costs are available in the business office, 620-431-2820, ext. 514, or on the NCCC web page. No college housing is available at any other college site.

TRANSCRIPT FEE

Transcripts of work completed at NCCC are provided to other institutions of higher learning or any other entity of a student's choosing. A student must make a written request to the registrar before the transcript can be issued. A $2 fee is charged for each official transcript. A $5 fee is charged for each faxed transcript. Transcript requests will not be processed until all obligations to the institution are met in full.

REFUND POLICY

INSTITUTIONAL REFUND POLICY

The registration office has been designated as the official office for withdraw notification. Refunds are calculated based on the day a student officially drops a class by contacting the registration office in person, by mail, e-mail, or phone.

If NCCC exercises its right to cancel a class, a full refund will be issued.

If a student has completed registration in a class and wishes to withdraw from a class or classes in which he/she is enrolled, the student will receive the following refund:

100% refund if the completed drop form is received by the registration office within 1% to 13% of the business days in the class period. No refund will be given after the refund period. A specific date for the end of the 100% refund period for each semester will be published in the academic calendar for that semester.

The dean of student development or dean of the Ottawa campus may authorize exceptions to this policy.

FINANCIAL AID AND SCHOLARSHIPS

FINANCIAL AID PROCESS

The primary purpose of the NCCC financial aid program is to provide financial assistance to eligible students. A comprehensive assistance program which includes scholarships (institutional, academic, and athletic), grants (state and federal-based aid), loans (federally funded subsidized, unsubsidized, and PLUS loans), and part-time employment (Federal Work Study or institutional student employment) is available. Only students who have made application in the student services office as degree or certificate seeking, and have been accepted as such, will be eligible for federal financial aid.

To apply for federal aid, students must complete the Free Application for Federal Student Aid (FAFSA) each academic year. The FAFSA on the web worksheet is available beginning in January preceding the academic year. These worksheets are available at NCCC, high school counseling offices, and at the website www.fafsa.ed.gov. **It is strongly recommended that students complete the FAFSA before April 1 of the academic year.**

Official copies of all prior academic transcripts, including verification of high school graduation or GED certification, must be submitted to the NCCC registrar's office. Students will be notified by letter of any additional items/documents that may need to be submitted to the financial aid office to complete their financial aid file. Students applying for any federal student financial aid must provide official copies of all previous academic transcripts before financial aid eligibility can be finalized and before any federal student aid funds can be awarded.

Students with prior loans should contact their lender or servicer to obtain a loan deferment form and submit it to the registrar for completion. Federal aid will be applied towards the student's NCCC charges; however, the student is responsible for all costs not paid by the federal aid or if they lose their federal aid eligibility. Students should contact the financial aid office for more information.

Home-Schooled Students

To qualify for federal student aid, home-schooled students may provide an official high school transcript showing classes completed and high school graduation. Home-schooled students not providing an official transcript may qualify for federal student aid at NCCC by meeting one of the following three options:

1. Provide other documentation of meeting high school graduation requirements as accepted by the NCCC registration office,
2. Take the Adult Basic Education classes and obtain a GED (General Equivalency Diploma), or
3. Take and pass an Ability to Benefit test, as approved by the Department of Education for Federal Student Aid purposes, at an independent testing center.

GRANTS, LOANS, AND WORK STUDY

The federal government funds several financial aid programs. Financial assistance is awarded to students who demonstrate need through the Free Application for Federal Student Aid (FAFSA). Once financial need and eligibility have been determined, the following programs are available: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Academic Competitiveness Grant, Federal Work Study, Subsidized and Unsubsidized Federal Family Educational Stafford Loans and PLUS Loans (loans for parents).

- Federal Pell Grants are awarded to eligible students for educational related expenses.
- Federal Supplemental Educational Opportunity Grants range from $100 to $400 per academic year at NCCC.
- The Federal Academic Competitiveness Grant (ACG) is a grant program for undergraduate students enrolled at least half time (six or more credit hours) in a one-year or longer degree or certificate program, who receive Federal Pell Grants and have completed a rigorous secondary school program of study. To be eligible students must be high school graduates and have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second year student). In addition, first-year students must not have been previously enrolled as regular students in an ACG eligible undergraduate program. Additionally, second-year students must have completed at least 26 credit hours and have at least a cumulative 3.0 grade point average on a 4.0 scale.
- Federal Family Educational Stafford Loans, both Subsidized and Unsubsidized, are available to eligible students while attending NCCC. These are low interest loans that enter repayment six months after the student's enrollment falls below six credit hours. Loans received at other institutions are considered part of the aggregate

amount that a student may borrow. Under this program, there is a maximum lifetime aggregate limit that a student can borrow. Students can avoid reaching this limit by borrowing only what they need for education-related expenses.

- Parents of dependent students may apply for a PLUS Loan and are responsible for repayment. Interest rates, deferments, repayment dates, and other specific information are available in the financial aid office and from lending institutions.
- Eligible students may participate in part-time employment through the Federal Work Study program for at least minimum wage.
- NCCC will assist students in applying for other financial aid. The following is a partial list of other assistance that is monitored or coordinated by NCCC:

    - Kansas State Scholarship
    - Kansas Minority Scholarship
    - Kansas Board of Regents Nursing Scholarship
    - Vocational Rehabilitation
    - Vocational Educational Scholarship
    - Veterans' Educational Benefits
    - Bureau of Indian Affairs

SCHOLARSHIPS

NCCC offers a variety of institutional and foundation scholarships for full-time and part-time students. Scholarships are awarded based on academic ability, participation in activities, athletic skill, service, and various other criteria. Various types of scholarships are available, including academic, activity, athletic, honors, nursing, service, business, industrial technology, senior citizen, and high school. Students may apply for scholarships in addition to other financial aid. Scholarship applications are available in the student services office, financial aid office, and on the NCCC website. Please refer to the NCCC Scholarship Handbook and/or to the financial aid office for additional information regarding scholarship programs, applications, and procedures.

SATISFACTORY ACADEMIC PROGRESS POLICY

Federal regulations require that a student must be making satisfactory academic progress in a certificate or degree program in order to be eligible to receive federal aid.

As per federal regulations, all academic transcripts will be evaluated for satisfactory academic progress whether or not financial aid was received. For the purposes of determining satisfactory academic progress, grades of "A," "B," "C," "D," "P," "F," "XF," "WA," "NP," and "I" will be calculated as attempted financial aid hours. This includes developmental and repeated courses. Audit and non-credit classes are not considered for financial aid and will not be included as attempted financial aid hours. If a student completes a course in which he/she received an incomplete grade, the student must notify the financial aid office in writing, in order for satisfactory academic progress to be reviewed again.

Upon a completed financial aid file, a student's current status at NCCC will be reviewed. Qualitative and quantitative measures are required to determine satisfactory academic progress. That criterion is listed below.

1. Students must successfully complete 67% of the cumulative number of credit hours attempted.
2. Students must have a 2.0 or greater cumulative career GPA.
3. Students who have attempted 97 or more hours will be placed on financial aid suspension.

Successfully completed grades include: "A," "B," "C," "D," "P" = Pass
Unsuccessfully completed grades include: "F" = Failure, "XF" = Failure Due to Academic Honesty Policy, "I" = Incomplete, "W" = Withdraw, "WA" = Withdrawn by Administration, "NP" = No Pass

Example: Peter Panther has attempted 12 hours at XYZ College and has attempted 15 hours at NCCC. He has attempted a total of 27 credit hours (27 hours x 67% = 18.09). He must have successfully completed at least 18.09 credit hours and have at least a 2.0 cumulative career GPA to be making satisfactory academic progress.

Financial Aid Probation

At the end of each fall and spring term, NCCC financial aid recipients in good academic standing who do not meet conditions #1 and/or #2 above are placed on financial aid probation for their next term of attendance. A student on financial aid probation is still eligible to receive financial aid the next semester of attendance. However, notice of financial aid probation may be retroactively incurred based on an evaluation of the student's previous academic record at NCCC.

At the end of each fall and spring semester, the students who received aid and were on probation will also have their academic performance evaluated. At that time, one of the following actions will occur:

1. If the student has successfully completed 67% of the cumulative number of credit hours attempted and has a cumulative career GPA of a 2.0 or greater, the student will automatically be reinstated to good academic standing.
2. If the above conditions have not been met, the student will be placed on financial aid suspension.

Financial Aid Suspension

Under the following conditions, students are placed on financial aid suspension:

1. Receiving unsuccessful grades in all of their classes in one term at NCCC.
2. Attempting 97 credit hours or more.
3. Currently on financial aid probation and did not meet the probation requirements.

A student on financial aid suspension is not eligible to receive federal aid. However, notice of financial aid suspension may be retroactively issued based on an evaluation of the student's previous academic record at NCCC.

Reinstatement of Financial Aid

When a student successfully completes 67% of the cumulative number of credit hours attempted and has a cumulative career GPA of a 2.0 or greater, a student may apply to be reinstated to good academic standing.

To apply for reinstatement for the first offense, the student may appeal to the director of financial aid by filling out the Suspension Appeal Form listing reasons (examples could include illness, death in the family, unusual circumstances, etc.) why he/she did not achieve satisfactory academic progress or why he/she has attempted 97 or more credit hours and is seeking aid for additional courses. The student must also supply appropriate supporting documentation, such as a letter from his/her doctor, employer, advisor, etc. All letters should be submitted to the director of financial aid.

If the appeal is approved by the director of financial aid, the student will be placed on financial aid probation, and will be eligible to receive federal aid. Certain conditions and timeframes may be included with the probation reinstatement. If the appeal is denied, the student will remain on financial aid suspension, and ineligible for federal aid. The student will be notified in writing of the director of financial aid's decision.

The student may appeal the director of financial aid's decision to the Financial Aid Committee within ten business days. The student must fill out the Suspension Appeal Form and attach all supporting documents and submit them to the director of financial aid. Upon receipt of the request for an appeal hearing, the director of financial aid will schedule a hearing and notify the student requesting the appeal of the date and time of the scheduled hearing. A time shall be set for a hearing, not less than two nor more than ten calendar days after the student has been notified. Maximum time limited for scheduling of hearings may be extended at the discretion of the director of financial aid.

To apply for reinstatement for the second and subsequent offenses, the student may appeal to the Financial Aid Committee or its designee by filling out a Suspension Appeal Form and attaching the applicable supporting documentation. All forms and letters must be submitted to the director of financial aid. If the student wishes to present his/her case orally to the committee, he/she must indicate this intention in writing. This appeal, as well as the original appeal to the director of financial aid, student academic file, academic transcript and financial aid file will be submitted for review. The student will be notified of the initial meeting of the committee if the student has indicated in writing his/her request to orally present the appeal. Additionally, the committee may mandate that the student appear at the appeal meeting. The student will be notified in writing of the committee's decision and may appeal to the president or his/her designee.

REVOCATION OF SCHOLARSHIPS AND/OR GRANTS-IN-AID

Scholarships and/or grants-in-aid shall remain in force for the semester or academic year in which each was issued provided the student remains in good standing with the College. Upon the loss of good standing, scholarships and/or grants-in-aid shall be revoked. Specific conditions of scholarships through the College are contained in the scholarship letter signed by the student.

A student may be deemed to have lost good standing upon conviction of a felony; conviction of or repeated illegal use of narcotics, including marijuana or controlled substances as defined by Kansas statutes; and failure to comply with the rules and regulations of the College, or the athletic team or activity of which the student is a member, or failure to cooperate with officials and instructors at the College. Also, scholarships may be revoked for the following reasons:

1. A scholarship over-award as defined by either the U. S. Department of Education or the KJCCC;
2. Voluntary withdrawal from classes;
3. A drop in the academic standing below the specified grade point average indicated in the award letter; or,
4. Degree completion.

A written notice, sent by mail, of the revocation of an academic or activity scholarship and/or grant-in-aid shall be given to the student indicating the loss of good standing or for the reasons indicated above. If the student disagrees with the revocation decision, he/she may file a grievance as outlined in the Student Grievance Procedure.

RETURN OF TITLE IV FUNDS

Title IV funds are all federal aid to students including the PELL grant, student loans, etc. A return of Title IV funds calculation is required for students who receive federal aid and then completely withdraw, either officially and/or unofficially, prior to 60% of the term being completed. NCCC and the student may be required to return a portion of the student's Title IV funds to the U.S. Department of Education. If NCCC is required to return a portion of the federal aid that was used to pay the student's institutional expenses, the student will be charged by the appropriate amount. More information is available in the financial aid office.

VETERANS' BENEFITS

Students eligible to attend NCCC under their entitlement to veterans' benefits should obtain VA Form 22-1990, the Veteran's Application for Program of Education or Training, from the financial aid office or from a veteran's administration representative. Application can also be made online at www.gibill.va.gov. The veteran should complete the application, attach a copy of DD 214, Notice of Separation, and submit them to the financial aid office.

For payment purposes, the Veterans Administration uses the following schedule: full time is 12 or more hours of credit; three-fourths time is nine to 11 hours of credit per semester; half time is six to eight hours of credit per semester; less than half time, benefits calculated on a per credit hour basis. Students are required to make satisfactory progress toward graduation in order to continue receiving educational benefits. More information regarding VA benefits is available at the financial aid office.

ACADEMIC POLICIES AND INFORMATION

ACADEMIC APPEALS

Final Grades

Final grades are based only on academic standards and the instructor's evaluation of how well a student achieved those standards. Final grades shall be based upon written grading criteria given to the student at the beginning of each course. Each instructor is required to issue a syllabus for the course the first class session each semester outlining the requirements for the course and the grading criteria to be used in the course.

Only final grades given at the conclusion of the course may be appealed. Grounds for final grade appeals include:

1. Failure of the instructor to follow the written criteria given to the student at the beginning of the course (or failure of the instructor to provide written criteria as required).
2. Alleged errors in the mathematical calculation of grades.
3. Alleged errors in recording the grade on the student's transcript.
4. Non-academic issues such as attendance (i.e. if a student completed the work and would otherwise have been entitled to a grade acceptable to the student, but did not receive the grade due to poor attendance, poor class participation, discrimination, etc.).

In the case of a final grade appeal, the student must begin the appeal process within 90 days from the conclusion of the course. Each final grade being questioned must be appealed separately.

Academic Honesty

In the case of an academic honesty violation (as defined in the Code of Student Conduct and Discipline), the student must begin the appeal process within two working days from the date disciplinary action was initiated by the faculty member or other College official, except in the case of an "XF." If the student wishes to appeal the grade of an "XF," the above final grade appeal deadlines are then used.

Appeal Procedure

A student begins the appeal process by completing the Academic Appeal Form, available in the office of the chief academic officer and then:

1. For a final grade appeal, conferring with the appropriate course instructor. If the problem cannot be resolved, the student may continue the appeal process by making an appointment with the chief academic officer.
2. For an academic honesty appeal, including appeal of an "XF" grade, meeting with the course instructor is not required, and the student shall make an appointment with the chief academic officer.

It rests with the chief academic officer's discretion to investigate and determine the basis for the appeal and then either resolve it or refer it to an ad hoc committee appointed by the chief academic officer or by the president of the College. No further appeal by the student is allowed.

ACADEMIC CLEMENCY

Students may eliminate poor academic records within the restrictions of the following policy:

Requirements and Limitations

1. To be eligible, the student must be currently enrolled at NCCC and must have completed at least 12 consecutive credit hours at this institution with a 2.5 GPA. In addition, the student must meet one of the following criteria:
   a. Make a complete curriculum change, or
   b. Wait an interim of two years from the date of the grades before filing for Academic Clemency.
2. Up to 15 semester hours of specific "F" and/or "D" grades may be petitioned for exclusion from the computation of the student's GPA.
3. When a course has been excluded from the computation of the GPA, it shall not be counted for graduation but will remain on the student's transcript.
4. Academic Clemency will be granted only once while at NCCC.
5. This policy refers to NCCC only. A student transferring to another institution will have to follow the other institution's policy.
6. Grades which have been excluded from the computation of the GPA will be identified on the student's transcript by an ampersand (&).
7. Granting of Academic Clemency does not affect or alter a student's record for athletic eligibility.
8. Students granted Academic Clemency may not receive honors at graduation.
9. While credits removed from the computation of the GPA as a result of Academic Clemency will not be used to meet course or program requirements, they will be used to determine eligibility for financial aid awards.

Procedure

1. Students wishing to petition for Academic Clemency must complete and submit a letter requesting Academic Clemency to the vice president for student learning. The letter should contain reasons why Academic Clemency is requested and a list of courses the student wishes to remove from his/her transcript.
2. Petitions may be filed upon enrollment at NCCC, but Academic Clemency will not be granted until a student

has completed 12 hours and met the requirements as stated in #1 above.
3. Upon receipt of the petition, the Academic Clemency Committee will review the student's transcript and current enrollment, and make a recommendation on clemency.
4. If Academic Clemency is granted, all previous course work will continue to appear on the transcript, but the grades in those courses which have been granted Academic Clemency will not be included in the student's NCCC cumulative GPA.

ACADEMIC FRESH START

Academic Fresh Start is a policy which provides students with poor or marginal academic college records the opportunity to resume work toward their degree without the burden of a poor GPA due to past academic performance. A student must be returning to college after a four-year absence to qualify for Academic Fresh Start. Academic Fresh Start removes all prior college grades from the student's transcript while academic clemency is limited to removal of 15 credit hours. This policy refers to NCCC only. A student transferring to another institution will follow the other institution's policy.

Students must meet the following requirements before being granted this option:

1. Separation from all institutions of higher education for at least four years,
2. Formal application to the vice president for student learning on the Chanute campus or the dean of the Ottawa campus. (This application should describe the reasons for the request and outline an academic plan, which includes the declaration of an area of academic interest.)
3. Agree that the calculation of the GPA and credit hour totals will be based solely on work completed after this point and enrollment at NCCC and the student will forfeit use of all credit hours toward a degree earned prior to being granted.

If Academic Fresh Start is granted, the student may resume his/her studies with the understanding that:

1. Academic Fresh Start at NCCC may be granted only once.
2. The student's permanent record will remain a record of all work, regardless of the institution at which that work was completed; however, the returning student will forfeit the use of all credit hours toward a degree earned prior to the four-year separation period.
3. The student's record will carry a notation designating when the Academic Fresh Start was granted and noting that the calculation of GPA and credit totals for degree purposes begins with that date.
4. Students applying for admission under Academic Fresh Start must meet admission requirements established by NCCC.
5. This policy refers to NCCC only. A student transferring to another institution will have to follow the other institution's policy.

ACADEMIC HONESTY

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students are responsible for learning the content of any course of study outlined by their instructors, regardless of any views or judgments privately held and for demonstrating their attainment in an honest manner. Students violating such standards must accept the consequences and penalties assessed by appropriate classroom instructors or other designated persons. All cases may result in discipline at the college level and may result in suspension or dismissal. Students accused of abridging the policy of Academic Honesty may protect themselves through established academic appeal procedures and are assured due process and the right of appeal from accusations or penalties felt to be unjust. The faculty, staff, and administration of NCCC will neither condone nor tolerate violations of this policy.

Definitions

Violations of the Academic Honesty policy include academic dishonesty, which is behavior in which a deliberate means is employed to gain undeserved intellectual credit or advantage, either for oneself or another, or which is disruptive of a course of study. Some examples of academic dishonesty are:

1. **Plagiarism.** Intentionally using the printed/published data, distinctive ideas, or language of someone else without specifically acknowledging the original source, for example, copying another student's paper, creative work, article, or computer work and submitting it as one's own original work. On the other hand, the use of

"common knowledge" or of ideas that are not distinctive to a single source does not require acknowledgement. Subject to the foregoing, the particular circumstances under which acknowledgment is required may vary among the different disciplines, which make up the College; in addition, the manner or style used to acknowledge a source will vary among disciplines. In a particular course, students must follow the acknowledgement/citation customs and standards of the discipline offering the course and acknowledge sources in the manner expected by that discipline. The instructor in each course is responsible for making these standards clear.

2. **Unauthorized collaboration on out-of-class projects.** Students may not present work as individual when, in fact, the work was done with other students.
3. **Cheating on exams.** Defined as the unauthorized or inappropriate use of information about the exam (questions/answers) and/or the taking of an exam with the assistance of unauthorized materials such as notes, textbooks, crib sheets, electronic means (such as cell phones), etc. It is the responsibility of each instructor to inform students which information aids, if any, may be used on exams.
4. **Unauthorized access to exams in advance of the examination**. Students who in any unauthorized manner obtain exams in advance of the date and hour of the examination are committing an act of academic dishonesty. Unauthorized access to exams does not include obtaining copies of exams given in previous semesters and returned to students, but it does include a sharing of information about an unreturned exam between a student in an earlier section of a class and a student in a later section.
5. **Aiding and/or abetting an academically dishonest undertaking.** A student is responsible for ensuring that other students do not misuse his/her work. Students are required to protect the integrity of their own work by, for example, not allowing, knowingly or through carelessness, another student to plagiarize a term paper or copy answers to an exam.

Responsibility for Academic Honesty

The fundamental responsibility for the maintenance of the standards of honesty rests upon the student. It is each student's responsibility to be familiar with College policy on academic honesty and to uphold the standards at all times in all situations.

Each faculty member shall make clear to each class early in the semester the faculty member's own policy toward penalties he/she gives for breaches in academic integrity, within the scope of the College policy. Faculty are expected to take reasonable precautions to protect academic honesty.

Consequences of Academic Honesty Violations

Incidents of academic honesty violation in the classroom will be the responsibility of the individual instructor. Upon discovery of such violations, the instructor will have a private meeting with the student to inform him/her of the situation or notify him/her by e-mail. The consequences of violation of the Academic Honesty policy are at the discretion of the instructor and can range from redoing the assignment for partial credit to course dismissal, to the receiving of a grade of "XF" for the course. A grade of "XF" indicates the student failed the course due to violations of the Academic Honesty policy and remains on the permanent transcript unless removed by passing a course in ethics and integrity. All actions taken by the instructor will be documented by the instructor, reported to the division chair and the vice president for student learning and a copy of the documentation placed on file with the dean of student development or dean of the Ottawa campus. If the student does not agree with the actions taken by the instructor, he/she may utilize the Academic Honesty Appeal Procedure found in this catalog or in the NCCC Student Handbook.

Records of acts of misconduct will be kept on file by NCCC. In cases of serious violations of academic honesty or multiple violations of the policy, the dean of student development on the Chanute campus or dean of the Ottawa campus will require a meeting with the student to determine what action needs to be taken. Actions may range from a warning to expulsion from the College.

ACADEMIC MINIMUM STANDARDS AND REINSTATEMENT PROCEDURES

A student whose career GPA falls below 2.0 will be placed on academic probation for one term (semester). Should the grade point or percentage of course work not raise above the minimum standards during the probation period, the student will be academically suspended. Exceptions may be made at the registrar's or vice president for student learning's discretion.

Failure to attend and participate in coursework as determined by the College may result in administrative withdrawal from college level coursework. Students placed on academic probation will be required to enroll in college success

courses during the probationary semester. If a student is administratively withdrawn from college success courses, this will violate his/her probationary status and may result in academic suspension.

Academic Probation and Suspension

Should a student's career GPA not be raised to at least 2.0 during the probation period, or the student failed to make significant academic progress, the student will be academically suspended. A student placed on academic suspension may appeal to the vice president for student learning on the Chanute campus or the dean of the Ottawa campus.

Academic Reinstatement Procedures

Students may be reinstated on academic probation after being academically suspended by following these procedures:

1. The student will meet with his/her academic advisor and together they will determine an appropriate class schedule. Consideration should be given to the following:
   a. Maximum hours of enrollment allowed to be academically successful,
   b. Other college and/or family related obligations for the up-coming semester, (i.e. athletics, scholarship related activities, and household responsibilities),
   c. Previously attempted courses which were not completed satisfactorily,
   d. Degree intent or long-term goals,
   e. Intended graduation or transfer date,
   f. Reasons student encountered academic difficulties in the past and how to address these concerns in the future, and
   g. How the student's advisor can assist in this process and who else they will call upon for support, including enrollment in additional course work designed to assist the student in achieving academic success.
2. The student, after giving consideration to the above, will develop an action plan for his/her own future academic success and have it reviewed and signed by his/her advisor.
3. The student will present the completed action plan and the proposed class schedule to the vice president for student learning on the Chanute campus or the dean of the Ottawa campus for consideration of approval for reinstatement.
4. If approved, the student will sign an agreement wherein he/she agrees to acquire a semester GPA of at least 2.0, meet with his/her advisor monthly, and follow a personal academic success action plan throughout the reinstated semester.
5. The vice president for student learning on the Chanute campus or the dean of the Ottawa campus and academic advisor will also sign this agreement and a copy is to accompany the enrollment form and be incorporated into the student's record in the registrar's office.
6. The registrar will remove the academic suspension (AS) hold and replace it with an Academic Probation (AP) hold.
7. Any early warning and/or mid-term grades for students on academic probation status will prompt follow-up meetings to be scheduled with their academic advisor.
8. The student will remain on academic probation status as long as he/she maintains a 2.0 term GPA until such time as his/her career GPA reaches 2.0 or higher.

Should a student fail to maintain a term GPA of 2.0 while on reinstatement, the student will revert back to academic suspension, and the student will meet with the vice president for student learning on the Chanute campus or the dean of the Ottawa campus to determine if re-enrollment will be permitted.

ACADEMIC PREPARATION

In an effort to assure that all students pursuing degrees or certificates at NCCC are fully prepared to succeed in college credit courses, the College administers placement tests, such as the COMPASS, to evaluate student readiness to meet college-level mathematics, reading, and writing requirements. Students who score below the minimum standards for college level courses will be required to take developmental (pre-college) course work. In cases where developmental courses are indicated in more than one area, the student will be required to successfully demonstrate competencies at the developmental level as a prerequisite for registration in general education courses. Developmental level courses are signified by a zero as the first digit in the course number and do not count toward graduation but will be figured in the student's GPA.

Non-native speakers of English may elect to take developmental courses in English (ENGL 015 English as a Second

Language – Writing, ENGL 016 English as a Second Language – Reading). However, those courses will not be mandated and are not part of the mandatory placement requirements.

ASSESSMENT OF STUDENT LEARNING

Assessment of student leaning is an integral part of the education process at NCCC. NCCC has a genuine interest in continuing an ongoing assessment of student learning as a way of measuring its success in meeting its mission and enhancing its academic programs. Student input constitutes the critical source of assessment data. All students will be expected at various junctures during their educational career at NCCC to contribute to the assessment program by completing surveys, standardized tests, and exit interviews as required by their curriculum.

ATTENDANCE

Attendance policies will be set by each instructor at the beginning of the course.

Absences that occur due to students participating in official College activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work and will not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or excused by the instructor, they are expected to attend class. If a student's unexcused absences exceed 100 minutes per credit hour for the course, or, in the case of online or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been withdrawn for excessive absences, the registrar's office will send notification to the student, stating that he/she has been withdrawn. A student may petition the vice president for student learning for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

CELL PHONE POLICY

Students' cell phones and pagers must be turned off or set to silent setting during class time. Faculty may approve an exception to this policy. Course syllabi often identify a cell phone policy. Students are required to follow this policy when attending these classes.

CHANGE OF SCHEDULE

Adding or Dropping Courses

Students may elect to change their course schedule without penalty and without permission during the first week of classes for full semester courses (contact the registrar's office for add/drop dates for courses lasting less than a full semester). After the first week of classes the vice president for student learning on the Chanute campus, the dean of the Ottawa campus, or their designees, must approve all exceptions.

Students who wish to add or drop selected courses after the add/drop window has closed should follow these procedures:

1. Obtain a Drop/Add Form from the student services office,
2. Obtain the instructor's signature,
3. Obtain the advisor's approval, and
4. Return the form to the student services office to complete the process.

A student's financial aid may be adversely affected by numerous drops.

Students are expected to complete the courses for which they register. Failure to properly withdraw from classes may result in the assignment of "F" grades for their classes. Students who wish to withdraw from courses should

review the withdraw procedure later in this section.

Withdrawing From Courses

The student who only informs the instructor that he/she intends to withdraw or who simply ceases to attend is not officially withdrawn from class. Unless the procedure described below is followed, the student's name will remain on the class roster, and the instructor will be required to submit a grade other than "W," often times resulting in a grade of "F." In addition, the student will be charged all appropriate tuition and fees.

If a student wishes to withdraw from one or more courses, he/she should seek the counsel of his/her advisor and obtain the proper forms from the registrar's office. The completed withdraw form must be on file in the registrar's office before the withdrawal is official.

Withdraw From Full Semester Classes		
Business Days in Class Period	**Refund**	**Transcript**
1% to 13%	Full refund	No notation on transcript
14% to 24%	No refund	No notation on transcript
25% to 75%	No refund	"W" on transcript
76% on	Course drop not allowed, grade earned in course	

Under extenuating circumstances, the student may appeal to the vice president for student learning on the Chanute campus or the dean of the Ottawa campus to withdraw with the grade of "W" after 75% of the class has been completed.

Students who find it necessary to withdraw from their entire enrollment at NCCC are asked to meet with the dean of student development on the Chanute campus or the dean of the Ottawa campus. Completing this process helps to avoid any future holds on student records that may make it difficult to return to NCCC or transfer to another college. Students receiving any type of federal financial assistance must also complete an exit interview and should contact a staff member in the financial aid office.

EARLY ACADEMIC WARNING SYSTEM

NCCC's Early Academic Warning System was implemented to alert students, advisors, and activity sponsors when a student is struggling in a course. An "early warning notification" is issued for all students earning a "D," "F" or "NP" at designated reporting dates set throughout the semester. Notification is sent to the student with a copy to the advisor and activity sponsor. Students are encouraged to contact their instructor and/or advisor when they receive an early warning notification.

FINAL EXAMINATIONS

Final examinations are considered an important part of each course. All courses are required to hold substantial final examinations, and all students are required to take them. All final examinations will be conducted at such times and places as designated by College officials.

FOOD AND DRINK POLICY

Food and drink are not allowed in classrooms and labs. Students with a medical condition that would require them to have food and/or drink with them at all times must provide documentation of such condition.

GRADE POINTS

Students will have their grade point averages (GPA) computed on the following basis: for each credit hour of "A," 4 points; "B," 3 points; "C," 2 points; "D," 1 point; "F," 0 points, "XF," 0 points. In order for students to have a "C" average and be eligible for graduation, they must have a minimum of 64 credit hours and 128 grade points. The

GPA is the quotient obtained by dividing the number of grade points earned by the number of credit hours for which grades "A," "B," "C," "D," "F" or "XF" is recorded. *See the Academic Honesty section for an explanation of the "XF" grade.*

The grade of "W" (Withdraw) or "WA" (Withdrawn by Administration) is not reflected in the computation for the student's GPA, but is a permanent part of the student's academic transcript.

Students must maintain a GPA of 2.0 or higher in order to graduate.

GRADING SYSTEM

Grades are issued and recorded as "A" (Superior), "B" (Good), "C" (Satisfactory), "D" (Poor), "I" (Incomplete), "F" (Failure), "XF" (Failure due to violation of Academic Honesty policy), "P" (Pass), or "NP" (No Pass). No grades are recorded with a plus or a minus. The grade of "W" (Withdraw) is recorded on the academic transcript for courses from which a student has withdrawn and a "WA" (Withdrawn by Administration) when the student has been withdrawn from the course by the instructor or administrator.

The Pass/No Pass grade is not calculated in the student GPA, but the course(s) will count as college credit and be counted toward hours for graduation. Courses may utilize this type of grading when recommended and approved by the vice president for student learning and the Curriculum Committee.

Incomplete Grades

An incomplete ("I") grade may be issued by an instructor for a course when a student is making satisfactory progress, but the student is unable to complete the work due to unavoidable circumstances. Every grade of "I" must be removed within the first nine weeks of the semester following the receipt of this grade (excluding summer); otherwise, the "I" automatically becomes the grade indicated by the instructor on the incomplete contract. A contract must be completed between the student and faculty member prior to the last day of the semester and signed by both in order to acquire a grade of incomplete. In emergency cases, a petition for exceptions to this rule may be made to the vice president for student learning on the Chanute campus or the dean of the Ottawa campus.

KANSAS TRANSFER ARTICULATION AGREEMENT

A student who completes an Associate of Arts or Associate of Science degree at NCCC and whose program of study has met the Kansas Transfer Articulation Agreement will be accepted with junior standing and will have satisfied the general education requirements of all Regent universities. Students transferring to Regent universities who have not completed an Associate of Arts or Associate of Science degree will be given general education credit for any articulated general education course completed at the community college.

The following courses will transfer as equivalents between all Kansas Community Colleges.

Course	Hours
English Composition I	3
English Composition II	3
Public Speaking	3
College Algebra	3
U.S. History to 1877	3
U.S. History Since 1877	3
Introduction to Literature	3
Macroeconomics	3
Microeconomics	3
Introduction to Psychology	3
Introduction to Sociology	3
World Regional Geography	3
General Biology & Lab	4-5
Chemistry I & Lab	4-5
Physical Science & Lab	5
Physics (Non-General) & Lab	4-5
American Government	3

Total Hours	56-59

All courses taken at NCCC transfer to all other accredited institutions, however, credits may not transfer towards individual majors at specific institutions. Your advisor can assist in this process to insure a seamless transfer. Additional information regarding the transfer and articulation agreement is available in the student services office.

REPEATING COURSES

Students receiving unsatisfactory grades will be allowed to repeat the course for credit. For a course repeat, the student need not obtain approval from the vice president for student learning on the Chanute campus or the dean of the Ottawa campus to re-enroll. However, students may not enroll in a particular course more than two times, unless the course has been designated for repeat credit. Students who wish to attempt a course three or more times must receive approval from the vice president for student learning on the Chanute campus or the dean of the Ottawa campus. The most recent grade will replace the prior grade received for the repeated course to count toward graduation requirements and the GPA. However, the original grade will remain on the student's transcript to be considered by any receiving institution to which the student may transfer.

Courses which have been designated to be taken for additional credit may not be taken for more than six credit hours to apply toward a one-year certificate, or for 12 credit hours to apply toward a two-year certificate or associate degree. Students should check with financial aid to determine whether repeating a course for grade replacement will affect their award. Any exceptions to this policy must be petitioned by the student to the vice president for student learning on the Chanute campus or the dean of the Ottawa campus.

STUDENT GRADES

Student grades will be made available directly to the student. Grades are not issued by phone or by e-mail. Student grades may not be released or discussed with parents or others unless a release signed by the student is presented or is in the student file. Students may access their grades via their Inside NC account. *See the Privacy Rights of Students section.*

PRIVACY RIGHTS OF STUDENTS (FERPA, GLBA, HIPAA)

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to the student's education records.

NCCC complies with the Family Rights and Privacy Act of 1974 by using the following policy regarding access to, and protecting the confidentiality of, student records. For more information, call 800-729-6222 (KS only) or 620-431-2820 ext. 212.

Upon request, any student of NCCC will be granted access to and review of any or all records pertaining directly to said student. Access to records will be granted no more than 45 days following such request. If information in these records is found to be inaccurate, misleading, or detrimental to the student, a committee composed of faculty and administrators will hear all cases challenging the content of such records. Such hearings will be scheduled within ten working days of receipt of a written request for said hearing.

No personally identifiable records from NCCC will be released to parents, spouse, or others without the expressed, written consent of the student. Within the provisions of the Family Rights and Privacy Act, access will be granted to the following without the consent of the student:

a. school officials, including teachers and administrators, who have a legitimate educational interest;
b. officials of schools to which the student wishes to transfer;
c. authorized representatives of the Comptroller General of the United States, the Secretary of Education, or an administrative head of an education agency;

d. in connection with the student's application, receipt or continued eligibility/status for financial aid, or
e. a court order.

Exceptions to this rule exist within the law. Additional information and guidance may be found at the FPCO's website http://www.ed.gov/policy/gen/guid/fpco/index.html. Please review the act for more information.

Should a student owe the College any delinquent amount, official records will not be released to the student or a third party. However, this does not preclude the student from personally reviewing his/her records and challenging any of the information. Financial aid transcripts may be sent at the request of other institutions.

The student has the right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name, address and telephone number of the office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
(800) 872-5327

GRAMM-LEACH-BLILEY ACT OF 1999 (GLBA)

Overview: This document summarizes NCCC's comprehensive written information security policy (the "policy") mandated by the Federal Trade Commission's Safeguards Rule and the Gramm-Leach-Bliley Act (GLBA). In particular, this document describes the Program elements pursuant to which the Institution intends to (i) ensure the security and confidentiality of covered records, (ii) protect against any anticipated threats or hazards to the security of such records, and (iii) protect against the unauthorized access or use of such records or information in ways that could result in substantial harm or inconvenience to customers. The policy incorporates by reference, the College's existing policies and procedures and is in addition to any College policies and procedures that may be required pursuant to other federal and state laws and regulations, including, without limitation, FERPA.

Designation of Representatives: The institution's chief information officer is designated as the program officer who shall be responsible for coordinating and overseeing the policy. The chief information officer at NCCC is the director of technology services. The program officer may designate representatives of the Institution to oversee and coordinate particular elements of the policy. Any questions regarding the implementation of the program or the interpretation of this document should be directed to the program officer or his or her designees.

Scope of Policy: The policy applies to any record containing nonpublic financial information about a student or other third party who has a relationship with the Institution, whether in paper, electronic or other form that is handled or maintained by or on behalf of the Institution or its affiliates. For these purposes, the term nonpublic financial information shall mean any information (i) a student or other third party provides in order to obtain a financial service from the Institution, (ii) about a student or other third party resulting from any transaction with the Institution involving a financial service, or (iii) otherwise obtained about a student or other third party in connection with providing a financial service to that person.

Elements of the Policy:

Risk Identification and Assessment.
The Institution intends, as part of the policy, to undertake to identify and assess external and internal risks to the security, confidentiality, and integrity of nonpublic financial information that could result in the unauthorized disclosure, misuse, alteration, destruction or other compromise of such information. In implementing the policy, the program officer will establish procedures for identifying and assessing such risks in each relevant area of the Institution's operations, including:

Employee Training and Management.
The program officer will coordinate with representatives in the Institution's student/financial services and financial aid offices to evaluate the effectiveness of the Institution's procedures and practices relating to access to and use of student records, including financial aid information. This evaluation will include assessing the effectiveness of the Institution's current policies and procedures in this area.

Information Systems and Information Processing and Disposal.
The program officer will assess the risks to nonpublic financial information associated with the Institution's information systems, including network and software design, information processing, and the storage, transmission and disposal of nonpublic financial information. This evaluation will include assessing the Institution's current policies and procedures relating to acceptable use policy, information technology security policy, and records retention policy. The program officer will also assess procedures for monitoring potential information security threats associated with software systems and for updating such systems by, among other things, implementing patches or other software fixes designed to deal with known security flaws.

Detecting, Preventing and Responding to Attacks.
The program officer will evaluate procedures for and methods of detecting, preventing and responding to attacks or other system failures and existing network access and security policies and procedures, as well as procedures for coordinating responses to network attacks and developing incident response teams and policies.

Designing and Implementing Safeguards.
The risk assessment and analysis described above shall apply to all methods of handling or disposing of nonpublic financial information, whether in electronic, paper or other form. The program officer will, on a regular basis, implement safeguards to control the risks identified through such assessments and to regularly test or otherwise monitor the effectiveness of such safeguards. Such testing and monitoring may be accomplished through existing network monitoring and problem escalation procedures.

Overseeing Service Providers.
The program officer shall coordinate with those responsible for the third party service procurement activities among the department of technology services and other affected departments to raise awareness of, and to institute methods for, selecting and retaining only those service providers that are capable of maintaining appropriate safeguards for nonpublic financial information of students and other third parties to which they will have access.

Adjustments to Program
The program officer is responsible for evaluating and adjusting the program based on the risk identification and assessment activities undertaken pursuant to the program, as well as any material changes to the Institution's operations or other circumstances that may have a material impact on the program.

HEALTH INSURANCE PORTABILTY AND ACCOUNTABILITY ACT OF 1996 (HIPAA)

This notice describes how medical information about students may be used and disclosed. Please review it carefully. If students have any questions, please contact an athletic trainer, the director of nursing, or dean of student development officer at 800 West 14th Street, Chanute, Kansas 66720 or by phone at 620-431-2820.

The NCCC athletic department provides healthcare to their student-athletes in partnership with physicians and other professionals and organizations. The information privacy practices in this notice will be followed by all departments and all employed associates, staff or volunteers.

Medical record information and the relationship with medical staff are considered private. With proper written consent, the College will make every effort to give family medical updates as appropriate. The College creates a record of the care and services received to provide quality care and to comply with legal requirements. This notice applies to all of the records of care that the College maintains, whether created by their training staff or by the student's doctor. A personal doctor may have different policies or notices regarding the doctor's use and disclosure of medical information created in the doctor's office. The College is required by law to keep medical information about the student private, give this notice of our legal duties and privacy practices with respect to medical information about the student, and follow the terms of the notice that is currently in effect.

The College may use and disclose medical information for treatment (such as sending medical information to a specialist as part of a referral); to obtain payment for treatment (such as sending billing information to an insurance company or Medicare); and to support the College's healthcare operations (such as comparing patient data to improve treatment methods). The College may disclose medical information and/or participation status to athletic coaches for health and safety. The College may disclose information to administrators and academic counselors to support academic progress. The College may release information to sports information staff and members of the media regarding participation status.

Regarding medical information, the student has the right to look at or obtain a copy of medical information that the College uses to make decisions about care. The student has the right to a personal representative to assist in reviewing medical information. If the student believes that information in the records is incorrect or incomplete, the student has the right to request that the College amend the records. The student has the right to a list of those instances where the College has disclosed medical information about the student, other than for treatment, payment, healthcare operations or where the student specifically authorized a disclosure.

The College reserves the right to change the terms of this notice at any time. Changes will apply to medical information the College already holds, as well as new information they receive after the change occurs. If the College changes their notice, they will post the new notice in their athletic training facilities. The student can receive a copy of the current notice at any time. The student will also be asked to acknowledge in writing the receipt of this notice on the College's Student-Athlete Authorization/Consent for Disclosure of Protected Health Information.

HOMELAND SECURITY PROCEDURES

In conjunction with parameters set by National Homeland Security, NCCC is considering actions that they might take to address threat levels. The following policy functions as a guide only and the same is subject to change as needed. The Safety and Security Committee will be responsible for the implementation of specific actions under these guidelines.

Specific guidelines can be found in the NCCC Emergency Action Plan available from the administration office at either campus location or on the NCCC website at www.neosho.edu.

OUTREACH AND WORKFORCE DEVELOPMENT

The principal goal of outreach and workforce development is to provide opportunities whereby the patrons of the College service area may enrich their lives through educational experiences. Individuals may choose to develop new skills, ideas, or attitudes and derive satisfaction from personal accomplishments gained by attending and completing continuing education classes. These classes are designed to meet the needs of local citizens, business and industry, other community institutions, organizations, and groups. Through such classes the College is able to help many individuals enjoy a fuller, more profitable life and to assist the community in the training and education of its citizenry.

The mission of the NCCC outreach and workforce development is to enhance lifelong learning and partnerships and to provide educational opportunities for the community. This mission will be fulfilled by:

1. engaging in community activities,
2. offering courses of interest to the general public of all ages,
3. providing allied health courses and certificate programs,
4. establishing workforce development training and retraining,
5. extending outreach education, and
6. responding to the needs and requests of constituents in the College's service area.

ADULT EDUCATION

The Adult Education Center provides basic skills training for adults who may or may not have a high school diploma. Classes consist of reading, writing, mathematics, computer basics, and workplace skills. Students take part in small group classes that are designed to help them identify and meet their goals and objectives. One of these objectives might be the completion of the Kansas State High School Diploma program (GED)*. A three-day orientation is required for enrollment. The six-week class sessions run Monday through Thursday, with various class times available. The cost of the class is $25. Call 620-431-2820, ext. 276, for more information. Students must be at least 16 years of age and 16-17 year olds must have compulsory exemption forms from the school district of current residence.

*The GED test does have an additional associated fee with testing scheduled monthly.

ALLIED HEALTH

At NCCC many health-related classes and certificate courses are housed in the allied health unit within the outreach and workforce development department. These classes are short-term and are offered multiple times throughout the semester in Chanute, Garnett, Lawrence, Ottawa, and other communities within the NCCC service area. Allied health classes offer quick training, certifiable skills, and entry into high-demand health fields. Specific courses include:

- CPR
- Emergency Medical Technician (EMT) training
- First Aid
- First Responder
- Home Health Aide
- Medication Aide
- Medication Aide Update
- Nurse Aide

Online options are available for many allied health courses.

Other Allied Health programs available are:

- Health Information Technology
- Medical Assistant
- Medical Coding
- Medical Transcription
- Occupational Therapy Assistant
- Paramedic (through partnership with Cowley College)
- Phlebotomy
- Surgical Technician

BUSINESS AND INDUSTRY SERVICES

NCCC offers a variety of specialized courses in both credit and non-credit format to serve the educational needs of individuals, businesses, industries, and other groups in its service area. Specialized courses are designed and offered at requested locations and a time convenient to the specific industry or group educational training needs. Dedicated instructors provide the highest quality instruction in a wide variety of instructional areas.

On-Site Training

Credit and non-credit courses are taught at the business site. Courses can be designed to fit the needs of individual businesses, using their own equipment and facilities so that employees can learn under actual work conditions.

On-Campus Training

Credit and non-credit courses, seminars, workshops, and programs in technology and business are offered on both the Chanute and Ottawa NCCC campuses. Courses and programs can be designed to meet the specifications of individual businesses.

Consulting

Local employers may call upon NCCC's experienced instructors with a variety of business needs including consulting and coaching.

Business and Industry Training Topics

Topics available for delivery on-site or on-campus include, but are certainly not limited to, the following:

- OSHA Certified and Authorized General Industry Safety Training – CRF1903, 1904, and 1910
- Industrial Trades
- Human Resources
- Customer Service

- Management and Supervision
- Technical Training
- Energy Management
- Computer Software

ENERGY AUDITOR TRAINING

One of three institutions authorized to provide energy auditing training recognized by the Kansas Corporation Commission of the State Energy Office, NCCC offers a seven-day Fast Track auditing course every other month. Successful participants earn the Building Performance Institute, Inc. certificate.

GENERAL EDUCATION DEVELOPMENT (GED)

Individuals desiring to earn the equivalence of a high school diploma may do so by satisfactorily completing the test of General Education Development (GED). Arrangements to complete the test must be made through the Center for Academic and Vocational Excellence (CAVE) located in the lower level of Chapman Library at NCCC.

HIGH SCHOOL OUTREACH PARTNERSHIPS

NCCC provides secondary schools within the College service area the opportunity to expand educational opportunities for high school students by offering college courses on-site at the high school. Courses taught at the high schools use the approved College syllabus, textbook, and outcomes. Qualified instructors for these courses must meet the same criteria as instructors teaching on the NCCC campus and are hired by NCCC. The courses are evaluated in the same manner as classes conducted on the NCCC campus. Daytime classes and evening classes are available in local high schools. Students interested in the high school partnership program may contact their high school counselor or call the NCCC outreach and workforce development department for more information.

Jump Start

The Jump Start program is designed to assist high school juniors and seniors get a start on their college education. College courses are brought to the high school enabling high school students to obtain up to 24 credit hours while continuing their high school studies.

Fast Track

Once high school students graduate with up to 24 college credit hours, they are already on the Fast Track! The Fast Track allows students to complete their associate degree in one year at NCCC. Students on the Fast Track should work closely with their advisors to ensure proper guidance to stay on the Fast Track and complete their degrees in a timely manner.

KIDS' COLLEGE

The annual Kids' College offers a wide variety of classes to children 7-14 years of age. Typically held the third week in June, Kids' College exposes youth to the College campus and to an assortment of learning experiences such as science, art, computer, writing, and more.

LIFETIME LEARNING

NCCC provides courses for students of all ages. Senior citizens, age 62 and older, who have been residents of Neosho County for more than six months are eligible to have their tuition and fees paid from the in-district scholarship fund. Senior citizens, age 62 and older, living outside Neosho County may apply for scholarships from the NCCC Foundation. Application and eligibility requirements are available from the NCCC Foundation. The senior citizen scholarship does not cover course fees, materials, special class fees, and book expenses that may be associated with some classes.

NON-CREDIT ONLINE COURSES

NCCC offers a variety of non-credit, online courses. Over 300 instructor-facilitated courses are available to assist in

updating skills, discovering new talents, or training for a new career path. These courses start every month and run for approximately six weeks. Weekly assignments are required. General subject areas include computer programming and software, writing and publishing, health and fitness, business, history, art, continuing education for healthcare professionals, family and personal enrichment and many more. To review the complete list of courses and to see instructor biographies and course outcomes, go to www.ed2go.com/nccc.

ON-STREET MOTORCYCLE TRAINING

Offered several times throughout the year, this two-credit-hour training provides classroom and on-street instruction. Successful participants earn a Kansas Driver Education Certificate.

PROFESSIONAL CONTINUING EDUCATION

Professional continuing education is a requirement of many occupations. Staying current in new occupational knowledge and research is critical for today's professional employee. NCCC assists by providing a variety of training sessions, classes, and workshops designed for the professional. Examples include computerized/online insurance CEU's and online nursing CEU's. Other programs and classes are appropriate for submission to various state and national boards for CEU hours. Courses can be created to meet specific occupational needs.

STUDENT SERVICES

ACCESS SERVICES FOR STUDENTS WITH DISABILITIES

NCCC is committed to its students and has various types of assistance available to support qualified students with disabilities. Appropriate documentation of a disability is required. Students are responsible to forward their documentation and schedule an appointment with the director of advising and articulation, 620-431-2820, ext. 280, or the assistant dean of the Ottawa campus, 785-242-2067, ext. 305. Reasonable accommodations are made based on the documentation. Available support services include, but are not limited to, note takers, scribes, extended time exams, alternative testing, tutorial services, readers, study skills instruction, computer-assisted instruction, consultation with faculty addressing individual issues, assistance in obtaining auxiliary aids and adaptive computer technology.

BOOKSTORE

Rental textbooks, purchased textbooks, and school supplies are available at the NCCC bookstore, located in the Student Union on the Chanute campus and on the Ottawa campus. The College bookstore also carries basic school supplies, College logo items such as mugs, hats, clothing and many other items. A full range of food and drink options are also available. In Chanute, the bookstore is open daily Monday through Thursday 8:00 a.m. – 7:00 p.m. and Friday 8:00 a.m. – 5:00 p.m. The Ottawa bookstore hours are Monday and Thursday, 8:00 a.m. – 7:00 p.m., Tuesday, Wednesday, and Friday 8:00 a.m. to 5:00 p.m.

A textbook rental system is used at NCCC. The fee for the textbook rental is charged to each student's account and most textbooks are available. This system saves the student several hundreds of dollars each semester. The books that are rented are distributed through the NCCC bookstore and must be returned to the bookstore no later than 3:00 p.m. the Monday following the completion of a course or when a class has been dropped. If the book(s) are not returned on time, a late fee will be charged to the student's account and all grades and transcripts will be placed on hold until the fine has been paid.

Not all textbooks are available to rent. Lab books, computer books, workbooks, class notebooks, allied health and nursing books, among others, are not available for this service. Please check with the bookstore to see if books are available for rental or must be purchased.

Books may be picked up, ordered, and/or purchased through the Chanute and Ottawa campus bookstores or on‐line at www.NCCCBookstore.neosho.edu. VISA, MasterCard, and Discover cards are accepted.

The Chanute campus phone number is 620-431-2820, ext. 247, in Ottawa call 785-242-2068, ext. 304.

CENTER FOR ACADEMIC AND VOCATIONAL EXCELLENCE (CAVE)

The Center for Academic and Vocational Excellence (CAVE) is located in the basement of Chapman Library on the Chanute campus. It houses an open computer lab for students and members of the public, the developmental classes, Adult Basic Education, and STARS. The CAVE offers many services, which includes, but is not limited to, free tutoring, placement testing, GED preparation, adult basic education classes, developmental class work in reading, writing, math, and test proctoring.

FOOD SERVICE

The Chanute campus cafeteria is run by professional caterers and meets all federal, state, and local regulations. The cafeteria's all-you-can-eat menu offers an excellent variety of choices for 19 meals per week. A full range of vending options is available during the hours the cafeteria is not serving. Vending services only are available at the Ottawa campus.

HOUSING

Students on the Chanute campus may have the full "college experience" by living on campus. Students in our residence halls have cable TV and high speed Internet access. Study lounges are located on each floor, and TV and game rooms as well as a 24-hour study hall with computer access are also available. A residence life professional is on call 24 hours a day to insure the safety of our residents. Our suite-style residence hall, Bideau Hall, was built in 2000, and is home to around 200 students each semester.

Unmarried students less than 21 years of age who are enrolled full-time and not living with a parent or legal guardian are required to live in the College housing when space is available. Unmarried students under 21 years of age with dependents who live with them are not required to live in campus housing. When space is limited, College housing will be filled as follows:

- First, by date of paid application;
- Second, with international students;
- Third, with scholarship students;
- Fourth, with freshmen students;
- Fifth, with sophomore students.

Students with special circumstances who wish exemption from the housing requirement may apply in writing to the dean of student development. This application must specify the basis for exemption. Generally, exemptions are limited to physical disability, medical, or emotional problems. The dean of student development or designee will respond in writing within five business days. If the request is denied, the request may be appealed to the president or his/her designee who will respond within five business days. This decision will be final. The housing requirement will not apply to exchange students required to reside with a host family by the exchange program. **Students who have been convicted of a felony in Kansas, or equivalent offense in another jurisdiction, shall not be eligible to live in student housing.**

INSIDE NC

Inside NC is NCCC's web portal. NCCC students may log in to Inside NC to enroll for classes, view grades, obtain course handouts, chat with classmates, receive financial aid and billing information and to check out upcoming campus events. Students should contact the student services office for a user name and password.

INTERNET ACCESS

NCCC provides on-campus access to the Internet to all students, faculty, and staff. Chanute campus locations include the Chapman Library, the CAVE, Student Union, Residence Halls, and various computer labs. Ottawa campus locations include the library, lobby, and computer labs. The Independence location is in the nursing classroom located on the fourth floor of Mercy Hospital. Wireless Internet is available throughout both campuses.

LOST AND FOUND

Lost and Found is located in the Welcome Center in the Student Union at the NCCC Chanute campus or the Administrative Office at the NCCC Ottawa campus.

All articles turned into Lost and Found ("lost items") will be recorded with a description of the item, the date turned in, and where it was found if known. For information at the Chanute campus, contact 620-431-6222. For information at the Ottawa campus, contact 785-242-2067. Lost items that have not been claimed and picked up by the end of the semester during which they were turned into Lost and Found will be disposed of as provided in this policy.

"Lost items" as used herein shall only refer to personal property believed to be lost which is found on an NCCC campus or in NCCC vehicles.

Persons finding lost items shall turn them in at the designated location. Lost items shall not be held in departments. Staff may not claim lost items found as part of their official duties. Neosho County Community College is not responsible for lost items not turned in to Lost and Found or that have not been timely claimed and picked up. Personal property is the responsibility of the owner, and it is the responsibility of the owner to promptly contact NCCC and upon request present satisfactory proof of ownership of a lost item that has been turned into Lost and Found.

Any textbooks not claimed will be given to the bookstore. Any keys not claimed will be discarded. Other clothing and personal belongings that are not claimed within the allotted time will be donated to local charities or otherwise disposed of in the sole discretion of NCCC. Unclaimed cash will be turned into the Cashier.

STARS (TRiO Student Support Services)

Students Thriving Achieving and Recognizing Success (STARS) is a federally funded Student Support Services project. The goals of STARS are to help students stay in college, graduate from NCCC, and transfer to a four-year institution to complete their education. To be eligible for STARS a student must apply and meet any one or more of the following:

- be a first-generation college student (neither parent received a four-year degree)
- meet federal income guidelines (as determined by the U.S. Department of Education)
- have a documented disability

STARS actively serves 160 students. Services available to participants include one-on-one and small group tutoring, academic/transfer/career advising, weekly and workshops on a variety of topics, four-year campus visits, additional financial aid, cultural enrichment activities and other support services. Academic success and personal development are the major focus of STARS. We do not succeed unless our students do! Apply online at http://www.neosho.edu/Departments/STARS/JoinSTARS.aspx. The STARS offices are located in the CAVE, located in the lower level of Chapman Library on the Chanute campus, where a paper application may also be obtained.

STUDENT HEALTH

The Chanute campus provides limited on-campus medical services. Panacea Family Medicine provides healthcare services for students on campus twice a week for those experiencing colds, sore throats, need personal attention and/or have other minor medical issues. The healthcare office's hours of operation are posted at the beginning of each semester.

NCCC does not assume responsibility for injuries incurred by students while participating in college activities. Medical services are available at local clinics and hospitals.

NCCC encourages students to update all immunizations prior to enrolling at NCCC. Students living in residence halls are strongly encouraged to obtain the meningitis vaccination.

The College reserves the right to require a medical examination of any student at any time. When a medical examination is required for admission or continuation in a program or activity, a satisfactory medical examination

report from a licensed physician must be filed with the dean of student development on the Chanute campus or the assistant dean on the Ottawa campus. The dean of student development on the Chanute campus or the assistant dean on the Ottawa campus will review the medical record and may deny permission for a student to participate in a program, course, or activity. Student athletes must provide evidence of current primary medical insurance in order to participate in a varsity sport.

There are specific health requirements for students accepted into the nursing program. For more information see the nursing program policy for immunizations on the nursing program webpage located at www.neosho.edu/Departments/Nursing/Handbook.aspx (Immunization Policy at the bottom of the page).

The College does not provide general health and accident insurance for students. Some programs require student insurance. Students must contract for this type of coverage on an individual basis.

STUDENT UNION

The Student Union at Chanute is the focal point for social activity during the day. It houses the cafeteria, bookstore, Cyber Café, and Penner Lounge area. It provides areas for studying, Internet access, snacks, breaks, and meetings. The Student Union offers free WIFI and computer use as well as multiple flat-screen TVs. A lounge and vending facilities are located at the Ottawa campus. A variety of refreshments and drinks are also available in the bookstores on both campuses.

STUDENT POLICIES

CODE OF STUDENT CONDUCT AND DISCIPLINE

Current information regarding student conduct and discipline is available in the NCCC Student Handbook, and at www.neosho.edu. For more information, contact the dean of student development on the Chanute campus or the assistant dean on the Ottawa campus.

DISCIPLINARY PROBATION AND DISMISSAL

A student may be placed on disciplinary probation for behavior deemed to be detrimental to the wellbeing of the offending student or the student body, or for the infraction(s) of College rules and regulations. Should disciplinary action be deemed necessary, the student will receive in writing from the dean of student development or dean of the Ottawa campus the reason(s) for the disciplinary action and the conditions of the probationary period. For additional information, please refer to the NCCC Student Handbook.

Students may be suspended temporarily or expelled depending on the scope and nature of the infraction(s). During probation, participation in extracurricular activities may not be permitted.

DRUG-FREE CAMPUS

The possession, use, sale, distribution, or manufacture of drugs and/or alcohol on campus by students, staff, or visitors will not be tolerated. Such possession, use, sale, distribution, or manufacture by students may lead to dismissal from school. The possession, use, sale, distribution, or manufacture of drugs and/or alcohol on campus by staff may lead to termination of employment. Students, staff, or visitors involved in the possession, use, sale, distribution, or manufacture of drugs and/or alcohol on campus will be subject to prosecution under appropriate state statutes. Students are urged to be familiar with the Drug-Free Campus Policy available in the office of the dean of student development on the Chanute campus or the assistant dean on the Ottawa campus.

STUDENT GRIEVANCE PROCEDURE

See Code of Student Conduct and Discipline in the NCCC Student Handbook for all formal student appeals. See the appropriate sections of this catalog for grade appeals and for financial aid appeals.

SEXUAL HARASSMENT

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his/her refusal, or the creation of an intimidating, hostile, or offensive working educational environment through repetitive verbal or physical conduct of a sexual nature by any member of the College community. *See the Sexual Harassment and Grievance Policy in the NCCC Student Handbook for more information.* The NCCC Student Handbook contains the procedure for reporting sexual harassment.

STUDENT-RIGHT-TO-KNOW

NCCC adheres to the Student Right-To-Know and Campus Security Act (Public Law 101-542). Current statistics are available upon request through the dean of student development on the Chanute campus or the assistant dean on the Ottawa campus. Campus crime statistics for calendar years are listed and categorized in the most recent NCCC Student Handbook, at www.neosho.edu, at http://ope.ed.gov/security/index.asp, through the dean of student development on the Chanute campus or the assistant dean on the Ottawa campus.

TOBACCO USE ON CAMPUS

Tobacco use is prohibited within any College vehicle or building, owned, leased, or rented by the College, including all distant campuses, sites, or locations. Smoking is prohibited within 35 feet from any College building with the exception of designated smoking areas identified by appropriate signage. Additionally, smoking is prohibited in the center of the Chanute main campus in the area known as the "quad" or "breezeway." This is the area between Chapman Library, the Student Union/gym, Stoltz Hall, and Sanders Hall.

AWARDS AND HONORS

HONOR ROLLS

Students who complete 12 semester credit hours or more and achieve a 4.0 GPA are placed on the President's Honor Roll at the close of each semester. Students who complete 12 semester credit hours or more and achieve a 3.50 to 3.99 GPA are placed on the Vice-President's Honor Roll. Course numbers under 100 cannot be counted in determining either honor roll.

HONORS SCHOLAR

Students who complete 12 hours of honors courses while at NCCC, maintain a minimum GPA of 3.3, and participate in Honors Program activities will be recognized at graduation and on their transcript as Honors Scholars.

OUTSTANDING GRADUATE BY DEPARTMENT

Each division may present Outstanding Student Awards based upon their own criteria. These awards are given each year at the end of the spring semester.

SIGMA ALPHA

Sigma Alpha is an honorary scholastic society. Its purpose is to promote scholarship among the students of NCCC. Members of the society are chosen from the upper ten percent of the graduating class who qualify with a minimum GPA of 3.5. Course numbers under 100 cannot be counted in determining membership.

WHO'S WHO

"Who's Who Among Students in American Community and Junior Colleges" is an honorary organization open to all NCCC students. Membership selection is determined by staff recommendations on the basis of scholastic achievement, participation in activities, leadership, and student citizenship. Students named to this organization are

listed in the annual national "Who's Who Among Students in American Community and Junior Colleges" publication.

STUDENT ACTIVITIES – CHANUTE CAMPUS

ATHLETICS

NCCC is a member of the Kansas Jayhawk Community College Conference (KJCCC). This allows NCCC to maintain a regular intercollegiate athletic schedule in basketball, volleyball, baseball, soccer, wrestling, softball, cross country, and track. All athletes on any intercollegiate athletic team must meet the requirements set forth by the conference and the National Junior College Athletic Association (NJCAA). The KJCCC, as well as the NJCAA, is organized for the purpose of controlling, maintaining, and promoting intercollegiate athletics as a vital part of the curriculum of the member colleges.

NCCC is a member of the NJCAA, a non-profit organization. The primary purpose of the NJCAA is to promote and foster junior college athletics on intersectional and national levels so results are consistent with the total educational programs of the member college.

The KJCCC recognizes all-conference teams each year from each division. The NJCAA also honors All-American and Academic All-American Teams. NCCC athletes have won numerous All-American and Academic All-American honors.

There are also opportunities for students interested in a sports medicine career. Students are supervised by a NATA certified athletic trainer and have an opportunity to work with athletes. Athletic training students learn evaluation and rehabilitation of athletic injuries. This program will provide experience for anyone interested in athletic training, physical therapy, or medical school. NCCC has a modern athletic training room that is continuously updated with new equipment.

INTRAMURALS

NCCC offers intramural activities for students at the Chanute campus. Activities vary from year to year based on student requests. Some popular offerings are flag football, pool tournaments, basketball and Texas Hold'Em tournaments.

NC PANTHER SPIRIT PROGRAM

The NC Panther Spirit Program consists of co-ed cheer and the dance team. Tryouts are held in the spring to fill the team for the following year. Each squad attends summer camp, performs and appears at numerous sporting events, and participates in community service activities.

SOCIAL EVENTS

The Student Senate provides dances and other social functions for the student body. Clubs also provide activities that may include only members of the particular club or group.

STUDENT ACTIVITIES

A variety of activities are offered for students. Admission to all student activities is free with an NCCC ID.

STUDENT PARTICIPATION

Students are given an opportunity to participate in institutional decision making as members of many institutional committees. Membership is determined by the Student Senate.

THEATRICAL PRODUCTIONS

Theatrical productions are regularly scheduled throughout the school year. Anyone is eligible to audition for the productions. Experience is not necessary or critical. Each production is different and requires new faces for new challenges. Credit by enrolling in theatre workshop is encouraged for those who participate. All students are encouraged to take part in these productions.

VOCAL MUSIC

Bella Voce, a select women's ensemble, open to all female students by audition, performs secular and sacred music from various time periods, folk songs, spirituals, and contemporary favorites. This group presents at least two on-campus concerts per year, and also participates in various regional and national choral festivals.

In addition, the St. Cecilia Community Choir (listed as MUSI 187 Concert Choir) is open to all students without audition. Every ensemble carries one semester hour of credit. Vocal music scholarships are available to qualified students.

CLUBS AND ORGANIZATIONS – CHANUTE CAMPUS

Neosho County Community College is dedicated to the personal development of each student. Getting involved with student life on campus is one way to develop yourself as a whole person, gain valuable out-of-the-classroom experience and connect with fellow students, faculty and staff in a friendly supportive environment.

A valuable component of your college community is through clubs and organizations sponsored by different departments or faculty members. Students interested in joining a club or organization should contact the dean of student development. The following clubs and organizations are active on the NCCC Chanute campus.

ACADEMIC EXCELLENCE CHALLENGE TEAM

The Academic Excellence Challenge Team is a group of students from NCCC who compete against other students from Kansas community colleges in a scholar bowl format. The students spend the year practicing in mock competitions and in scrimmage competitions with other community colleges. The official competitions take place in the spring and consist of preliminary, regional, sub-state, and state final competition. Each year NCCC recruits a team of eight members to participate in the program. To be eligible to compete, students must be enrolled in at least six credit hours. A team member must have earned at least a 2.0 cumulative GPA, have completed no more than 72 semester hours, and may not have a college degree. A team member may participate for a maximum of two years.

ART CLUB

The Art Club is a campus organization that provides educational activities in the visual arts for club members and the College community. Club activities promote the practical and cultural value of art, the development of personal creativity and art career awareness. The Art Club is open to all students who have an interest in art.

CRAFTING OF YARN CLUB

The purpose of the Crafting of Yarn Club is to promote the understanding of the needle arts, specifically knitting and crocheting, to foster creative potential and growth, and to promote healthy social interaction through the needle arts. At least one community service project will be done during the school year at a time determined by club members. Membership is open to all students.

FELLOWSHIP OF CHRISTIAN ATHLETES

The mission of the Fellowship of Christian Athletes is "to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowships and in the fellowship of the Church."

HONORS PROGRAM

The Honors Program challenges students to take honors level courses, practice leadership skills, and experience being a member of an exciting learning community.

NCCC's Honors Program offers a unique and challenging learning experience to students with the desire to excel. Members of the program have the opportunity to enroll in special sections (via contract basis) of select general education courses that will provide a stimulating learning experience. Members will also be encouraged to realize their full potential and responsibility for leadership by studying leadership skills using current research and classic examples. They will share these experiences as a member of an exciting and committed learning community.

To graduate from NCCC as an Honors Scholar the student will:

- complete 12 or more hours of honors courses,
- have a minimum GPA of 3.3, and
- fulfill all other requirements of the Honors Program.

For more information refer to the College web site or the honors program coordinator.

INTERNATIONAL STUDENT CLUB

It is the mission of the International Student Club to promote understanding and good will among students of different nations and cultures, to share ideas and diverse perspectives in solutions to identified problems.

To immerse themselves in the community, international club members participate in a variety of community services – Chanute Public Library annual book sale, Chanute Chamber of Commerce and Office of Tourism annual pancake breakfast, various radio programs and community organizations where information about specific cultures are shared.

Membership is open to all students.

LITERATURE AND THE MOVIES CLUB

Literature and the Movies is a club that meets once a month during the spring and fall semesters. First, students read a piece of literature. Then, the group meets to watch the movie based on the work and to compare and contrast the two.

MARY GRIMES STUDENT NURSE ASSOCIATION (MGSNA)

All students accepted into the nursing program have the opportunity to participate in the Mary Grimes Student Nurse Association (MGSNA). Involvement in this organization gives the nursing student the opportunity to learn and practice leadership skills, explore issues related to professionalism, and learn about the opportunities for nurses to impact their profession on the state and national level. Acceptance into the program also enrolls them as members of the Kansas Association of Nursing Students (KANS) which gives students the opportunity to network with students from nursing programs across the nation. Activities supported by the student nurse association are directed toward service to the community and promotion of the profession of nursing.

NATIONAL TECHNICAL HONOR SOCIETY (NTHS)

The purpose of the National Technical Honor Society at NCCC is the promotion of scholarship, the development of leadership and service, and the cultivation of fellowship among qualified students of this College.

Members are students who excel in school work and in the community. Members are rewarded for going above and beyond what is required as a student.

Membership in NTHS can consist of members, provisional members, alumni members, and honorary members. *See the Student Handbook for membership rules.*

PANTHER HISTORIAN CLUB

The Panther Historian Club is a campus organization open to all students. Its objective is to provide social, career, and educational activities as they relate to the field of history and social sciences.

PANTHER PLAYERS

For anyone interested in participating in theatre or those who just enjoy attending theatre. Panther Players helps support NCCC's theatre productions as well as attend other theatre productions from high school, community, college and professionals. The group meets at least once a month to discuss club business and upcoming events.

PHI THETA KAPPA (ΦθK)

The purpose of the Omega Iota Chapter of Phi Theta Kappa at NCCC is the promotion of scholarship, the development of leadership and service, and the cultivation of fellowship among qualified students of this College.

Each year Phi Theta Kappa, in cooperation with *USA Today*, encourages each community college chapter to nominate two students for Academic All-American. These two students compete nationally for honors and are automatically named to the Kansas Academic All-American Team that is recognized each year at an awards ceremony.

Membership in Phi Theta Kappa shall consist of members, provisional members, alumni members, and honorary members. *See the Student Handbook for membership rules.*

PUBLICATION CLUB

The Publication Club meets twice a month during the spring and fall semesters. Students write news stories and photograph events on campus and then design and produce an online newsletter for the campus community to enjoy. The Publication Club is open to all students.

STUDENT AMBASSADORS

NCCC Student Ambassadors are students selected by the student services staff to represent the College at various College and community functions. Student Ambassadors also participate in various community service projects, such as reading to students at local elementary schools.

STUDENT SENATE

The Student Senate is the governing agency of the student body. Its goal is to promote student interests in all phases of campus life. The executive council of this body consists of president, vice-president, and secretary-treasurer elected by the student body in a general election.

The senators consist of two sophomores and two freshmen. One representative from each of the active clubs of the College is also a voting member. The Student Senate has the responsibility of coordinating the social functions of the College and cultivating a desirable College spirit through extracurricular activities. Each of the clubs on campus is chartered by the Student Senate.

STUDENT ACTIVITIES, CLUBS AND ORGANIZATIONS – OTTAWA CAMPUS

Neosho County Community College is dedicated to the personal development of each student. Getting involved with student life on campus is one way to develop yourself as a whole person, gain valuable out-of-the-classroom experience and connect with fellow students, faculty and staff in a friendly supportive environment.

A valuable component of your college community is through clubs and organizations sponsored by different departments or faculty members. Students interested in joining a club or organization should contact the assistant dean of the Ottawa campus. The following clubs and organizations are active on the NCCC Ottawa campus.

HONORS PROGRAM

The Honors Program challenges students to take honors level courses, practice leadership skills, and experience being a member of an exciting learning community.

The Neosho County Community College Honors Program offers a unique and challenging learning experience to students with the desire to excel. Members of the program have the opportunity to enroll in special sections (via contract basis) of select general education courses that will provide a stimulating learning experience. Members will also be encouraged to realize their full potential and responsibility for leadership by studying leadership skills using current research and classic examples. They will share these experiences as a member of an exciting and committed learning community.

To graduate from NCCC as an Honors Scholar the student will:

- complete 12 or more hours of honors courses,
- have a minimum GPA of 3.3, and
- fulfill all other requirements of the Honors Program.

For more information refer to the College web site or the honors program coordinator.

MARY GRIMES STUDENT NURSE ASSOCIATION (MGSNA)

All students accepted into the nursing program have the opportunity to participate in the Mary Grimes Student Nurse Association (MGSNA). Involvement in this organization gives the nursing student the opportunity to learn and practice leadership skills, explore issues related to professionalism, and learn about the opportunities for nurses to impact their profession on the state and national level. Acceptance into the program also enrolls them as members of the Kansas Association of Nursing Students (KANS) and National Student Nurse Association (NSNA) which gives students the opportunity to network with students from nursing programs across the nation. Activities supported by the student nurse association are directed toward service to the community and promotion of the profession of nursing.

PANTHER STAMPERS CLUB

The Panther Stampers Club is a campus organization that is open to all students, particularly those interested in helping others. The mission of the club is to provide an avenue for students to participate in a philanthropic activity as well as to foster humanitarianism in students. During meetings, members use creative skills to make greeting cards which are then donated to various charities. This club meets on the Ottawa campus.

PHI THETA KAPPA (ΦθK)

The purpose of the Beta Nu Iota Chapter of Phi Theta Kappa at NCCC is the promotion of scholarship, the development of leadership and service, and the cultivation of fellowship among qualified students of this College.

Each year Phi Theta Kappa, in cooperation with *USA Today*, encourages each community college chapter to nominate two students for Academic All-American. These two students compete nationally for honors and are automatically named to the Kansas Academic All-American Team that is recognized each year at an awards ceremony.

Membership in Phi Theta Kappa shall consist of members, provisional members, alumni members, and honorary members. *See the Student Handbook for membership rules.*

STUDENT SENATE

The Student Senate represents and serves the student body in order to enhance the college experience through the empowerment of all students. The Senate is committed to providing students the opportunity to be heard about current issues on campus, to propose changes for the future and to become involved in community service. The Senate promotes student, faculty and staff interaction on the Ottawa campus through a variety of social, academic and philanthropic activities.

Elections are held at the beginning of each academic year.

GENERAL EDUCATION MISSION AND OUTCOMES

GENERAL EDUCATION MISSION

General education is viewed as the knowledge, perspectives, attitudes, and skills that become a part of the educational experience of all students, whatever their chosen fields of study. In keeping with the mission of the College, general education courses are designed to enrich our communities and our students' lives. These courses are intended to provide the foundation for success in the classroom and beyond.

GENERAL EDUCATION OUTCOMES

1. Practice Responsible Citizenship through:
   - identifying rights and responsibilities of citizenship,
   - identifying how human values and perceptions affect and are affected by social diversity,
   - identifying and interpreting artistic expression.
2. Live a healthy lifestyle (physical, intellectual, social) through:
   - listing factors associated with a healthy lifestyle and lifetime fitness,
   - identifying the importance of lifetime learning,
   - demonstrating self-discipline, respect for others, and the ability to work collaboratively as a team.
3. Communicate effectively through:
   - developing effective written communication skills,
   - developing effective oral communication and listening skills.
4. Think analytically through:
   - utilizing quantitative information in problem solving,
   - utilizing the principles of systematic inquiry,
   - utilizing various information resources including technology for research and data collection.

DEGREE REQUIREMENTS

The Board of Trustees grants the Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies degrees. Requirements for the degrees include the successful completion of a minimum of 64 credit hours and a minimum cumulative GPA of 2.0. To be eligible for graduation, students must have earned at least 18 credit hours from NCCC. Requirements for graduation may be completed during any semester. Any change in graduation requirements must be approved by the vice president for student learning.

Course numbers under 100 will not count toward the 64 credit hours required for the associate degrees.

All students who plan to graduate at the conclusion of any given semester must file an Intent to Graduate form at the time they enroll for their final semester so that their records may be checked to ensure that all graduation requirements have been met.

Candidates for the Associate of Applied Science in Nursing have additional requirements for graduation. *See the AAS in Nursing program sheet for more information.*

Students choosing to graduate under the Kansas Transfer Articulation Agreement must meet additional course requirements in completing the AS and AA Degrees.

CERTIFICATE REQUIREMENTS

The Board of Trustees grants a variety of certificates. Requirements for the certificates include the successful completion of all courses within the certificate and a minimum cumulative GPA of 2.0 in all courses within the certificate. To be eligible for a certificate, students must have earned at least 50% of the certificate hours from NCCC including their final semester at NCCC.

Course numbers under 100 will not count toward the hours required for the certificate.

All students who plan to receive a certificate at the conclusion of any semester must file an Intent to Receive Certificate form at the time they enroll for their final semester so that their records may be checked to ensure that all certificate requirements have been met.

Candidates for the Licensed Practical Nursing certificate have additional requirements. *See the Licensed Practical Nursing program sheet for more information.*

CATALOG COMPLIANCE

Students have six years to complete their associate degree or certificate requirements under the NCCC catalog that was in use at the time of their first date of attendance. Students have the option of following the degree requirement of any subsequent catalog in place after they begin their studies at NCCC. NCCC uses an annual catalog, beginning with the 2012-13 academic year. Students beginning their college enrollment in the fall 2012 semester under this six year provision will have until the summer of 2018 to complete their degrees under this catalog.

DEGREES OFFERED

ASSOCIATE OF APPLIED SCIENCE (AAS) DEGREE

The Associate of Applied Science degree is designed for individuals who wish to begin a career upon graduation. Students completing this program will receive an Associate of Applied Science degree and a two-year certificate in the occupational specialty.

Specialization and Related Courses/Competencies.....42-48 hours

A. Specialization courses/competencies from major technical specialty
B. Related courses/competencies from the following: interpersonal skills (employability skills), courses from other disciplines

Computer Literacy Proficiency .....1-3 hours

Note: A test-out option is available which forgives the requirement but does NOT replace the needed credit hours

General Education Courses/Competencies.....12-25 hours

A. English Composition I and Interpersonal Communication – required
B. Other general education courses selected from: communication, math, science, social or behavioral science, arts and humanities, or physical education

First Year Seminar (or approved substitute) .....1 hour

(May be waived for transfer students with 15+ hours)

Other Requirements

A. Pre- and post-assessments as required by NCCC
B. 18 credit hours must be in residence at NCCC
C. Total of 64 credit hours
D. Cumulative GPA of 2.0 or higher

ASSOCIATE OF ARTS (AA) DEGREE

The Associate of Arts degree is designed for students planning to transfer to pursue a bachelor's degree in a liberal arts field.

Communications ..... 9 hours
English Composition I, English Composition II, Fundamentals of Speech

Computer Literacy Proficiency ..... 3 hours
Note: A test-out option is available which forgives the requirement but does NOT replace the needed credit hours

Science and Mathematics ..... 11-13 hours
A. Two science courses with one course having a lab component; additionally, one of the science courses must be considered a biological science and the other must be considered a physical science; and
B. One mathematics course, including College Algebra or a higher level math course

Social and Behavioral Sciences ..... 9 hours
General Psychology and six credit hours from two of the following areas: economics, geography, political science, psychology, and/or sociology

Arts and Humanities ..... 12 hours
Choose from ***at least*** three areas: art*, music*, theatre*, history, language, literature, or philosophy
(*performance/participation classes do not meet this requirement)

Physical Education ..... 1 hour
Lifetime Fitness

First Year Seminar (or approved substitute) ..... 1 hour
(May be waived for transfer students with 15+ hours)

Appropriate Field of Study ..... 16-18 hours
Appropriate field of study in liberal arts
For example: study in English, fine arts, education, history, humanities, language, music, social science, or general liberal arts

Other Requirements
A. Pre- and post-assessments as required by NCCC
B. 18 credit hours must be in residence at NCCC
C. Total of 64 credit hours
D. Cumulative GPA of 2.0 or higher

ASSOCIATE OF GENERAL STUDIES (AGS) DEGREE

The Associate of General Studies degree is a terminal two-year degree designed for individuals who do not plan to transfer.

Communications ..... 6 hours
English Composition I required, plus English Composition II or Fundamentals of Speech or Interpersonal Communications

Computer Literacy Proficiency ..... 1-3 hours
Note: A test-out option is available which forgives the requirement but does NOT replace the needed credit hours

Science and Mathematics ..... 8-10 hours
One biological or physical science and a science lab course, and one mathematics including Intermediate Algebra or a higher level math course

Social and Behavioral Sciences ..... 9 hours

Arts and Humanities ..... 9 hours

Physical Education ..... 1 hour
Lifetime Fitness

First Year Seminar (or approved substitute) ..... 1 hour
(May be waived for transfer students with 15+ hours)

The remaining credits may be selected from various program emphasis areas recommended by the student's academic advisor **..... 25-29 hours**

Other Requirements

A. Pre- and post-assessments as required by NCCC
B. 18 credit hours must be in residence at NCCC
C. Total of 64 credit hours
D. Cumulative GPA of 2.0 or higher

ASSOCIATE OF SCIENCE (AS) DEGREE

The Associate of Science degree is designed for students planning to transfer to pursue a bachelor's degree in business, education, engineering, mathematics, social or behavioral science, biological science, or related technologies.

Communications ..... 9 hours
English Composition I, English Composition II, Fundamentals of Speech

Computer Literacy Proficiency ..... 3 hours
Note: A test-out option is available which forgives the requirement but does NOT replace the needed credit hours

Science and Mathematics ..... 13-15 hours
A. Two science courses with both having a lab component; additionally, one of the science courses must be considered a biological science and the other must be considered a physical science; and
B. One mathematics including College Algebra or a higher level math course

Social and Behavioral Sciences ..... 9 hours
General Psychology and six credit hours from two of the following areas: economics, geography, political science, psychology, and/or sociology

Arts and Humanities ..... 9 hours
Choose from three areas: art*, history, drama*, language, literature, music* and humanities
(*performance/participation classes do not meet this requirement)

Physical Education ..... 1 hour
Lifetime Fitness

First Year Seminar (or approved substitute) ..... 1 hour
(May be waived for transfer students with 15+ hours)

Appropriate Field of Study ..... 17-19 hours
A program of study in business, education, engineering, mathematics, social or behavioral science, natural science, or related technologies

Other Requirements

A. Pre- and post-assessments as required by NCCC
B. 18 credit hours must be in residence at NCCC
C. Total of 64 credit hours
D. Cumulative GPA of 2.0 or higher

DEGREE REVOCATION POLICY

It is the policy of NCCC that a degree may be revoked when it is demonstrated by clear and convincing evidence that:

1. A degree has been erroneously conferred when all requirements had not been satisfied at the time the degree was granted.
2. A degree has been erroneously conferred as a result of an act of academic dishonesty.

Kansas Transfer Articulation Agreement

Associate of Arts and Associate of Science

A student who completes an Associate of Arts or Associate of Science degree based on a baccalaureate oriented sequence at a state and regionally accredited Kansas public community college, and whose program of study has met the requirements of the Kansas Public Community College-Kansas Regents Transfer Agreement and Articulation Guide will be accepted with junior standing and will have satisfied the general education requirements of all Regents' universities. Students transferring to Regents' institutions who have not completed an Associate of Arts or Associate of Science degree will be given general education credit for any articulated general education course completed at the community college.

Points of Clarification

1. This agreement applies only to Associate of Arts and Associate of Science degree transfers from state and regionally accredited public community colleges in Kansas. The agreement does not include transfers from non-accredited community colleges or any other colleges.
2. Transfer students accepted for admission at Kansas Regents' universities with an Associate of Arts or Associate of Science degree will automatically be given junior standing with the understanding that:
   a) Each receiving institution has the right to determine admission standards to the various majors in their institutions.
   b) Transfer students are subject to the same institutional assessment policies and procedures as resident students of the receiving institution.

Although the following distribution of courses does not correspond to the general education requirements at any Kansas public university, it will be accepted as having satisfied the general education requirements of all Kansas public universities.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

Course Sequence

The listing that follows is the recommended sequence of courses for full-time students. All students should generally complete the courses listed under Semester I before moving on to Semester II. Be sure to consult the course descriptions.

It is very important to select the four-year college or university to which transfer is intended as soon as possible, preferably before completion of 30 credit hours. Knowing the degree requirements of the transfer institution could make a difference in which courses are selected.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
COMM 207	Fundamentals of Speech	3
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
MATH 113/110	College Algebra or College Algebra w/review	3-5
PSYC 155	General Psychology	3
	Total	**16-18**
(Spring) Semester II		
HPER 150	Lifetime Fitness	1
ENGL 289	English Composition II	3
	Laboratory Science Elective	5
	Arts and Humanities Elective	3
	Social/Behavioral Science Elective	3
	Total	**15**
(Fall) Semester III		
	Laboratory Science Elective	5
	Social/Behavioral Science Elective	3
	Arts and Humanities Elective	3
	Program Elective	3
	Program Elective	3
	Total	**17**
(Spring) Semester IV		
	Social/Behavioral Science Elective	3
	Arts and Humanities Elective	3
	Arts and Humanities Elective	3
	Program Elective	3
	Program Elective	1-3
	Program Elective	3
	Total	**16-18**
Total Program Credits		**64-68**

For more information contact:

Registrar
Nikki Peters, 620-431-2820, ext. 217
npeters@neosho.edu

Accounting

Level I and Level II Certificates
Associate of Applied Science

The Associate of Applied Science in Accounting is a two-year degree with stackable credentials for students who intend to seek employment upon graduation rather than transfer to a university. Level I certification exposes students to fundamental business concepts which could be encountered while employed. Level II certification provides more in depth business content and an internship. The Accreditation Council for Business Schools and Programs (ACBSP) accredits the AAS degree. Career areas may include: accounting clerk, staff accountant, bookkeeper, payroll clerk, cashier, treasurer, administrative assistant, and office manager.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and a 3 credit hour computer literacy proficiency course. Other general education electives may be required to meet degree requirements.

Program Core Courses
ACCT 108 College Accounting, ACCT 201 Financial Accounting I, ACCT 202 Managerial Accounting, ACCT 107 Payroll Accounting, ACCT 205 QuickBooks Accounting, OTEC 107 Office Systems and Procedures, OTEC 123 Office Machines, and MGMK 147 Intro to Management.

Program Elective Courses
MGMK 135 Human Relations and Supervision, BUSI 106 Business Math or other approved math course, ECON 200 Microeconomics or ECON 201 Macroeconomics, BUSI 114 Business Law, or other approved electives.

Program Outcomes
1. List and perform the steps in the accounting cycle.
2. Prepare basic external financial statements, including the income statement, balance, and statement of cash flows.
3. Evaluate a company's performance using financial statement analysis tools and techniques.
4. Perform accounting procedures for a firm's internal information needs.
5. Explain and employ the accrual basis of accounting.
6. Define basic generally accepted accounting principles.
7. Demonstrate the proper use of a computerized accounting system.
8. Compute and prepare payroll checks.
9. Prepare the required Federal and Kansas payroll reports.
10. Make ethical decisions incorporating the standards of the profession.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
ACCT 108	College Accounting	3
MGMK 101	Intro to Business	3
BUSI 106	Business Math or Approved Math Course	3
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
OTEC 107	Office Systems and Procedures	3
PSYC 100	First Year Seminar	1
	Total	**16**
(Spring) Semester II		
ACCT 205	QuickBooks Accounting	3
MGMK 135	Human Relations and Supervision	3
OTEC 123	Office Machines	2
BUSI 118	Business Communications	3
SOSC 101	Intro to Political Science	3
	Approved Business Program Elective	3
	Total	**17**
Level I Certificate Credits		**30 - 33**
(Fall) Semester III		
ACCT 201	Financial Accounting I	3
ACCT 107	Payroll Accounting	3
MGMK 147	Intro to Management	3
ENGL 101	English Composition I	3
HPER 150	Lifetime Fitness	1
	Approved General Ed Course	3
	Total	**16**
Level II Certificate Credits		**46 - 49**
(Spring) Semester IV		
ACCT 202	Managerial Accounting	3
COMM 213	Interpersonal Communications	3
ECON 200/201	Microeconomics or Macroeconomics	3
BUSI 114	Business Law	3
CSIS 111	Spreadsheet Applications	1
BUSI 112	Business Field Study or Approved Business Program Elective	2
	Total	**15**
Associate of Applied Science Degree Program Credits		**64**

For more information contact:
Program advisor
Linda Jones, 620-431-2820, ext. 227
ljones@neosho.edu

Art

Associate of Arts

The Associate of Arts with an emphasis in Art at NCCC offers two major areas of study in the visual arts. The fine arts area is designed to serve as an introduction to creative art via actual work in drawing, painting, sculpture, photography and special projects; to provide the student an understanding of the practical and cultural values of appreciation in art and to serve as an introductory study for those students who plan to major in art, design, architecture or related fields. The computer graphics area serves as an introduction to computer assisted graphic design and desktop publishing via the medium of the computer. Both areas offer students ample opportunities for creative development and career orientation.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

ART 100 Design, ART 102 Art Appreciation, ART 113 Drawing I, ART 121 Computer Graphics, ART 266 Sculpture, ART 277 Painting I.

Program Elective Courses

ART 123 Intro to Graphic Design, ART 155 Printmaking, ART 209 Creative Art, Special Project, ART 220 Digital Photography I, ART 244 Ceramics.

Program Outcomes

1. Students will develop competence in learned technique/processes of traditional and computer assisted art media.
2. Students will develop an understanding of the use of the elements and principles of design in the creative process.
3. Students will become expressively fluent in one or more of the following media including drawing, painting, printmaking, graphic design, photography, sculpture and ceramics.
4. Students will identify various art forms from civilizations throughout history with special emphasis on understanding the significance of art to the culture in which it was produced.
5. Students will be capable of critically examining and evaluating works of visual art.
6. Students will become aware of the unique role that the visual arts play in contemporary society.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
ART 113	Drawing I	3
ART 100	Design	3
ENGL 101	English Composition I	3
COMM 207	Fundamentals of Speech	3
MATH 113	College Algebra	3
PSYC 100	First Year Seminar	1
	Total	**16**
(Spring) Semester II		
ENGL 289	English Composition II	3
ART 121	Computer Graphics	3
ART 277	Painting I	3
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
HUM 110	Humanities I	3
HPER 150	Lifetime Fitness	1
	Total	**16**
(Fall) Semester III		
PSYC 155	General Psychology	3
PHYS 171	Physical Science	3
PHYS 172	Physical Science Lab	2
ART 102	Art Appreciation	3
HIST 201	U.S. History I	3
	Program Electives	3
	Total	**17**
(Spring) Semester IV		
HIST 207	World Geography	3
COMM 105	Theatre Appreciation	3
BIOL 111	General Biology	3
BIOL 112	General Biology Lab	2
SOSC 100	Intro to Sociology	3
ART 266	Sculpture	3
	Total	**17**
Total Program Credits		**66**

For more information contact:

Program advisor
Brad Wilkinson, 620-431-2820, ext. 223
bwilkinson@neosho.edu

Athletic Training

Associate of Science

An Associates of Science with an emphasis in Athletic Training can prepare students for transfer into an accredited four-year institution's accredited Athletic Training Education Program. At NCCC the student will be instructed in both the concept and application of injury evaluation, prevention, treatment, and rehabilitation of common athletic injuries. This program is also beneficial for anyone interested in a career in any of the numerous other specialized aspects of sports medicine.

Prerequisites
The student will need to demonstrate proficiencies in reading, English and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses
HPER 210/211 Practicum of Athletic Training I and II, HPER 205 Basic Prevention and Treatment of Athletic Injuries, HPER 206 Basic Prevention and Treatment of Athletic Injuries II, ALHE 105 Medical Terminology, BIOL 257/258 Human Anatomy and Physiology/Lab, FCS 203 Nutrition, PHYS 100/130 Intro to College Physics/Lab.

Program Elective Courses
HPER 116 Personal and Community Hygiene, HPER 130 Principles of Strength Training, HPER 136 Diet and Weight Control, HPER 160 Wellness Concepts, HPER 170 Exercise Science for Fitness professionals.

Program Outcomes
1. Explain the profession of athletic training, including its history, educational guidelines and professional regulations.
2. Break down, understand and communicate athletic training medical terminology.
3. Demonstrate an understanding of the inflammation process as it relates to injury.
4. Demonstrate an understanding of anatomy, specifically as it relates to common athletic injuries.
5. Identify and describe risk factors related to environmental conditions.
6. Demonstrate the ability to evaluate common athletic injuries.
7. Demonstrate an understanding of the application of therapeutic modalities used in an athletic training setting.
8. Demonstrate effective protective taping and bracing techniques.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
SOSC 100	Intro to Sociology	3
BIOL 102	Intro to Human Biology	3
ALHE 105	Medical Terminology	3
	Social/Behavioral Science	3
	Total	**16**

(Spring) Semester II		
HPER 150	Lifetime Fitness	1
BIOL 257	Human Anatomy and Physiology	3
BIOL 258	Human Anatomy and Physiology Lab	2
ENGL 289	English Composition II	3
COMM 207	Fundamentals of Speech	3
	Arts/Humanities Elective	3
	Arts/Humanities Elective	3
	Total	**18**

(Fall) Semester III		
PSYC 155	General Psychology	3
MATH 113/110	College Algebra or	
	College Algebra with Review	3-5
HPER 205	Basic Prevention and Treatment of	
	Athletic Injuries	3
HPER 210	Practicum of Athletic Training I	2
CSIS 130/100	Intro to Computer Information Systems	3
	or Computer Concepts and Applications	
	Arts/Humanities Elective	3
	Total	**17-19**

(Spring) Semester IV		
PHYS 100	Intro to College Physics	4
PHYS 130	Intro to College Physics Lab	1
HPER 206	Basic Prevention and Treatment of	
	Athletic Injuries II	3
HPER 211	Practicum of Athletic Training II	2
FCS 203	Nutrition	3
	Program Elective	3
	Total	**16**

Total Program Credits **67-69**

For more information contact:
Program Advisors
Tomomi Kamijo, 620-431-2820, ext. 677
tkimijo@neosho.edu or
Suzanna Butz, 620-431-2820, ext. 677
sbutz@neosho.edu

Biology

Associate of Science

The Associate of Science with an emphasis in Biological Science at NCCC offers undergraduate training in biology. Emphasis may include botany and zoology, as well as preparation for professional schools such as nursing, allied health, pre-med, and veterinary medicine.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

BIOL 251/252 Biology I/Lab, CHEM 215/216 College Chemistry I/Lab, BIOL 255/256 Biology II/Lab, CHEM 225/226 College Chemistry II/Lab, MATH 150 Analytic Geometry and Calculus I.

Program Elective Courses

BIOL 115/116 Environmental Life Sciences/Lab, BIOL 205 Prehistoric Life, BIOL 299 Independent Study, PHYS 100/130 Introductory College Physics I/Lab.

Program Outcomes

Students will develop an understanding of the following:

1. Scientific method and the history of science.
2. Metric system and microscopy.
3. Basic chemistry of life.
4. Cellular structures and functions.
5. Mitosis and meiosis.
6. Patterns of inheritance.
7. Cellular respiration and photosynthesis.
8. Organismal classification.
9. Principles of ecology.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
BIOL 251	Biology I	3
BIOL 252	Biology I Lab	2
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
MATH 113	College Algebra	3
	Social/Behavioral Science Elective	3
	Total	**15**
(Spring) Semester II		
BIOL 255	Biology II	3
BIOL 256	Biology II Lab	2
ENGL 289	English Composition II	3
HPER 150	Lifetime Fitness	1
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
	Arts/Humanities Elective	3
	Arts/Humanities Elective	3
	Total	**18**
(Fall) Semester III		
MATH 150	Analytic Geometry and Calculus I	5
PSYC 155	General Psychology	3
COMM 207	Fundamentals of Speech	3
CHEM 215	College Chemistry I	3
CHEM 216	College Chemistry I Lab	2
	Total	**16**
(Spring) Semester IV		
CHEM 225	College Chemistry II	3
CHEM 226	College Chemistry II Lab	2
	Social/Behavioral Science Elective	3
	Arts/Humanities Elective	3
	Program Elective	5
	Total	**16**
Total Program Credits		**65**

For more information contact:

Program advisors
Steve Yuza, 620-431-2820, ext. 242
syuza@neosho.edu
Sarah Robb, 620-431-2820, ext. 266
srrobb@neosho.edu
Andrew Ouellette, 620-431-2820, ext. 225
aouellette@neosho.edu
Michael Campbell, 785-242-2067, ext. 328
mcampbell@neosho.edu
Eric Row, 785-242-2067, ext. 340
erow@neosho.edu

Business Administration

Associate of Science

The Associate of Science with an emphasis in Business Administration is a two-year degree for students who intend to transfer to a university upon graduation from NCCC. Upon transfer, chosen majors may include accounting, business administration, computer information systems, economics, finance, management, or marketing.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses
MGMK 101 Intro to Business, CSIS 100 Computer Concepts and Applications or CSIS 130 Intro to Computer Information Systems, ACCT 201 Financial Accounting, ACCT 202 Managerial Accounting, ECON 200 Microeconomics, and ECON 201 Macroeconomics.

Program Elective Courses
BUSI 114 Business Law, MGMK 136 Marketing, MGMK 147 Intro to Management or MGMK 105 Small Business Management, and BUSI 118 Business Communications.

Important Note: Students should contact transfer institutions of their choice to determine if these courses transfer directly as a degree requirement or as elective credit.

Program Outcomes
1. Display adequate human relation skills and recognize the relationship to customer service, employee relations, teamwork, and productivity.
2. Recognize the importance of attendance and personal appearance in achieving organizational and career goals.
3. Demonstrate the proper use of different forms of electronic communications.
4. Display a set of personal and business standards/values that are socially acceptable in regard to family, work, and diverse cultural situations.
5. Demonstrate a basic knowledge of marketing.
6. Demonstrate the use of basic accounting terminology, principles, and practices involving business situations.
7. Prepare and evaluate basic external financial statements, including an income statement, balance sheet, and statement of cash flows.
8. Discuss the basic principles and problems of economics.
9. Describe the function of money, money development, and operations of the money and banking system.
10. Utilize computer application software.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation. Transfer students should follow the requirements of the institution to which they wish to transfer. Students should contact the transfer institution of their choice to determine transferability of courses.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
MGMK 101	Intro to Business* or	
	Transfer Course	3
ACCT 108	College Accounting* (if no previous accounting) or	
	Transfer Course	3
CSIS 100/130	Computer Concepts and Applications or	
	Intro to Computer Information Systems	3
ENGL 101	English Composition I	3
COMM 207	Fundamentals of Speech	3
PSYC 100	First Year Seminar	1
	Total	**16**
(Spring) Semester II		
ACCT 201	Financial Accounting I	3
ENGL 289	English Composition II	3
MATH 113	College Algebra or higher level math	3
PSYC 155	General Psychology	3
HPER 150	Lifetime Fitness	1
	Arts/Humanities Approved Course	3
	Total	**16**
(Fall) Semester III		
ECON 200	Microeconomics	3
	Biological Science with Lab	5
	Social Science Approved Course	3
	Arts/Humanities Approved Course	3
	Business Transfer Courses	4
	Total	**18**
(Spring) Semester IV		
ACCT 202	Managerial Accounting	3
ECON 201	Macroeconomics	3
MATH 143	Elementary Statistics or	
	Business Transfer Course	3
	Arts/Humanities Approved Course	3
	Physical Science with Lab	5
	Total	**17**
Total Program Credits		**67**

*****Course may not be required for business degrees at Kansas Regents' universities. Students should determine transfer institution requirements.

For more information contact:
Program Advisors
Accounting: Linda Jones, 620-431-2820, ext. 227
ljones@neosho.edu
Computer Science: Charles Babb, 620-431-2820, ext. 275
cbabb@neosho.edu
Computer Science: Chad DeVoe, 620-431-2820, ext. 226
cdevoe@neosho.edu
Management/Marketing: Mark Watkins, 620-431-2820, ext. 284
mwatkins@neosho.edu

Chemistry and Pre-Chemical Engineering

Associate of Science

The Associate of Science with an emphasis in Chemistry and Pre-Chemical Engineering at NCCC provides the general education courses normally taken in the first two years at a four-year college or university, with major in chemistry or chemical engineering. Study in college chemistry, calculus, and physics will prepare the student for the junior level at four-year universities. Furthermore, it will equip a student with the basic chemistry techniques and technology used in chemistry labs.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses
CHEM 215/216 College Chemistry I/Lab, CHEM 225/226 College Chemistry II/Lab, MATH 150 Analytic Geometry and Calculus I, MATH 155 Analytic Geometry and Calculus II, PHYS 104/140 Engineering Physics I/Lab, PHYS 105/145 Engineering Physics II/Lab.

Program Elective Courses
For biochemistry: BIOL 251/252 Biology I/Lab, BIOL 255/256 Biology II/Lab.

For chemical engineering: MATH 253 Analytic Geometry and Calculus III.

Program Outcomes
1. Demonstrate an understanding of chemical calculations and in solving stoichiometry problems.
2. Describe atomic structure, periodicity, chemical reactions, chemical bonds and name chemical compounds.
3. Define matter and demonstrate an understanding of the properties of solids, liquids, and gases in relation with energy.
4. Define and classify acids and bases and the different reactions they undergo.
5. Demonstrate an understanding in measuring; mechanics of motion and thermal properties of matter by application in problem solving.
6. Demonstrate an understanding of electricity, magnetism, and optics by application in problem solving.
7. Gather and record qualitative and quantitative data accurately, and master basic lab techniques such as the use of graphing calculators in mathematics and in physics.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
CHEM 215	College Chemistry I	3
CHEM 216	College Chemistry I Lab	2
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
MATH 150	Analytic Geometry and Calculus I*	5
CSIS 100/130	Computer Concepts and Applications or Intro Computer Information Systems	3
	Total	**17**

(Spring) Semester II		
CHEM 225	College Chemistry II	3
CHEM 226	College Chemistry II Lab	2
MATH 155	Analytic Geometry and Calculus II	5
ENGL 289	English Composition II	3
PSYC 155	General Psychology	3
	Total	**16**

(Fall) Semester III		
PHYS 104	Engineering Physics I**	4
PHYS 140	Engineering Physics I Lab**	1
COMM 207	Fundamentals of Speech	3
HPER 150	Lifetime Fitness	1
	Arts/Humanities Elective	3
	Social/Behavioral Science Elective	3
	Arts/Humanities Elective	3
	Total	**18**

(Spring) Semester IV		
PHYS 105	Engineering Physics II	4
PHYS 145	Engineering Physics II Lab	1
	Biological Science and Lab	5
	Social/Behavioral Science Elective	3
	Arts/Humanities Elective	3
	Total	**16**

Total Program Credits	**67**

*Assuming the student has passed the equivalent of College Algebra, if not, enroll in MATH 125 College Algebra and Trigonometry (5 cr hrs), or MATH 122 Plane Trigonometry (3 cr hrs) instead.

**The student could enroll in PHYS 100/130 Introductory College Physics I/Lab (5 cr hrs) instead. However, PHYS 104/140 Engineering Physics I/Lab (5 cr hrs) are strongly recommended.

For more information contact:
Program Advisor
Luka Kapkiai, 620-431-2820, ext. 530
lkapkiai@neosho.edu

Computer Information Systems

Associate of Applied Science

The Associate of Applied Science in Computer Information Systems is a two-year degree for students who intend to seek immediate employment upon graduation. Career areas will depend upon which programming languages and recommended electives the student chooses and may include: computer programmer, data base administrator, office manager, network administrator, web-page designer, and data entry clerk.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and a 3 credit hour computer literacy proficiency course. Other general education electives may be required to meet degree requirements.

Program Core Courses

CSIS 230 Visual Basic Programming, CSIS 240 C++ Programming, CSIS 117 Intro to Web Page Design, CSIS 100 Computer Concepts and Applications or CSIS 130 Intro to Computer Information Systems, CSIS 250 Advanced Programming Methods, ACCT 201 Financial Accounting, ACCT 202 Managerial Accounting, or approved business electives.

Program Elective Courses

Program electives should be discussed with an advisor and may be selected to fit specific goals and requirements. Choose from the following list: ACCT 108 College Accounting, ECON 200 Microeconomics, ECON 201 Macroeconomics, MGMK 101 Intro to Business, MGMK 135 Human Relations and Supervision, BUSI 106 Business Mathematics, MATH 113 College Algebra, ETEC 194 Intro to Technology Systems, BUSI 114 Business Law, BUSI 118 Business Communications, or approved business electives.

Program Outcomes

1. Demonstrate effective written and oral communication skills.
2. Make ethical decisions incorporating the standards of the profession.
3. Collaborate with others in a team project setting.
4. Identify the function and use of common hardware and software components
5. Apply principles of accounting, economics, management, and marketing in the workplace
6. Utilize computer application software
7. Demonstrate entry-level programming skills

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
MGMK 101	Intro to Business	3
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
MATH 113	College Algebra or	3
BUSI 106	Business Mathematics	
CSIS 230	Visual Basic Programming	3
	Total	**16**

(Spring) Semester II		
ETEC 194	Intro to Technology Systems	3
CSIS 240	C++ Programming	3
BUSI 118	Business Communication	3
CSIS 117	Intro to Web Page Design	1
	Approved Business/Computer Elective	3
	Approved General Education Elective	3
	Total	**16**

(Fall) Semester III		
ACCT 201	Financial Accounting	3
CSIS 237	Java Programming	3
ECON 200	Microeconomics	3
	Approved Business/Computer Elective(s)	3-6
	Approved General Education Elective	3
	Total	**15-18**

(Spring) Semester IV		
ACCT 202	Managerial Accounting	3
CSIS 250	Advanced Programming Methods	3
ECON 201	Macroeconomics	3
COMM 213	Interpersonal Communications	3
	Approved Business/Computer Electives	4-6
	Total	**16-18**

Total Program Credits **64**

This curriculum is not designed for students who wish to transfer.

For more information contact:

Program advisors
Charles Babb, 620-431-2820, ext. 275
cbabb@neosho.edu
Linda Jones, 620-431-2820, ext. 227
ljones@neosho.edu
Chad DeVoe, 620-431-2820, ext. 226
cdevoe@neosho.edu

Computer Support Specialist

Associate of Applied Science

The Associate of Applied Science in Computer Support Specialist is a two-year degree for students who intend to seek immediate employment upon graduation. The Computer Support Specialist installs, maintains, and repairs computer hardware, software, and networks, and provides support services to system users. Duties of a computer support specialist typically include the diagnosis of system hardware and software failures and the performance of actions necessary to correct such problems.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and a 3 credit hour computer literacy proficiency course. Other general education electives may be required to meet degree requirements.

Program Core Courses

CSIS 100 Computer Concepts and Applications or CSIS 130 Intro to Computer Information Systems, CSIS 117 Intro to Web Page Design, CSIS 229 Advanced Web Page Design, ETEC 105 Intro to Networking, ETEC 106 CISCO Networking II, ETEC 146 Microcomputer Repair – Hardware, ETEC 147 Microcomputer Repair – Software, CSIS 230 Visual Basic Programming or CSIS 240 C++ Programming or CSIS 237 Java Programming, ENGL 265 Technical Writing, and three credits in Marketing, Accounting, or Entrepreneurship.

Program Elective Courses

ETEC 205 and 206 CISCO Networking III and IV, ETEC 275 Computer and Network Security, Computer Programming (CSIS 230 Visual Basic Programming, CSIS 240 C++ Programming, CSIS 237 Java Programming), MGMK 101 Intro to Business, MGMK 135 Human Relations and Supervision, MGMK 148 Intro to Total Quality Management, ACCT 108 College Accounting, and ETEC 194 Intro to Technology Systems.

Program Outcomes

1. Install, maintain, and repair computer hardware.
2. Install, maintain, and repair computer software and systems.
3. Provide support services to system users.
4. Communicate effectively using verbal, written, and electronic means.
5. Demonstrate the fundamentals of computer programming.
6. Design, install, troubleshoot, and maintain computer networks.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
PSYC 100	First Year Seminar	1
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
ETEC 105	Intro to Networking	3
MGMK 101	Intro to Business	3
	Approved Program Elective	3
	Approved General Education Elective	3
	Total	**16**

(Spring) Semester II		
ETEC 106	CISCO Networking II	3
MGMK 135	Human Relations and Supervision	3
COMM 213	Interpersonal Communications	3
	Programming Language Elective	3
	Approved Program Electives	4
	Total	**16**

(Fall) Semester III		
CSIS 117	Intro to Web Page Design	1
ETEC 146	Microcomputer Repair – Hardware	3
MATH 113	College Algebra	3
ENGL 101	English Composition I	3
MGMK 147	Intro to Management	3
	Marketing, Accounting or Entrepreneurship Course	3
	Total	**16**

(Spring) Semester IV		
ETEC 147	Microcomputer Repair – Software	3
ETEC 275	Computer and Network Security	3
CSIS 229	Advanced Web Page Design	3
ENGL 265	Technical Writing	3
	Approved General Education Elective	3
	Approved Program Elective	1
	Total	**16**

Total Program Credits **64**

This curriculum is not designed for students who wish to transfer.

For more information contact:

Program Advisors
Chad DeVoe, 620-431-2820, ext. 226
cdevoe@neosho.edu
Linda Jones, 620-431-2820, ext. 227
ljones@neosho.edu

Construction Technology

Level I and II Certificates with Associate of Applied Science Option

The Construction Technology program allows students the opportunity to complete certificates at two levels and to transfer these certificates toward an Associate of Applied Science degree in Industrial Engineering Technology. The Level I Construction Technology certificate is for students who intend to seek entry-level employment after completing a one-year program of study. The Level II certificate is for students interested in advancing their skill level beyond Level I.

The curriculum utilizes National Center for Construction Education and Research (NCCER) a nationally-recognized credentialing and certification system. This National Registry system assures portability of skills by providing transcripts, certificates, and wallet cards to students who successfully complete the program.

Career areas can include carpenter, electrician,, brick and block mason,, plumber,, drywall installer,, construction laborer,, construction supervisor, and more.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes.

General Education (GE) Courses

In order to obtain the Associate of Applied Science degree in Industrial Engineering Technology, general education courses must be taken. The student's program advisor will recommend appropriate general education courses based upon the student's background and career objectives.

Program Elective Courses

The Level I Construction Technology certificate requires the completion of 18 credit hours of courses in the technical career area. The Level II Construction Technology certificate requires the completion of 32 credit hours of courses in the technical career area. Additional technical courses should be discussed with the student's academic advisor and may be selected based upon specific goals and requirements.

Level I Program Outcomes

1. Demonstrate the fundamentals of basic safety.
2. Demonstrate the ability to perform construction math.
3. Demonstrate the ability to correctly use of hand and power construction tools.
4. Demonstrate the ability to read and utilize blueprints.
5. Demonstrate basic rigging.
6. Demonstrate basic employability & communication skills.
7. Demonstrate the use of building materials, fasteners & adhesives.
8. Demonstrate the ability to layout and construct floor, wall, ceiling and roof framing
9. Demonstrate knowledge of OSHA.
10. Demonstrate the ability to layout and construct stairs.
11. Demonstrate ability to create roof systems.
12. Explain the types and uses of current windows & exterior doors.

Level II Program Outcomes

1. Demonstrate basic drywall installation.
2. Demonstrate the ability to install of window, door & ceiling trim.
3. Demonstrate site layout competency.
4. Demonstrate the ability to handle and place concrete.
5. Demonstrate the ability to complete roofing applications
6. Demonstrate the ability to finish exteriors.
7. Demonstrate electrical safety.
8. Demonstrate knowledge of residential wiring.
9. Demonstrate knowledge of drain, waste, and vent systems.
10. Demonstrate an understanding of plastic and copper pipe and fittings.
11. Demonstrate knowledge of HVAC systems.
12. Demonstration of site layout processes.

Sequence of Courses

Level I Certificate

Semester I		**Cr Hrs**
CMCT 105	OSHA 10 Safety Orientation	1
CMCT 106	Introduction to Craft Skills	3
CMCT 107	Carpentry Basics	4
	Total	**8**
Semester II		
CMCT 110	Floors, Walls & Ceiling Framing	4
CMCT 111	Roof Framing	3
CMCT 112	Windows, Doors and Stairs	3
	Total	**10**
Total Level I Certificate Credits		**18**

Level II Certificate

Level I Certificate requirements		**18**
Semester III		
CMCT 205	Site Layout & Handling & Placing Concrete	4
CMCT 206	Drywall, Window, Door & Ceiling Install.	2
	Total	**6**
Semester IV		
CMCT 210	Roofing & Exterior Finishes	4
CMCT 211	Electrical, HVAC, Drain, Waste & Vent	4
	Total	**8**
Total Level II Certificate Credits		**32**

To earn a certificate, students must successfully pass all courses and have a cumulative GPA of at least 2.0 on all courses within the certificate.

Associate of Applied Science Option

Students interested in completing an Associate of Applied Science degree in Industrial Engineering Technology should enroll in the following:

ETEC 194	Intro to Technology Systems	3
CSIS 130	Intro to Computer Information Systems	3
MATH 114/122	Industrial Math or Plane Trigonometry	3
ENGL 101	English Composition I	3
COMM 213	Interpersonal Communication	3
PHYS 100/130	Intro to College Physics I/Lab	5
HPER 150	Lifetime Fitness	1
	Technical Specialty Area	or
	General Requirements	11
	Construction Technology Certificates Level I & II	32
	Total	**64**

For more information contact:

Program Advisor
Bobbie Forrest, 620-249-9471
bforrest@neosho.edu

Criminal Justice

Associate of Science

Citizen safety depends on the police officers, detectives, and special agents responsible for enforcing statutes, laws, and regulations. Correctional officers oversee individuals who have been arrested, are awaiting trial or other hearing, or who have been convicted and sentenced. Security officers protect against fire, theft, vandalism, and illegal entry.

The career opportunities in criminal justice, public safety, and private protective services are increasing at the federal, state, and local levels. Criminal justice related occupations are shifting from a semi-professional status to professional.

Promotions usually are made according to a candidate's position on a promotion list, as determined by written examination and on-the-job performance. Collegiate training helps police officers, detectives, and special agents improve their job performance.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral sciences.

Program Core Courses
CRIM 121 Intro to Criminal Justice, CRIM 122 Criminal Law, CRIM 123 Criminal Investigation, CRIM 128 Criminal Procedure, CRIM 129 Criminal Justice Administration.

Program Elective Courses
CRIM 126 Interviewing and Report Writing, CRIM 130 Juvenile Justice, CRIM 134 Law Enforcement Seminar, CRIM 247 Criminology, SOSC 220 Social Problems*, SOSC 243 Race and Ethnicity.

*Intended for PSU transfer – if transferring to ESU, see advisor.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. Part-time students or those that have transferred courses from another school should generally complete the courses listed under Semester I before moving on to Semester II. Please be sure to consult the course descriptions.

It is very important to select the four-year college or university to which transfer is intended no later than the completion of 30 credits hours. Knowing the degree requirements of the transfer institution could make a difference in which courses are selected.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
CRIM 121	Intro to Criminal Justice	3
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
COM 207	Fundamentals of Speech	3
CSIS 100	Computer Concepts and Applications	3
SOSC 100	Intro to Sociology	3
	Total	**16**
(Spring) Semester II		
PSYC 155	General Psychology	3
ENGL 289/299	English Composition II	3
MATH 113	College Algebra	3
CRIM 128	Criminal Procedure	3
SOSC 102	State and Local Government	3
	Total	**15**
(Fall Semester III		
CRIM 122	Criminal Law	3
HPER 150	Lifetime Fitness	1
BIOL 111	General Biology	3
BIOL 112	General Biology Lab	2
ART 102	Art Appreciation	3
	Program Elective	3
	Program Elective	3
	Total	**18**
(Spring) Semester IV		
CRIM 123	Criminal Investigation	3
CRIM 129	Criminal Justice Administration	3
ENGL 113	General Literature or	
ENGL 221	Intro to Western Literature	3
HIST 201/202	U.S. History I or II or	
HIST 200	Recent American History	3
PHYS 171	Physical Science	3
PHYS 172	Physical Science Lab	2
	Total	**17**
Total Program Credits		**66**

For more information contact:
Kevin Blackwell, 785-242-2067, ext. 303
kblackwell@neosho.edu

Elementary Education

Associate of Science

The Associate of Science with an emphasis in Elementary Education curriculum at NCCC provides the first two years of general education courses for most bachelor degree programs in elementary education. Students entering a teacher education program at a four-year institution should have a 2.75 GPA in a minimum of 50 college credit hours. The student must apply for admittance to most teacher education programs after completing the first two years of college.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

PHYS 171/172 Physical Science/lab, EDUC 104/105 Intro to Teaching/lab, PSYC 263 Developmental Psychology, EDUC 252 Children's Literature.

Program Elective Courses

MATH 143 Elementary Statistics, MATH 122 Plane Trigonometry, MATH 150 Analytic Geometry and Calculus I, PSYC 219 Child Development, ECON 200 Microeconomics, ECON 201 Macroeconomics, COMM 213 Interpersonal Communication, MUSI 140 Music in the Elementary Classroom, ALHE 140 Community CPR, and an additional U.S. History course are some of the electives for this program. Elective courses can also be selected from areas of concentration.

Program Outcomes

1. Students will be able to evaluate teaching as a profession and as a realistic goal for future employment.
2. Students will demonstrate a foundation of general knowledge required in the elementary classrooms.
3. Students will demonstrate an understanding of instructional methods to enhance diverse student learning.
4. Students will demonstrate an understanding of theories of human physical, cognitive, and social development.
5. Students will be able to utilize appropriate technology to enhance teaching and learning.
6. Students will demonstrate an ability to utilize effective communication techniques.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
EDUC 104	Intro to Teaching	2
EDUC 105	Intro to Teaching Lab	1
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
COMM 207	Fundamentals of Speech	3
MATH 113/110	College Algebra or	
	College Algebra w/review or	
MATH 204	Mathematics for Education I	3-5
HIST 201/202	U.S. History I or II or	
HIST 200	Recent American History	3
	Total	**16-18**
(Spring) Semester II		
BIOL 111	General Biology or	
BIOL 115	Environmental Life Sciences	3
BIOL 112	Gen Biology Lab or	
BIOL 116	Environmental Life Sciences Lab	2
HPER 150	Lifetime Fitness	1
ENGL 289	English Composition II	3
PSYC 155	General Psychology	3
CSIS 130	Intro to Computer Information Systems	3
	Total	**15**
(Fall) Semester III		
PHYS 171	Physical Science	3
PHYS 172	Physical Science Lab	2
ART 178	Intro to Visual Arts or	
MUSI 120	Music Appreciation	3
SOSC 100	Intro to Sociology	3
PSYC 263	Developmental Psychology	3
	Program Elective	3
	Total	**17**
(Spring) Semester IV		
HIST 207	World Geography	3
EDUC 252	Children's Literature	3
ENGL 113	General Literature or	
ENGL 221	Intro to Western Literature	3
	Program Elective	3
	Program Elective	3
	Program Elective	1-3
	Total	**16-18**
Total Program Credits		**64-68**

For more information contact:

Program advisor
David Smith, 620-431-2820, ext. 515
dsmith@neosho.edu

Energy Management

Certificates with Associate of Applied Science Option

Energy Management program teaches students to analyze energy production and consumption, and to recommend appropriate improvements to increase efficiencies in residential and light commercial construction. Neosho County Community College offers numerous pathways for students to obtain energy management certificates and the associate of applied science degree.

The **Energy Auditing Pathway** prepares students to be listed as a Qualified Energy Auditor for the Efficiency Kansas Loan Program operated by the Kansas Corporation Commission of the State Energy Office. NCCC is one of only three providers of this training in Kansas. This Pathway prepares students to take four Building Performance Institute, Inc. certification examinations. These are: Building Analyst, Manufactured Housing, Building Envelop, and HVAC.

The **Solar Pathway** teaches competencies developed by the North American Board of Certified Energy Practitioners. These skills lead to two certifications from the NABCEP, these are: Photovoltaic Installer and Solar Thermal Installer.

The **Geothermal Pathway** teaches skills necessary to install geothermal systems in residential settings.

All students are required to take the capstone course ENRG 216 Energy Investment Analysis.

Prerequisites

Students should have a basic understanding of residential construction including HVAC, and of mathematical calculations. Full-time, degree-seeking students will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores.

General Education (GE) Courses

The energy management certificate programs do not have general education requirements; however, the associate of applied science degree requires the general education courses listed on this program sheet.

Program Outcomes

1. Evaluate energy use residential and commercial structures.
2. Understand traditional energy sources.
3. Understand sustainable energy sources.
4. Demonstrate an understanding of energy monitoring equipment.
5. Measure costs associated with energy usage.
6. Demonstrate the ability to analyze efficient water use.
7. Evaluate energy consuming appliances, lighting, HVAC.
8. Demonstrate the ability to analyze indoor environmental quality.
9. Develop data collection skills.
10. Demonstrate the ability to analyze data and make sound conclusions.
11. Make energy efficiency and energy cost savings recommendations.
12. Demonstrate the ability to construct technical reports and presentations.
13. Demonstrate the ability to install and test appropriate energy saving systems.

Recommended Sequence of Courses

Program Core Courses		Cr Hrs
*ENRG 100	Intro to Energy Management	3
*ETEC 115	Blueprint Reading	3
*ENRG 112	Intro to Construction Technology	3
+ENRG 106	Residential HVAC Systems Analysis	3
*SUST 102	Electrical Theory I	3
	Total	**15**

Energy Auditing Pathway (Certificate)		
+ENRG 101	Building Analyst/Auditor	3
ENRG 200	Manufactured Housing Audits	1
ENRG 201	Building Envelope	1
ENRG 205	HVAC Systems Certification	1
ENRG 220	Energy Presentation	1
ENRG 212	Methods of Energy Calculations	3
	Total	**10**

Solar Pathway (Certificate)		
*SUST 104	Photovoltaic Systems	3
SUST 106	Photovoltaic System Installation	3
SUST 108	Photovoltaic Systems Troubleshooting	1
*SUST 204	Solar Hot Water and Heat Systems	3
SUST 206	Solar Hot Water and Heat Systems Installation	3
SUST 208	Solar HW & Heat Systems Troubleshooting	1
	Total	**14**

Geothermal Pathway (Certificate)		
*SUST 230	Geothermal Systems	3
SUST 232	Geothermal Systems Installation	3
SUST 234	Geothermal Troubleshooting	1
	Total	**7**

Capstone Course		
*ENRG 216	Energy Investment Analysis	3

*Online
+Partial Online

To earn a certificate, students must successfully pass all courses and have a cumulative GPA of at least 2.0 on all courses within the certificate.

Energy Management (cont.)

42 Credit Energy Management Certificate

		Cr Hrs
*ENRG 100	Intro to Energy Management	3
*ETEC 115	Blueprint Reading	3
*ENRG 112	Intro to Construction Technology	3
+ENRG 106	Residential HVAC Systems Analysis	3
*SUST 102	Electrical Theory I	3
+ENRG 101	Building Analyst/Auditor	3
ENRG 200	Manufactured Housing Audits	1
ENRG 201	Building Envelope	1
ENRG 205	HVAC Systems Certification	1
ENRG 220	Energy Presentation	1
ENRG 212	Methods of Energy Calculations	3
*SUST 104	Photovoltaic Systems	3
SUST 106	Photovoltaic System Installation	3
SUST 108	Photovoltaic Systems Troubleshooting	1
*SUST 204	Solar Hot Water and Heat Systems	3
SUST 206	Solar Hot Water and Heat Systems Installation	3
SUST 208	Solar HW & Heat Systems Troubleshooting	1

Capstone Course

*ENRG 216	Energy Investment Analysis	3

Total Certificate Credits **42**

*Online
+Partial Online

To earn a certificate, students must successfully pass all courses and have a cumulative GPA of at least 2.0 on all courses within the certificate.

Associate of Applied Science

Students wishing to obtain the associate of applied science degree in Energy Management must complete the following:

		Cr Hrs
ENGL 101	English Composition I	3
COMM 213	Interpersonal Communication	3
PSYC 100	First Year Seminar (or approved substitute)	1
	Computer literacy proficiency course	1-3
	General education courses selected from: communication, math, science, social or behavioral science, or arts and humanities	6-19
	Energy Management Courses	42-48

Total Program Credits **64**

*Online
+Partial Online

For more information contact:
Program advisors
Craig Knight and C.W. Moore, 620-431-2820, ext. 541
cknight@neosho.edu or cwmoore@neosho.edu

Forensic Science

Associate of Science

The Associate of Science with an emphasis in Forensic Science is a two-year degree for students who intend to transfer to a university upon graduation. Students should consult their transfer institution for specific transfer requirements. Forensic scientists apply scientific principles to examine evidence and to obtain and interpret data used to solve problems related to legal and regulatory systems.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses
The major core courses are outlined in the recommended sequence of course section.

Program Elective Courses
Program electives may include CRIM 123 Criminal Investigation, CRIM 247 Criminology, MATH 143 Elementary Statistics, PHYS 100/130 Introductory College Physics I/Lab, PHYS 105/145 Engineering Physics II/Lab.

Program Outcomes
Upon completion of the program, the student will be able to:
1. Explain and apply the scientific method.
2. Explain the basic chemistry of life.
3. Gather and record qualitative and quantitative data accurately, and master basic qualitative lab techniques.
4. Use effective oral and written communication.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
BIOL 251	Biology I	3
BIOL 252	Biology I Lab	2
CHEM 215	College Chemistry I	3
CHEM 216	College Chemistry I Lab	2
ENGL 101	English Composition I	3
MATH 113	College Algebra	3
PSYC 100	First Year Seminar	1
	Total	**17**
(Spring) Semester II		
BIOL 255	Biology II	3
BIOL 256	Biology II Lab	2
CHEM 225	College Chemistry II	3
CHEM 226	College Chemistry II Lab	2
ENGL 289	English Composition II	3
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
HPER 150	Lifetime Fitness	1
	Total	**17**
(Fall) Semester III		
BIOL 257	Human Anatomy and Physiology	3
BIOL 258	Human Anatomy and Physiology Lab	2
CRIM 121	Intro to Criminal Justice	3
PSYC 155	General Psychology	3
COMM 207	Fundamentals of Speech	3
	Arts/Humanities Course	3
	Total	**17**
(Spring) Semester IV		
CRIM 122	Criminal Law	3
	Social/Behavioral Science Course	3
	Social/Behavioral Science Course	3
	Arts/Humanities Course	3
	Arts/Humanities Course	3
	Total	**15**
Total Program Credits		**66**

For More Information Contact:
Program Advisors
Steve Yuza, 620-431-2820, ext. 242
syuza@neosho.edu
Sarah Robb, 620-431-2820, ext. 266
srrobb@neosho.edu
Andrew Ouellette, 620-431-2820, ext. 225
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Health Information Technology

Associate of Applied Science

The Health Information Technology program trains health information technicians to provide reliable and valid information that drives the healthcare industry. The program utilizes standards established by the American Health Information Management Association to train entry-level technicians to effectively work with health information systems, manage medical records, and code information for reimbursement and research. Students will leave the program with the knowledge and skills necessary to use, analyze, present, abstract, code, store and/or retrieve healthcare data for the support of departmental operations, and clinical and business decision making in healthcare or related organizations.

Employment is available in a variety of settings including hospitals, managed care organizations, long-term care facilities, consulting and law firms, skilled nursing facilities, physician practices, insurance companies, and more. In addition, graduates of associate degree programs in HIT may transfer into HIA baccalaureate degree programs. Graduates of baccalaureate degree programs are known as health information administrators.

NCCC's HIT program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Accreditation was obtained on November 13, 2009.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

Students must complete BIOL 102 Intro to Human Biology or BIOL 111 General Biology or BIOL 251 Biology I or pass a test-out examination prior to taking BIOL 257/258 Human Anatomy & Physiology/Lab. Students must complete NURS 230 Pathophysiology prior to taking ALHT 225 Introduction to ICD-9-CM Coding. Students with low computer skills must take CSIS 130 Intro to Computer Information Systems.

General Education (GE) Courses

The health information technology program is designed as either a terminal program or as a transfer program into a health information administration baccalaureate program. Students should work closely with their advisors to determine the most efficient method of obtaining career goals.

Program Outcomes

1. Demonstrate an understanding of healthcare data management.
2. Demonstrate an understanding of health statistics, biomedical research and quality management.
3. Describe health services organization and delivery.
4. Demonstrate a thorough knowledge of information technology and systems.
5. Demonstrate an understanding of organizational resources, including human, financial, and physical.

Course Sequence

The listing that follows is a required sequence of courses. The student should work with their advisor regarding their course schedule.

Required Sequence of Courses

Prerequisite		Cr Hrs
CSIS 130	Intro to Computer Information Systems (for students who are in need of computer skills)	3
Semester I		
PSYC 100	First Year Seminar	1
CSIS 100	Computer Concepts and Applications	3
ALHT 110	Intro to Health Information Technology	3
ALHE 105	Medical Terminology	3
ALHT 210	Legal Aspects of Health Information	3
ENGL 101	English Composition I	3
	Total	**16**
Semester II		
ALHE 122	Intro to Pharmacology	3
PSYC 155	General Psychology	3
NURS 230	Pathophysiology	3
COMM 213	Interpersonal Communication	3
*BIOL 257	Human Anatomy and Physiology	3
*BIOL 258	Human Anatomy and Physiology Lab	2
	Total	**17**
Semester III		
ALHT 150	Billing and Insurance	3
ALHT 170	Electronic Health Records	3
ALHT 205	Healthcare Statistics	3
**ALHT 225	Intro to ICD-9-CM Coding	3
ALHT 200	Health Info Technology Clinical Affiliation I	3
	Total	**15**
Semester IV		
ALHT 215	Quality Improvement	3
ALHT 220	Management and Supervision	3
ALHT 221	Current Events in Health Info Technology	3
ALHT 230	Intro to CPT Coding	3
ALHT 256	Alternative Healthcare Systems in HIT	3
	Total	**15**
Semester V		
ALHT 255	Health Information Technology Clinical Affiliation II	**3**
Total Program Credits		**66**

*Prerequisite required: BIOL 102 Intro to Human Biology or BIOL 111 General Biology or BIOL 251 Biology I or test-out.

**Prerequisite required: NURS 230 Pathophysiology.

The health information technology program is designed as either a terminal program or as a transfer program into a health information administration baccalaureate program. Students should work closely with their advisors to determine the most efficient method of obtaining career goals.

For More Information Contact:

Program Advisor
Kathie Henton, 620-431-2820, ext. 639
khenton@neosho.edu

History

Associate of Arts

The Associate of Arts with an emphasis in History curriculum at NCCC provides the prerequisites for most bachelor degree programs in history. Students interested in Secondary Education Certification in History should follow this degree program, with the addition of EDUC 104/105 Intro to Teaching/Lab. This is also a useful degree program for students interested in the Law and Museum studies.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

US History: HIST 201 US History I (up to 1850), HIST 202 U.S. History II (Since 1850) or HIST 200 Recent American History

World History: HIST 101 World Civilization I (to 1600) or HUM 204 Western Civilization I or HUM 206 Eastern Civilizations, HIST 102 World Civilization II (since 1600) or HUM 205 Western Civilization II or HUM 206 Eastern Civilizations.

Program Elective Courses

SOSC 200 Intro to Anthropology, ECON 200 Microeconomics, ECON 201 Macroeconomics, and SOSC 220 Social Problems are some of the elective courses for this program.

Program Outcomes

1. Demonstrate ability to frame an inquiry and gather and present information using basic research methodology.
2. Develop an understanding of theoretical foundations of social and behavioral sciences.
3. Analyze the role that differences in culture plays in history.
4. Demonstrate the ability to think critically and analyze information.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
SOSC 101	Intro to Political Science	3
HIST 201	U.S. History I (to 1850)	3
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
COMM 207	Fundamentals of Speech	3
CSIS 130	Intro to Computer Information Systems	3
	Total	**16**
(Spring) Semester II		
HIST 202	U.S. History II (Since 1850) **or**	
HIST 200	Recent American History	3
SOSC 102	State and Local Government	3
ENGL 289	English Composition II	3
MATH 113/110	College Algebra or	
	College Algebra w/review	3-5
PSYC 155	General Psychology	3
	Program Elective	3
	Total	**18-20**
(Fall) Semester III		
HIST 101	World Civilization I (to 1600) **or**	
HUM 204	Western Civilization I **or**	
HUM 206	Eastern Civilizations	3
SOSC 100	Intro to Sociology	3
BIOL 111/115	General Biology or	
	Environmental Life Sciences	3
BIOL 112/116	General Biology Lab or	
	Environmental Life Sciences Lab	2
HPER 150	Lifetime Fitness	1
ART 178	Intro to Visual Arts or	
MUSI 120	Music Appreciation or	
COMM 105	Theatre Appreciation	3
	Total	**15**
(Spring) Semester IV		
HIST 207	World Geography	3
HIST 102	World Civilization II (since 1600) **or**	
HUM 205	Western Civilization II **or**	
HUM 206	Eastern Civilizations	3
ENGL 113/221	General Literature or	
	Intro to Western Literature	3
	Physical Science Course w/Lab	5
	Program Elective	3
	Total	**17**
Total Program Credits		**66-68**

For more information contact:

Program advisor
Mindy Ayers, 620-431-2820, ext. 239
mayers@neosho.edu

Industrial Engineering Technology – Welding

Associate of Applied Science

The Associate of Applied Science in Industrial Engineering Technology is a two-year degree for students who intend to seek employment upon graduation.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include ENGL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and a 3 credit hour computer literacy proficiency course. Other general education electives may be required to meet degree requirements.

Program Core Courses
MFGT 112 Welding Safety/OSHA 10, MFGT 114 Welding Cutting Processes, MFGT 116 Gas Tungsten Arc Welding, MFGT 122 Welding Blueprint Reading, MFGT 118 Shielded Metal Arc Welding, MFGT 120 Gas Metal Arc Welding, MFGT 124 Advanced Gas Tungsten Arc Welding, MFGT 126 Advanced Gas Metal Arc Welding, MFGT 128 Advanced Shielded & Metal Arc Welding, MFGT 130 Specialized Welding.

Program Elective Courses
MGMK 101 Intro. to Business, BUSI 114 Business Law, ACCT 108 College Accounting, MGMK 132 Principles of Salesmanship, MGMK 105 Small Business Management, MGMK 147 Intro. to Management

Program Outcomes
1. Demonstrate the fundamentals of basic safety.
2. Demonstrate competence in technical skills of the trade.
3. Demonstrate an understanding of basic employability skills.
4. Communicate effectively through developing effective oral and written communication skills.
5. Think analytically through utilizing quantitative information in problem solving.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
MFGT 112	Welding Safety/OSHA 10	1
MFGT 114	Welding Cutting Processes	3
MFGT 116	Gas Tungsten Arc Welding	3
CSIS 130	Intro to Computer Information Systems	3
ENGL 101	English Composition I	3
MATH 122	Plane Trigonometry or	
MATH 110	College Algebra with Review or higher	3
PSYC 100	First Year Seminar	1
	Total	**17**
(Spring) Semester II		
MFGT 118	Shielded Metal Arc Welding	3
MFGT 120	Gas Metal Arc Welding	3
MFGT 122	Welding Blueprint Reading	3
COMM 213	Interpersonal Communication	3
	Approved General Education Course	3
	Total	**15**
(Fall) Semester III		
MFGT 124	Advanced Gas Tungsten Arc Welding	4
MFGT 126	Advanced Gas Metal Arc Welding	4
PHYS 100	Introductory College Physics I or approved General Education course	3
PHYS 130	Introductory College Physics I Lab or approved General Education course	2
HPER 150	Lifetime Fitness	1
	Approved Technical Course	3
	Total	**17**
(Spring) Semester IV		
MFGT 128	Advanced Shielded & Metal Arc Welding	4
MFGT 130	Specialized Welding	4
MGMK 101	Intro. to Business	3
OTEC 108	Career Life Skills	1
	Approved Technical Course	3
	Total	**15**
Total Program Credits		**64**

This curriculum is not designed for students who wish to transfer.

For more information contact:
Program Advisors
Will Jordan, 785-979-0108
wjordan@neosho.edu
Brenda Krumm, 620-2820, ext. 234
bkrumm@neosho.edu

Industrial Engineering Technology/Pre-Engineering Technology

Associate of Science

The Associate of Science with an emphasis in Industrial Engineering Technology/Pre-Engineering Technology is a two-year degree for students who intend to transfer upon graduation. Transfer students should follow the requirements of the institution to which they wish to transfer. Students should contact the transfer institution of their choice to determine transferability of courses.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

MATH 150 Analytic Geometry and Calculus I, PHYS 104/140 Engineering Physics I/Lab, PHYS 105/145 Engineering Physics II/Lab.

Program Elective Courses

Industrial Engineering program electives should be chosen based on the requirements of the transfer institution. Students should consult the transfer institution of their choice to determine transfer institution requirements and transferability of courses. Electives could include ETEC 194 Intro to Technology Systems, ETEC 125 Computer Applications in Manufacturing, ETEC 121 Engineering Graphics I, ETEC 115 Blueprint Reading, ETEC 153 Computer-Aided Design I, ETEC 111 Tools and Machines – Maintenance and Safety.

Program Outcomes

1. Demonstrate technical skills and application in mathematics to support planning, analyzing, and problem solving.
2. Apply the scientific method and principles to support planning, analyzing, and problem solving.
3. Demonstrate effective oral, written, and interpersonal communication skills to support their role in industry.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

Availability of technology courses will depend upon demand.

(Fall) Semester I		**Cr Hrs**
MATH 150	Analytic Geometry and Calculus I*	5
CHEM 215	College Chemistry I	3
CHEM 216	College Chemistry I Lab	2
COMM 207	Fundamentals of Speech	3
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
	Total	**17**

(Spring) Semester II		
ENGL 289	English Composition II	3
PSYC 155	General Psychology	3
MATH 143	Elementary Statistics	3
HPER 150	Lifetime Fitness	1
CSIS 100/130	Computer Concepts and Applications** or Intro to Computer Information Systems	3
	Approved Arts/Humanities Course	3
	Total	**16**

(Fall) Semester III		
PHYS 104	Engineering Physics I	4
PHYS 140	Engineering Physics I Lab	1
ACCT 201	Financial Accounting I or Program Course	3
	Program or Transfer Course	3
	Approved Social Science Course	3
	Approved Arts/Humanities Course	3
	Total	**17**

(Spring) Semester IV		
PHYS 105	Engineering Physics II	4
PHYS 145	Engineering Physics II Lab	1
	Biological Science and Lab or Program or Transfer Course(s)	5
	Approved Social Science Course	3
	Approved Arts/Humanities Course	3
	Total	**16**

Total Program Credits	**66**

*Assuming the student has passed the equivalent of MATH 113 College Algebra, and MATH 122 Plane Trigonometry. If not, the student must enroll in these courses.

**If not required by transfer institution, student may satisfy this requirement by passing a computer proficiency exam.

For more information contact:

Program Advisor
Linda Jones, 620-431-2820, ext. 227
ljones@neosho.edu

Management

Level I and Level II Certificates
Associate of Applied Science

The Associate of Applied Science in Management is a two-year degree with stackable credentials for students who intend to seek employment upon graduation rather than transfer to a university. Level I certification exposes students to fundamental business concepts which could be encountered while employed. Level II certification provides more in depth business content and an internship. The Accreditation Council for Business Schools and Programs (ACBSP) accredits the degree. Career areas may include: administrative assistant, office manager, assistant personnel manager, wholesale and retail sales, service manager, production supervisor, real estate salesperson, assistant purchasing agent, and insurance agent.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, students are required to take certain general education courses. These include PSYC100 First Year Seminar, and ENGL101 English Composition I, COMM213 Interpersonal Communication or MGMK135 Human Relations and Supervision, CSIS100 Computer Concepts and Applications. Other general education electives may be required to meet degree requirements.

Program Core Courses
MGMK101 Intro to Business, CSIS100 Computer Concepts and Applications, ACCT108 College Accounting, MGMK147 Intro to Management, and MGMK136 Marketing are core requirements for this degree.

Program Elective Courses
Several electives are available in Marketing/Management, Accounting, Computer Science, and Office Technology. In some cases general education hours may be allowed as electives by the program coordinator.

Program Outcomes
All program outcomes are included in Level I certification. Level II certification provides more in depth content for program outcomes 2-7.

1. Evaluate several theories of management.
2. Discuss different kinds of planning as related to different levels of management.
3. Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.
4. Evaluate elements of the organizing process.
5. Compare the informal organization to the formal organization.
6. Explain the role of managers and employees in creating an organizational culture.
7. Evaluate elements of the staffing function.
8. Contrast several theories of motivation.
9. Evaluate the benefits and costs of team-based management.
10. Analyze the main elements of a control process.

Course Sequence
The following list is a recommended sequence of courses for full-time students. Part-time students or those that have transferred courses from another school should generally complete the courses listed under Semester I before moving on to Semester II. Please be sure to consult the course descriptions. The student should consult with an advisor for information specific to their academic situation. Many courses are offered day and evening on both campuses and online.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
MGMK 101	Intro to Business	3
ACCT 108	College Accounting	3
CSIS 100	Computer Concepts and Applications	3
ENGL 101	English Composition I	3
PSYC 100	First Year Seminar	1
	Approved Business Program Electives	3
	Total	**16**
(Spring) Semester II		
COMM 213	Interpersonal Communications or	
MGMK 135	Human Relations and Supervision	3
MGMK 147	Intro to Management	3
ACCT 201	Financial Accounting I	3
MGMK 136	Marketing	3
ECON 201	Macroeconomics	3
	Total	**15**
Level I Certificate Credits		**30-33**
(Fall) Semester III		
MGMK 141	Mid-Management Field Study	2
CSIS 117	Intro to Web Page Design	1
ACCT 202	Managerial Accounting	3
MGMK 105	Small Business Management	3
BUSI 118	Business Communications	3
	Approved Business Program Electives	5
	Total	**17**
Level II Certificate Credits		**46-49**
(Spring) Semester IV		
COMM 207	Fundamentals of Speech	3
SOSC 101	Intro to Political Science	3
MATH 113	College Algebra	3
PSYC 155	General Psychology	3
	Approved Business Program Electives	4
	Total	**16**
Associate of Applied Science Degree Program Credits		**64**

This curriculum is not designed for students who wish to transfer.

For more information contact:
Program advisor
Mark Watkins, 620-431-2820, ext. 284
mwatkins@neosho.edu

Marketing

Level I and Level II Certificates
Associate of Applied Science

The Associate of Applied Science in Marketing is a two-year degree with stackable credentials for students who intend to seek employment upon graduation rather than transfer to a university. Level I certification exposes students to fundamental marketing concepts which could be encountered while employed. Level II certification provides more in depth marketing content and an internship. The Accreditation Council for Business Schools and Programs (ACBSP) accredits the degree. Career areas may include: administrative assistant, office manager, assistant personnel manager, wholesale and retail sales, service manager, warehouse manager, assistant purchasing agent, media specialist, and real estate salesperson.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include PSYC100 First Year Seminar, ENGL101 English Composition I, MGMK135 Human Relations and Supervision or COMM213 Interpersonal Communication, and CSIS100 Computer Concepts and Applications. Other general education electives may be required to meet degree requirements.

Program Core Courses
MGMK101 Intro to Business, CSIS100 Computer Concepts and Applications, ACCT108 College Accounting, MGMK132 Principle of Salesmanship, and MGMK136 Marketing are core requirements for this degree.

Program Elective Courses
Several electives are available in Marketing/Management, Accounting, Computer Science, and Office Technology. In some cases general education hours may be allowed as electives by the program coordinator.

Program Outcomes
All program outcomes are included in Level I certification. Level II certification synthesizes and applies these program outcomes.

1. Describe the importance of conducting an environmental scan and/or a SWOT analysis as related to proactive planning.
2. Contrast differences that exist between consumer and organizational buying behavior.
3. Evaluate methods for identifying market segments and targets.
4. Explain the product life-cycle concept and relate a marketing strategy to each stage.
5. Discuss several pricing strategies.
6. Explain what is meant by a marketing channel of distribution.
7. Describe factors considered by marketing executives when selecting and managing a marketing channel.
8. Evaluate the unique characteristics of each promotional mix element.
9. Discuss the main elements of the personal selling process.
10. Explain the relationship of supply to demand as related to pricing.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. Part-time students or those that have transferred courses from another school should generally complete the courses listed under Semester I before moving on to Semester II. Please be sure to consult the course descriptions. The student should consult with an advisor for information specific to their academic situation. Many courses are offered day and evening on both campuses and online.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
MGMK 101	Intro to Business	3
ACCT 108	College Accounting	3
CSIS 100	Computer Concepts and Applications	3
ENGL 101	English Composition I	3
PSYC 100	First Year Seminar	1
	Approved Business Program Electives	3
	Total	**16**

(Spring) Semester II		
COMM 213	Interpersonal Communications or	
MGMK 135	Human Relations and Supervision	3
MGMK 132	Principles of Salesmanship	3
ACCT 201	Financial Accounting I	3
MGMK 136	Marketing	3
ECON 201	Macroeconomics	3
	Total	**15**

Level I Certificate Credits 30-33

(Fall) Semester III		
MGMK 138	Marketing Education Field Study	2
CSIS 117	Intro to Web Page Design	1
ACCT 202	Managerial Accounting	3
MGMK 105	Small Business Management	3
BUSI 118	Business Communications	3
	Approved Business Program Electives	5
	Total	**17**

Level II Certificate Credits46-49

(Spring) Semester IV		
COMM 207	Fundamentals of Speech	3
SOSC 101	Intro to Political Science	3
MATH 113	College Algebra	3
PSYC 155	General Psychology	3
	Approved Business program Electives	4
	Total	**16**

Associate of Applied Science Degree Program Credits 64

This curriculum is not designed for students who wish to transfer.

For more information contact:
Program advisor
Mark Watkins, 620-431-2820, ext. 284
mwatkins@neosho.edu

Mathematics

Associate of Science

The Associate of Science with an emphasis in Mathematics is a two-year degree for students who intend to transfer to a university to complete a mathematics or mathematics education degree. Students should consult their transfer institution for specific transfer requirements.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

MATH 150 Analytic Geometry and Calculus I, MATH 155 Analytic Geometry and Calculus II, MATH 253 Analytic Geometry and Calculus III, Math 143 Elementary Statistics, and MATH 255 Differential Equations.

Program Elective Courses

CSIS 230 Visual Basic Programming or CSIS 240 C++ Programming.

Program Outcomes

Students will be able to:

1. Define arithmetic, algebraic, geometric, spatial, and statistical concepts.
2. Calculate arithmetic, algebraic, geometric, spatial, and statistical quantities using appropriate technology.
3. Estimate arithmetic, algebraic, geometric, spatial, and statistical solutions.
4. Solve arithmetic, algebraic, geometric, spatial, and statistical expressions, equations, functions, and problems using appropriate technology.
5. Represent mathematical information numerically, symbolically, graphically, verbally, and visually using appropriate technology.
6. Develop mathematical and statistical models such as formulas, functions, graphs, tables, and schematics using appropriate technology.
7. Interpret mathematical and statistical models such as formulas, functions, graphs, tables, and schematics, drawing conclusions and making inferences based on those models.
8. Explore mathematical systems utilizing rich experiences that encourage independent, nontrivial, constructive exploration in mathematics.
9. Communicate mathematical thoughts and ideas clearly and concisely to others in the oral and written form.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
COMM 207	Fundamentals of Speech	3
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
MATH 150	Analytic Geometry and Calculus I	5
	Arts/Humanities Elective or	
	General Ed Elective	3
	Total	**15**
(Spring) Semester II		
ENGL 289	English Composition II	3
MATH 143	Elementary Statistics	3
MATH 155	Analytic Geometry and Calculus II	5
PSYC 155	General Psychology	3
	Arts/Humanities Elective	3
	Total	**17**
(Fall) Semester III		
CSIS 100/130	Computer Concepts and Applications or	
	Intro to Computer Information Systems	3
MATH 253	Analytic Geometry and Calculus III	3
	Arts/Humanities Elective	3
	Social/Behavioral Science Elective	3
	Physical Science Elective	3
	Physical Science Elective Lab	2
	Total	**17**
(Spring) Semester IV		
MATH 255	Differential Equations	3
HPER 150	Lifetime Fitness	1
	Biological Science Elective	3
	Biological Science Elective Lab	2
	Social/Behavioral Science Elective	3
	Arts/Humanities Elective	3
	Total	**15**
Total Program Credits		**64**

For more information contact:

Program Advisors
Ben Gort, 620-431-2820, ext. 232
bgort@neosho.edu
Charles Babb, 620-431-2820, ext. 275
cbabb@neosho.edu
Nathan Stanley, 785-242-2067, ext. 341
nstanley@neosho.edu

Medical Assistant

Certificate

The Medical Assistant certificate program prepares students to be proficient in their profession and to demonstrate successful competence in the outcomes established by the Commission on Accreditation of Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs.

Upon successful completion of this program the student will have the skills required to pass the RMA (Registered Medical Assistant) examination and to obtain an entry-level position in the medical assisting profession.

General Education (GE) Courses

The medical assistant program is designed as a terminal certificate program. Certificate students are not required to take specific elective courses for this program, but should work with an advisor to find an appropriate track for career objectives. Students are not required to take placement exams before enrollment, so they should work closely with their advisor to determine appropriate electives and the most efficient method of obtaining career goals, as students completing this program will earn several credit hours that can be applied to an associate degree in a related field.

Program Core Courses

ALMA 110 Medical Professional Issues, ALMA 120 Medical Administrative Aspects, ALMA 155 Emergency Preparedness, ALMA 160 Clinical Aspects of Medical Assisting, ALMA 125 Human Body in Health and Disease, and ALMA 180 Medical Assistant Externship. All courses included in the program must be passed with a "C" or better; a GPA of 2.0 or higher is required for graduation.

Program Outcomes

1. Describe and apply clerical functions.
2. Evaluate and perform bookkeeping functions.
3. Discuss and process insurance claims.
4. Explain and apply fundamental clinical medical office procedures.
5. Compare and perform specimen collection and diagnostic testing.
6. Perform quality control and safety measures.
7. Discuss and provide medical office patient care.
8. Communicate effectively.
9. Analyze and apply legal and ethical concepts.
10. Provide patient instruction.
11. Perform medical office operational functions.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for individualized needs specific to their academic situation and flexibility of course sequencing order.

Recommended Sequence of Courses

(Summer)		**Cr Hrs**
CSIS 100	Computer Concepts and Applications	3
ALHE 105	Medical Terminology	3
	Total	**6**
(Fall) Semester I		
ALHE 102	Nurse Aide	6
ALMA 110	Medical Professional Issues	2
ALMA 120	Medical Administrative Aspects (Lab 1)	4
ALMA 125	Human Body in Health and Disease	3
	Total	**15**
(Spring) Semester II		
ALMA 155	Emergency Preparedness (Lab 2)	1
ALMA 160	Clinical Aspects of Medical Assisting (Lab 2)	3
ALHE 104	Medication Aide	5
ALHT 225	Intro to ICD-9-CM Coding	3
	*Elective as recommended	2
	Total	**14**
(Summer) Semester III		
	*Elective as recommended	2
#ALMA 180	Medical Assistant Externship	4
	Total	**6**
Total Certificate Credits		**41**

*Recommended course electives must also be taken and passed with a "C" or better.

#Must show proof of CPR certification prior to beginning.

Recommended Electives (need only meet minimum credits)

ALMT 135	Medical Transcription I	6
ALMA 126	Fundamentals of Phlebotomy I	4
ALMA 161	Fundamentals of Phlebotomy II	4
ALHT 110	Intro to Health Information Technology	3
ALHT 150	Billing and Insurance	3
ALHT 170	Electronic Health Record	3
ALHT 230	Introduction to CPT Coding	3
OTEC 102	Keyboarding II	3
OTEC 107	Office Systems and Procedures	3
BIOL 111	General Biology	3
BIOL 112	General Biology Lab	2
ALHE 118	Home Health Aide	2
CURR 101	Study Skills/Test Taking Strategies	2

For more information contact:
Program advisor
Jennifer Williams, 620-431-2820, ext. 214
jwilliams@neosho.edu

Medical Coding

Certificate

The physician office Medical Coding program prepares students to demonstrate successful competence in the outcomes established by AHIMA and AAPC for entry level Medical Coding. Students will be prepared to sit for the CCA national examinations.

Upon successful completion of this certificate students should have the skills required to pass the CCA examinations. Students should be able to obtain an entry-level position as a medical billing and coding specialist working under the supervision of an experienced coder. Program graduates will be required to gain a minimum of one year work experience after graduation to be successful on the CCS or CPC advanced coding exams.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

Program Staff Recommendation
ENGL 101 English Composition I, CSIS 100 Computer Concepts and Applications, ALHE 122 Intro to Pharmacology or ALHE 104 Medication Aide, ALHT 110 Intro to Health Information Technology, ALHT 230 Intro to CPT Coding, ALHT 225 Intro to ICD-9-CM Coding, ALHT 145 Medical Coding National Exam Review or permission of instructor. Students planning to work as a professional coder should also consider completing the Health Information Technology Associate Degree Program advanced coding courses.

General Education (GE) Courses
Certificate students are not required to take specific elective courses for this program. Students completing this program will earn several credit hours that can be applied to the associate degree, if they choose to pursue that option at a later date. Students should work closely with their advisors to determine the most efficient method of obtaining career goals.

Program Core Courses
ALHE 105 Medical Terminology, ALHT 225 Intro to ICD-9-CM Coding, ALMA 110 Medical Professional Issues, ALHT 230 Intro to CPT Coding, ALMA 125 Human Body in Health and Disease, ALHT 145 Medical Coding National Exam Review.

Program Outcomes
1. Demonstrate a thorough knowledge of anatomy, physiology and human disease.
2. Demonstrate a thorough knowledge of medical terminology.
3. Demonstrate a thorough knowledge of physician office health data content, requirements and standards.
4. Demonstrate a thorough knowledge of physician office clinical classification reimbursement methodologies.
5. Demonstrate a thorough knowledge of physician office information technology and healthcare delivery.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation. Part-time students or those that have transferred courses from another school should generally complete the courses listed under Semester I before moving on to Semester II. Please be sure to consult the course descriptions.

Recommended Sequence of Courses

Staff Recommended Pre/Co-requisites		**Cr Hrs**
ENGL 101	English Composition I	3
CSIS 100	Computer Concepts and Applications	3
ALHE 122	Intro to Pharmacology or	
ALHE 104	Medication Aide	3-5
ALHT 110	Intro to Health Information Technology or permission of the instructor	3

Semester I		
ALHE 105	Medical Terminology	3
ALMA 125	Human Body in Health and Disease	3
ALHT 225	Intro to ICD-9-CM Coding	3
	Total	**9**
Semester II		
ALMA 110	Medical Professional Issues	2
ALHT 230	Intro to CPT Coding	3
	Total	**6**
Semester III		
ALHT 145	Medical Coding National Exam Review	**1**
Total Certificate Credits		**16**

Optional Additional Study
Students completing the Medical Coding certificate are encouraged to consider continuing their education to complete the Associate of Applied Science degree in Health Information Technology.

For more information contact:
Program advisor
Brenda Krumm, 620-431-2820, ext. 234
bkrumm@neosho.edu

Medical Transcription

Certificate

The Medical Transcription Certificate program will prepare the student for entry-level employment as a medical transcriptionist by providing the basic knowledge and skills required to transcribe medical dictation with accuracy and clarity, meet timelines, and apply the principles of professional and ethical conduct. The program prepares the student to demonstrate successful competence in the outcomes established by the American Association for Medical Transcription. Students will be prepared to sit for the Registered Medical Transcriptionist (RMT) Examination administered by the Association for Healthcare Documentation Integrity. http://www.ahdionline.org.

Prerequisites

The student will need to demonstrate proficiencies in reading, English writing and grammar, based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Proficiency in keyboarding is required. Some of the courses in this curriculum have specific prerequisites.

Program Prerequisites

ENGL 101 English Composition I, CSIS 100 Computer Concepts and Applications or test out, typing speed of 50 words/minute, or permission of instructor.

General Education (GE) Courses

The Medical Transcription program is designed as a terminal certificate program and is not intended to integrate into an associate degree. Students are not required to take specific elective courses for this program. Students completing this program will earn several credit hours that can be applied to the associate degree, if they choose to pursue that option at a later date. Students should work closely with their advisors to determine the most efficient method of obtaining career goals.

Program Core Courses

LEVEL I – ALHE 105 Medical Terminology, ALMA 125 Human Body In Health and Disease, ALHE 122 Intro to Pharmacology, ALMT 135 Medical Transcription I, ALMT 235 Medical Transcription II, ALMT 236 Medical Transcription III.

LEVEL II – ALMT 237 Surgical Transcription, ALMT 238 Specialty Transcription.

Program Outcomes

1. Demonstrate a thorough knowledge of anatomy and physiology.
2. Demonstrate a thorough knowledge of medical terminology.
3. Demonstrate the ability to create an accurate medical transcript.
4. Demonstrate a thorough knowledge of human diseases.
5. Demonstrate a thorough knowledge of pharmacology.
6. Demonstrate a thorough knowledge of laboratory tests and diagnostic procedures.
7. Demonstrate the ability to create an accurate surgical medical transcript.

Suggested Additional Courses

Students not proficient in keyboarding must take OTEC 101 Keyboarding I.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

Mandatory Prerequisites		**Cr Hrs**
1) ENGL 101	English Composition I	3
2) CSIS 100	Computer Concepts and Applications or test out	0-3

Level I		
Semester I		
ALHE 105	Medical Terminology	3
ALMA 125	Human Body in Health and Disease	3
ALHE 122	Intro to Pharmacology	3
	Total	**9**
Semester II		
ALMT 135	Medical Transcription I	**6**
Semester III		
ALMT 235	Medical Transcription II	**6**
Semester IV		
ALMT 236	Medical Transcription III	**6**
Total Credits Level I		**27**
Level II		
Semester V		
ALMT 237	Surgical Transcription	**6**
Semester VI		
ALMT 238	Specialty Transcription	**6**
Total Credits Level II		**12**
Total Certificate Credits		**39**

Optional Additional Study

Students completing the Medical Transcription program are encouraged to consider continuing their education to complete the Associate of Applied Science degree in Health Information Technology.

For more information contact:

Program advisor
Brenda Krumm, 620-431-2820, ext. 234
bkrumm@neosho.edu

Music

Associate of Arts

The Associate of Arts with an emphasis in Music is designed to prepare students for a transfer to a four-year institution. The courses required are a basic foundation on which one can build.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

MUSI 109 Applied Music, MUSI 120 Music Appreciation or MUSI 123 Music in America, MUSI 140 Music in the Elementary Classroom, MUSI 187 Concert Choir. These courses are the fundamental building blocks to work towards a four-year degree.

Program Elective Courses

MUSI 104 Theory Block I, MUSI 114 Vocal Ensemble, MUSI 206 Theatre Workshop (Music).

Program Outcomes

Students will develop an understanding of the following:

1. Basic elements of music, including sound, pitch, dynamics, and tone color.
2. Combining basic elements of music to construct melodies, harmonies, rhythm, and meter.
3. Using melody, harmony, rhythm, and meter to determine form and texture.
4. How form and texture, along with societal mores, determine historical style.
5. The multiple function of music for individuals and societies.
6. The notation system of Western music in composing and performing music.
7. Role and nature of various performing ensembles.
8. Role and nature of solo performance.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
MUSI 187	Concert Choir	1
MUSI 109	Applied Music (Voice/Instrument)	1
MUSI 109	Applied Music (Piano)	1
MUSI 120	Music Appreciation or	
MUSI 123	Music in America	3
ENGL 101	English Composition I	3
PSYC 100	First Year Seminar	1
COMM 207	Fundamentals of Speech	3
CSIS 100	Computer Concepts and Applications or	
CSIS 130	Intro to Computer Information Systems	3
	Total	**16**

(Spring) Semester II		
MUSI 187	Concert Choir	1
MUSI 109	Applied Music (Voice/Instrument)	1
MUSI 109	Applied Music (Piano)	1
MUSI 120	Music Appreciation or	
MUSI 123	Music In America or	
MUSI 140	Music in the Elementary Classroom	3
ENGL 289	English Composition II	3
HPER 150	Lifetime Fitness	1
PSYC 155	General Psychology	3
MATH 113	College Algebra	3
	Total	**16**

(Fall) Semester III		
MUSI 187	Concert Choir	1
MUSI 109	Applied Music (Voice/Instrument)	1
MUSI 109	Applied Music (Piano)	1
	Biological Science w/Lab	5
	Arts/Humanities Elective	3
	Social Science Elective	3
	Free Elective	2
	Total	**16**

(Spring) Semester IV		
MUSI 187	Concert Choir	1
MUSI 109	Applied Music (Voice/Instrument)	1
MUSI 109	Applied Music (Piano)	1
MUSI 120	Music Appreciation or	
MUSI 123	Music In America or	
MUSI 140	Music in the Elementary Classroom	3
	Social Science Electives	3
	Physical Science w/Lab	5
	Free Electives	2
	Total	**16**

Total Program Credits **64**

For more information contact:
Program advisor
David Smith, 620-431-2820, ext. 515
dsmith@neosho.edu

Nursing

Licensed Practical Nursing

Certificate

Registered Nursing

Associate of Applied Science

The nursing degree prepares the student to practice as a Licensed Practical Nurse (following the first three semesters of the nursing program) and as a Registered Nurse (AAS degree) after completing the second year of the nursing program. Graduates are eligible to sit for the NCLEX exam. See the Nursing Admission section of the College Catalog for nursing admission requirements.

Prerequisites
Completion of a CNA course is required prior to admission. General education courses required prior to admission are: BIOL 257/258 Human Anatomy and Physiology with lab (must be taken within seven years of entry into the nursing program), PSYC 155 General Psychology, PSYC 263 Developmental Psychology, and ENGL 101 English Composition I. Students must achieve a "C" or better on the prerequisites to count toward a nursing degree.

General Education (GE) Courses
Additional general education courses required are: FCS 203 Nutrition, BIOL 271/272 Microbiology with lab (must be taken within seven years of entry into the nursing program), COMM 213 Interpersonal Communications, SOSC 100 Intro to Sociology, and computer literacy test out or completion of CSIS 105 Computer Literacy or CSIS 100 Computer Concepts and Applications or CSIS 130 Computer Information Systems. These courses must be taken prior to or during the semester listed.

Program Core Courses
The nursing courses begin with introduction to nursing and dosage calculation courses and progress to fundamentals, first level med/surg, obstetrics, pediatrics and pharmacology to complete the first level practical nursing requirements. The second level begins with OB and mental health in the first semester and advanced med/surg the final semester to complete the AAS or associate degree in nursing.

The clinical component of nursing courses that have a clinical component at NCCC must be passed to successfully complete the course and fulfill the requirements of the program. Nursing students admitted to the program must be able to perform activities that are comparable to those required for employment in the clinical setting. A list of these activities is available upon request.

Program Elective Courses
NURS 100 Problem Solving and Test Taking Skills for Nursing Students, NURS 010 Nursing Math Skills, ALHE 105 Medical Terminology, ALHE 122 Intro to Pharmacology, NURS 220 Intravenous Therapy, NURS 123 Controversial Issues in Women's Health, NURS 230 Pathophysiology, NURS 150 Nursing Roles in the Hospital, NURS 151 Nursing Roles in the Community, NURS 152 Nursing Care of the Dying Patient, and NURS 210 Introduction to Wound Care.

Student learning Outcomes
We believe the purpose of associate degree nursing education is to prepare graduates to practice as a Professional Nurse. The graduate with the Associate Degree in Nursing will:

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
3. Collaborate with clients and members of the interdisciplinary health care team to optimize client outcomes.
4. Adapt through the use of the nursing process the ability to think critically and make safe and effective clinical judgments incorporating evidenced-based practice.
5. Manage Care and provide leadership to meet client needs using available resources and current technology.
6. Generate teaching and learning processes to promote and maintain health and to reduce risks for a variety of clients.
7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.

Course Sequence
The listing that follows is the sequence of courses for full time students. All courses must be taken in sequence and a student's success ("C" or better) in each course is required to continue in the program. Students are encouraged to take the required general education courses prior to entrance into the nursing program. Evidence of completion of general education courses with a "C" or better or proof of enrollment in the required general education course is required at the beginning of each semester.

NOTE: Students admitted to the nursing program that are requesting special accommodations in nursing courses must follow the "Guidelines for Accommodations for NCLEX Testing" as outlined by the Kansas State Board of Nursing (http://www.ksbn.org/licensing/nclextestingguidelines.htm).

Nursing (cont.)

CHANUTE & INDEPENDENCE CAMPUSES
Licensed Practical Nursing – Level I – Certificate
Sequence of Courses

Prerequisite Courses		**Cr Hrs**
BIOL 257	Human Anatomy and Physiology	3
BIOL 258	Human Anatomy and Physiology Lab	2
PSYC 155	General Psychology	3
PSYC 263	Developmental Psychology	3
ENGL 101	English Composition I	3
	Total	**14**
(Summer) Semester I		
NURS 101	Intro to Nursing	2
NURS 102	Dosage Calculation	1
	Total	**3**
(Fall) Semester II		
NURS 111	Foundations of Nursing	6
NURS 121	Nursing Care of the Adult I	5
FCS 203	Nutrition	3
	Total	**14**
(Spring) Semester III		
NURS 131	Nursing Care of the Adult II	5
NURS 141	Family Nursing I	6
	Total	**11**
(Summer) Semester IV		
NURS 122	Pharmacology for Nursing	**3**
Total LPN Level I Credits (includes prerequisites)		**45**

LPNs from another institution bridging into RN Level II must complete:

(Summer)		
NURS 200	Intro to Associate Degree Nursing	5

Registered Nursing – Level II – AAS
Sequence of Courses

Prerequisite Courses		
All courses listed for Level I		**45**
(Fall) Semester IV		
NURS 251	Family Nursing II	4
NURS 261	Mental Health Nursing	4
BIOL 271	Microbiology	3
BIOL 272	Microbiology Lab	2
	Total	**13**
(Spring) Semester V		
NURS 273	Nursing Care of the Complex Adult	5
NURS 274	Clinical Care of the Complex Adult	3
COMM 213	Interpersonal Communications	3
SOSC 100	Intro to Sociology	3
CSIS 105	Computer Literacy test-out or 1 cr hr if choose to complete course	0
	Total	**14**
Total RN Level II Credits		**27**
Total Program Credits for AAS Degree		**72**

For more information contact:
Chanute Campus
620-431-2820, ext. 254
nursing.chanute@neosho.edu

OTTAWA CAMPUS
Licensed Practical Nursing – Level I – Certificate
Sequence of Courses

Prerequisite Courses		**Cr Hrs**
BIOL 257	Human Anatomy and Physiology	3
BIOL 258	Human Anatomy and Physiology Lab	2
PSYC 155	General Psychology	3
PSYC 263	Developmental Psychology	3
ENGL 101	English Composition I	3
	Total	**14**
(Fall) Semester I		
NURS 101	Intro to Nursing	2
NURS 102	Dosage Calculation	1
	Total	**3**
(Spring) Semester II		
NURS 111	Foundations of Nursing	6
NURS 121	Nursing Care of the Adult I	5
FCS 203	Nutrition	3
	Total	**14**
(Summer) Semester III		
NURS 122	Pharmacology for Nursing	**3**
(Fall) Semester IV		
NURS 131	Nursing Care of the Adult II	5
NURS 141	Family Nursing I	6
	Total	**11**
Total LPN Level I Credits (includes prerequisites)		**45**

LPNs from another institution bridging into RN Level II must complete:

(Summer)		
NURS 200	Intro to Associate Degree Nursing	**5**

Registered Nursing – Level II – AAS
Sequence of Courses

Prerequisite courses		
All courses listed for Level I		**45**
(Spring) Semester IV		
NURS 251	Family Nursing II	4
NURS 261	Mental Health Nursing	4
BIOL 271	Microbiology	3
BIOL 272	Microbiology Lab	2
	Total	**13**
(Fall) Semester V		
NURS 273	Nursing Care of the Complex Adult	5
NURS 274	Clinical Care of the Complex Adult	3
COMM 213	Interpersonal Communications	3
SOSC 100	Intro to Sociology	3
CSIS 105	Computer Literacy test-out or 1 cr hr if choose to complete course	0
	Total	**14**
Total RN Level II Credits		**27**
Total Program Credits for AAS Degree		**72**

For more information contact:
Ottawa Site Coordinator: Mary Lisa Joslyn, 785-242-2067, ext. 327
mjoslyn@neosho.edu or
Administrative Assistant: Kelly Hamm, 785-242-2067, ext. 314
khamm@neosho.edu

Occupational Therapy Assistant

Associate of Applied Science

The Occupational Therapy Assistant program is a two-year program.

The Occupational Therapy Assistant (OTA) works under the direction of an Occupational Therapist to provide rehabilitative services to persons with mental, physical, emotional or developmental impairments with the ultimate goal to improve the client's quality of life and ability to perform daily activities.

In 2007 occupational therapy assistants held approximately 25,000 jobs. Employment is expected to grow much faster than average. The mean hourly compensation at the national level was $21.72 or a mean average salary of $45,180. Source: US Department of Labor.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/required classes. Some of the courses in this curriculum have specific prerequisites.

Students must complete BIOL 111 General Biology prior to taking BIOL 257/258 Human Anatomy & Physiology/Lab. Students must complete BIOL 257/258 Anatomy and Physiology/Lab prior to taking OTA 110 Human Structure and Function in Occupational Therapy.

General Education (GE) Courses
The occupational therapy assistant program is designed as either a terminal program or as a transfer program into an occupational therapy baccalaureate program.

Program Outcomes
1. Demonstrate an understanding of the history and philosophical base of the profession of occupational therapy.
2. Demonstrate an understanding of the dynamics of occupation and activity, including the interaction of areas of occupation, performance skills and patterns, activity demands, context, and client factors.
3. Describe models of practice and frames of reference that are used in occupational therapy.
4. Demonstrate a thorough knowledge of occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL).
5. Demonstrate an understanding of the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments.
6. Demonstrate the ability to effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner.
7. Describe the contexts of health care, education, community, and social models or systems as they relate to the practice of occupational therapy.
8. Identify the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.

Course Sequence
The listing that follows is a required sequence of courses. The student should work with their advisor regarding their course schedule.

Required Sequence of Courses

Prerequisite		**Cr Hrs**
Developmental Reading/English, if test scores indicate need		
COMM 213	Interpersonal Communication	**3**
Semester I		
PSYC 100	First Year Seminar	1
CSIS 100	Computer Concepts and Applications	3
ENGL 101	English Composition I	3
BIOL 111	General Biology	3
PSYC 155	General Psychology	3
ALHE 105	Medical Terminology	3
	Total	**16**
APPLY FOR OTA PROGRAM ACCEPTANCE		
Semester II		
PSYC 263	Developmental Psychology	3
*BIOL 257	Human Anatomy and Physiology	3
*BIOL 258	Human Anatomy and Physiology Lab	2
OTA 100	Intro to Occupational Therapy	3
OTA 102	Occupational Therapy Skills Through the Lifespan	3
OTA 104	Occupational Disruption and Activity Analysis	3
	Total	**17**
Semester III		
OTA 106	Core Skills and Modalities in Occupational Therapy Assistant	3
OTA 108	Fieldwork and Practice Issues – Level I	1
*OTA 110	Human Structure and Function in OT	2
OTA 111	Human Structure and Function in OT Lab	1
OTA 200	Mental Health and Psychosocial Practice	3
OTA 210	Theory and Practice in Physical and Occupational Disabilities	3
OTA 212	Management and Legal Issues in Occupational Therapy	3
	Total	**16**
Summer		
SOSC 100	Introduction to Sociology	3
	Electives	2
	Total	**5**
Semester IV		
OTA 214	OTA Clinical Fieldwork – Level II-A	3
OTA 216	Fieldwork in the Community – Level II-B	4
	Total	**7**
Total Program Credits		**64**

*Prerequisite required

For more information contact:
Program Advisor
Barbara Flett, 785-242-2067, ext. 306
bflett@neosho.edu

Office Assistant

Certificate

The office assistant plays a supportive role in the function of any successful business. Often this position involves key responsibilities in the daily success of the enterprise. A student has the capability of studying for a certificate in Medical Office Support, Legal Support, and Administrative Support. This 16-hour certificate is considered an entry level position and will afford the opportunity for the student to gain experience while continuing to pursue further educational opportunities.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to obtain a certificate in an office assistant area, a student's program of study may include certain general education courses. The student's program advisor will recommend appropriate general education courses based upon the student's background and career objectives.

Program Elective Courses

Requirements for an Office Assistant certificate include the completion of 10 hours of credit from selected courses and electives for a minimum of 16 hours. The elective hours are selected from the courses given below. Should a student test out of any required course or transfer in coursework towards the OAC, they are required to complete 16 hours at NCCC. The student, in consultation with an advisor, will select course work from the *Recommended Electives List*.

Program Outcomes

1. Demonstrate the use of basic office machines.
2. Demonstrate effective oral and written communication skill.
3. Utilize computer application software.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

Required Courses for all Office Assistant Students		**Cr Hrs**
OTEC 108	Career Life Skills *(held during Intersession directly before or after the semester of enrollment)*	1
OTEC 101/102	Keyboarding I or Keyboarding II (on–line 8 weeks)	3
BUSI 106	Business Math	3
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information System	3

Required for Medical Office Support Option		
ALMA 110	Medical Professional Issues	2
ALMA 120	Medical Administrative Aspects	4

Required for Legal Support Option		**Cr Hrs**
BUSI 118	Business Communications	3
CRIM 122	Criminal Law	3

Required for Administrative Support Option		
OTEC 102/107	Keyboarding II or Office Systems and Procedures	3
BUSI 118	Business Communication	3

Total Certificate Credits	**16**

Should a student have transferable college credit that includes any of the above classes the student may substitute any of the following for the specific certificate option.

Recommended Electives List

Medical Office Support		
ALHE 105	Medical Terminology	3
ALMT 135	Medical Transcriptions I	3
ALHT 110	Intro to Health Information Technology	3
ALHT 210	Legal Aspects of Health Information	3
ALMA 130	Medical Insurance and Coding	3
OTEC 102	Keyboarding II	3
OTEC 107	Office Systems and Procedures	3
COMM 213	Interpersonal Communication	3
BIOL 102	Intro to Human Biology	3
MGMK 135	Human Relations and Supervision	3

Legal Support		
ALHT 210	Legal Aspects of Health Information	3
OTEC 102	Keyboarding II	3
OTEC 107	Office Systems and Procedures	3
BUSI 114	Business Law	3
COMM 213	Interpersonal Communication	3
CRIM 126	Interviewing and Report Writing	3
CRIM 123	Criminal Investigation	3
MGMK 135	Human Relations and Supervision	3

Administrative Support		
OTEC 102	Keyboarding II	3
COMM 213	Interpersonal Communication	3
MGMK 135	Human Relations and Supervision	3
CSIS 101	Microcomputer Applications I	3

Note: 16-hour certificates in specific options may require additional courses.

For more information contact:

Program Advisors
Administrative Support Option: Linda Jones
620-431-2820, ext. 227
ljones@neosho.edu
Legal Support Option: Dale Ernst
785-242-2067, ext. 312
dernst@neosho.edu
Medical Office Support: Brenda Krumm
620-431-2820, ext. 234
bkrumm@neosho.edu

Office Technology

Level I and Level II Certificates
Associate of Applied Science

The Associate of Applied Science in Office Technology is a two-year degree with stackable credentials for students who intend to seek employment upon graduation rather than transfer to a university. Level I certification exposes students to fundamental business concepts which could be encountered while employed. Level II certification provides more in depth business content and an internship. The Accreditation Council for Business Schools and Programs (ACBSP) accredits the degree. Career areas may include: administrative assistant, office manager, office clerk, executive assistant, and office professional.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses
In order to graduate with a college degree, all students are required to take certain general education courses. These include ENCL 101 English Composition I, COMM 213 Interpersonal Communication, PSYC 100 First Year Seminar, and a 3 credit hour computer literacy proficiency course. Other general education electives may be required to meet degree requirements.

Program Core Courses
OTEC 101 Keyboarding I, OTEC 102 Keyboarding II, OTEC 123 Office Machines, OTEC 107 Office Systems and Procedures, ACCT 205 QuickBooks Accounting, MGMK 147 Intro to Management, ACCT 107 Payroll Accounting, CSIS 117 Intro to Web Page Design.

Program Elective Courses
ACCT 108 College Accounting, ALHT 135 Intro to Medical Transcription, ALMT 135 Medical Transcription I BUSI 106 Business Math or other approved math course, BUSI 114 Business Law, BUSI 118 Business Communications, ECON 201 Macroeconomics, MGMK 101 Intro to Business, and MGMK 135 Human Relations and Supervision.

Program Outcomes
1. List and perform the steps in the accounting cycle.
2. Use basic office machines.
3. Demonstrate effective oral and written communication skills.
4. Utilize computer application software.
5. Collaborate with others in a team project setting.
6. Explain the role of managers and employees in creating an organizational culture.
7. Demonstrate the proper use of a computerized accounting system.
8. Compute and prepare payroll checks.
9. Prepare the required Federal and Kansas payroll reports.
10. Make ethical decisions incorporating the standards of the profession.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
OTEC 101/102	Keyboarding I or II	3
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
ACCT 108	College Accounting	3
BUSI 106	Business Math or Approved Math Course	3
PSYC 100	First Year Seminar	1
PSYC 155	General Psychology	3
	Total	**16**

(Spring) Semester II		
OTEC 123	Office Machines	2
BUSI 118	Business Communications	3
MGMK 101	Intro to Business	3
MGMK 135	Human Relations and Supervision	3
ACCT 205	QuickBooks Accounting	3
	Approved Business Program Course	3
	Total	**17**

Level I Certificate **30-33**

(Fall) Semester III		
OTEC 107	Office Systems and Procedures	3
OTEC 102	Keyboarding II or	
ACCT 107	Payroll Accounting	3
CSIS 117	Intro to Web Page Design	1
ECON 201	Macroeconomics	3
COMM 213	Interpersonal Communications	3
ENGL 101	English Composition I	3
	Total	**16**

Level II Certificate **46-49**

(Spring) Semester IV		
CSIS 229	Advanced Web Page Design	3
BUSI 114	Business Law	3
MGMK 147	Intro to Management	3
HPER 150	Lifetime Fitness	1
	Field Study or other Business Course	2
	Approved General Ed Elective	3
	Total	**15**

Associate of Applied Science Degree Program Credits **64**

This curriculum is not designed for students who wish to transfer.

For more information contact:
Program Advisor
Linda Jones, 620-431-2820, ext. 227
ljones@neosho.edu

Personal Trainer

Certificate

NCCC offers a one-year program that will train students to be a Personal Trainer. The courses will prepare students to take the exam given by the American Council on Exercise.

The program will prepare the student for a career in the fitness field or allow them to work in health clubs while the student finishes a four-year degree.

The student will receive a good background in nutrition, strength training, and physiology.

Program Core Courses
HPER 150 Lifetime Fitness, FCS 203 Nutrition, HPER 130 Principles of Strength Training, HPER 170 Exercise Science for Fitness Professionals, HPER 222 Personal Training.

Program Outcomes
The student will be able to demonstrate an understanding of:
1. nutrition,
2. strength training,
3. exercise science,
4. exercise program design,
5. fitness evaluation,
6. and training adaptations.

The courses will prepare the individual to take a national certification test.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
HPER 150	Lifetime Fitness	1
FCS 203	Nutrition	3
HPER 130	Principles of Strength Training	3
	Total	**7**
(Spring) Semester II		
HPER 170	Exercise Science for Fitness Professionals	3
HPER 222	Personal Training	3
	Total	**6**
Total Certificate Credits		**13**

For more information contact:
Program advisor
David Smith, 620-431-2820, ext. 515
dsmith@neosho.edu

Phlebotomy

Certificate

The Phlebotomy certificate program prepares students to be proficient in their profession and to demonstrate successful competence in the outcomes as established by the Commission on Accreditation of Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs that mandate phlebotomy training.

Upon successful completion of this program the student will have the skills to pass the RPT (Registered Phlebotomy Technician) examination administered by American Medical Technologists (AMT) and to obtain an entry-level position in the laboratory technician profession.

General Education (GE) Courses
The phlebotomy program is designed as a terminal certificate program. Certificate students are not required to take specific elective courses for this program. If students choose to pursue continued education, the certificate will assist with skills needed in the medical assisting and nursing occupations Students should work closely with their advisors to determine the most efficient method of obtaining career goals.

Program Core Courses
ALMA 126 Fundamentals of Phlebotomy I, ALMA 161 Fundamentals of Phlebotomy II, ALMA 182 Phlebotomy Clinical Lab, ALMA 181 Phlebotomy Practicum, ALMA 185 Phlebotomy National Exam Review.

Program Outcomes
1. Demonstrate fundamental safety procedures.
2. Discuss and perform specimen collections.
3. Process requisitions for tests performed in the laboratory.
4. Discuss the circulatory system.
5. Perform capillary punctures.
6. Communicate effectively.
7. Instruct patients.
8. Demonstrate patient preparation for procedure(s).

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation. Upon completion, the student will be awarded a 16-credit hour Certificate of Phlebotomy issued by the college.

Recommended Sequence of Courses

Semester I		
ALHE 105	Medical Terminology	3
ALMA 126	Fundamentals of Phlebotomy I	4
	Total	**7**
Semester II		
ALMA 161	Fundamentals of Phlebotomy II	4
ALMA 182	Phlebotomy Clinical Lab	2
	Total	**6**
Semester III		
ALMA 181	Phlebotomy Practicum	2
ALMA 185	Phlebotomy National Exam Review	1
	Total	**3**
Total Certificate Credits		**16**

For more information contact:
Program advisor
Jennifer Williams, 620-431-2820, ext. 214
jwilliams@neosho.edu

Physics and Pre-Engineering

Associate of Science

The Associate of Science with an emphasis in Physics and Pre-Engineering is a two-year degree for students who intend to transfer to a four-year university and major in engineering and physics.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

MATH 150 Analytic Geometry and Calculus I, MATH 155 Analytic Geometry and Calculus II, MATH 253 Analytic Geometry and Calculus III, MATH 255 Differential Equations, PHYS 104/140 Engineering Physics I/Lab, PHYS 105/145 Engineering Physics II/Lab.

Program Elective Courses

Students interested in biochemistry should take BIOL 251/252 Biology I Lecture/Lab, BIOL 255/256 Biology II Lecture/Lab.

Program Outcomes

Students will develop an understanding of the following:

1. Show concept knowledge in measuring, mechanics of motion, the mechanical and thermal properties of matter, by application in problem solving.
2. Show concept knowledge in waves, simple harmonic motion, Electricity, magnetism, and optics, by application in problem solving.
3. Formulate problems in physics using the tools of mathematics.
4. Incorporation of graphing calculators in math and physics lab analysis.
5. Calculation in three-dimensional coordinate systems.
6. Apply the scientific method in lab work settings.
7. Analyze experimental error in lab work, and relate it to lab measurement.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
COMM 207	Fundamentals of Speech	3
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
MATH 150	Analytic Geometry and Calculus I*	5
CSIS 100/130	Computer Concepts and Applications or Intro to Computer Information Systems	3
	Total	**15**

(Spring) Semester II		
ENGL 289	English Composition II	3
MATH 155	Analytic Geometry and Calculus II	5
PSYC 155	General Psychology	3
	Arts/Humanities Elective	3
	Social/Behavioral Science Elective	3
	Total	**17**

(Fall) Semester III		
PHYS 104	Engineering Physics I	4
PHYS 140	Engineering Physics I Lab	1
MATH 253	Analytic Geometry and Calculus III	3
HPER 150	Lifetime Fitness	1
	Arts/Humanities Elective	3
	Biological Science and Lab	5
	Total	**17**

(Spring) Semester IV		
PHYS 105	Engineering Physics II	4
PHYS 145	Engineering Physics II Lab	1
MATH 255	Differential Equations	3
	Social/Behavioral Science Elective	3
	Arts/Humanities Elective	3
	Program Elective (s)	3-5
	Total	**17-19**

Total Program Credits	**66-68**

*Assuming the student has passed the equivalent of College Algebra and Trigonometry. If not, enroll first in MATH 125 College Algebra and Trigonometry (5 cr hrs).

For more information contact:

Program advisor
Luka Kapkiai, 620-431-2820, ext. 530
lkapkiai@neosho.edu

Psychology

Associate of Science

The Associate of Science program at NCCC with an emphasis in Psychology is designed to meet the basic requirements of students intending to transfer to a four-year college or university. This program may also benefit those individuals pursuing degrees in areas such as allied health, nursing, social services, criminal justice, and education, among others.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites, which are listed in the course catalog.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

PSYC 155 General Psychology, PSYC 263 Developmental Psychology, PSYC 274 Psychology of Adjustment. These courses should provide a foundation in the field of psychology upon which the student might build toward a baccalaureate or higher degree. Core courses should transfer readily to universities within the Kansas Regent's system.

Program Elective Courses

PSYC 200 Independent Study, PSYC 219 Child Development, PSYC 110 Chemical Dependency, MATH 143 Elementary Statistics, SOSC 201 Human Sexuality, SOSC 236 Marriage and the Family. These courses will supplement the core offerings in psychology but may not transfer to a four-year college or university except as elective credit. Consult the degree requirements of the transfer institution for clarification.

Program Outcomes

1. Identify and describe the major schools of psychological thought within an historical perspective.
2. Identify and demonstrate an understanding of the major methods of scientific inquiry utilized in psychological research.
3. Demonstrate an understanding of the biological basis of behavior, and the significance of developmental milestones.
4. Identify and describe the basic factors and processes that influence cognitive development.
5. Demonstrate an understanding of human life span developmental and distinguish among the biological, cognitive, and socioemotional domains.
6. Identify and describe the major classifications of psychological disorders and their treatment, including the major theories of personality development.
7. Demonstrate an understanding of how human behavior is influenced by interaction at the individual, group, and environment/societal levels.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. All students should generally complete the courses listed under Semester I before moving on to Semester II. Be sure to consult the course descriptions. It is very important to select the four-year college or university to which transfer is intended as soon as possible, preferably before completion of 30 credit hours. Knowing the degree requirements of the transfer institution could make a difference in which courses are selected.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
PSYC 100	First Year Seminar	1
PSYC 155	General Psychology	3
ENGL 101	English Composition I	3
MATH 113	College Algebra	3
CSIS 130	Intro to Computer Information Systems	3
	Arts/Humanities Elective	3
	Total	**16**
(Spring) Semester II		
PSYC 274	Psychology of Adjustment	3
ENGL 289	English Composition II	3
COMM 207	Fundamentals of Speech	3
HPER 150	Lifetime Fitness	1
	Laboratory Science Elective	5
	Total	**15**
(Fall) Semester III		
PSYC 263	Developmental Psychology	3
SOSC 100	Intro to Sociology	3
	Program Elective	3
	Program Elective	3
	Arts/Humanities Elective	3
	Social/Behavioral Science Elective	3
	Total	**18**
(Spring) Semester IV		
	Program Elective	3
	Arts/Humanities Elective	3
	Laboratory Science Elective	5
	Elective	3
	Program Elective	3
	Total	**17**
Total Program Credits		**66**

For more information contact:

Program advisor
Larry Anderson, 620-431-2820, ext. 236
landerson@neosho.edu

Secondary Education

Associate of Science

The Associate of Science with an emphasis in Secondary Education at NCCC provides the first two years of general education courses for most bachelor degree programs in Secondary Education. Secondary Education students major in a field of study and take additional courses for the education emphasis. Students entering a teacher education program at a four-year institution should have a 2.75 GPA in a minimum of 50 college credit hours. The student must apply for admittance to most teacher education programs after completing the first two years of college.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

PHYS 171/172 Physical Science/Lab, EDUC 104/105 Intro to Teaching/Lab, PSYC 263 Developmental Psychology.

Program Elective Courses

Program electives should be chosen from the major field of study.

Program Outcomes

1. Students will be able to evaluate teaching as a profession and as a realistic goal for future employment.
2. Students will demonstrate a foundation of knowledge in their primary teaching fields.
3. Students will demonstrate an understanding of instructional methods to enhance diverse student learning.
4. Students will demonstrate an understanding of theories of human physical, cognitive, and social development.
5. Students will be able to utilize appropriate technology to enhance teaching and learning.
6. Students will demonstrate an ability to utilize effective communication techniques.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
EDUC 104	Intro to Teaching	2
EDUC 105	Intro to Teaching Lab	1
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
COMM 207	Fundamentals of Speech	3
MATH 113/110	College Algebra or	
	College Algebra w/review	3-5
HIST 201/202	U.S. History I or II or	
HIST 200	Recent American History	3
	Total	**16-18**
(Spring) Semester II		
BIOL 111/115	General Biology or	
	Environmental Life Sciences	3
BIOL 112/116	General Biology Lab or	
	Environmental Life Sciences Lab	2
HPER 150	Lifetime Fitness	1
ENGL 289	English Composition II	3
PSYC 155	General Psychology	3
CSIS 130	Intro to Computer Information Systems	3
	Total	**15**
(Fall) Semester III		
PHYS 171	Physical Science	3
PHYS 172	Physical Science Lab	2
SOSC 100	Intro to Sociology	3
	Arts/Humanities Elective	3
	Program Elective	3
	Program Elective	3
	Total	**17**
(Spring) Semester IV		
HIST 207	World Geography	3
PSYC 263	Developmental Psychology	3
ENGL 113/221	General Literature or	
	Intro to Western Literature	3
	Program Elective	3
	Program Elective	3
	Program Elective	1-3
	Total	**16-18**
Total Program Credits		**64-68**

For more information contact:

Program advisors
David Smith, 620-431-2820, ext. 515
dsmith@neosho.edu
Mindy Ayers, 620-4431-2820, ext. 239
mayers@neosho.edu

Social Science

Associate of Science

The Associate of Science with an emphasis in Social Science at NCCC prepares students for transfer programs in various fields of social science, including human services, public administration, and pre-law.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

HIST 201 U.S. History I or HIST 202 U.S. History II or HIST 200 Recent American History, SOSC 101 Intro to Political Science, SOSC 100 Intro to Sociology.

Program Elective Courses

For human services: SOSC 220 Social Problems, SOSC 236 Marriage and the Family, SOSC 201 Human Sexuality, HUM 103 Intro to Philosophy, ECON 201 Macroeconomics, HIST 201/202 U.S. History I or II or HIST 207 World Geography, HUM 204/205 Western Civilization I or II, MATH 143 Statistics.

For public administration and pre-law: SOSC 102 State and Local Government, ECON 201 Macroeconomics, ECON 200 Microeconomics, HIST 207 World Geography, ACCT 108 College Accounting, SOSC 236 Marriage and the Family, SOSC 220 Social Problems, MATH 143 Elementary Statistics, CRIM 111 Principles of Criminal Justice, MGMK 101 Intro to Business.

Program Outcomes

1. Identify different are/disciplines of the social sciences.
2. Explain the use of various research methods used in social scientific research.
3. Provide examples of the influence of social institutions such as family, education, religion, government and economy on social structure and social relations as outlined in history, political science, anthropology, sociology, and other social sciences.
4. Explain the differences and similarities of concepts related to living in a global society including but not limited to ethnocentrism, cultural relativity, cultural and political pluralism, multiculturalism, and globalization.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
MATH 113/110	College Algebra or College Algebra w/review	3-5
CSIS 130	Intro to Computer Information Systems	3
HIST 201/202 HIST 200	U.S. History I or II or Recent American History	3
	Program Elective	3
	Total	**16-18**

(Spring) Semester II		
BIOL 111/115	General Biology or Environmental Life Sciences	3
BIOL 112/116	General Biology Lab or Environmental Life Sciences Lab	2
HPER 150	Lifetime Fitness	1
ENGL 289	English Composition II	3
SOSC 101	Intro to Political Science	3
PSYC 155	General Psychology	3
	Program Elective	3
	Total	**18**

(Fall) Semester III		
SOSC 100	Intro to Sociology	3
	Physical Science Course w/Lab	5
	Arts/Humanities Elective	3
	Program Elective	3
	Program Elective	3
	Total	**17**

(Spring) Semester IV		
COMM 207	Fundamentals of Speech	3
	Arts/Humanities Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Total	**15**

Total Program Credits **66-68**

For More Information Contact:

Program Advisor
Jalal Hamedi, 620-431-2820, ext. 238
jhamedi@neosho.edu

Sociology

Associate of Science

The Associate of Science with an emphasis in Sociology at NCCC is designed to prepare students for a transfer to a four-year institution. General sociology provides a desirable background, as either a sole or combined major, for further professional training in law, city planning, public administration, hospital administration, and medicine, as well as for advanced graduate work in sociology or other social sciences. It also prepares students for a wide variety of careers that involve problem-solving and gathering, organizing and analyzing information (i.e., data). Such careers may involve jobs ranging from sales and management to community services and government work.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

SOSC 100 Intro to Sociology, SOSC 220 Social Problems, SOSC 236 Marriage and the Family.

Program Elective Courses

HIST 201 U.S. History I, HUM 204 Western Civilization I, SOSC 101 Intro to Political Science, HUM 110 Humanities I, MATH 143 Elementary Statistics, HUM 103 Intro to Philosophy, and SOSC 200 Intro to Anthropology.

Program Outcomes

1. Identify major theoretical perspectives or paradigms that make up sociology and distinguish among them.
2. Identify major research steps used by social scientists.
3. Identify major elements of culture.
4. The student will become acquainted with deviance and society's efforts to control deviant behavior.
5. Explain prejudice and discrimination.
6. Analyze major social institutions and their significance.
7. Define the importance of collective behavior.
8. Analyze the importance and dimensions of social change.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
SOSC 100	Intro to Sociology	3
PSYC 100	First Year Seminar	1
ENGL 101	English Composition I	3
COMM 207	Fundamentals of Speech	3
CSIS 130	Intro to Computer Information Systems	3
MATH 113	College Algebra	3
	Total	**16**
(Spring) Semester II		
SOSC 220	Social Problems	3
PSYC 155	General Psychology	3
ENGL 289	English Composition II	3
SOSC 101	Intro to Political Science or	
SOSC 102	State and Local Government	3
	Physical Science and Lab	5
	Total	**17**
(Fall) Semester III		
HPER 150	Lifetime Fitness	1
SOSC 236	Marriage and the Family	3
ECON 201	Macroeconomics	3
	Biological Science and Lab	5
	Program Elective	3
	Total	**15**
(Spring) Semester IV		
ENGL 113/221	General Literature or	
	Intro to Western Literature	3
HUM 110/120	Humanities I or II	3
	Arts and Humanities Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	1-3
	Total	**16-18**
Total Program Credits		**64-66**

For more information contact:
Program advisor
Jalal Hamedi, 620-431-2820, ext. 238
jhamedi@neosho.edu

Surgical Technology

Certificate with Associate of Applied Science Option

The Surgical Technology program trains individuals to become entry level surgical technologists. Surgical technicians prepare for and assist in surgical operations under the supervision of surgeons, registered nurses, or other surgical personnel. Surgical technologists are critical members of operating room teams. This program prepares the student for national certification testing.

Employment in surgical technology is expected to grow as the volume of surgeries increase and technology advances require expert assistance during those surgical procedures. Hospitals continue to be the primary employer of surgical technologists, although other career options include physician office assistant, obstetrical unit technician, and outpatient care centers, including ambulatory surgical center, sterile supply management and/or technician, surgical supply representatives, and surgical technology education instruction.

Median annual earnings of surgical technologists were $34,010 in May 2004. The middle 50 percent earned between $28,560 and $40,750. The lowest 10 percent earned less than $23,940, and the highest 10 percent earned more than $45,990. Source: US Department of Labor.

Prerequisites
The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites as indicated.

Program Outcomes
The goal of the surgical technology program is to provide students with the opportunity to develop the skills and knowledge necessary to gain employment as a surgical technologist and become contributing members of the health care team. This will be accomplished by preparing competent graduates in the cognitive, psychomotor, and affective learning domains:

Cognitive Domain

The Graduate will:

1. Correlate the knowledge of surgical procedures, anatomy and physiology, microbiology to their role as a surgical technologist and recognize their relationship to safe patient care.
2. Understand the principles of safe patient care in the preoperative, intraoperative and postoperative settings.

Psychomotor Domain

The Graduate will:

3. Develop and apply fundamental surgical assisting skills through practice and evaluation in the laboratory and clinical settings.
4. Accurately apply the principles of asepsis across the spectrum of common surgical experiences.

Affective Domain

The Graduate will:

5. Recognize the variety of patients' needs and the impact of their personal, physical, emotional, and cultural experiences on the rendering of patient care.
6. Demonstrate professional responsibility in performance, attitude and personal conduct.
7. Practice within the confines of the recognized scope of practice within the healthcare community to provide optimal patient care.

The program is a 64 credit hour (1159 clock hour) associate's degree program in applied science of surgical technology, which incorporates 36 credit hours (400 didactic and 75 lab clock hours) of general education and biology courses, with 29 credit hours (200 didactic, 56 lab and 476 clinical clock hours) of core surgical and clinical courses.

Course Sequence
The listing that follows is a required sequence of courses. Any of the pre-co-requisite courses maybe taken prior to beginning the surgical course and in most cases is recommended. The surgical courses must be taken concurrently. The student should work with their advisor regarding their course schedule.

Required Sequence of Courses

CPR certification by American Heart Association, Healthcare Provider, required prior to clinical entry

	Prerequisites		**Cr Hrs**
	Developmental Reading/English, Math, if test scores indicate need.		
	PSYC 100	First Year Seminar, (if required)	(1)
+	ALHE 105	Medical Terminology	3
	BIOL 111	General Biology	3
+	BIOL 271	Microbiology	3
+	BIOL 272	Microbiology Lab	2
	CSIS 100	Computer Concepts and Applications	3
		Total	**14-15**
	Semester I – Spring		
	ENGL 101	English Composition I	3
+	SURG 100	Introduction to Surgical Technology	4
+	ALHE 122	Introduction to Pharmacology	3
+	BIOL 257*	Human Anatomy and Physiology	3
+	BIOL 258*	Human Anatomy and Physiology Lab	2
		Total	**15**
	Semester II – Summer		
	SOSC 100	Introduction to Sociology	3
	PSYC 155	General Psychology	3
	COMM 213	Interpersonal Communication	3
		Total	**9**
	Semester III – Fall		
+	SURG 102	Principles and Practices of ST	5
+	SURG 103	Principles and Practices of ST Lab	3
+	SURG 202**	Surgical Procedures I	3
+	SURG 106	Surgical Technology Clinical I	3
		Total	**14**
	Semester IV – Spring		
+	SURG 204	Surgical Procedures II	4
+	SURG 206	Surgical Technology Clinical II	7
+	OTEC 108	Career Life Skills	1
		Total	**12**
	Total Program Credits		**29**
	+Total Certificate Credits		**46**
	Total AAS Degree Credits		**64**

* Prerequisite required: BIOL 111 General Biology

** Prerequisite required: BIOL 257/258 Human Anatomy and Physiology/Lab

For More Information Contact:
Program Advisor
Kelly Warren, 785-242-2067, ext. 311
kwarren@neosho.edu

Theatre

Associate of Arts

The Associate of Arts with an emphasis in Theatre at NCCC is designed to prepare students for a transfer to a four-year institution. The courses required are a basic foundation on which one can build in order to pursue a career in theatre.

Prerequisites

The student will need to demonstrate proficiencies in reading, English, and mathematics based on the COMPASS assessment test, ACT or SAT scores, or by taking the recommended/ required classes. Some of the courses in this curriculum have specific prerequisites.

General Education (GE) Courses

In order to graduate with a college degree, all students are required to take certain general education courses. These include English composition, speech, wellness, science, art and humanities, mathematics, computer systems, and social and behavioral science.

Program Core Courses

COMM 105 Theatre Appreciation, COMM 107 Stagecraft, and COMM 120 Fundamentals of Acting are the fundamental building blocks to work towards a four-year degree. COMM 206 Theatre Workshop (Drama) is intended to give students hands on experience in play production.

Program Elective Courses

Program elective courses are taken from the communication section of the college catalog.

Program Outcomes

Students will develop an understanding of the following:

1. The basic duties and history of the primary and secondary artist involved with producing a theatrical production and the etiquette of the audience while attending a theatrical production.
2. The basic use of the actor's instrument in movement and sound.
3. The acting process from auditioning to performing in front of an audience.
4. The design and technical process from conceptualizing to building and opening a production.
5. A diverse repertoire of plays form a variety of eras and styles.

Course Sequence

The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

(Fall) Semester I		**Cr Hrs**
COMM 105	Theatre Appreciation	3
ENGL 101	English Composition I	3
PSYC 100	First Year Seminar	1
COMM 120	Fundamentals of Acting or	
COMM 107	Stagecraft	3
CSIS 100/130	Computer Concepts and Applications or	
	Intro to Computer Information Systems	3
	Social and Behavioral Science Elective	3
	Total	**16**
(Spring) Semester II		
ENGL 289	English Composition II	3
MATH 113	College Algebra	3
PSYC 155	General Psychology	3
HPER 150	Lifetime Fitness	1
COMM 104	Theatre Design or	
COMM 216	Advanced Acting	3
	Arts/Humanities Elective	3
	Total	**16**
(Fall) Semester III		
COMM 207	Fundamentals of Speech	3
	Program Elective	3
	Biological Science w/Lab	5
	Social and Behavioral Science Elective	3
	Arts/Humanities Elective	3
	Total	**17**
(Spring) Semester IV		
COMM 206	Theatre Workshop (Drama)	1
	Physical Science w/Lab	5
	Arts/Humanities Elective	3
	Program Elective	3
	Program Elective	3
	Total	**15**
Total Program Credits		**64**

For more information contact:

Program advisor
Sarah Owen, 620-431-2820, ext. 229
sowen@neosho.edu

Vocational Internship Program (VIP)

Certificate

The Vocational Internship Program (VIP) is designed to teach the skills necessary to gain entry-level employment in an industrial occupation. This program combines classroom knowledge with practical on-the-job experience working with an area employer.

Prerequisites
The student must complete an application and be accepted as a member of the VIP program. The student must also demonstrate proficiency in reading based on the COMPASS assessment test or ACT or SAT scores.

Program Core Courses
OTEC 108 Career Life Skills, ETEC 111 Tools and Machines – Maintenance and Safety, ETEC 136 Industrial Internship, ETEC 194 Intro to Technology Systems, ETEC 252 Manufacturing Processes I.

Program Elective Courses
BUSI 106 Business Math, COMM 213 Interpersonal Communications, CSIS 100 Computer Concepts and Applications, ENGL 101 English Composition I, ENGL 121 Reading in the Disciplines, ETEC 115 Blueprint Reading, ETEC 153 Computer-Aided Design I, ETEC 170 Computer Applications in Manufacturing II.

Program Outcomes
1. Demonstrate the ability to use and maintain common hand and power tools.
2. Apply safe work practices.
3. Demonstrate the ability to read and understand blueprints.
4. Demonstrate the ability to install plastic and copper piping.
5. Demonstrate the ability to accurately measure and cut wood.
6. Demonstrate the ability to wire a receptacle and switch.
7. Demonstrate cutting and welding.

Course Sequence
The listing that follows is a recommended sequence of courses for full-time students. The student should consult with an advisor for information specific to their academic situation.

Recommended Sequence of Courses

Semester I		**Cr Hrs**
OTEC 108	Career Life Skills	1
ETEC 111	Tools and Machine – Maintenance and Safety	3
ETEC 136	Industrial Internship	3
ETEC 194	Intro to Technology Systems	3
ETEC 252	Manufacturing Processes I	3
Total Certificate Credits		**13**

For more information contact:
Program advisor
Mark Eldridge, 785-242-2067, ext. 317
meldridge@neosho.edu

Welding

Level I and II Certificates with Associate of Applied Science Option

The Welding program allows students the opportunity to complete certificates at two levels and to transfer these certificates toward an Associate of Applied Science degree in Industrial Engineering Technology. The Level I Welding certificate is for students who intend to seek entry-level employment after completing a one-year program of study. The Level II certificate is for students interested in advancing their skill level beyond Level I.

The curriculum utilizes the American Welding Society's "Schools Excelling through National Skills Standards" (SENSE) which is a nationally-recognized credentialing and certification system. The SENSE system defines skill levels as Entry Welder and Advanced Welder which correspond with NCCC's Level I and Level II certificates.

Career areas in welding include welding, cutting, soldering, and brazing in the construction, manufacturing and utilities industries. Specific job titles include welding technician, supervisors, inspectors, instructors, and shop owners. The job outlook for welders in the construction, manufacturing, and utilities industries is increasing. Median earnings are $15.10/hour.

Level I Program Outcomes

1. Demonstrate the fundamentals of basic welding shop safety.
2. Demonstrate the ability to perform construction math.
3. Demonstrate the ability to correctly use welding tools.
4. Demonstrate the ability to read weld blueprints.
5. Demonstrate basic employability skills.
6. Demonstrate an understanding of metallurgy.
7. Demonstrate an understanding of gas metal arc welding – short circuit. (overlay/pad and fillet)
8. Demonstrate an understanding of oxy-fuel cutting.
9. Demonstrate an understanding of shield metal arc welding. (overlay/pad and fillet)
10. Demonstrate an understanding of plasma arc cutting.
11. Demonstrate an understanding of flux cored arc welding – dual shield. (overlay/pad and fillet)
12. Demonstrate an understanding of gas tungsten arc welding. (overlay/pad and fillet)

Level II Program Outcomes

1. Demonstrate competence in gas metal arc welding – short circuit.
2. Demonstrate competence in flux cored arc welding – dual shield.
3. Demonstrate competence in gas tungsten arc welding.
4. Demonstrate competence in shielded metal arc welding.
5. Demonstrate competence in welder qualification for certification.

Sequence of Courses

Level I Certificate

		Cr Hrs
Semester I		
MFGT 112	Welding Safety/OSHA 10	1
MFGT 114	Welding Cutting Processes	3
MFGT 116	Gas Tungsten Arc Welding	3
	Total	**7**
Semester II		
MFGT 118	Shielded Metal Arc Welding	3
MFGT 120	Gas Metal Arc Welding	3
MFGT 122	Welding Blueprint Reading	3
	Total	**9**
Total Level I Certificate Credits		**16**

Level II Certificate

		Cr Hrs
Level I Certificate requirements		**16**
Semester III		
MFGT 124	Advanced Gas Tungsten Arc Welding	4
MFGT 126	Advanced Gas Metal Arc Welding	4
	Total	**8**
Semester IV		
MFGT 128	Advanced Shielded and Metal Arc Welding	4
MFGT 130	Specialized Welding	4
	Total	**8**
Total Level II Certificate Credits		**32**

Associate of Applied Science Option

Students interested in completing an Associate of Applied Science degree in Industrial Engineering Technology with an emphasis in welding should visit with an advisor to determine general education and additional technical education requirements. Degrees require completion of 64 credit hours.

For more information contact:
Program Advisor
Will Jordan, 785-979-0108
wjordan@neosho.edu

COURSE PREFIXES

ACCT	Accounting
ALHE	Allied Health
ALHT	Health Information Technology
ALMA	Medical Assistant
ALMT	Medical Transcription
ART	Art
BIOL	Biological Science
BUSI	Business
CHEM	Chemistry
CMCT	Construction Technology
COMM	Communication
CRIM	Criminal Justice
CSIS	Computer Science Information Systems
CURR	Curriculum
ECON	Economics
EDUC	Education
ENGL	English
ENRG	Energy Management
ENTR	Entrepreneurship
ETEC	Industrial Engineering Technology
FCS	Family and Consumer Science
FLAN	Foreign Language
HIST	History
HPER	Health, Physical Education, and Recreation
HUM	Humanities
MATH	Mathematics
MFGT	Manufacturing Technology
MGMK	Management/Marketing
MIL	Military Science and Advance
MUSI	Music
NURS	Nursing
OTA	Occupational Therapy Assistant
OTEC	Office Technology
PHYS	Physics
PSYC	Psychology
SOSC	Social Science
SURG	Surgical Technology
SUST	Sustainable Energy
TST	Technology Studies

Accounting	ACCT
Allied Health	ALHE
Art	ART
Biological Science	BIOL
Business	BUSI
Chemistry	CHEM
Communication	COMM
Computer Science Information Systems	CSIS
Construction Technology	CMCT
Criminal Justice	CRIM
Curriculum	CURR
Economics	ECON
Education	EDUC
Energy Management	ENRG
English	ENGL
Entrepreneurship	ENTR
Family and Consumer Science	FCS
Foreign Language	FLAN
Health Information Technology	ALHT
Health, Physical Education, and Recreation	HPER
History	HIST
Humanities	HUM
Industrial Engineering Technology	ETEC
Management/Marketing	MGMK
Manufacturing Technology	MFGT
Mathematics	MATH
Medical Assistant	ALMA
Medical Transcription	ALMT
Military Science and Advance	MIL
Music	MUSI
Nursing	NURS
Occupational Therapy Assistant	OTA
Office Technology	OTEC
Physics	PHYS
Psychology	PSYC
Social Science	SOSC
Surgical Technology	SURG
Sustainable Energy	SUST
Technology Studies	TST

COURSE DESCRIPTIONS

ACCT 107 PAYROLL ACCOUNTING
3 credit hours

This course is designed to provide comprehensive, yet practical instruction in payroll. Payroll systems, the preparation of payroll tax returns and reports, as well as payroll laws and regulations will be studied. Computer applications will be included.

ACCT 108 COLLEGE ACCOUNTING
3 credit hours

Basic accounting principles and procedures, the accounting cycle, and the records necessary in maintaining an accounting system for a small business organized as a sole proprietorship are surveyed in this course. *The course is an introductory course with no prerequisite. The course is not equivalent to ACCT 201 Financial Accounting and does not prepare the student for ACCT 202 Managerial Accounting.*

ACCT 201 FINANCIAL ACCOUNTING I
3 credit hours

This course provides an introduction to financial accounting concepts and theory, with emphasis on the use of external financial statements. Accounting for corporations and financial statement analysis are introduced. *Prerequisite: ACCT 108 College Accounting or high school accounting recommended, but may be waived by the instructor. This course is recommended for transfer students, as well as other students interested in accounting.*

ACCT 202 MANAGERIAL ACCOUNTING
3 credit hours

This course studies the basic concepts of accounting for a firm's internal information needs used in planning, controlling, and managing the organization. This course is recommended for students transferring in business as well as other students interested in accounting. *Prerequisite: ACCT 201 Financial Accounting I or the equivalent.*

ACCT 205 QUICKBOOKS ACCOUNTING
3 credit hours

Training in using the *QuickBooks*® accounting program is presented in this course, including accounting concepts and their relationship to *QuickBooks*®. *Prerequisite: ACCT 108 College Accounting or the equivalent.*

NOTE: ADDITIONAL COMPUTERIZED ACCOUNTING COURSES ARE OFFERED UNDER THE CSIS 101 COURSE NUMBER.

ALHE 100 EMERGENCY MEDICAL TECHNICIAN
12 credit hours

This program is designed for individuals interested in providing medical care to patients in the pre-hospital setting. It will provide the participant with opportunities to gain information, skills and attitudes necessary for certification and practice as an Emergency Medical Technician (EMT) in the State of Kansas. *Students must be 18 years old before testing for certification. Note: This class is not eligible for Federal Student Aid.*

ALHE 102 NURSE AIDE
6 credit hours

This course includes a study of the aging process and its related conditions and the nursing skills required in assisting geriatric residents to reach and maintain their highest level of wellness consistent with the limitations imposed by the aging process. This 90 clock hour course includes 45 hours of theory, 20 hours of lab, and 25 hours of supervised clinical experience in a long-term care facility. This course prepares students for the Certified Nurse Aide Exam. *Note: This class may not be eligible for Federal Student Aid.*

ALHE 104 MEDICATION AIDE
5 credit hours

This course includes the study of medications and their physiological effect on the body. Emphasis will be placed on the identification and abbreviations of drugs, weights and measures, and procedures used in dispensing medication. This 75 clock hour course includes 50 hours of lecture and 25 hours of supervised clinical experience in an adult care home. *Prerequisite: must be a Kansas State Certified Nurse Aide and pass the CASAS reading exam*

on the 8th grade reading level. Note: This class may not be eligible for Federal Student Aid.

ALHE 105 MEDICAL TERMINOLOGY
3 credit hours

This course provides the student with the basic tools for building a medical vocabulary. It emphasizes the building of medical terms from prefixes, suffixes, word roots and combining forms. Emphasis is also placed on correct pronunciation, spelling, and analysis of medical terms as they pertain to anatomy, physiology, and diseases. The course provides an organized method for unlocking the mysteries of medical terms and building a working vocabulary. The various study methods used will enable the student to analyze medical terms and identify their relationship to specific medical categories.

ALHE 106 PAID NUTRITION ASSISTANT
1 credit hour

This course is designed for any individual who will be feeding residents in a long term care facility. This training program is designed to meet the federal and state regulations for the paid nutrition assistant. This course covers all of the information about all of the topics required by the federal/state rule as well as additional information and a practical experience with a competency skills check off.

ALHE 108 SEMINAR IN HEALTH CARE
.5,1,2,3 credit hours

This seminar will provide a structured program of study which emphasizes the acquisition of knowledge and/or skills in a specific area of healthcare. A specific title for the area to be covered will be announced. *This course may be repeated for additional credit.*

ALHE 114 MEDICATION AIDE UPDATE
1 credit hour

This course provides the student with a review of the basic principles and skills of medication administration for oral and external application. Information from these medication topics will be reviewed: elderly biological considerations; over medication/drug abuse; drug and food interactions; legal and ethical issues. The review of classifications will provide updated information for the major classifications such as action, side effects, and nursing implications. *Prerequisite: must be a Kansas State Certified Medication Aide and have a Certified Nurse Aide Certificate. This course may be repeated for credit. Note: This class may not be eligible for Federal Student Aid.*

ALHE 118 HOME HEALTH AIDE
2 credit hours

This course focuses on the role and responsibilities of a Home Health Aide within the home setting, with emphasis on maintaining a safe, healthy home environment. Providing a personal care regimen which meets the needs of the client is also discussed. *Prerequisite: must be a Kansas Certified Nurse Aide and pass the CASAS reading exam. Note: This class may not be eligible for Federal Student Aid.*

ALHE 122 INTRODUCTION TO PHARMACOLOGY
3 credit hours

The course will discuss basic concepts of drug therapy and will concentrate on major drug classifications, as they relate to specific body systems.

ALHE 130 CONCEPTS AND APPLICATIONS OF EMERGENCY RESPONSE (FIRST RESPONDER)
3 credit hours

This course addresses information and techniques currently considered to be the responsibilities of the Emergency First Responder according to the National Standard DOT Curriculum, as well as some additional responsibilities required by the Kansas Board of Emergency Medical Services for certification as First Responder in Kansas. *Note: This class is not eligible for Federal Student Aid.*

ALHE 140 COMMUNITY CPR
.5,1,3 credit hours

The CPR course prepares the student to administer first aid for choking as well as cardiopulmonary resuscitation (CPR) for adults, infants and children. Certificates in CPR may be earned. This course is designed for the general public.

ALHE 141 BASIC LIFE SUPPORT FOR THE PROFESSIONAL RESCUER
.5,1 credit hour

This course instructs the student in two-rescuer CPR, modified airway management skills, and the use of a resuscitation mask. This course is designed for the health care provider.

ALHE 200 EMERGENCY MEDICAL TECHNICIAN – INTERMEDIATE
5 credit hours

This course is designed for individuals interested in providing care to patients in the pre-hospital setting. The course will provide the participant with opportunities to gain information, skills, and attitudes necessary for certification and practice as an Emergency Medical Technician-Intermediate (EMT-I) in the State of Kansas. This course addresses information and techniques currently considered to be the responsibilities of the EMT-I according to the United States Department of Transportation, National Standard Curriculum, and the Kansas authorized activities for the Emergency Medical Technician-Intermediate. *Student must be a Kansas EMT-B. Note: This class is not eligible for Federal Student Aid.*

ALHT 110 INTRODUCTION TO HEALTH INFORMATION TECHNOLOGY
3 credit hours

This is an Internet-based course designed to give the student a working knowledge of healthcare delivery systems; the health information profession; purpose of the medical record; the systems and processes for collecting, maintaining and disseminating health information; numbering, retention and storage of medical information; forms control and design; indexes and registers; documentation requirements; regulatory requirements of healthcare organization, accrediting and licensing agencies, and computerized information management systems utilized by health information management departments.

ALHT 145 MEDICAL CODING NATIONAL EXAM REVIEW
1 credit hour

This seminar course will provide a structured program of study which emphasizes the acquisition of knowledge/or skills in a specific area of healthcare. This program has been designed to prepare the student for the Certified Professional Examination administered by the American Academy of Professional Coders and/or Certified Coding Associate by the American Health Information Management Association. Topics for review include Anatomy, Terminology, CPT Coding Guidelines, ICD-9 and ICD-10 CM (Volume 1 and 2) Diagnostic Coding, HCPCS Level 2, E/M Coding, Anesthesia Coding, Surgical Coding, and Use of Modifiers.

ALHT 150 BILLING AND INSURANCE
3 credit hours

This course involves the study of the principles and practice of insurance and reimbursement processing. It includes the assignment and reporting of codes for diagnoses and procedures/services; completion of CMS-1450 and CMS-1500 claims for inpatient, outpatient, emergency department, and physician office encounters; and the review of inpatient and outpatient cases to identify issues of fraud and abuse. Textbook cases and redacted patient records will be used to code diagnoses/services/procedures and complete claims. Inpatient and outpatient reimbursement will be determined and source documents interpreted (e.g., explanation of benefits, Medicare Summary Notices, and so on). *Prerequisites and/or co-requisites: ALHT 110 Introduction to Health Information Technology.*

ALHT 170 ELECTRONIC HEALTH RECORDS
3 credit hours

This is an Internet-based course designed to give the student a working knowledge of computerized information management systems utilized by health information management departments.

ALHT 200 HEALTH INFORMATION TECHNOLOGY CLINICAL AFFILIATION I
3 credit hours

This is a 135 clock hour, hands-on supervised learning experience at affiliated facilities designed to give students a clinical experience in assembly, analysis, filing of health records, master patient index, introduction to coding, data entry and abstracting, record storage and retrieval, birth certification, tracking systems, cancer registry, ambulatory, long term care, mental health records, medical staff/hospital committee functions.

ALHT 205 HEALTHCARE STATISTICS
3 credit hours

This is an Internet-based course on basic hospital and healthcare statistics including the sources, definitions and

calculation of common rates and percentages. Computerized and manual methods of collection, computation, and presentation of statistical data. Review of regulatory, accreditation, and vital statistics reporting.

ALHT 210 LEGAL ASPECTS OF HEALTH INFORMATION
3 credit hours

This is an Internet-based course that covers laws, regulations and standards affecting the management of healthcare; management of the content of the health record; data accuracy, security, privacy and confidentiality issues. Health Insurance Portability and Accountability Act (HIPAA).

ALHT 215 QUALITY IMPROVEMENT
3 credit hours

This is an Internet-based course that is a study of contemporary management methodologies. The main topics studied include: different management philosophies, evolution of Total Quality Management, management functions, management's environment, the strategic planning process, organizational structures, and application of problem solving tools. The study will inform manager or worker what the individual can do to better assist organizations to compete in the global marketplace.

ALHT 220 MANAGEMENT AND SUPERVISION
3 credit hours

This is an Internet-based course that studies the different behaviors in organizations. The course will assist the student in becoming more sensitive to human behavior, anticipate problems before they occur, and resolve problems if they have already occurred. This study will assist the student as a manager or worker in getting along with others, both inside and outside of the organization.

ALHT 221 CURRENT EVENTS IN HEALTH INFORMATION TECHNOLOGY
3 credit hours

This is an Internet-based course that consists of review and discussion of current trends, regulations and best practices occurring that effect health information in today's healthcare. Such as: RAC's, MAC's, Red Flag Rule, PHR, Medical Identity Theft, ICD-10, HiTech Act and Transcription and Speech Recognition in Today's Patient Record to name a few. These topics will change as new areas of interest develop.

ALHT 225 INTRODUCTION TO ICD-9-CM CODING
3 credit hours

This is an Internet-based course that provides the student the purpose and use of the ICD-9-CM and ICD-10-CM classification system. Topics include coding conventions, coding principles, and CMS official coding guidelines (inpatient). Students will be required to assign ICD-9 and ICD-10 CM codes to diagnosis/procedure statements, case abstracts, and patient records. *Prerequisites and/or co-requisites: BIOL 257 Human Anatomy and Physiology, BIOL 258 Human Anatomy and Physiology Lab, NURS 230 Pathophysiology, ALHE 105 Medical Terminology, ALHE 122 Introduction to Pharmacology.*

ALHT 230 INTRODUCTION TO CPT CODING
3 credit hours

This course prepares students for entry level positions in a physician's office or other medical facility. The focus of this class is learning the coding rules for the Current Procedural Terminology (CPT), and Level I (HCPCS) coding systems and then applying the rules to code patient services. Students will need CPT and HCPCS Level II manuals for the course.

ALHT 255 HEALTH INFORMATION TECHNOLOGY CLINICAL AFFILIATION II
3 credit hours

This is a 135 clock hour, hands-on supervised learning experience at affiliated facilities designed to give students a clinical experience in legal aspects, quality and risk management, utilization review, management and supervision, ICD-9-CM coding and DRG assignment, healthcare statistics, electronic health records, billing and insurance. *Prerequisites: This is the final course in the Health Information Management program. All other courses must be complete before this course is taken.*

ALHT 256 ALTERNATIVE HEALTHCARE SYSTEMS IN HIT
3 credit hours

This is an Internet-based course that provides the student an introduction to alternative healthcare facilities to include record requirements, coding regulations, accreditation agencies, primary and specialty care physician practices, role of non-physician providers and reimbursement for these facilities. These facilities will include long term care, rehabilitation, hospice, home health, respite, psychiatric, skilled nursing, cancer data registry, specialty hospital (cancer, pediatric) and rural health clinics. Students will be required to assign ICD-9-CM codes to diagnosis/procedure statements, case abstracts, and patient records. Acute care reimbursement systems (MS-DRG's and APC's) as well as ICD-10 will also be covered. One class assignment will be devoted to Healthcare ethics. Writing assignments will be used to reinforce concepts.

ALMA 110 MEDICAL PROFESSIONAL ISSUES
2 credit hours

This course introduces students to the general, administrative, and professional procedures required as part of the administrative and transdisciplinary competencies and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs. It is designed for students wishing to enter the healthcare industry or advance from an existing entry level healthcare position. Students will demonstrate course competencies in the Medical Assisting I lab course. *Prerequisite: admission to the college and medical assistant program. Co-requisite: ALMA 120 Medical Administrative Aspects.*

ALMA 120 MEDICAL ADMINISTRATIVE ASPECTS
4 credit hours

This course requires the student in the controlled environment of the skills laboratory to demonstrate the administrative and transdisciplinary competencies learned in Medical Assisting I. This medical assisting laboratory course is designed for students to experience the hands-on application of general, administrative, and professional procedures required as part of the competency and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs. It is designed for students wishing to enter the healthcare industry or advance from an existing entry level healthcare position. *Prerequisite: admission to the college and medical assistant program. Co-requisite: ALMA 110 Medical Professional Issues.*

ALMA 125 HUMAN BODY IN HEALTH AND DISEASE
3 credit hours

This course utilizes a body systems approach to focus on diseases that are frequently first diagnosed and treated in the medical office setting. Students learn to recognize the causes, signs and symptoms of diseases of the major body systems as well as the diagnostic procedures, usual treatment, prognosis, and prevention of common diseases.

ALMA 126 FUNDAMENTALS OF PHLEBOTOMY I
4 credit hours

This course introduces students to the clinical procedures required as part of the clinical and transdisciplinary competencies and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs, focusing on safety and body review. It is designed for students wishing to enter the health care industry or advance from an existing entry level health care position. *Prerequisite: admission to the college and proof of GED or high school diploma. Note: This class is not eligible for Federal Student Aid.*

ALMA 130 MEDICAL INSURANCE AND CODING
3 credit hours

This course is designed to prepare students to process health insurance claims and understand health insurance plan options. It will introduce information about major insurance programs and federal healthcare legislation, provide a basic knowledge of national diagnosis and procedure coding systems, and simplify the process of completing claims. *Co-requisite: ALHE 105 Medical Terminology.*

ALMA 150 MEDICAL ASSISTING II
3 credit hours

This course introduces students to the clinical procedures required as part of the clinical and transdisciplinary competencies and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs. It is designed for students wishing to enter the healthcare industry or advance from an existing entry level healthcare position. Students will

demonstrate course competencies in the concurrent Medical Assisting II lab course. *Prerequisite: admission to the college and medical assistant program. Co-requisite: ALMA 160 Clinical Aspects of Medical Assisting.*

ALMA 155 EMERGENCY PREPAREDNESS
1 credit hour
This course provides healthcare professionals with an orientation for their possible future roles in disaster response and the importance of staying within the scope of practice of their profession. Students will be prepared to meet the expectations of their employers, to volunteer effectively, and to be competent and safe responders. *Admission to the Medical Assistant program is not necessary for this course. Co-requisite: ALMA 160 Clinical Aspects of Medical Assisting or program coordinator permission.*

ALMA 160 CLINICAL ASPECTS OF MEDICAL ASSISTING
3 credit hours
This course requires the student in the controlled environment of the skills laboratory to demonstrate the clinical competencies learned in Medical Assisting II. This medical assisting laboratory course is designed for students to experience the hands-on application of clinical and professional procedures required as part of the competency and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs. It is designed for students wishing to enter the healthcare industry or advance from an existing entry level healthcare position. *Prerequisite: admission to the college and medical assistant program. Co-requisite: ALMA 150 Medical Assisting II.*

ALMA 161 FUNDAMENTALS OF PHLEBOTOMY II
4 credit hours
This course introduces students to the clinical procedures required as part of the clinical and transdisciplinary competencies and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs focusing on blood collection equipment and procedures. It is designed for students wishing to enter the health care industry or advance from an existing entry level health care position. *Prerequisite: admission to the college and proof of GED or high school diploma, ALMA 126 Fundamentals of Phlebotomy I or permission of instructor. Note: This class is not eligible for Federal Student Aid.*

ALMA 180 MEDICAL ASSISTANT EXTERNSHIP
4 credit hours
This course requires the student, in the controlled environment of an approved externship site, to experience the hands-on application of administrative, clinical and professional procedures required as part of the competency and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs. This course requires the student to complete a minimum of 200 clock hours of supervised practical experience in a program approved site. The course may include one or more required externship conference presentation sessions with program staff on the college campus to assure meeting of program outcomes/competencies requirements. *Prerequisite: successful completion of ALMA 110 Medical Professional Issues, ALMA 120 Medical Administrative Aspects, ALMA 130 Medical Insurance and Coding, ALMA 150 Medical Assisting II, and ALMA 160 Clinical Aspects of Medical Assisting the medical assisting courses with a course grade of "C" or above.*

ALMA 181 PHLEBOTOMY PRACTICUM
2 credit hours
This course requires the student in the controlled environment of the healthcare facility to demonstrate the clinical competencies learned in phlebotomy lecture and lab. This phlebotomy practicum course is designed for students to experience the hands-on application of clinical and professional procedures required as part of the competency and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs. It is designed for students wishing to enter the health care industry or advance from an existing entry level health care position. This course requires proof of 120 hours of approved phlebotomy experience credited towards certification that must be earned in an approved health care facility that engages in the collection, examination or transportation of materials derived from the human body. Students completing and passing all Phlebotomy courses will be able to sit for the Registered Phlebotomy Technician national exam. The American Medical Technologists (AMT) Board of Directors has determined that applicants who have passed a phlebotomist examination for the purpose of state licensure shall be eligible for RPT (AMT) certification.

Prerequisite: admission to the college and proof of GED or high school diploma, ALMA 126 Fundamentals of Phlebotomy I, ALMA 161 Fundamentals of Phlebotomy II, ALMA 182 Phlebotomy Clinical Lab. Note: This class is not eligible for Federal Student Aid.

ALMA 182 PHLEBOTOMY CLINICAL LAB
2 credit hours

This course requires the student in the controlled environment of the skills laboratory to demonstrate the clinical competencies learned in Fundamentals of Phlebotomy and Fundamentals of Phlebotomy. This phlebotomy laboratory course is designed for students to experience the hands-on application of clinical and professional procedures required as part of the competency and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in their Standards and Guidelines for Medical Assisting Educational Programs. It is designed for students wishing to enter the health care industry or advance from an existing entry level health care position. This course provides students with readiness for 120 hours of approved phlebotomy experience in the practicum that must be earned in an approved health care facility that engages in the collection, examination or transportation of materials derived from the human body. Students completing and passing all Phlebotomy courses will be able to sit for the Registered Phlebotomy Technician national exam. The American Medical Technologists (AMT) Board of Directors has determined that applicants who have passed a phlebotomist examination for the purpose of state licensure shall be eligible for RPT (AMT) certification. *Prerequisite: admission to the college and proof of GED or high school diploma, ALMA 126 Fundamentals of Phlebotomy I, ALMA 161 Fundamentals of Phlebotomy II. Note: This class is not eligible for Federal Student Aid.*

ALMA 185 PHLEBOTOMY NATIONAL EXAM REVIEW
1 credit hour

This COURSE HAS BEEN DESIGNED TO PREPARE THE STUDENT FOR THE Certified Phlebotomy Examination administered by the National Healthcareer Association (NHA). Topics for review include Anatomy, Terminology, Order of Draw, Safety Guidelines, patient Care and Venipuncture/Capillary puncture techniques. *Prerequisite and/or co-requisites: The student must have successfully completed or be currently enrolled in ALMA 126 Fundamentals of Phlebotomy I, ALMA 161 Fundamentals of Phlebotomy II, ALMA 181 Phlebotomy Practicum, and ALMA 182 Phlebotomy Clinical Lab.*

ALMT 135 MEDICAL TRANSCRIPTION I
6 credit hours

Medical Transcription will be taught in three different sections. It will take a system by system approach encompassing units of study related to anatomy and physiology, medical terminology, various medical reports, laboratory tests and diagnostic procedures, pharmacology, human diseases, beginning medical transcription practice and professional issues, referencing techniques, and English grammar as related to the AAMT Book of Style. This course will also include authentic physician dictation for transcription practice using The SUM Program Medical Transcription Unit. Medical Transcription I will include an introduction to the field of medical transcription with focused study in dermatology/plastics, gastrointestinal, and cardiopulmonary information.

ALMT 235 MEDICAL TRANSCRIPTION II
6 credit hours

Medical Transcription II includes study in ENT/ophthalmology, pediatrics, genitourinary and the male reproductive system, obstetrics/gynecology and the female reproductive systems, and beginning orthopedics. Authentic physician dictation will be utilized.

ALMT 236 MEDICAL TRANSCRIPTION III
6 credit hours

Medical Transcription III will study advanced orthopedics, neuropsychiatry, hematology, oncology, and immunology. Authentic physician transcription will be utilized.

ALMT 237 SURGICAL TRANSCRIPTION (MEDICAL TRANSCRIPTION IV)
6 credit hours

Surgical Transcription will include a comprehensive study of surgical techniques, instruments, and operative procedures by body system and a continuation of laboratory tests and diagnostic procedures that includes advanced medical imaging procedures and anatomic pathology. This course will include physician-dictated surgery reports organized by medical specialty.

ALMT 238 SPECIALTY TRANSCRIPTION (MEDICAL TRANSCRIPTION V)
6 credit hours
Advanced Medical Transcription will include more challenging physician-dictated reports organized by medical specialty. Advanced Medical Transcription will also include the use of reference materials and other resources efficiently, editing and proofreading techniques, as well as grammar and punctuation.

ART 100 DESIGN
3 credit hours
This course is an introductory study of the basic art elements and principles of design and their creative application in two-dimensional form.

ART 102 ART APPRECIATION (ART)
3 credit hours
This course is an investigation of works of art via description, analysis, interpretation and expressed value judgments.

ART 113 DRAWING I
3 credit hours
This course is an introduction to the basic principles of drawing in various media. Emphasis will be placed on the development of fundamental drawing skills, increased power of observation, and hand-eye coordination.

ART 114 DRAWING II
3 credit hours
This course is a continuation and extension of Drawing I with emphasis on the development of skills and personal creative expression. *Prerequisite: ART 113 Drawing I.*

ART 121 COMPUTER GRAPHICS
3 credit hours
This course is an introduction to the process of computer assisted graphic design as it applies to the visual arts. It offers an exploration of procedures and techniques to create and print computer graphic designs and/or illustrations.

ART 123 INTRODUCTION TO GRAPHIC DESIGN
3 credit hours
This course is an introduction to graphic design concepts, methods, and processes. The production of visually effective graphic design layouts using the elements of design will be utilized. *Prerequisite: ART 121 Computer Graphics and prior computer experience or permission of instructor*.

ART 133 LIFE DRAWING
3 credit hours
As an introductory course in perceiving and drawing the human figure, a variety of media, techniques, and processes will be employed in order to increase the student's ability to see and accurately portray the human figure. *Prerequisite: ART 113 Drawing I or permission of instructor.*

ART 155 BASIC PRINTMAKING
3 credit hours
This course is a basic introduction to printmaking by exploring the history and techniques of relief, intaglio, lithography and serigraphy.

ART 178 INTRODUCTION TO THE VISUAL ARTS
3 credit hours
This course is an investigation of the formal language of drawing, painting, printmaking, sculpture and architecture and their relationship to the philosophies and events of history.

ART 209 CREATIVE ART, SPECIAL PROJECT
1,2,3 credit hours
This course is a continuation of study by students whose major interest is in a career in studio art or art education. Since the course is offered with a variety of topics, it may be repeated for additional credit under different topics.

ART 220 DIGITAL PHOTOGRAPHY I
3 credit hours
This course is an introduction to black and white and color digital photography including digital camera operations, workflow processes and techniques, and basic composition as applied to photographic imagery.

ART 222 DIGITAL PHOTOGRAPHY II
3 credit hours
This course provides additional study in black and white and color digital photography with emphasis on image selection and composition, workflow processes and techniques, exposure, image sharpness and color. Students are encouraged to develop individualized creative possibilities as applied to digital photography.

ART 244 CERAMICS
3 credit hours
This course is an introduction to basic clay manipulation techniques including hand building and beginning wheel throwing techniques. Discussion and demonstration of clay additives, decoration, kiln loading and firing processes will be presented. Emphasis will be placed on 3-dimensional design of clay works.

ART 266 SCULPTURE
3 credit hours
As a basic course in sculpture, a variety of processes including carving, modeling, simple casting, welding and assemblages in materials such as wood, clay, plaster, metals, paper mache, and found objects will be presented. Students will create projects in each of the aforementioned process areas.

ART 277 PAINTING I
3 credit hours
This course serves as an introduction to painting, primarily utilizing acrylic paint medium with demonstrations in watercolors, acrylics, oils or pastels with emphasis on learned techniques.

ART 278 PAINTING II
3 credit hours
This course is a continuation of Painting I with emphasis on the development of skills and personal creative expression. *Prerequisite: ART 277 Painting I or permission of instructor.*

ART 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course comprised of a specific area of study with assignments and workload established on contract basis and regularly scheduled progress-reporting sessions with instructor. *Prerequisite: permission of instructor. This course is repeatable under a different area of study.*

BIOL 102 INTRODUCTION TO HUMAN BIOLOGY
3 credit hours
This introductory course is a study of the function, structure, and interrelationships of the organs and organ systems of the human body. Coursework is designed to meet the diversified needs of those interested in a prerequisite course for Human Anatomy and Physiology or the allied health sciences.

BIOL 111 GENERAL BIOLOGY
3 credit hours
This is an introductory biology class designed for non-majors to fulfill a five-hour biology requirement. Course work includes the study of basic biological principles, plants, animals, microorganisms, and the environment in which organisms live. By studying these areas, the student is exposed to a sampling of the major fields of biological study. *Co-requisite: BIOL 112 General Biology Lab.*

BIOL 112 GENERAL BIOLOGY LAB
2 credit hours
The laboratory exercises which reinforce the fundamental principles and processes of life taught in the lecture portion of the course will be examined. *Co-requisite: BIOL 111 General Biology.*

BIOL 115 ENVIRONMENTAL LIFE SCIENCE
3 credit hours
This course is designed for non-science majors to meet AA and AS degree requirements. A basic ecological approach to the principles and processes of life with emphasis placed on human pressures and technology, and the effect of these on the organism-environment complex will be covered. Not applicable toward a biology major. Not recommended for students with credit in BIOL 111/112. *Co-requisite: BIOL 116 Environmental Life Science Lab.*

BIOL 116 ENVIRONMENTAL LIFE SCIENCE LAB
2 credit hours
Laboratory exercises to build on BIOL 115 Environmental Life Science and focus on hands-on learning activities that support concepts from the lecture course. *Co-requisite: BIOL 115 Environmental Life Science.*

BIOL 205 PREHISTORIC LIFE
3 credit hours
This course introduces the student to geologic time, dating of rocks, the formation and preservation of fossils, and the importance of fossils in biological systematics. Various evolutionary mechanisms are explored with emphasis on the fossil record. The course focuses on biodiversity through time and investigates the origins of major groups of organisms in earth history. The course is global in scope, but some emphasis will be placed on North American communities. The course is designed for biology majors, students of natural history, or science education majors. *Prerequisite: BIOL 111 General Biology or permission of instructor.*

BIOL 251 BIOLOGY I
3 credit hours
This is the first in a series of two introductory biology courses designed for majors to fulfill an introductory biology requirement. Coursework includes the study of basic biological principles, basic chemistry, cell structures and functions, metabolism, photosynthesis, cellular reproduction, genetics, and biotechnology. By studying these areas, the student is exposed to the major fields of biological study. *Co-requisite: BIOL 252 Biology I Lab.*

BIOL 252 BIOLOGY I LAB
2 credit hours
Laboratory exercises, which reinforce the fundamental principles and processes of life taught in the lecture portion of biology I, will be examined. *Co-requisite: BIOL 251 Biology I.*

BIOL 255 BIOLOGY II
3 credit hours
This is the second in a series of introductory biology courses designed for majors to fulfill their introductory biology requirement. Coursework includes the study evolution, behavior, and ecology, the diversity of life, and plant structure and function. By studying these areas, the student is exposed to the major fields of biological study. *Prerequisite: BIOL 251 Biology I/252 Biology I Lab. Co-requisite: BIOL 256 Biology II Lab.*

BIOL 256 BIOLOGY II LAB
2 credit hours
Laboratory exercises, which reinforce the fundamental principles and processes of life taught in the lecture portion of Biology II, will be examined. *Co-requisite: Concurrent enrollment with BIOL 255 Biology II.*

BIOL 257 HUMAN ANATOMY AND PHYSIOLOGY
3 credit hours
This introductory course is a study of the function, structure and interrelationships of the various organs and systems of the human body. Coursework is designed to meet the needs of those students interested in allied health sciences. *Prerequisites: letter grade of "C" or better in either BIOL 102Introduction to Human Biology or BIOL 111 General Biology or BIOL 251 Biology I or on the pre-designed test-in. Co-requisite: Concurrent enrollment with BIOL 258 Human Anatomy and Physiology Lab.*

BIOL 258 HUMAN ANATOMY AND PHYSIOLOGY LAB
2 credit hours
The laboratory exercises that reinforce the fundamental principles and processes of the human anatomy and physiology taught in the lecture portion of the course will be examined. *Co-requisite: BIOL 257 Human Anatomy and Physiology*.

BIOL 271 MICROBIOLOGY
3 credit hours
Microbiology is designed for studying the morphology, physiology, cultivation, and growth of micro-organisms. The study of the microbial impact on various ecological systems is also discussed. Coursework is designed to meet the needs of those students interested in allied health sciences. *Prerequisites: BIOL 111 General Biology. Co-requisite: BIOL 272 Microbiology Lab.*

BIOL 272 MICROBIOLOGY LAB
2 credit hours
Microbiology laboratory experiences are concerned with studying cultivation, physiology, and applied aspects of bacteria and other related microorganisms. *Prerequisites: None, but BIOL 112 General Biology Lab or CHEM 106 Introduction to Chemistry Lab recommended. Co-requisite: BIOL 271 Microbiology.*

BIOL 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and workload will be established on a contract basis. Students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions.

BUSI 106 BUSINESS MATHEMATICS
3 credit hours
This course is a review of individual skills and knowledge in fundamental mathematical processes and the application of these processes to business procedures. Emphasis will be placed upon topics necessary for an understanding of various business practices.

BUSI 112 BUSINESS FIELD STUDY
2 credit hours
Business Field Study provides credit for related work experience. Students will be asked to document observations and comments in a journal. *The course may be repeated for a total of eight hours credit. Co-requisite: Concurrent enrollment in a related program of study.*

BUSI 114 BUSINESS LAW
3 credit hours
This course is concerned with basic principles of business law as applied to contracts, commercial paper, agency, and employment.

BUSI 118 BUSINESS COMMUNICATIONS
3 credit hours
This course emphasizes those basic principles in communication which are particularly applicable in business and industry. Effective business letters and reports are constructed with stress on mechanics, organized thinking, and practical psychology. *Prerequisite: keyboarding proficiency.*

BUSI 122 SEMINAR IN BUSINESS
2,3 credit hours
This seminar will provide a structured program of study which emphasizes the acquisition of knowledge in a specific area of business.

BUSI 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

CHEM 105 INTRODUCTION TO CHEMISTRY

3 credit hours
This course is designed for those students needing a beginning course in general chemistry, or for science majors who have no high school chemistry. It is a study of the basic principles, laws, and theories of chemistry, and will aid the student in developing an understanding of the role of chemistry in the world today. In addition, it will provide a strong foundation for those continuing in chemistry. *Co-requisite: CHEM 106 Introduction to Chemistry Lab.*

CHEM 106 INTRODUCTION TO CHEMISTRY LAB
2 credit hours
This course contains a series of laboratory activities to assist in learning chemistry. *Co-requisite: CHEM 105 Introduction to Chemistry.*

CHEM 215 COLLEGE CHEMISTRY I
3 credit hours
This course is designed for those students needing a strong chemistry background for more advanced courses in chemistry. Coursework consists of lectures, discussion, and laboratory work on the fundamental principles in general inorganic chemistry. Topics covered include atomic structure, bonding, solutions, acid-base theory, gas laws, electrolytes, equilibrium, oxidation-reduction, and some descriptive chemistry. Problem solving is stressed in this course. *Prerequisite: MATH 113 College Algebra, CHEM 105 Introduction to Chemistry. Co-requisite: CHEM 216 College Chemistry I Lab.*

CHEM 216 COLLEGE CHEMISTRY I LAB
2 credit hours
This course contains a series of laboratory activities to assist in learning inorganic chemistry. *Co-requisite: CHEM 215 College Chemistry I.*

CHEM 225 COLLEGE CHEMISTRY II
3 credit hours
This course is a continuation of CHEM 215 College Chemistry I with more advanced theoretical and mathematical concepts. Content includes ionic equilibria and solubility products, thermo-chemistry and an emphasis on descriptive chemistry. *Prerequisite: CHEM 215 College Chemistry I, CHEM 216 College Chemistry I Lab. Co-requisite: CHEM 226 College Chemistry II Lab.*

CHEM 226 COLLEGE CHEMISTRY II LAB
2 credit hours
This course contains a series of laboratory activities to assist in learning inorganic chemistry and semi-micro qualitative analysis. The laboratory includes the separation of selected ions. *Prerequisite: CHEM 215 College Chemistry I, CHEM 216 College Chemistry I Lab. Co-requisite: CHEM 225 College Chemistry II.*

CMCT 105 OSHA 10 SAFETY ORIENTATION
1 credit hour
This course provides students with the best practices for some of the most common and hazardous situations on the job site. It is designed for all students prior to working on the job site. *Prerequisite: High school students must complete Tech I prior to enrollment in the Construction Technology program.*

CMCT 106 INTRODUCTION TO CRAFT SKILLS
3 credit hours
This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. It discusses the causes and results of accidents and the impact of accident costs. It defines safe work procedures, proper use of personal protective equipment, and working with hazardous chemicals. It further identifies other potential construction hazards, including hazardous material exposures, welding and cutting hazards and confined spaces. *Prerequisite: High school students must complete Tech I prior to enrollment in the Construction Technology program.*

CMCT 107 CARPENTRY BASICS
4 credit hours
This course reviews the history of the trade. Provides an overview of the building materials used in construction work, including lumber, sheet materials engineered wood products, structural concrete, and structural steel. It also

describes the various fasteners and adhesives used in construction work. The course provides detailed descriptions of the hand tools and portable power tools used by carpenters. Emphasis is on safe and proper operation of tools, as well as care and maintenance. Trainees will learn the techniques for reading and using blueprints. *Prerequisite: High school students must complete Tech I prior to enrollment in the Construction Technology program.*

CMCT 110 FLOORS, WALLS AND CEILING FRAMING
4 credit hours

This course covers framing basics as well as the procedures for laying out and constructing a wood floor using common lumber as well as engineered building material. It describes the procedures for laying out and framing walls and ceilings, including roughing-in door and window openings, constructing corners and partition Ts, bracing walls and ceilings, and applying sheathing. *Prerequisite: High school students must complete Tech I prior to enrollment in the Construction Technology program.*

CMCT 111 ROOF FRAMING
3 credit hours

This course describes the various kinds of roofs and contains instructions for laying out rafters for gable roofs, hip roofs, and valley intersections. Coverage includes both stick-built and truss-built roofs. *Prerequisite: High school students must complete Tech I prior to enrollment in Construction Technology program.*

CMCT 112 WINDOWS, DOORS AND STAIRS
3 credit hours

This course describes the various types of windows, skylights, and exterior doors, and provides instructions for installing them. It also includes instructions for installing weather-stripping and locksets. The course introduces the trainee to the various types of stairs and the common building code requirements related to stairs. The course focuses on the techniques for measuring and calculating rise, run and stairwell openings, laying out stringers, and fabricating basic stairways. *Prerequisite: High school students must complete Tech I prior to enrollment in Construction Technology program.*

CMCT 205 SITE LAYOUT AND HANDLING AND PLACING CONCRETE
4 credit hours

The course covers tools, equipment, and procedures for handling, placing, and finishing concrete. It also covers joints made in concrete structures, the use of joint sealants, and form removal procedures. Emphasizes on safety procedures for handling, placing, and finishing concrete are also discussed. The course covers the principles, equipment, and methods used to perform site layout tasks that require making angular measurements. The task includes laying out building foundation lines and determining elevations by trigonometric leveling. The use of laser instruments, transits, theodolites, electronic distance measurement, and total stations are covered. Reviews of the trade mathematics, including geometry and right-angle trigonometry, needed to perform the calculations related to angular measurements. *Prerequisite: High school students must complete Tech I prior to enrollment in Construction Technology program.*

CMCT 206 DRYWALL, WINDOW, DOOR AND CEILING INSTALLATION
2 credit hours

This course describes the various types of gypsum drywall, their uses, and the fastening devices and methods used to install them. It contains detailed instructions for installing drywall on walls and ceilings using nails, drywall screws, and adhesives. It also covers fire and sound–rated walls. It also covers the different types of trim used in finish work and focuses on the proper methods for selecting, cutting and fastening trim to provide a professional finished appearance. *Prerequisite: High school students must complete Tech I prior to enrollment in Construction Technology I and Lab.*

CMCT 210 ROOFING AND EXTERIOR FINISHES
4 credit hours

The course covers the common materials used in residential and light commercial roofing, along with the safety practices and application methods for these materials. The course also includes shingles, roll roofing, shakes, tiles, metal, and membrane roofs, as well as the selection and installation of roof vents. It also covers the various types of exterior siding used in residential construction and their installation procedures, including wood, metal, vinyl, and cement board siding. *Prerequisite: High school students must complete Tech I prior to enrollment in Construction Technology I and Lab.*

CMCT 211 ELECTRICAL, HVAC, DRAIN, WASTE AND VENT
4 credit hours
This course covers the basic principles of heat transfer, refrigeration, and pressure-temperature relationships and describes the components and accessories used in air condition systems, and air conditioning, career opportunities in HVAC. It also covers heating fundamentals, types and designs of furnaces and their components, and basic procedures for installing and servicing furnaces. This course teaches you about power generation and distribution, electrical components, DC circuits, and electrical safety. It also covers the selection, preparation, joining, and support of copper and plastic piping and fittings. *Prerequisite: High school students must complete Tech I prior to enrollment in Construction Technology program.*

COMM 100 BEGINNING SIGN LANGUAGE
3 credit hours
This is an introductory course designed for beginning signers to be able to communicate with the hearing impaired at a limited social level. Upon completion, students should be able to interpret up to the second and third grade level.

COMM 103 SCRIPT ANALYSIS
3 credit hours
Using a variety of plays, the student will learn to spot clues in a script which will assist them when acting, designing, and directing.

COMM 104 THEATRE DESIGN
3 credit hours
In this course students will gain fundamental knowledge and obtain practical experience in the areas of theatrical design: set, lighting, costumes, properties, and special effects.

COMM 105 THEATRE APPRECIATION
3 credit hours
This course focuses on the study of the history and development of theatre from the ancient Greeks to the present. The course includes a survey of the literature, plays, and social customs and conventions, as they apply to theatre development. Emphasis is placed on an educated theatre audience. Representative plays will be studied and related to their place in theatre history.

COMM 106 IMPROVISATION
3 credit hours
This course is designed to provide student training in body movement, voice techniques, stage presence, spontaneity, and acting techniques. Practical application of presented theatre principles is required.

COMM 107 STAGECRAFT
3 credit hours
In this course, fundamental knowledge and practice in the planning, construction, painting, assembly and shifting of stage scenery and properties is provided. Emphasis is placed on the technical organization of stage production.

COMM 109 READER'S THEATER
1 credit hour
This course is a study of voice production, phonetics and interpretation. Students will have the opportunity to present both on and off campus. *This course may be repeated for credit.*

COMM 110 THEATRE HISTORY
3 credit hours
To study and evaluate the theatre history, plays, audiences, performance space, performers, visual element and social impacts of theatre from the Golden Age of Greece through French Neoclassical Theatre.

COMM 120 FUNDAMENTALS OF ACTING
3 credit hours
This course is designed to assist students in becoming proficient in the principles of acting. Theory and performance are stressed.

COMM 150 INTRODUCTION TO MULTIMEDIA TOOLS
3 credit hours
This is a basic course that covers the digital camera, digital video, creating graphics, sound, and animations. Projects are created through the use of various software applications, graphics, animation, digital pictures, video and sound. *Prerequisite: general knowledge of computer software applications.*

COMM 160 MULTIMEDIA APPLICATIONS I
3 credit hours
This class is designed to acquaint the student with the creation of still and video presentations using multimedia technologies. Digital still and video presentations can include graphics, photos, captured video, music, sound effects, animation, and digital photographs. A comprehensive project is completed after each software application. *Prerequisite: COMM 150 Introduction to Multimedia Tools.*

COMM 206 THEATRE WORKSHOP
1 credit hour (Drama)
3 credit hours (Theatre)
This course emphasizes the principles and techniques of theatre production as they are applied to the rehearsal and performance of a selected play. Students are required to audition for the class. *This course may be repeated for credit.*

COMM 207 FUNDAMENTALS OF SPEECH
3 credit hours
This is a basic course designed to prepare students to communicate effectively in both private and public speaking situations. Emphasis is given to fundamentals of communication as well as composition, organization, and delivery of speech presentations. *Available for Honors credit.*

COMM 213 INTERPERSONAL COMMUNICATION
3 credit hours
This course includes the study of communication theory and its application to interpersonal relationships. Students will learn the skills necessary to develop meaningful interpersonal relationships, both professional and personal. Emphasis will be on dyadic and small group learning activities and situations.

COMM 216 ADVANCED ACTING
3 credit hours
This course will assist students in becoming proficient actors. Audition skills and performances are stressed. *Prerequisite: COMM 120 Fundamentals of Acting.*

COMM 267 ORAL INTERPRETATION
1,3 credit hours
The study of the methods of reading the printed word and translating it into a living, vital thought is covered in this course. Opportunity is provided for practical application of theory and technique both in and out of the classroom. The course includes the reading of drama, prose, and poetry.

COMM 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

CRIM 121 INTRODUCTION TO CRIMINAL JUSTICE
3 credit hours
This course is a survey of management models, administrative techniques and patterns of organizational structure characteristic of the administration of justice agencies.

CRIM 122 CRIMINAL LAW
3 credit hours

This course will introduce the student to the principles and fundamentals of criminal law and the criminal justice system. Our focus will be on criminal liability, elements of a crime, possible defenses to that crime and the sanctions imposed under the criminal law.

CRIM 123 CRIMINAL INVESTIGATION
3 credit hours

This course provides an examination of the fundamentals of criminal investigation from the crime site to the courtroom preparation experience. An analysis of techniques of crime site recording and search, case preparation and organization, and operational modes of particular kinds of offenses will also be included.

CRIM 126 INTERVIEWING AND REPORT WRITING
3 credit hours

This course in police science is designed to assist the student in developing proficiency in the principles and psychology of questioning, interrogation of suspects, interviewing witnesses and informants, preparation of statements, declarations, and confessions.

CRIM 128 CRIMINAL PROCEDURE
3 credit hours

This course will introduce students to a study of the Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments of the U.S. Constitution as they impact the criminal justice system. The course will emphasize procedural law in contrast to the substantive law taught in the Criminal Law course (CRIM 122). Students will develop a working knowledge of search and seizure issues, due process issues, rules of evidence and the exclusionary rule.

CRIM 129 CRIMINAL JUSTICE ADMINISTRATION
3 credit hours

This course will introduce students to management issues in the context of criminal justice agencies. Students will gain familiarity with the personal and management skills necessary to effectively administer a law enforcement agency, the major management issues facing criminal justice administrators and issues surrounding the management of resources in the criminal justice context.

CRIM 130 JUVENILE JUSTICE
3 credit hours

This course will introduce students to the juvenile justice system with an emphasis on the causes of juvenile delinquency and the special legal arrangements that have developed to deal with youth crime and corrections.

CRIM 134 LAW ENFORCEMENT SEMINAR
3 credit hours

This seminar is the study and practice of law enforcement procedures and tactics used by law enforcement personnel when performing patrol duty. The course will describe and demonstrate the control tactics used by the officer in normal/stressful situations while on patrol. The class stresses, the proper attitude required by an officer in performing his/her duties.

CRIM 247 CRIMINOLOGY
3 credit hours

This course considers the nature and extent of crime and criminality, society's efforts to repress crime, and theories of causation. Emphasis is placed on social process systems and the philosophy and methods of correction. *Prerequisites and/or co-requisites: CRIM 121 Introduction to Criminal Justice, SOSC 100 Introduction to Sociology.*

CSIS 100 COMPUTER CONCEPTS AND APPLICATIONS
3 credit hours

This course consists of a survey of applications, information needs in business, microcomputers, and information systems designed to meet these needs. Standard software packages available to support a microcomputer-based executive work station will be reviewed. Included are descriptions of and hands-on work disk operating systems, word processing, electronic spreadsheets, file management systems, and local area networks.

CSIS 101 MICROCOMPUTER APPLICATIONS I
1,2,3 credit hours

This course is designed to provide entry-level instruction in computer applications. Standard software packages available to support business information systems will be reviewed. Descriptions of and hands-on work with word processing, electronic spreadsheet, and file management programs may be included.

CSIS 102 MICROCOMPUTER APPLICATIONS II
1,2,3 credit hours
This course is designed to provide advanced instruction in computer applications. Standard software packages available to support business information systems will be reviewed. Descriptions of and hands-on work with word processing, electronic spreadsheet, and file management programs, as well as programming languages, may be included.

CSIS 105 COMPUTER LITERACY
1 credit hour
This course provides the individual with an opportunity to learn about the uses of a microcomputer and the basic skills needed to operate a computer. Emphasis will be placed on the use of the following types of software: word processing, e-mail, the Internet, spreadsheet, file management and presentation. *Prerequisite: keyboarding skills.*

CSIS 110 WORD PROCESSING APPLICATIONS
1 credit hour
This course presents the basic operations for creating, editing, formatting, and printing documents, as well as setting tabs, adding headers and footers, and working with graphics. *Prerequisite: keyboarding skills.*

CSIS 111 SPREADSHEET APPLICATIONS
1 credit hour
This course presents introductory techniques for creating, formatting, and printing worksheets, using functions, and creating charts. Additional topics will be covered as time allows. *Prerequisite: keyboarding and basic math skills.*

CSIS 112 PRESENTATION SOFTWARE APPLICATIONS
1 credit hour
This course teaches the basic features of creating and producing presentations, overheads and slide shows using Microsoft PowerPoint. *Prerequisite: keyboarding skills.*

CSIS 113 DATABASE APPLICATIONS
1 credit hour
This course teaches database management using Microsoft® Access. Some of the topics covered include database objects, queries, SQL, forms, reports, Web and intranets, validation, repair and integrity. *Prerequisite: keyboarding skills.*

CSIS 114 E-MAIL APPLICATIONS
1 credit hour
This course is a hands-on introduction to the tools and utilities available within Outlook and designed to increase productivity. It will provide the student with the skills needed to start sending and responding to e-mail in Microsoft® Outlook®, as well as maintaining Calendar, scheduling meetings, and working with tasks. This course is designed for people with a basic understanding of Microsoft Windows who need to learn how to use Microsoft® Outlook® to compose and send e-mail, schedule appointments and meetings, manage contact information and tasks, and use notes. This course is appropriate for persons interested in pursuing the Microsoft® Office Specialist certification for Outlook. *Prerequisite: keyboarding skills, knowledge of Windows.*

CSIS 115 PERSONAL USE OF THE COMPUTER
1 credit hour
A short course in learning Windows, Microsoft WordPad, Paint, MS Word and MS Excel. Students will have actual hands-on instruction using the above mentioned programs.

CSIS 117 INTRO TO WEB DESIGN
1 credit hour
The purpose of Web Page Design is to provide instructions on creating and maintaining a web page for publishing on the Internet. Students will use an HTML editor (FrontPage) to author pages that include text and graphics. An

introduction into editing graphics for Web Pages will also be covered. Students will have hands-on experience through a laboratory approach in creating and maintaining a web page. This course is designed for students interested in Web design that may become responsible for designing a Web in his/her career field. Students will learn such Web preparation steps as defining the purpose; creating a Web structure; layout design with text, hyperlinks, images and tables; publishing a FrontPage Web; and researching and gathering information. Microsoft FrontPage will be the primary HTML editor used to create Web pages. Other areas of focus will include design considerations as well as hyperlink and multimedia analysis. Additional applications such as Macromedia Flash and Fireworks may be utilized time permitting.

CSIS 120 PRINCIPLES OF WORD PROCESSING
3 credit hours

Word Processing concepts and applications are studied using state-of-the-art equipment. Topics will include word processors and components, formatting, editing, advanced techniques, file management, and career opportunities. A wide range of applications will provide the student with extensive exposure to final document preparation. *Prerequisite: keyboarding skills.*

CSIS 121 PRINCIPLES OF SPREADSHEETS
1,3 credit hours

This course teaches spreadsheets using Microsoft Excel. Topics covered include, but are not limited to: creating, formatting, and printing worksheets, using functions, creating charts and tables, analyzing workbooks; and integrating Excel with other Office applications. *Prerequisite: keyboarding skills.*

CSIS 122 PRINCIPLES OF PRESENTATION SOFTWARE
3 credit hours

This course teaches presentation software using Microsoft PowerPoint. Topics covered include, but are not limited to, creating and editing presentations, printing slides, notes, handouts, animations, transitions, builds, advanced presentation features, delivery of presentations, and publishing presentations. *Prerequisite: keyboarding skills.*

CSIS 123 PRINCIPLES OF DATABASE APPLICATIONS
3 credit hours

This course teaches database management using Microsoft® Access. Topics covered include, but are not limited to, creating databases, database objects (tables, queries, forms, and reports), integrating Access with other Office applications and the Web, and validation, repair and integrity of databases. *Prerequisite: keyboarding skills.*

CSIS 130 INTRODUCTION TO COMPUTER INFORMATION SYSTEMS
3 credit hours

This course emphasizes the fundamental concepts and principles of computer information systems, the computer industry and professional organizations, and the impact of computers on our society. Business information systems for managerial decision making and control, problem analysis, flow charting, hardware concepts, software concepts and applications software will be covered. *Available for Honors credit.*

CSIS 229 ADVANCED WEB PAGE DESIGN
3 credit hours

This course is designed to serve the needs of individuals who are interested in learning advanced concepts and techniques in the analysis, design, development, implementation and evaluation of Web pages and applications. Students will learn advanced concepts and techniques of tables, graphics, animation, audio/video, forms, and scripting. The latest in Web, graphic, and animation design software programs will be utilized. *Prerequisite: CSIS 117 Intro to Web Design or permission of instructor.*

CSIS 230 VISUAL BASIC PROGRAMMING
3 credit hours

This course will be taught using the **ACM CS1 Model.** This course begins the development of discipline in program design, in style and expression, in debugging and testing, especially for larger programs using the Visual Basic programming language. It will introduce the student to fundamentals of the Visual Basic language, simple data structures, algorithmic analysis, basic aspects of object oriented processing, and programming methods.

CSIS 237 JAVA PROGRAMMING
3 credit hours

This course will be taught using the **ACM CS1 Model.** This course begins the development of discipline in program design, in style and expression, in debugging and testing, especially for larger programs using the Java programming language. It will introduce the student to fundamentals of the Java language, simple data structures, algorithmic analysis, basic aspects of object oriented processing, and programming methods.

CSIS 240 C++ PROGRAMMING
3 credit hours

This course will be taught using the **ACM CS1 Model**. This course begins the development of discipline in program design, in style and expression, in debugging and testing, especially for larger programs using the C++ programming language. It will introduce the student to fundamentals of the C++ language, simple C++ data structures, algorithmic analysis, basic aspects of string processing, recursion, and internal search/sort methods. *Prerequisite: knowledge of programming in a high-level or medium-level programming language or permission of instructor.*

CSIS 250 ADVANCED PROGRAMMING METHODS
3 credit hours

This course continues the development of discipline in program design, in style and expression, in debugging and testing, especially for larger programs. It will introduce the student to algorithmic analysis, basic aspects of string processing, recursion, internal search/sort methods and simple data structures. *Prerequisites and/or co-requisites: CSIS 130 Introduction to Computer Information Systems, CSIS 240 C++ Programming.*

CURR 011 ACADEMIC INTEGRITY
1 credit hour

This course is designed to introduce students to major ethical perspectives on academic integrity. Students will use case studies to apply the ethical perspectives to specific situations involving integrity in the academic realm and in the business and professional realm. Students will also develop strategies for academic success within the framework of academic integrity.

CURR 101 STUDY SKILLS/TEST TAKING STRATEGIES
2 credit hours

This course is designed for students to learn study skills and test taking strategies that will provide them with the necessary skills to be successful in college. Topics for the course will include but are not limited to: note taking strategies, learning styles/personality indicators, study strategies, resource usage/research skills, stress management/test anxiety, test taking strategies and textbook usage.

CURR 102 GOAL SETTING
1 credit hour

This course is designed to teach students how to manage their lives through life planning, job search techniques and professional development. Students will establish goals and learn specific techniques to achieve those goals and personal growth. This course serves an elective for degree-seeking students and those in certificate programs.

CURR 103 ON COURSE
1 credit hour

This course is designed to teach students how to manage their lives through life planning, attitudes and taking control of their academics. Students will establish goals and learn specific techniques to achieve those goals and personal growth. In this course students will learn how to be successful in the classroom and in life by using powerful success strategies. Students will become more aware of their lives, past, present and future. Discover how to apply success strategies to ensure classroom success. Students will become aware of what success is to them personally and how to achieve success. In this class students will learn many proven strategies for creating greater academic, professional and personal success. This course serves a way for students to get off of academic probation along with making satisfactory progress in regular class work.

CURR 144 SEMINAR IN LIFETIME LEARNING
1,2,3 credit hours

This repeatable seminar offers courses based on surveyed educational needs of lifetime learners. Course topics vary. Possible topics include: Summer Theatre, American Presidency, Book Review and Discussion, Stained Glass, Woodworking, Social Dance.

CURR 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

ECON 200 MICROECONOMICS
3 credit hours
This course is a study of the behavior of individual households and business firms as they relate to the economy. Attention is given to the price system in resource input and product output determination. *It is not recommended to take ECON 200 Microeconomics and ECON 201 Macroeconomics concurrently.*

ECON 201 MACROECONOMICS
3 credit hours
This course is a study of the aggregate sectors of the economy and to their respective roles in economic activity. *It is not recommended to take ECON 200 Microeconomics and ECON 201 Macroeconomics concurrently.*

EDUC 104 INTRODUCTION TO TEACHING
2 credit hours
This course is a study of the roles and responsibilities of teachers, administrators, and others involved in offering educational experiences in the elementary and secondary schools. *Co-requisite: EDUC 105 Introduction to Teaching Lab.*

EDUC 105 INTRODUCTION TO TEACHING LAB
1 credit hour
In this course students are assigned to area schools to observe the integration of teaching and learning. *Co-requisite: EDUC 104 Introduction to Teaching.*

EDUC 252 CHILDREN'S LITERATURE
3 credit hours
This course emphasizes library usage in the selection, evaluation, and presentation of stories suitable for pre-school age children through junior high youth. Students receive an overview of literature for children as they read a variety of materials and prepare problems, projects, and activities to use in presentations to the class.

EDUC 260 INTRODUCTION TO EARLY CHILDHOOD EDUCATION
3 credit hours
This course examines the full spectrum of early childhood education from birth through age eight. History, curriculum, program application, and current trends and issues are examined. Course content is applicable to infant and toddler programs preschool programs, kindergartens, and primary education.

NOTE: ALL STUDENTS ENROLLING IN ENGLISH COURSES MUST PROVIDE PLACEMENT SCORES PRIOR TO ENROLLING. SEE THE SECTION ON PLACEMENT TESTING.

ENGL 012 ENGLISH AS A SECOND LANGUAGE – LISTENING
3 credit hours
This course is designed for non-native students who need to improve their English listening skills in an academic environment. *This course is non-transferable and will not count toward graduation.*

ENGL 013 FUNDAMENTALS OF WRITTEN COMMUNICATION
5 credit hours
This course will present an organized method for understanding and using correct grammar in sentences and paragraphs. The course will also present an organized method of paragraph development that emphasizes unity, support, and coherence. Major areas of instruction include pre-writing, topic sentences, transitions, support of main idea, and paragraph logic. *This course is non-transferable and will not count toward graduation.*

ENGL 014 ENGLISH AS A SECOND LANGUAGE – SPEAKING
3 credit hours
This course is designed for non-native students who need to improve their English speaking skills, especially in an academic environment. *This course is non-transferable and will not count toward graduation.*

ENGL 015 ENGLISH AS A SECOND LANGUAGE – WRITING
3 credit hours
This course is designed for non-native students who need to improve their skills in standard written English. This course aims at preparing these students to enter college courses that are writing intensive. Emphasis will be on grammar and writing. *This course is non-transferable and will not count toward graduation.*

ENGL 016 ENGLISH AS A SECOND LANGUAGE – READING
3 credit hours
This course is designed for non-native students who need to improve their English reading skills and be prepared for college courses that are reading intensive. *This course is non-transferable and will not count toward graduation.*

ENGL 018 READING PROFICIENCY II
4 credit hours
This course emphasizes improving basic reading skills, spelling, comprehension, vocabulary building, study skills, and reference skills. This course may be repeated to improve proficiency. *This course is non-transferable and will not count toward graduation.*

ENGL 100 PRE-COMPOSITION
3 credit hours
This course will present an organized method for writing essays that contain sufficient support for a solid thesis, clear organization of ideas, effective sentence structure, appropriate word choice, and a strong command of the conventions of writing, including standard grammar, correct punctuation, and appropriate paragraphing.

ENGL 101 ENGLISH COMPOSITION I
3 credit hours
English Composition 101 consists of instruction and practice in the fundamentals of writing with emphasis on grammatical correctness, acceptable usage, and effective organization of ideas. Exposition is the primary basis for such emphasis. Individuals will proceed through basic skills tests. *Prerequisite: COMPASS score of 70 to 99, ACT score of 18 to 36, or successfully pass ENGL 100 Pre-Composition with a grade of "C" or higher.*

ENGL 113 GENERAL LITERATURE
3 credit hours
This course is a study of representative short fiction, poetry and drama. Selections are read, discussed and analyzed, with consideration for the formal elements of plot, characters, theme, setting, point of view, tone and symbolism.

ENGL 121 READING IN THE DISCIPLINES
3 credit hours
This course is designed to enhance reading in textbooks across the curriculum. It is designed to improve course textbooks reading skills. This course carries institutional credit (will count toward graduation from NCCC). The course may not carry transfer credit to another institution, dependent upon graduation requirements for particular programs and institutions as described in their respective catalog. *Prerequisite: COMPASS score of 65 to 75, ACT score of 14 -16, or successfully pass ENGL 018 Reading Proficiency II.*

ENGL 125 ENGLISH COMPOSITION I – HONORS
3 credit hours
Honors English composition consists of instruction and practice in the fundamentals of writing with emphasis on grammatical correctness, acceptable usage, and effective organization of ideas. Exposition is the primary basis for such emphasis. Individuals will proceed through basic skills tests. *Prerequisite: 23 on the ACT or 91 on the COMPASS or the recommendation of an NCCC English Composition I instructor.*

ENGL 200 TOPICS IN LITERATURE: WOMEN'S VOICES
3 credit hours

A study of representative women's literature in the English tradition. Selections are read, discussed, and analyzed, with consideration for the formal elements of plot, characters, theme, setting, point of view, tone, and symbolism.

ENGL 215 INTRODUCTION TO MYTHOLOGY
3 credit hours
This course examines major Greek and Roman myths of classical times, their historical and cultural backgrounds, and their influence on later literature and art.

ENGL 221 INTRODUCTION TO WESTERN LITERATURE
3 credit hours
This course examines major Western literary works from the Renaissance through the Modern Age. Prose, poetry, and drama are studied in chronological sequence with consideration of activities in other artistic fields and some attention to historical and philosophical backgrounds.

ENGL 230 AMERICAN LITERATURE
3 credit hours
This course is a study of the literature and literary movements from Civil War to the present. The course closely follows the history and development of America through its religious, social, and political struggles. Materials are selected to represent the major authors and their works during this time.

ENGL 240 ENGLISH LITERATURE I
3 credit hours
This course examines major literary works of Great Britain from the Middle Ages through the Eighteenth Century. Poetry, prose, and drama are studied in chronological sequence with consideration of activities in other artistic fields and some attention to historical and philosophical backgrounds.

ENGL 250 INTRODUCTION TO FICTION WRITING
3 credit hours
This course provides a forum for the presentation of student work in fiction and for the discussion of literary process and product. *Prerequisites and/or Co-requisites: ENGL 101 English Composition I, ENGL 289 English Composition II or permission of instructor.*

ENGL 260 SHORT FICTION
3 credit hours
This course is a thematic study of representative international fiction treating the formal elements of plot, characters, themes, setting, point of view, tone, and symbolism.

ENGL 265 TECHNICAL WRITING
3 credit hours
This course offers practice in organizing, structuring, and presenting ideas in a professional style. Emphasis is placed on developing skills for writing technical reports, instructional manuals, and business documents. Experience in designing and incorporating figures, graphs, tables, and charts into reports will be included. *Prerequisite and/or Co-requisite: ENGL 101 English Composition I.*

ENGL 289 ENGLISH COMPOSITION II
3 credit hours
Constructive writing is continued with the emphasis on a long investigative paper in Modern Language Association (MLA) style. Readings on moral, political, and social issues are used to acquaint students with contrasting opinions and to encourage them to organize their own ideas on these issues. Practice in effective writing and development of an adequate vocabulary are emphasized. *Prerequisite: ENGL 101 English Composition I.*

ENGL 298 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: ENGL 101 English Composition I and either membership in the Honors Program or permission of*

instructor.

ENGL 299 ENGLISH COMPOSITION II – HONORS
3 credit hours

This course is a continuation of English Composition ENGL 101 and substitutes for English Composition ENGL 289. It emphasizes individual study in which the honor student writes three documented papers in three different fields. The content of each paper is evaluated by an instructor in the respective field. The student also reads three books selected from a list of significant literary works and prepares a critical book review on each. *Prerequisite: ENGL 101 English Composition I, membership in Honors Program, or instructor's permission.*

ENRG 100 INTRODUCTION TO ENERGY MANAGEMENT
3 credit hours

This course defines the need for energy management as an integral part of society at all levels. This course will present the various vocational opportunities available to energy management students through lectures, video, and guest speakers. *Prerequisite and/or Co-requisite: CSIS 100 Computer Concepts and Applications or test out.*

ENRG 101 BUILDING ANALYST/AUDITOR
3 credit hours

This course defines the need for energy management as an integral part of society at all levels. This course teaches energy auditing techniques for the residential setting. Hands-on applications of energy auditing techniques, required equipment and auditing software will be taught. Students will leave with a thorough understanding of methods, processes and procedures of auditing energy use/consumption and will be assessed to BPI (Building Performance Institute) Building Analyst Standards and Certification. *Prerequisite and/or Co-requisite: CSIS 100 Computer Concepts and Applications or test out or permission of instructor.*

ENRG 102 ENERGY PHYSICS
3 credit hours

This course is a one-semester conceptual physics intended for both science and non-science majors. The course enables the learner to appreciate and explore the nature of physics and explanations of the physical phenomena that surrounds us. Course work includes studying mechanics, properties of matter, thermodynamics, waves, electricity, magnetism and optics. A conceptual approach rather than a mathematical point of view is emphasized.

ENRG 104 RESIDENTIAL/LIGHT COMMERCIAL ENERGY ANALYSIS
3 credit hours

This course teaches concepts in residential/light commercial heating systems, heat transfer through the building envelope, degree days, sources of internal heat gains, heat loss calculations, indoor air pollution, and codes and regulations. In addition, students will be introduced to energy auditing software.

ENRG 106 RESIDENTIAL HVAC SYSTEMS ANALYSIS
3 credit hours

Students will investigate the physical principles of heating, ventilation, and air conditioning commonly found in the residential setting. Topics will include: the energy equation, change of state, and refrigeration. The course will also cover heat equation, psychometrics, heating and cooling load equations, piping system design, duct system design, solar effects, effects of thermal mass, and central forced air furnaces. Students will learn Seasonal Energy Efficiency Ratios (SEERs), Energy Efficient Resource Standards (EERSs), Annual Fuel Utilization Efficiency (AFUEs,) fuels, and unitary single zone and multi-zone secondary systems. This course requires field work where students will identify and perform calculations. *Prerequisite: ENRG 102 Energy Physics.*

ENRG 108 LIGHT COMMERCIAL HVAC SYSTEMS ANALYSIS
3 credit hours

This course is the second of a two-course sequence. This course teaches students to identify commercial HVAC system types and the general energy impact of each type. Calculations of system equipment efficiencies will be used to determine Energy Efficient Resource Standards (EERS), Seasonal Energy Efficiency Ratios (SEERs), Annual Fuel Utilization Efficiencies (AFUEs), combustion and seasonal efficiency in boilers, balance point partial load efficiency, and Bin analysis. Students will investigate HVAC delivery systems that include fans, pumps, dampers, control valves, and ducting. This course requires fieldwork where students will identify and perform calculations. *Prerequisites: ENRG 102 Energy Physics, ENRG 106 Residential HVAC Systems Analysis.*

ENRG 110 LIGHTING ANALYSIS
3 credit hours
This course includes assessment of quantity and quality of light, light sources, luminaries, lighting controls, manufacturer lamp and ballast specifications, lighting power density, lighting-HVAC interactions, retrofit opportunities, cost savings analysis, and lighting codes regulations. The course includes a supervised lighting audit project.

ENRG 112 INTRO TO CONSTRUCTION TECHNOLOGY
3 credit hours
This course teaches general understanding of residential construction. It is designed to provide students with an understanding of all techniques used in current and past construction practices. These practices are essential in order to understand how to diagnose and repair structures for maximum energy efficiency. Once a student completes and passes this course they will be prepared to continue in the Energy Management Program and also will receive a NCCER certification. Topics Include: Orientation to the trade, types of building materials and fasteners, operation of hand and power tools, reading plans and elevations, types of floor systems, wall and ceiling framing, roof framing, introduction to concrete materials, windows and exterior doors, and measurements. *Prerequisite and/or Co-requisite: CSIS 100 Computer Concepts and Applications or test out or permission of instructor.*

ENRG 200 MANUFACTURED HOUSING AUDITS
1 credit hour
This course defines the need for energy management as an integral part of society at all levels. This course continues to teach energy auditing techniques for the Manufactured Housing Training. Hands-on applications of energy auditing techniques and use of required equipment will be taught. Students will leave with a thorough understanding of methods, processes, and procedures of auditing energy use/consumption and will be assessed to BPI (Building Performance Institute) Manufactured Housing Analyst Standards and Certification.

Topics include: Health and Safety, Duct Systems, Blower Door operation, air quality, Pressure Balance Procedures, Belly Inspection and Repair, Belly Insulation Procedures, Wall Insulation, Roof Insulation, Infiltration and Ventilation, Mechanical Systems, Windows, Doors, Moisture control, plus many other topics associated with manufactured housing. *Prerequisite and/or co-requisite: CSIS 100 Computer Concepts and Applications or test out or permission of instructor. Each student will be required to have passed ENRG 100 Introduction to Energy Management and be BPI certified.*

ENRG 201 BUILDING ENVELOPE
1 credit hour
This course builds on the energy auditing techniques taught in the Building Analyst/Auditor course. This course teaches building envelope auditing techniques for the residential setting. Hands-on applications of building envelope auditing techniques, required equipment and auditing software will be taught. Students will leave with a thorough understanding of methods, processes and procedures of envelope auditing and will be assessed to BPI (Building Performance Institute) Envelope Professional Standard and Certification. *Prerequisite and/or Co-requisite: ENRG 101 Building Analyst/Auditor or permission of the instructor.*

ENRG 205 HVAC SYSTEMS CERTIFICATION
1 credit hour
This course builds on the energy auditing techniques taught in the Building Analyst/Auditor course. This course teaches heat auditing techniques for the residential setting. Hands-on applications of heat techniques, required equipment and auditing software will be taught. Students will leave with a thorough understanding of methods, processes and procedures of heat auditing and will be assessed to BPI (Building Performance Institute) Heating Professional Technical Standards and Certification. *Prerequisite and/or Co-Requisite: ENRG 101 Building Analyst/Auditor or permission of the instructor.*

ENRG 212 METHODS OF ENERGY CALCULATIONS
3 credit hours
This course will emphasize energy management calculation methods focusing on conversion factors and specific fuel types. Fundamental equipment efficiency calculations will be practiced for combustion, motors, and

refrigeration. Field data collection and safety procedures will be reviewed. *Prerequisites: ENRG 100 Introduction to Energy Management, ENRG 102 Energy Physics.*

ENRG 214 ENERGY MANAGEMENT PROJECT
1 credit hour
This course is open to students in the Energy Management certificate program. Students will identify a project, subject to instructor's approval, to demonstrate competence in a specific area of energy management. *Prerequisite: ENRG 100 Introduction to Energy Management.*

ENRG 216 ENERGY INVESTMENT ANALYSIS
3 credit hours
This course teaches energy investment analysis. Topics include interest, simple payback, and life-cycle cost analysis, time value of money, cash flow equivalence, cost-benefit analysis, effects of tax credits, depreciation, inflation and/or escalating fuel costs on energy investments, and cost estimating procedures. The emphasis will be on analysis of energy investments using spreadsheets to consider total cost-benefits over the life of the investment. *Prerequisites: ENRG 104 Residential/Light Commercial Energy Analysis or permission of instructor, CSIS 121 Principles of Spreadsheets.*

ENRG 218 ENERGY CONTROL STRATEGIES
3 credit hours
This course includes building system control theory and devices, including electric, pneumatic, and digital controls. An emphasis is placed on identifying and understanding control strategies related to energy using systems and methods to estimate energy savings. Hands-on labs reinforce device identification. *Prerequisites: ENRG 106 Residential HVAC Systems Analysis, ENRG 212 Methods of Energy Calculations.*

ENRG 220 ENERGY PRESENTATION
1,3 credit hours
This course will guide students through the technical presentation process – both written and oral. Electronic communication skills are included. *Prerequisite: CSIS 110 Word Processing Applications.*

ENRG 222 ENERGY INTERNSHIP
3 credit hours
This course provides relevant field experience that integrates theory and practice while providing opportunities to develop skills, explore career options and network with professionals and employers in the energy management field. This course is a required course in the Energy Management Certificate and Degree programs. *Prerequisite: student must be enrolled in the Energy Management program and have a minimum of 21 hours of coursework completed before taking this Energy Internship course or have permission of instructor.*

ENTR 160 INTRODUCTION TO ENTREPRENEURSHIP
2 credit hours
The student will demonstrate an understanding of the role of entrepreneurial businesses in the United States and the impact on our national and global economy. The student will evaluate the skills and commitment necessary to successfully operate an entrepreneurial venture. Additionally, the student will explore the challenges of entrepreneurship including feasibility analysis, business plan development, and growing the business. This course is not designed for transfer.

ENTR 161 OPPORTUNITY ANALYSIS
2 credit hours
Upon successful completion of this course, the student should be able to assess the current economic, social, and political climate for small businesses. In addition, the student should be able to explain how demographic, technological and social changes create business opportunities. Students will assess the personal appropriateness of their business ideas based on their strengths and skills, and personal, professional and financial goals. An initial market assessment will be made and students will test their concept through basic market research. This course is not designed for transfer.

ENTR 162 BUSINESS PLAN
2,3 credit hours
Upon successful completion of this course, the student will be able to evaluate a business concept and write a sound

business plan. In the process of doing so, students will be able to assess the strengths and weaknesses of a business concept; collect and organize market research data into a marketing plan; and prepare the financial projects for their business concept. In addition, students will be able to identify and evaluate various resources available for funding small businesses. This course is not designed for transfer.

ENTR 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

ETEC 102 INTRODUCTION TO INDUSTRIAL TRADES
3 credit hours
This course introduces students to the latest techniques and technology used in light industry. Instruction will allow the students to explore the plastics, concrete, steel and building industries. This course is an introductory course which touches on safety, measurement, and blueprint reading in relationship to the industries explored.

ETEC 105 INTRODUCTION TO NETWORKING (CISCO I)
3 credit hours
This is the first of four semester courses designed to provide students the skills they will need to design, build, and maintain small to medium size networks. *CISCO I-IV must be taken in sequence.*

ETEC 106 CISCO NETWORKING II
3 credit hours
This is the second of four semester courses designed to provide students the skills they will need to design, build, and maintain small to medium size networks. *Prerequisite: ETEC 105 Introduction to Networking (CISCO I). CISCO I-IV must be taken in sequence.*

ETEC 109 PLUMBING I
3 credit hours
This course involves an orientation of the requirements and other information needed for job entry in the plumbing field.

ETEC 110 RESIDENTIAL WIRING
3 credit hours
This course covers electrical installation, operation, and maintenance for residential wiring. It will focus on general knowledge, safety, tools, print reading, equipment, wiring, and the National Electrical Code.

ETEC 111 TOOLS AND MACHINES – MAINTENANCE AND SAFETY
3 credit hours
This course deals with the general industrial safety and maintenance and safety of hand tools and power tools used in manufacturing. The course involves the proper use, maintenance, selection, and care of both hand tools and machines used with a variety of material.

ETEC 112 CABINET CONSTRUCTION I
3 credit hours
This course deals with tool and machine safety in the step-by-step methods and procedures used in the construction of cabinets. The class will study many types of cabinet construction and joints, fasteners and adhesives used.

ETEC 115 BLUEPRINT READING
3 credit hours
This course begins with a thorough explanation of how blueprints are structured and the conventions that are used in making them and reading them. These principles are then applied to detail drawings and assembly drawings of mechanical equipment. Special features of blueprints in applications ranging from sheet metal work through electrical and air conditioning work are addressed. The course concludes with information on how to sketch in the style of a blueprint to convey information simply and completely.

ETEC 121 ENGINEERING GRAPHICS I
3 credit hours
This course provides the foundation for drafting and design fundamentals. The course involves a study of basic drafting equipment, techniques, and computers in the design process. Content includes engineering lettering, line conventions, orthographic projection, sections, auxiliary views, dimensioning practices and pictorial drawings. *This course is offered upon sufficient request.*

ETEC 122 ENGINEERING GRAPHICS II
3 credit hours
This course presents a further development of planes, angles between lines and planes, orthographic projections to include descriptive geometry principles, auxiliary views, oblique views, developments, and transitions. *Prerequisite: ETEC 121 Engineering Graphics I. This course is offered upon sufficient request.*

ETEC 125 COMPUTER APPLICATIONS IN MANUFACTURING
3 credit hours
This course deals with the study and application of computer-aided design systems. The course involves the use of AutoCAD and related programs that can be used in manufacturing methods and processes. *This course is offered upon sufficient request.*

ETEC 136 INDUSTRIAL INTERNSHIP
3 credit hours
Industrial Internship provides credit for related work experience. One of the main goals of the internship program is for students to become aware and to think about workplace skills as needed in the job market and to have an opportunity to apply those skills. Linking formal classroom training to related work experience allows opportunity for cognitive, affective, and psychomotor skills to be developed and applied together. *This course may be repeated for credit and is offered upon sufficient request.*

ETEC 146 MICROCOMPUTER REPAIR – HARDWARE
3 credit hours
This course is designed to satisfy the needs of the electronics student who requires an in-depth knowledge of troubleshooting, expanding, and interfacing microcomputer hardware. It is a modern, systems-oriented introduction into the field of microcomputer repair.

ETEC 147 MICROCOMPUTER REPAIR – SOFTWARE
3 credit hours
This course will introduce the student to an in-depth knowledge of troubleshooting, expanding, and interfacing microcomputer hardware. It is a modern, systems-oriented introduction into the field of microcomputer repair. The student will receive a working knowledge of the operating system. This course will prepare the student for an entry level position maintaining, upgrading, and doing basic troubleshooting and repairing of personal computers. *Prerequisite: ETEC 146 Microcomputer Repair – Hardware.*

ETEC 153 COMPUTER-AIDED DESIGN I
3 credit hours
This course deals with the study and application of working drawings using the Computer-Aided Design System. This course involves the use of AutoCAD and programs that can be used with CAD programs. *This course is offered upon sufficient request.*

ETEC 160 SPECIAL SKILLS IN WELDING
1,3 credit hours
This course is designed to improve and upgrade welding skills. Each student and instructor will work together to determine individualized goals. *Prerequisite and/or Co-requisite: ETEC 163 Welding Procedures and Applications or permission of instructor. This course may be repeated for additional credit. This course is offered upon sufficient request.*

ETEC 162 ARC WELDING
3 credit hours
The fundamentals of electric and acetylene welding and practice will be presented. Students will learn several

welding positions using various electrodes. Safety practices are emphasized when working with welding equipment.

ETEC 163 WELDING PROCEDURES AND APPLICATIONS
7 credit hours

This course is designed to provide training for students who want to acquire entry welding skills. Safety procedures, care and use of equipment, knowledge of welding symbols, and the study and application of welding theories and procedures are emphasized. Instruction will be provided in the fundamentals of shielded metal arc welding and the fundamentals of oxyacetylene cutting.

ETEC 170 COMPUTER APPLICATIONS IN MANUFACTURING II
3 credit hours

This course deals with the study and application of computer-aided design system. The course involves the use of Mastercam and related programs that can be used in manufacturing methods and processes. *Prerequisite: ETEC 125 Computer Applications in Manufacturing.*

ETEC 192 SELECTED TOPICS IN TECHNICAL/ INDUSTRIAL EDUCATION
3 credit hours

This course is offered on a range of selected topics in Industrial/Technical Education. It may be repeated for credit with different topic. *This course is offered upon sufficient request.*

ETEC 194 INTRODUCTION TO TECHNOLOGY SYSTEMS
3 credit hours

This is an introductory study of the systems of technology as applied in communication, manufacturing, construction, and power/energy/transportation; including their organizations, techniques, resources, products, evolution and impact on society.

ETEC 205 CISCO NETWORKING III
3 credit hours

This is the third of four semester courses designed to provide students with the skills they will need to design, build, and maintain small to medium size networks. *Prerequisite: ETEC 105 Introduction to Networking (CISCO I), ETEC 106 CISCO Networking II. CISCO I-IV must be taken in sequence.*

ETEC 206 CISCO NETWORKING IV
3 credit hours

This is the fourth of four semester courses designed to provide students the skills they will need to design, build, and maintain small to medium size networks. *Prerequisite: ETEC 105 Introduction to Networking (CISCO I), ETEC 106 CISCO Networking II, ETEC 205 CISCO Networking III. CISCO I-IV must be taken in sequence.*

ETEC 228 COMPUTER-AIDED DESIGN II
3 credit hours

This course deals with the study and application of working drawings using a Computer-Aided Design System. The course involves the use of AutoCAD and programs which can be used with CAD programs. *Prerequisite: ETEC 121 Engineering Graphics I, ETEC 153 Computer-aided Design I, or permission of instructor. This course is offered upon sufficient request.*

ETEC 262 ADVANCED WELDING PROCEDURES AND APPLICATIONS
7 credit hours

This class is a continuation of Welding Procedures and Applications. Developing pipe welding skills will be the primary focus for this class. Training will cover out of position welds, mirror welding, opposite hand welding, and bell hole welding. *Prerequisite: ETEC 163 Welding Procedures and Applications. This course is offered upon sufficient request.*

ETEC 275 COMPUTER AND NETWORK SECURITY
3 credit hours

This course will provide an introduction to the many aspects of computer and data network security, and information assistance. The course will examine the rationale and necessity for securing computer systems and data networks, as well as methodologies for implementing security, security policies, best current practices, testing security, and incident response. Course concepts are reinforced by demonstrations and research assignments. *Prerequisites*

and/or co-requisites: CSIS 100 Computer Concepts and Applications or CSIS 130 Introduction to Computer Information Systems.

FCS 101 SINGLE COOKING
2 credit hours
The teaching of skills and evaluation of products rather than principles of food preparation is emphasized in this course. This is a laboratory course designed especially for students who want practical experience in preparing simple dishes.

FCS 118 PERSONAL DEVELOPMENT
3 credit hours
This course is designed to help the students develop an awareness of their own individuality in clothing selection and personal appearance. Also, the student will learn skills that will give confidence and poise.

FCS 203 NUTRITION
3 credit hours
This course is a study of the basic principles of nutrition as they relate to the well-being of individuals, current concepts, and selection of food over the life span.

FCS 230 PERSONAL AND FAMILY FINANCE
3 credit hours
This course covers practical aspects of individual and family money management including consumer problems, purchases, credit, savings, and budgeting.

FCS 270 CHILD DEVELOPMENT ASSOCIATE PRACTICUM
5 credit hours
This course provides practical experience with children in one of three areas of specialty: Center, Home Visitor, or Family Child Care. This course will focus on application of the concepts of child development, care, relationships, educational opportunities, and health in one of the identified specialty areas.

FLAN 154 ELEMENTARY SPANISH
5 credit hours
This course offers standard conversational Spanish for enjoyment and profit. The following aspects of the language will be covered: listening, pronunciation, understanding, conversation, reading, and writing. Writing consists primarily of dictation and copying.

FLAN 155 ELEMENTARY SPANISH II
5 credit hours
This course will encompass the study of the Spanish language and the culture of Spanish speaking countries. This course will be a continuation of Elementary Spanish I. In this course skills will be developed in speaking, reading, writing, and listening. Culture will be studied in order to gain an appreciation of the Hispanic culture and for students to become cognizant of the diverse world in which we live. *Prerequisite: FLAN 154 Elementary Spanish or two-years of high school Spanish and permission of instructor.*

HIST 101 WORLD CIVILIZATION I
3 credit hours
This course studies the origin and historical development of peoples and cultures from antiquity through the Renaissance into the early modern world (5000 B.C.-1500 A.D.). Societies in Europe, Asia, and Africa are surveyed. Written materials from each period are used whenever possible.

HIST 102 WORLD CIVILIZATION II
3 credit hours
This course begins with the new nations developing in Europe in the 1500s and traces the emergence of a modern world in India, China, Japan, Africa, and in the Americas as each country struggles to maintain its identity in an international society of nationalism, industrialization, imperialism, and totalitarianism of the 1900's, and beyond. Written materials from each period are used whenever possible.

HIST 200 RECENT AMERICAN HISTORY

3 credit hours
This course examines the economic, social, and political development of the United States to the present day.

HIST 201 UNITED STATES HISTORY I
3 credit hours
This course studies the economic, social, and political developments of the United States from pre-history to the 1850's.

HIST 202 UNITED STATES HISTORY II
3 credit hours
This course examines the economic, social, and political development of the United States from the events leading to the Civil War to the beginning of the twentieth century.

HIST 207 WORLD GEOGRAPHY
3 credit hours
This course examines the major geographical regions of the world by surveying the political units, environments, and cultures.

HPER 100 PHYSICAL EDUCATION
1 credit hour
This course is designed to cover all of the physical activities within the scope of athletic practices. *Prerequisite: permission of instructor.*

HPER 103 VARSITY BASKETBALL
1 credit hour
Varsity basketball is a course designed to enable the student to study the theory of basketball and to put the fundamentals of the game to use during intercollegiate competition. *Prerequisite: permission of instructor.*

HPER 104 VARSITY TRACK
1 credit hour
This course consists of intensive work on theory and fundamentals of track and field athletics. *Prerequisite: permission of instructor.*

HPER 105 VARSITY VOLLEYBALL
1 credit hour
Varsity volleyball includes instruction in the theory, fundamentals, and rules for playing the game of volleyball. *Prerequisite: permission of instructor.*

HPER 108 VARSITY BASEBALL
1 credit hour
Varsity baseball is the theory and practice of fundamentals of competitive baseball. *Prerequisite: permission of instructor.*

HPER 112 CONDITIONING WEIGHTS
1 credit hour
Conditioning Weights involves the systematic exercising of various muscle groups in order to enhance their development and improve body conditioning. *Prerequisite: permission of instructor.*

HPER 113 WEIGHT TRAINING
1 credit hour
This course further develops the systematic exercising of the various muscle groups by repeatedly subjecting the body to progressively increased exercise loads and a series of flexibility drills designed for athletes participating in a particular sport. *Prerequisite: permission of instructor.*

HPER 114 VARSITY SOFTBALL
1 credit hour
Varsity Softball is the theory and practice of fundamentals of competitive softball. *Prerequisite: m*ust be on the varsity softball team.

HPER 115 SELF DEFENSE
1 credit hour
This course is designed to expose the student to the fundamentals of unarmed self-defense.

HPER 116 PERSONAL AND COMMUNITY HYGIENE
3 credit hours
This course deals with everyday health, hygiene, and an awareness of drugs and diseases.

HPER 119 VARSITY SOCCER
1 credit hour
Varsity Soccer is the theory and practice of fundamentals of competitive soccer. *Prerequisite: permission of instructor.*

HPER 120 VARSITY WRESTLING
1 credit hour
Varsity Wrestling is the theory and practice of fundamentals of competitive wrestling. *Prerequisite: permission of instructor.*

HPER 123 JOGGING
1 credit hour
This course offers individualized jogging programs for improved cardio-respiratory endurance.

HPER 124 VARSITY DANCE
1 credit hour
Varsity Dance is the theory and practice of dance in the styles of Jazz, Hip-Hop and Pom. *Co-requisite: must be on the dance team or permission of instructor.*

HPER 125 VARSITY CHEER
1 credit hour
Varsity Cheer is the theory and practice of cheerleading including yelling, jumping and stunting. *Co-Requisite: must be on the cheerleading team or permission of instructor.*

HPER 130 PRINCIPLES OF STRENGTH TRAINING
3 credit hours
This course exams the principles and techniques of strength training including safety, CPR training, strength physiology, spotting, training recommendations, lifting techniques, and program design and management.

HPER 136 DIET AND WEIGHT CONTROL
1 credit hour
Diet and Weight Control teaches students aspects of dietary control necessary for weight loss, gain, or maintenance.

HPER 150 LIFETIME FITNESS
1 credit hour
This course is designed to expose students to facts about weight control, stress, weight lifting and aerobic and anaerobic activities and their effects on total fitness for life.

HPER 160 WELLNESS CONCEPTS
2 credit hours
This course is designed to help students develop an understanding of the principles necessary for promoting lifetime wellness. The benefits of cardiovascular fitness, and living effectively and improving the quality of life are examined. The course may include a study of self-concept, interpersonal relationships, stress, nutrition, weight control, physical fitness, infectious diseases, substance misuse and abuse, human sexuality, non-infectious diseases and consumer health.

HPER 170 EXERCISE SCIENCE FOR FITNESS PROFESSIONALS
3 credit hours

Principles of exercise science applied to teaching fitness/aerobics including major factors related to the movement and function of the human body. Emphasis on anatomy/physiology, exercise physiology, and biomechanics. *Prerequisite and/or Co-requisite: HPER 150 Lifetime Fitness.*

HPER 195 INTRODUCTION TO PHYSICAL EDUCATION
2 credit hours

This is a basic course that includes objectives, methods, and subject matter encompassing physical education, its history, and its philosophy. The course addresses the personal and professional qualifications for teaching values of physical education in the development of children and youth and the general purpose of a physical education program.

HPER 203 INTRODUCTION TO COACHING
2 credit hours

This course will introduce the general philosophy and methods of coaching. Various topics to prepare the individual for the task of coaching, such as sport science, sport psychology, and sport management will be included.

HPER 205 BASIC PREVENTION AND TREATMENT OF ATHLETIC INJURIES
3 credit hours

This is an introductory course into the field of athletic training. Emphasis is placed on recognition of the etiology, mechanism of injury, signs and symptoms, and management of common athletic injuries of the lower extremity. Knowledge in these areas will provide the athletic trainer and/or coach with the tools to prevent, better recognize, and properly manage athletic injuries.

HPER 206 BASIC PREVENTION AND TREATMENT OF ATHLETIC INJURIES II
3 credit hours

This course is a continuation of the recognition of athletic injuries, specifically focusing on those of the upper extremity. Emphasis is placed on recognizing the etiology, mechanism of injury, signs and symptoms, and management of the athletic injuries discussed. *Prerequisite: HPER 205 Basic Prevention and Treatment of Athletic Injuries.*

HPER 210 PRACTICUM OF ATHLETIC TRAINING I
2 credit hours

This course is designed to provide the student with practical experience in the athletic training field. Familiarity of prevention, evaluation, treatment, and rehabilitation of common athletic injuries is obtained through practical, hands-on experience in the clinical athletic training setting, with focus primarily on injuries of the lower extremity. *Prerequisites: HPER 205 Basic Prevention and Treatment of Athletic Injuries and permission of instructor.*

HPER 211 PRACTICUM OF ATHLETIC TRAINING II
2 credit hours

This course is designed to provide a continuation of the student's practical experience in the athletic training field. Students will develop practical skills through hands-on experience in the clinical athletic training setting, focusing primarily on prevention, evaluation, treatment, and rehabilitation of common athletic injuries of the upper extremity, as well as total athlete care. *Prerequisite: HPER 205 Basic Prevention and Treatment of Athletic Injuries, HPER 210 Practicum of Athletic Training I.*

HPER 219 RULES AND OFFICIATING
1 credit hour

This course will cover the rules of the respective sport with an aim toward preparing persons to enter into officiating.

HPER 222 PERSONAL TRAINING
3 credit hours

This course examines basic principles of fitness for the prospective fitness professional. Topics include exercise risks and safety, weight control, components of fitness, fitness assessment and exercise programming.

HPER 280 FUNDAMENTALS OF COACHING BASKETBALL
2 credit hours

This course is a study of the development of basketball and the various techniques used with emphasis on

fundamentals, rules, and coaching methods. The coach's duties and responsibilities as well as the principles of conditioning and strategy are an integral part of the course.

HPER 281 BASEBALL THEORY
1 credit hour
This is a foundation course, presented from the coaching aspect, to provide players/fans with a better understanding of the game. Concepts will include necessary physical abilities for each position, practice drills used to develop and improve skills, offensive and defensive play situations and their desired outcomes, scoring the game book and statistics.

HPER 290 THEORY OF COACHING VOLLEYBALL
2 credit hours
This is a majors course intended to provide a comprehensive understanding of volleyball theory and coaching methods. Rules, history, techniques, and strategy will be included.

HPER 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

HUM 103 INTRODUCTION TO PHILOSOPHY
3 credit hours
This course will use the writings of major philosophers to introduce the student to philosophical issues and major schools of thought on philosophical topics. Major topics will include epistemology, metaphysics, ethical philosophy, political philosophy, religious philosophy and existentialism.

HUM 104 ETHICS
3 credit hours
This course will introduce students to the basic concepts, methods and history of moral philosophy and their application to specific moral problems. Basic ethical theories and terminology will be linked to practical real world situations in order to foster the application of ethical reasoning to moral problems.

HUM 110 HUMANITIES I
3 credit hours
This course is a survey of philosophy, music, art, theatre, and literature. It is an interpretative rather than a technical study of these areas approached in a chronological manner through cultural epochs from the Greco-Roman period through the Middle Ages. The focus of the course is on human thoughts and emotions rather than an external world.

HUM 120 HUMANITIES II
3 credit hours
This course is a survey of philosophy, music, art, and literature from the Middle Ages to the present.

HUM 127 FOREIGN STUDY TOUR
1,2,3 credit hours
With prior approval, a student may earn one hour of credit per week of organized travel outside of the United States up to a total of three credits. Proof of travel must be presented within 30 days of return along with a written travel report of adequate length prepared by the student giving the itinerary and the various expenses in detail, telling about both the pleasant and the unpleasant features of the trip, and describing the learning experiences that were involved. Evaluation and determination of appropriate credit is made by both the vice president for student learning and the instructor.

HUM 133 WORLD RELIGIONS
3 credit hours
This course examines the origins, development, history and importance of some of the major religions of the world today. It includes their sacred writings and a glance at the social and geographical environments from which they

emerged.

HUM 204 WESTERN CIVILIZATION I
3 credit hours
This is an interdisciplinary course of study that critically examines the ideas and values of Western culture from ancient beginnings in Africa, the Near East, Mesopotamia , Israel, Greece, and Rome through the Middle Ages, Reformation, Renaissance and to the beginning of the Early Modern period.

HUM 205 WESTERN CIVILIZATION II
3 credit hours
This is an interdisciplinary course of study that critically examines the ideas and values of Western culture from the beginnings of the Early Modern period to the twentieth century. It emphasizes the reading and discussion of some of the most influential writings and ideas that have shaped the intellectual and cultural heritage of the Western world during the Modern era.

HUM 206 EASTERN CIVILIZATIONS
3 credit hours
This course is a broad interdisciplinary survey of the major civilizations of Asia with particular emphasis on the history, culture, literature and art of India, China and Japan from prehistory to the Modern period. Through an examination of translated source material, lecture, and discussion, students will gain an appreciation of the great works of Asian religion, thought and literature and an understanding of the broad sweep of Asian history from its origins in the river valleys to its collision with the West.

HUM 250 LEADERSHIP
3 credit hours
This course is designed to introduce students to the concepts and skills of leadership from a humanities perspective. By studying case studies in leadership, the students will be encouraged to identify the skills of effective leaders and develop their own philosophy of leadership.

HUM 260 HUMANITIES SEMINAR
1,2,3 credit hours
This course is designed to provide an opportunity for the instructor and student to pursue specific topics or units of study within the humanities field. *Prerequisite: permission of instructor.*

HUM 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

NOTE: ALL STUDENTS ENROLLING IN MATH COURSES MUST PROVIDE PLACEMENT SCORES PRIOR TO ENROLLING. SEE THE PLACEMENT SECTION FOR INFORMATION.

MATH 010 CONTEMPORARY MATHEMATICS CONCEPTS
2 credit hours
This course is designed for students who want, need, or are recommended for a refresher course dealing with the four operations of fractions and decimals, calculating percentage, and solving ratios. *This course is non-transferable and will not count toward graduation.*

MATH 011 BEGINNING ALGEBRA
4 credit hours
This is a course designed for students with no background in algebra. Successful completion of this course should prepare the student to enter Intermediate Algebra or College Algebra with Review with the expectation of successful completion. Topics covered are: signed numbers and operations, manipulation of simple algebraic expressions, equations and inequalities, polynomials, and rational expressions. Students will be expected to have access to a

scientific calculator. *This course is non-transferable and will not count toward graduation.*

MATH 110 COLLEGE ALGEBRA WITH REVIEW
5 credit hours

This class fulfills the general education requirement for College Algebra. In addition to College Algebra, this class will provide a review of Algebra concepts that were previously learned or may not have been learned well enough to succeed in a 3 hour College Algebra class. Topics covered are: polynomials, rational expressions and radicals, equations and inequalities, absolute value, functions and graphs, rational functions, exponential and logarithmic functions, conic sections, matrices and systems of equations and inequalities. Students will be expected to have access to and use a graphing calculator. *Prerequisite: recommended by Compass/ACT score, an "A" in MATH 011 Beginning Algebra, or a passing grade in MATH 112 Intermediate Algebra, or permission of instructor.*

MATH 112 INTERMEDIATE ALGEBRA
4 credit hours

This is a course designed for students with a minimal background in algebra. Topics covered are: equations and inequalities, absolute value, functions and graphs, polynomials, rational expressions and radicals, and systems of equations and inequalities. Students will be expected to have access to a scientific calculator. This course may not transfer credit to another institution, dependent upon graduation requirements for particular programs and institutions as described in their catalogs. *Prerequisite: recommended by the Compass/ACT score or completed MATH 011 Beginning Algebra.*

MATH 113 COLLEGE ALGEBRA
3 credit hours

This is a standard College Algebra course designed for students that have successfully completed Algebra I and Algebra II in high school. Topics covered are: polynomials, rational expression and radicals, equations and inequalities, absolute value, functions and graphs, rational functions, exponential and logarithmic functions, conic sections, matrices and systems of equations and inequalities. Students will be expected to have access to and use a graphing calculator. *Prerequisite: an "A" or "B" grade in MATH 112 Intermediate Algebra, recommended by the Compass/ACT score, or permission of instructor.*

MATH 114 INDUSTRIAL MATH
3 credit hours

Beginning with concepts as basic as the difference between numbers and numerals, this course reviews mathematics principles and operations through trigonometry. The emphasis is on understanding mathematical principles rather than on rote memorization of techniques. Students will be introduced to the three kinds of calculator logic systems, how to identify which kind of logic any calculator uses, and how to enter problems to ensure that the answer is correct. This course also teaches direct measurements and calculated measurements (e.g., area, torque, speed, and flow rate). The course describes the basic kinds of metric measurement, the use of prefixes (kilo, centi, milli, etc.), and how and when to convert between metric and English measurement.

MATH 122 PLANE TRIGONOMETRY
3 credit hours

This course will employ the traditional rectangular coordinate system development of the trigonometric functions and later introduces the circular function development. Practical application (verbal problems) will be incorporated and used as motivation throughout the course. Students will be expected to have access to and use a graphing calculator. *Prerequisite: MATH 110 College Algebra with Review or MATH 113 College Algebra, or recommended by the Compass/ACT score, or permission of instructor. The class may be taken concurrently with MATH 150 Analytic Geometry and Calculus I.*

MATH 125 COLLEGE ALGEBRA AND TRIGONOMETRY
5 credit hours

This course combines College Algebra and Trigonometry and is designed as a pre-calculus course that will satisfy the general education requirement for College Algebra. Topics covered are: polynomials, rational expressions and radicals, equations and inequalities, absolute value, functions and graphs, rational functions, exponential and logarithmic functions, trigonometric functions, identities and graphs, trigonometric equations, complex numbers and DeMoivre's Theorems, conic sections, matrices and systems of equations and inequalities. Students will be expected to have access to, and use graphing calculator. *Prerequisite: an "A" or "B" grade in MATH 112 Intermediate Algebra, recommended by the Compass/ACT score, or permission of instructor.*

MATH 133 QUANTITATIVE REASONING
3 credit hours
Designed for the students NOT planning to major in a field that requires advanced mathematical skills. Prepares students for the mathematics encountered in other college courses that use quantitative reasoning. Emphasis on developing critical thinking and quantitative reasoning skills needed to understand major issues in society. *Prerequisite: an "A" or "B" grade in MATH 112 Intermediate Algebra, recommended by the COMPASS/ACT score, or consent of the instructor.*

MATH 143 ELEMENTARY STATISTICS
3 credit hours
Calculation techniques for descriptive statistics, normal distributions, confidence intervals, sample size, hypothesis testing, and correlation will be presented. The application problems make this course appropriate for psychology, sociology, business, computer science, biology, education, liberal arts, technology, social science, nursing and allied health care, economics, ecology, and agriculture. Each student will be required to have a hand held statistics calculator. *Prerequisite: MATH 110 College Algebra with Review or MATH 113 College Algebra with a grade of "C" or better, or permission of instructor.*

MATH 150 ANALYTIC GEOMETRY AND CALCULUS I
5 credit hours
This course is a study of topics in analytic geometry, functions (including the trigonometric, logarithmic, and exponential functions), and limits. The theory and applications of the derivative and integral are then developed and applied. *Prerequisites: MATH 113 College Algebra and MATH 122 Plane Trigonometry or permission of instructor.*

MATH 155 ANALYTIC GEOMETRY AND CALCULUS II
5 credit hours
This course is a study and practice with additional applications of integrals. Further development and applications of the exponential and logarithmic functions, differentiation and integration of inverse trigonometric and hyperbolic functions, and more advanced methods of integration are developed. Conic sections, translations and rotations, and polar coordinates are studied. Convergence and divergence of infinite series are included as well as parametric curves and two-dimensional vectors are also considered. *Prerequisite: MATH 150 Analytic Geometry and Calculus I.*

MATH 204 MATHEMATICS FOR EDUCATION I
3 credit hours
This course is designed to provide a foundation of theory for many of the concepts found in the current elementary and middle school mathematics classroom. This course will examine topics related to the Real Number system, such as set theory, relations and functions, probability theory, and statistics, all from a problem solving approach. The use of technology (e.g. graphing calculator, word processing, the Internet, Sympodium, etc.) as tools for problem solving and course communication will be an integral part of the course. **Note: A grade of "C" in this course is a prerequisite for Mathematics for Education II at Pittsburg State University.** *Prerequisite: an "A" or "B" grade in MATH 112 Intermediate Algebra, recommended by the COMPASS/ ACT score, or consent of instructor.*

MATH 253 ANALYTIC GEOMETRY AND CALCULUS III
3 credit hours
This course is a study of vectors, three-dimensional analytic geometry and multivariable functions which includes partial derivatives and multiple integrals. *Prerequisite: MATH 155 Analytic Geometry and Calculus II.*

MATH 255 DIFFERENTIAL EQUATIONS
3 credit hours
This course is a study and practice in solving first order and higher order ordinary differential equations. Some physical applications and series solutions are also studied. *Prerequisite: MATH 253 Analytic Geometry and Calculus III.*

MATH 299 INDEPENDENT STUDY
1,2,3 credit hours

This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

MFGT 100 WELDING I
8 credit hours (also 1,2,3,4,5,6,7 credit hours)
This course introduces students to a shop atmosphere with practical applications. Students will demonstration their welding skill. This course will include GMAW-S and SMAW multi-position padding and basic operation of OFC and PAC cutting apparatus. This course includes both lecture and laboratory components.

MFGT 112 WELDING SAFETY/OSHA 10
1 credit hour
Through a variety of classroom and/or lab learning and assessment activities, students in this course will: explain job/site safety and precautions for job/site hazards; determine the uses of personal protective equipment (PPE); identify the safety equipment and procedures related to safe work practices and environment; identify fire prevention and protection techniques; explore Hazardous Communications (HazCom) including Material Safety Data Sheets (MSDS).

MFGT 114 WELDING CUTTING PROCESSES
3 credit hours
In this core curriculum introductory welding course students will examine a variety of cutting processes used in the welding trade and experience within a lab or shop setting safe practices, proper setup procedures and operation of cutting equipment. Learning activities will provide for practice and application of cutting process and students will also inspect metal cuts for quality and tolerance.

MFGT 116 GAS TUNGSTEN ARC WELDING
3 credit hours
In this course students will explore the tools, safety and operating procedures essential when working with Gas Tungsten Arc Welding equipment. In a supervised setting, students will set up equipment, build weld pads with selected electrodes and filler materials in both the flat and horizontal positions. Students will also weld selected joints and inspect GTAW welds for uniformity and tolerance.

MFGT 118 SHIELDED METAL ARC WELDING
3 credit hours
In this course students will explore the tools, safety and operating procedures essential when working with Shielding Metal Arc Welding (SMAW) equipment. In a supervised setting, students will set up equipment, build weld pads with selected electrodes in both the flat and horizontal positions. Students will also weld selected joints and inspect AMAW welds for uniformity and tolerance. *Prerequisites: MFGT 112 Welding Safety/OSHA 10, MFGT 114 Welding Cutting Processes.*

MFGT 120 GAS METAL ARC WELDING
3 credit hours
In this introductory course students will be introduced to the Gas Metal Arc Welding (GMAW) principles, processes and safe practice. Through practice and application students will associate GMAW electrode classifications with base metals and joint criteria and build pads of weld beads in the flat and horizontal positions. Students will produce basic GMAW welds on selected weld joints and perform visual inspection of welds for quality and tolerance. *Prerequisites: MFGT 112 Welding Safety/OSHA 10, MFGT 114 Welding Cutting Processes.*

MFGT 122 WELDING BLUEPRINT READING
3 credit hours
In this course students will be provided exposure to blueprint reading beginning with identification of specific lines, views, abbreviations, symbols, joints and shapes specific to the welding industry. Students will interpret basic 3D sketches using orthographic projection and blueprints and solve mathematic equations and interpret scale ratios. Use of measuring tools and interpreting a Bill of Materials are also components of this course.

MFGT 124 ADVANCED GAS TUNGSTEN ARC WELDING

4 credit hours
Through classroom and/or lab/shop learning and assessment activities, students in this course will: explain the gas tungsten arc welding process (GTAW); demonstrate the safe and correct set up of the GTAW workstation; relate GTAW electrode and filler metal classifications with base metals and joint criteria; build proper electrode and filler metal selection and use based on metal types and thicknesses; build pads of weld beads with selected electrodes and filler material in the vertical position; build pads of weld beads with selected electrodes and filler material in the overhead position; perform basic GTAW welds on selected weld joints; and perform visual inspection of GTAW welds. *Prerequisite: MFGT 116 Gas Tungsten Arc Welding.*

MFGT 126 ADVANCED GAS METAL ARC WELDING
4 credit hours
Through classroom and/or shop/lab learning and assessment activities, students in this course will: explain gas metal arc welding process (GMAW); demonstrate the safe and correct set up of the GMAW workstation; correlate GMAW electrode classifications with base metals and joint criteria; demonstrate proper electrode selection and use based on metal types and thicknesses; build pads of weld beads with selected electrodes in the vertical position; build pads of weld beads with selected electrodes in the overhead position; produce basic GMAW welds on selected weld joints; and conduct visual inspection of GMAW welds. *Prerequisite: MFGT 120 Gas Metal Arc Welding.*

MFGT 128 ADVANCED SHIELDED AND METAL ARC WELDING
4 credit hours
Through classroom and /or lab/shop learning and assessment activities, students in this course will: describe the Shielded Metal Arc Welding process (SMAW); demonstrate the safe and correct set up of the SMAW workstation; associate SMAW electrode classifications with base metals and joint criteria; demonstrate proper electrode selection and use based on metal types and thickness; build pads of weld beads with selected electrodes in the vertical position; build pads of weld beads with selected electrodes in the overhead position; perform basic SMAW welds on selected weld joints; and perform visual inspection of welds. *Prerequisite: MFGT 120 Gas Metal Arc Welding.*

MFGT 130 SPECIALIZED WELDING
4 credit hours
Students will continue to focus on his or her specialty, or have the opportunity to work on an internship as prescribed by the advisory committee.

MGMK 101 INTRODUCTION TO BUSINESS
3 credit hours
This course is an introduction to the American business system and the organization of production and markets in a free-enterprise capitalist economy. Students are given an orientation to the basic functional areas of business and familiarized with the kind of work activity carried out in each area. Business related areas studied are: management, marketing, financing, record and information maintenance. The social and legal environment of business is also studied.

MGMK 105 SMALL BUSINESS MANAGEMENT
3 credit hours
Small Business Management is a course for students desiring to gain the initial knowledge necessary to explore the personal characteristics and resources needed to profitably start and operate a small business. Instruction will cover the concepts of entrepreneurship and the importance of small business within our free enterprise system. Students will be exposed to the basics of planning, organizing, financing, starting, operating, and managing a small business venture. The components of a business will be applied by students to their own business simulation.

MGMK 132 PRINCIPLES OF SALESMANSHIP
3 credit hours
This course covers the fundamental skills of selling, including sales approaches, presentations, and demonstrations, overcoming objectives, suggestive selling, and closing sales. Personal motivation and human relations as they relate to selling and analysis of techniques of selling are key elements of the course.

MGMK 135 HUMAN RELATIONS AND SUPERVISION
3 credit hours
This course is a study of behavior in organization. The course will assist the student in becoming more sensitive to human behavior, anticipate problems before they occur, and resolve problems if they have already occurred. This

study will assist the student as a manager or worker in getting along with others both inside and outside the organization.

MGMK 136 MARKETING
3 credit hours
This course is designed to introduce students to the basic concepts, practices, and techniques of marketing. Students will study the marketing mix including product and service concepts, pricing, promotion, and distribution.

MGMK 137 REAL ESTATE PRINCIPLES
3 credit hours
This is an introductory presentation of basic principles of the real estate industry. Concepts related to real estate characteristics, law, ownership, finance, marketing, brokerage, and transfer are surveyed. *This course is offered upon sufficient request.*

MGMK 138 MARKETING EDUCATION FIELD STUDY
2 credit hours
Marketing Education Field Study provides credit for related work experience. Students will be asked to document observations and comments in a journal. The course may be repeated for a total of eight hours credit. *Co-requisite: concurrent or previous enrollment in a related program of study.*

MGMK 141 MID-MANAGEMENT FIELD STUDY
2 credit hours
Mid-management Field Study provides credit for related work experience. Students will be asked to document observations and comments in a journal. The course may be repeated for a total of eight hours credit. *Co-requisites: concurrent or previous enrollment in a related program of study.*

MGMK 147 INTRODUCTION TO MANAGEMENT
3 credit hours
This course introduces the student to the concepts, terminology, principles, and theories that are the substance of management. Through the introduction of essential concepts that apply to the practice of management and by use of examples and visuals to explain the complexities of management principles and theories, the student is allowed to form his/her own philosophy and unique understanding of management.

MGMK 148 INTRODUCTION TO TOTAL QUALITY MANAGEMENT
3 credit hours
This course is a study of contemporary management methodologies. The main topics studied will include: different management philosophies, evolution to Total Quality Management, management functions, management's environment, the strategic planning process, and organizational structures, and application of problem solving tools. The study will inform the manager or worker what the individual can do to better assist organizations to compete in the global marketplace. *This course is offered upon sufficient request.*

MGMK 200 INTRO TO LOGISTICS MANAGEMENT
3 credit hours
This course is designed to provide students an overview of the basic logistical functions (warehousing, inventory control, order processing, customer service, packaging and transportation). Students will explore the techniques used in analyzing distribution costs as well as planning distribution systems.

MGMK 201 INTRO TO WAREHOUSING AND DISTRIBUTION CENTERS
3 credit hours
This course covers an integrated system approach involving a variety of environments within a global marketplace. The course covers the organization and operations of warehouses and distribution centers. The major components are warehousing and distribution center paradigm, system design, locations, technology and financial dimensions. *Prerequisite: MGMK 200 Intro to Logistics Management or permission of instructor.*

MGMK 202 INTRO TO SUPPLY CHAIN MANAGEMENT
3 credit hours
This course is designed to provide students an overview of the basic functions of a supply chain orientation toward business. The role of supply chain processes is examined in creating competitive advantage with respect to quality,

flexibility, lead-time and cost. Topics covered will include customer service, inventory concepts, transportation, warehousing, purchasing, and supply chain management. *Prerequisite: MGMK 200 Intro to Logistics Management or permission of instructor.*

MGMK 203 INTRO TO TRANSPORTATION OPERATIONS AND MANAGEMENT
3 credit hours
This course covers the significance of an integrated, well-organized, transportation system to a market-driven economy. The development of the transportation system of the U.S from both historic and economic perspectives is included. *Prerequisite: MGMK 200 Intro to Logistics Management or permission of the instructor.*

MGMK 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

MIL 100 MILITARY SCIENCE I A
1 credit hour
Introduction to the issues and competencies that are central to a commissioned officer's responsibilities. Officership, leadership, Army values, and "life skills," including fitness and time management. Includes outdoor activities including rappelling, rifle shooting, and small unit tactics. Fall semester. *Prerequisite: permission of instructor.*

MIL 102 MILITARY SCIENCE I B
1 credit hour
Expands upon the fundamentals introduced in MIL 100 by focusing on communications, leadership, and problem solving. Map reading, orienteering, first aid, effective writing, and problem solving. Participation in outdoor activities such as team building exercises, rappelling, rifle shooting and water survival training. Broad overview of physical well-being and life in the Army. Spring semester. *Prerequisite: MIL 100 Military Science I A.*

MIL 200 MILITARY SCIENCE II A
3 credit hours
Customs and traditions of military service, seminar in the Army's role in global conflict and general subjects. Advanced leadership laboratory – rifle marksmanship and care of combat casualties, includes one weekend practical exercise. Wearing of military uniform is required. Fall semester. *Prerequisite: MIL 100 Military Science I A, MIL 102 Military Science I B.*

MIL 202 MILITARY SCIENCE II B
3 credit hours
Leadership development seminar and general military subjects. Advanced leadership laboratory-land navigation, includes one weekend practical exercise. Wearing of military uniform is required. Spring semester. *Prerequisite: MIL 200 Military Science II A.*

MUSI 104 THEORY BLOCK I
5 credit hours
This course encompasses the theoretical aspects of music, combined with practice in the skills of sight-singing and ear-training, with additional concentration on keyboard skills. The course considers the basic properties and notation of tones: tonality, key, mode and scale. Practice is given in the writing of two-voice combinations. The course undertakes sight-singing and reading of standard materials, along with melodic, harmonic, and rhythmic dictation. Symbols of music notation and elementary form are studied. The piano is utilized as a basic tool for the music student, thus supporting and enriching the theoretical material.

MUSI 109 APPLIED MUSIC
1 credit hour
One semester hour of credit is given for each half-hour lesson per week for 16 weeks. Piano is required of each

student working toward a major or minor in music. Lessons in voice, piano, and instruments are scheduled by appointment. *This course may be repeated for credit. Prerequisite: Permission of instructor.*

MUSI 114 VOCAL ENSEMBLE
1 credit hour

The purpose of this choral group is to serve as a smaller, more flexible ensemble which will represent the college in public performances, primarily off-campus. A wide variety of literature will be performed, with vocal jazz and madrigal literature emphasized. *It is open to all college students by audition and may be repeated for credit. Co-requisite: MUSI 187 Concert Choir.*

MUSI 120 MUSIC APPRECIATION
3 credit hours

This course emphasizes the development of listening skills with which the student may perceive and understand fundamental music elements as they are heard in various musical styles. The course acquaints the student with major composers and stylistic characteristics of music of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Contemporary periods.

MUSI 123 MUSIC IN AMERICA
3 credit hours

This course is an introductory study of music in America. Characteristics of the varied style in American music and its role in American society are emphasized. Topics include, but are not limited to: jazz, folk music, sacred music, concert music, and popular music. Developing skill in listening to music actively is an important objective of the course.

MUSI 140 MUSIC IN THE ELEMENTARY CLASSROOM
3 credit hours

This course has two primary concerns: To teach an art, and the art of teaching. Therefore, the course material, designed for the elementary education major, the music education major, and the teacher in service, addresses these concerns. Emphasis is on the basic properties of music such as pitch and intervals, rhythm and meter, music notation, and terminology. Other material is designed to provide insight into the ways children learn at each stage of their development. Finally, specific values, skills and techniques, and teaching materials are applied to bring about children's effective, intellectual, and physical responsiveness to the art of music.

MUSI 187 CONCERT CHOIR
1 credit hour

This choral group studies and performs both secular and sacred choral literature. The emphasis is upon the value of music as an expressive device. *It is open to all students and may be repeated for credit.*

MUSI 206 THEATRE WORKSHOP (MUSIC)
1,2,3 credit hours

This class is designed for students involved with the theatre department's musical production. Students must be enrolled in Theatre Workshop to be admitted into the class. Rehearsal of music for the production of a musical is stressed. *This course may be repeated for credit.*

NURS 010 PRE-NURSING MATH
1,2 credit hours

Nursing math skills is designed for students who want, need, or are recommended for a "refresher" course dealing with the four operations on fractions and decimals, calculating percentages, and solving ratios. Also included in nursing math skills are the following: Converting between and within the Apothecary, Metric, and English systems of measure; child and adult medication calculation, and IV calculations. *This course is non-transferable and will not count toward graduation.*

NURS 100 PROBLEM SOLVING AND TEST-TAKING SKILLS FOR NURSING STUDENTS
1,2 credit hour

This course will equip the nursing student with the specialized skills of problem-solving, test-taking, study time management and study skills necessary for making clinical decisions and completing nursing exams successfully. *Prerequisite: student must be currently enrolled in the nursing program or have completed the LPN or RN level.*

NURS 101 INTRODUCTION TO NURSING
2 credit hours
This course is designed to validate basic nursing skills, introduce problem solving, test taking, and time management skills. Students will be introduced to basic nursing terminology and concepts in preparation for entry into Foundations of Nursing. Clinical experience will be limited to the nursing lab. *Prerequisite: admission to the nursing program. Co-requisite: NURS 102 Dosage Calculations.*

NURS 102 DOSAGE CALCULATIONS
1 credit hour
This course is designed to introduce students to clinical dosage calculations for medication administration and is required prior to NURS 111 Foundations of Nursing. Beginning with a review of math basic to dosage calculations, the student utilizes dimensional analysis to progress through increasingly complex medication problems. *Prerequisite: admission to the nursing program. Co-requisite: NURS 101 Introduction to Nursing.*

NURS 111 FOUNDATIONS OF NURSING
6 credit hours
This course provides the student an opportunity to learn basic nursing skills to fulfill the basic biopsychosocial needs of specific patients. The nursing care plan, based on components of the nursing process, is introduced and clinical assignments in the nursing home setting provide an opportunity to gain skill in assessment and patient care. *Prerequisite: admission to the nursing program, NURS 101 Introduction to Nursing, NURS 102 Dosage Calculations.*

NURS 121 NURSING CARE OF THE ADULT I
5 credit hours
This course is designed for the student to use the nursing process in promoting functional health patterns of the bio-psychosocial, spiritual state of adult patients in conditions of fluids and electrolytes, neurological function, oncology, surgery, blood and lymphatics, immune system, cardiovascular system and musculoskeletal system. The primary clinical emphasis is with the adult patient in the acute healthcare setting. Students are introduced to medication administration and perioperative nursing care. *Prerequisite: NURS 101 Introduction to Nursing, NURS 102 Dosage Calculations, NURS 111 Foundations of Nursing.*

NURS 122 PHARMACOLOGY FOR NURSING
3 credit hours
This course is designed as a basic foundation to the study of pharmacology. The nursing process will be utilized in discussing the basic pharmacological concepts, terminology, drug classifications, pharmacokinetics and pharmacodynamics, throughout the lifespan. *Prerequisite: Successful completion of foundation of Nursing or permission of instructor or permission of instructor.*

NURS 123 CONTROVERSIAL ISSUES IN WOMEN'S HEALTH
1 credit hour
The purpose of this course is to assist the student in exploring new topics in women's health through the utilization of both instructor guided and Internet-based learning tools. Upon completion the student should be able to state a minimum of five new advances in the field of healthcare and how these advances specifically affect the subspecialty of women's studies. In addition, through the use of a web-assisted/electronic media based education format the student should gain appreciation of utilization of these tools in other settings beyond the classroom. *Prerequisite: none.*

NURS 131 NURSING CARE OF THE ADULT II
5 credit hours
This course is designed for the student to use the nursing process in promoting the functional health patterns of the bio-psychosocial, spiritual state of adult patients in conditions of the sensory, respiratory, endocrine, gastrointestinal, urinary, reproductive, and integumentary systems. Concepts of mental health nursing are introduced. The primary clinical emphasis is with the adult patient in the acute healthcare setting. *Prerequisite: NURS 101 Introduction to Nursing, NURS 102 Dosage Calculations, NURS 111 Foundations of Nursing, NURS 121 Nursing Care of the Adult I.*

NURS 141 FAMILY NURSING I
6 credit hours

This course is designed for the student to use the nursing process in promoting the bio-psychosocial-spiritual health patterns of maternal-child patients. This course also includes functional health patterns of children attempting to maintain stability on the health/illness continuum. Emphasis is placed on the uncomplicated pregnancy and on growth and development from conception through adolescence. Complications and preventative measures in maternal/child nursing are introduced. Clinical experiences are provided in the acute and community healthcare settings. *Prerequisite: NURS 101 Introduction to Nursing, NURS 102 Dosage Calculations, NURS 111 Foundations of Nursing, NURS 121 Nursing Care of the Adult I, NURS 131 Nursing Care of the Adult II.*

NURS 150 NURSING ROLES IN THE HOSPITAL
1,2 credit hours
This course provides an overview of the nursing roles in the hospital setting. Emphasis is placed on defining roles, identifying the duties, describing the responsibilities of the roles, relating role relationships, and performing a literature search of a chosen role. *Prerequisite: NURS 111 Foundations of Nursing.*

NURS 151 NURSING ROLES IN THE COMMUNITY
1,2 credit hours
This course provides an overview of the nursing roles in the community setting. Emphasis is placed on defining roles, identifying the duties, describing the responsibilities of the roles, relating role relationships, and performing a literature search of a chosen role. *Prerequisite: NURS 111 Foundations of Nursing.*

NURS 152 SEMINAR: CARE OF THE DYING PATIENT
1 credit hour
This course is designed to introduce students to care of the patient at the end of life.

NURS 200 INTRODUCTION TO ASSOCIATE DEGREE NURSING
5 credit hours
Introduction to Associate Degree Nursing is a transition web-enhanced summer course required of all LPN's seeking advanced placement in the Associate Degree Nursing Program at Neosho County Community College. Students enrolled in this course are introduced to the philosophy, objectives, and conceptual framework of associate degree nursing at Neosho County Community College, the Student Nurse Handbook, and program policies. Emphasis includes the nursing process, legal aspects of nursing, therapeutic communication, introduction to challenge testing, and identifying client physiological and psychosocial needs, and planning nursing interventions appropriate in specific situations. Clinical experiences are structured to reinforce nursing theory as presented in the classroom. Challenge testing of nursing course work is supervised. *Prerequisite: LPN License, admission criteria as defined by admission policies.*

NURS 210 INTRODUCTION TO WOUND CARE
3 credit hours
This is an elective course, designed for the student with an interest in the management of acute and chronic wounds. The student will use the nursing process in promoting functional health patterns of the bio-psychosocial, spiritual state of adult patients experiencing alterations in skin integrity. Emphasis is placed on the use of the nursing process in all aspects of skin and wound assessment and management with a focus on pressure ulcers, neuropathic ulcers, vascular insufficiency ulcers, surgical wounds, and skin tears. Legal and regulatory issues relating to skin and wound care, and leadership responsibilities of the nurse are also explored. Clinical experiences are provided in various out-patient wound care centers. *Prerequisite: completion of the first year of the nursing curriculum or NURS 200 Introduction to Associate Degree Nursing.*

NURS 220 INTRAVENOUS THERAPY
3 credit hours
This course is designed for the student to use components of the nursing process in promoting the physiological and psychosocial integrity of clients receiving intravenous therapy. Appropriate clinical experiences are correlated with theory within the hospital setting. *Prerequisite: Licensed Practical Nurse or a licensed Registered Nurse.*

NURS 230 PATHOPHYSIOLOGY
3 credit hours
This course is designed to introduce students to altered physiologic concepts affecting individuals and the biologic basis for disease. It is designed for students or practitioners in nursing or other allied health professions who wish to

increase their understanding of the changes occurring in physiology due to an abnormality. *Prerequisite: completion of BIOL 257 Human Anatomy and Physiology is strongly recommended.*

NURS 251 FAMILY NURSING II
4 credit hours

This course is designed for the student to use the nursing process in promoting the functional health patterns of the bio-psychosocial, spiritual state of the high-risk perinatal client and the high-risk neonate. The primary clinical emphasis is with the childbearing family experiencing deviations from normal in the acute healthcare setting. Women's healthcare issues will also be discussed. *Prerequisites: NURS 101 Introduction to Nursing, NURS 102 Dosage Calculations, NURS 111 Foundations of Nursing, NURS 121 Nursing Care of the Adult I, NURS 131 Nursing Care of the Adult II, NURS 141 Family Nursing I, LPN licensure or NURS 200 Introduction to Associate Degree Nursing. Co-requisite: NURS 261 Mental Health Nursing*

NURS 261 MENTAL HEALTH NURSING
4 credit hours

This course is designed for the student to utilize the nursing process in promoting an eclectic approach to the mental illness/mental health continuum. The student will appraise the elements of bio/psycho/social and spirituality to achieve client outcomes, and to differentiate between health patterns encountered in mental health nursing. Concepts of professional ethics, exposure to life stressors, communication techniques, pharmacology, and pathology will be explored and applied to clients of all age groups within acute, chronic, and community mental health care settings. Therapeutic communication and intervention is the common thread throughout this course. *Prerequisites: NURS 101 Introduction to Nursing, NURS 102 Dosage Calculations, NURS 111 Foundations of Nursing, NURS 121 Nursing Care of the Adult I, NURS 131 Nursing Care of the Adult II, NURS 141 Family Nursing I, LPN licensure or NURS 200 Introduction to Associate Degree Nursing. Co-requisite: NURS 251 Family Nursing II.*

NURS 273 NURSING CARE OF THE COMPLEX ADULT
5 credit hours

This course is designed for the student to promote the functional health patterns of the bio-psychosocial, spiritual state of the patient in complex health care situations. Emphasis is placed on integrating the nursing process in the coordination, management and care of multiple patients. *Prerequisites: NURS 101 Introduction to Nursing, NURS 102 Dosage Calculations, NURS 111 Foundations of Nursing, NURS 121 Nursing Care of the Adult I, NURS 122 Pharmacology for Nursing, NURS 131 Nursing Care of the Adult II, NURS 141 Family Nursing I, NURS 251 Family Nursing II, NURS 261 Mental Health Nursing or NURS 200 Introduction to Associate Degree Nursing. Co-requisite: NURS 274 Clinical Care of the Complex Adult.*

NURS 274 CLINICAL CARE OF THE COMPLEX ADULT
3 credit hours

This course is designed for the student to promote the functional health patterns of the bio-psychosocial, spiritual state of the patient in complex health care situations. Emphasis is placed on integrating the nursing process in the coordination, management and care of multiple patients in the clinical setting. Clinical experiences are provided in various healthcare settings. *Prerequisite: NURS 101 Introduction to Nursing, NURS 102 Dosage Calculations, NURS 111 Foundations of Nursing, NURS 121 Nursing Care of the Adult I, NURS 122 Pharmacology for Nursing, NURS 131 Nursing Care of the Adult II, NURS 141 Family Nursing I, NURS 251 Family Nursing II, NURS 261 Mental Health Nursing or NURS 200 Introduction to Associate Degree Nursing. Co-requisite: NURS 273 Nursing Care of the Complex Adult.*

OTA 100 INTRODUCTION TO OCCUPATIONAL THERAPY
3 credit hours

This course is a study of the basic components of Occupational Therapy. Topics covered include the history and the role of occupation to health and human diversity, philosophy of occupational therapy, theories, ethics, standards of practice and professional associations.

OTA 102 OCCUPATIONAL THERAPY SKILLS THROUGH THE LIFESPAN
3 credit hours

This course presents information on the general principles of occupational performance and intervention methods utilized throughout the lifespan. *Prerequisite: admission to OTA program.*

OTA 104 OCCUPATIONAL DISRUPTION AND ACTIVITY ANALYSIS

3 credit hours
Students will explore the diseases common to OT intervention, occupation, various treatment methods and techniques, and apply activity analysis techniques. *Prerequisite: admission to OTA program.*

OTA 106 CORE SKILLS AND MODALITIES IN OCCUPATIONAL THERAPY ASSISTANT
3 credit hours
This course explores the impact of environment, cultural and community influences on the individual, focusing on modalities and an ever changing occupational status through the influences of component skills.

OTA 108 FIELDWORK AND PRACTICE ISSUES – LEVEL I
1 credit hour
This course provides the opportunity for OTA student to apply didactic learning and theory of occupational therapy in a clinical, inpatient, or hospital setting under the supervision of an OT. Academic and clinical educators will collaborate on fieldwork objectives and experiences to ensure that the role and functions of an entry-level occupational therapy assistant are reinforced. *Prerequisite: admission to OTA program.*

OTA 110 HUMAN STRUCTURE AND FUNCTION IN OCCUPATIONAL THERAPY
2 credit hours
The course provides an overview of musculoskeletal anatomy, the mechanical properties and structural behavior of biological tissues, and biodynamics. Specific course topics will include structure, function and relationships in tissues and organs; application of stress and strain analysis to biological tissues; analysis of forces in human function and movement; energy and power in human activity; introduction to modeling viscoelasticity of tissues (including an ADAMS modeling laboratory). Finally, the course will include the beginning stages of a biomechanical design project. Course format will include readings, lectures, active learning exercises, discussion, group activities, in-class quizzes, two mid-term exams, and a final exam. *Prerequisite: BIOL 257 Human Anatomy and Physiology, BIOL 258 Human Anatomy and Physiology Lab.*

OTA 111 HUMAN STRUCTURE AND FUNCTION IN OCCUPATIONAL THERAPY LAB
1 credit hour
The course provides lab activities to support a basic understanding of human body movement as related to skeletal, articular, neurological and muscular systems. Students will learn biomechanical assessment procedures and how to identify relationships between structure and function and significance. *Prerequisite: BIOL 257 Human Anatomy and Physiology, BIOL 258 Human Anatomy and Physiology Lab. Co-requisite: OTA 110 Human Structure and Function in Occupational Therapy.*

OTA 200 MENTAL HEALTH AND PSYCHOSOCIAL PRACTICE
3 credit hours
This course provides students the opportunity to study individuals who are limited in their ability to engage in life activities due to challenges to their mental health. Topics will include major DSM-IV (Diagnostic and Statistical Manual of Mental Disorders) diagnoses with emphasis on symptoms, behaviors, cultural influences, and medical and social supports related to those diagnoses. OT evaluations and treatment planning for this population will be practiced. *Prerequisite: admission to OTA program.*

OTA 210 THEORY AND PRACTICE IN PHYSICAL AND OCCUPATIONAL DISABILITIES
3 credit hours
This course explores the physical function required in order to promote successful occupational performance. Included are frames of reference, assessment/evaluation tools and techniques, patient/client education, and intervention strategies.

OTA 212 MANAGEMENT AND LEGAL ISSUES IN OCCUPATIONAL THERAPY
3 credit hours
A study of managements issues with an emphasis on organization and professional communication skills necessary for team building, leadership and collaboration. Topics covered include program planning, marketing, advocacy and program quality improvement. Documentation, ethical and legislative issues will be addressed. This class will review requirements for clinical experiences and expectations, certification and licensure where appropriate. Students will prepare for future employment through resume and portfolio development. *Prerequisites and/or co-requisites: OTA 100 Introduction to Occupational Therapy.*

OTA 214 OTA CLINICAL FIELDWORK – LEVEL II-A
3 credit hours
This course provides an opportunity for the OTA student to apply didactic learning and theory of occupational therapy in a clinical, inpatient, or hospital setting under the supervision of an Occupational Therapist or Certified OTA. Academic and clinical educators collaborate on fieldwork objectives and experiences to ensure that the role and functions of an entry-level occupational therapy assistant are reinforced. *Prerequisite: all academic courses and program director approval are required before undertaking Level II Fieldwork. Students must receive a "C" in all OTA and required General Education courses and receive a satisfactory rating on the Professional Behaviors Evaluation before being approved for Level II Fieldwork placement.*

OTA 216 FIELDWORK IN THE COMMUNITY – LEVEL II-B
4 credit hours
This course provides the opportunity for the OTA student to apply didactic learning and theory of occupational therapy to community setting under the supervision of an Occupational Therapist or Certified OTA. Academic and clinical educators collaborate on fieldwork objectives and experiences to ensure that the roles and functions of an entry-level occupational therapy assistant are reinforced**.** *Prerequisites: all academic courses and program director approval are required before undertaking Level III Fieldwork. Students must receive a "C" in all OTA and required General Education courses and receive a satisfactory rating on the Professional Behaviors Evaluation before being approved for Level III Fieldwork placement.*

OTEC 101 KEYBOARDING I
3 credit hours
This course is a basic course in keyboarding/typing. Emphasis is on development of correct keyboard finger position and technique with some application of simple business letters and reports.

OTEC 102 KEYBOARDING II
3 credit hours
This course provides continued development of speed and accuracy in keyboarding/typing from straight copy and in production of business letters, manuscripts, and tabulated reports. *Prerequisite: OTEC 101 Keyboarding I or equivalent.*

OTEC 107 OFFICE SYSTEMS AND PROCEDURES
3 credit hours
This course provides a practical experience in techniques of the office, business communications, filing, financial responsibilities, office organization, and office human relations. *Prerequisite/Co-requisite: CSIS 100 Computer Concepts and Applications, CSIS 130 Introduction to Computer Information Systems or equivalent.*

OTEC 108 CAREER LIFE SKILLS
1 credit hour
Career Life Skills is a course designed to assist students in making the transition from a higher education setting to the world of the workforce. Topics covered will be employment information in a selected profession and the development of specific employment seeking skills such as resume writing, mock interviews, interview follow-up and employer expectations. Included (but not limited to) will be an overview of federal employment law, appropriate workplace and interview attire, and applicability of current employment trends in drug testing, background/criminal checks, credit check and the opportunity to interact with human relations professionals in local industry.

OTEC 123 OFFICE MACHINES
2 credit hours
This course emphasizes the development of competent skill in solving business problems with the use of desk-top electronic calculators.

OTEC 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of

appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

PHYS 100 INTRODUCTORY COLLEGE PHYSICS I
4 credit hours

This introductory physics course is designed for the general science and liberal arts student. Coursework includes the study of forces, projectile motions, properties of matter and heat. *Prerequisite: MATH 113 College Algebra, MATH 150 Analytic Geometry and Calculus I (recommended but not required). Co-requisite: PHYS 130 Introductory College Physics I Lab.*

PHYS 101 INTRODUCTORY COLLEGE PHYSICS II
4 credit hours

This course is a continuation of PHYS 100 for general science and liberal art students. Coursework includes the study of wave motion (including sound and light), electricity and magnetism. *Prerequisite: PHYS 100 Introductory College Physics I, PHYS 130 Introductory College Physics I Lab. Co-requisite: PHYS 135 Introductory College Physics II Lab.*

PHYS 102 FUNDAMENTALS OF ASTRONOMY
3 credit hours

This course will survey fundamental aspects of astronomy. It will encompass the history, physical attributes, and equipment related to the field of astronomy. *Co-requisite: PHYS 103 Fundamentals of Astronomy Lab.*

PHYS 103 FUNDAMENTALS OF ASTRONOMY LAB
2 credit hours

This course will survey fundamental aspects of astronomy. This course will encompass the history, the physical attributes, and the equipment related to the field of astronomy. This will be accomplished through field trips and written papers. *Co-requisite: PHYS 102 Fundamentals of Astronomy.*

PHYS 104 ENGINEERING PHYSICS I
4 credit hours

Engineering Physics I is the calculus-based physics course for science and engineering majors. Coursework includes the study of mechanics, physical properties of matter, heat and thermodynamics. *Prerequisite: MATH 150 (or concurrent enrollment). Co-requisite: PHYS 140 Engineering Physics I Lab.*

PHYS 105 ENGINEERING PHYSICS II
4 credit hours

This course is a continuation of PHYS 104, a calculus-based physics course for science and engineering majors. Coursework includes the study of electricity, magnetism, wave motion, and light. *Prerequisites: PHYS 104, PHYS 140, MATH 155 (or concurrent enrollment). Co-requisite: PHYS 145 Engineering Physics II Lab.*

PHYS 130 INTRODUCTORY COLLEGE PHYSICS I LAB
1 credit hour

These laboratory exercises are designed to reinforce the fundamental concepts presented in the lecture portion of the course. *Prerequisite: MATH 113 College Algebra, MATH 150 Analytic Geometry and Calculus I (recommended but not required). Co-requisite: PHYS 100 Introductory College Physics I.*

PHYS 135 INTRODUCTORY COLLEGE PHYSICS II LAB
1 credit hour

These laboratory exercises will enhance the understanding of PHYS 101. Coursework includes the study of wave motion (including sound and light), electricity, and magnetism. The laboratory is correlated with the lecture material to further the understanding of the concepts and problem solving skills of the student. *Prerequisite: PHYS 100 Introductory College Physics I, PHYS 130 Introductory College Physics I Lab. Co-requisite: PHYS 101 Introductory College Physics II.*

PHYS 140 ENGINEERING PHYSICS I LAB
1 credit hour

Laboratory experiences to enhance the first semester of a calculus-based course for science and engineering majors. Course work includes the study of mechanics, physical properties of matter, heat, and thermodynamics.

Prerequisite: MATH 150 Analytic Geometry and Calculus I (or concurrent enrollment). Co-requisite: PHYS 104 Engineering Physics I.

PHYS 145 ENGINEERING PHYSICS II LAB
1 credit hour

This course provides laboratory experiences to enhance PHYS 105. Course work includes the study of electricity, magnetism, wave motion, and light through the use of laboratory activities. *Prerequisite: PHYS 104 Engineering Physics I, PHYS 140 Engineering Physics I Lab, MATH 155 Analytic Geometry and Calculus II (or concurrent enrollment). Co-requisite: PHYS 105 Engineering Physics II.*

PHYS 171 PHYSICAL SCIENCE
3 credit hours

This is a general education course exploring the areas of astronomy, physics, chemistry, geology, and meteorology. Concepts of the physical sciences are presented as related to the physical environment without the extensive use of mathematics. *Co-requisite: PHYS 172 Physical Science Lab.*

PHYS 172 PHYSICAL SCIENCE LAB
2 credit hours

The laboratory exercises are designed to reinforce the fundamental concepts presented in the lecture portion of the course. *Co-requisite: PHYS 171 Physical Science.*

PSYC 100 FIRST YEAR SEMINAR
1 credit hour

The First Year Seminar is a course designed to assist students in developing the basic skills necessary to be successful in college. It is important to discuss the transition to college. The student experience will be examined through self-reflection. Topics covered will include effective study habits, time management, note taking, memory development, and career and academic planning. Information on utilizing available college and community resources will also be presented.

PSYC 110 CHEMICAL DEPENDENCY
3 credit hours

This course is an introduction to the study of psychoactive substance abuse with emphasis on the social, physical, and inter-personal effects of chemical dependency within our social structure. Major theories of chemical dependency will be examined as will the concepts of co-dependency and substance abuse as it relates to the family.

PSYC 155 GENERAL PSYCHOLOGY
3 credit hours

This course is an introduction to the science of psychology including an emphasis on its historical and philosophical basis, the underlying principles of scientific methodology, as well as the principles of neuroscience, learning, intelligence, sensation/perception, motivation, emotion, consciousness, personality, life-span development, and psychopathology and treatment, among others. *This course is available for honors credit.*

PSYC 200 INDEPENDENT STUDY
1,2,3 credit hours

This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: PSYC 155 General Psychology and permission of instructor.*

PSYC 219 CHILD DEVELOPMENT
3 credit hours

This course covers all aspects of the life of a child beginning with conception through adolescence. Emphasis is placed on the physical, emotional, and psychosocial development of the individual through childhood as well as parental care, interpersonal relationships, educational opportunities, and general health.

PSYC 263 DEVELOPMENTAL PSYCHOLOGY
3 credit hours

This course provides a broad, comprehensive background in the study of human development from conception to death. The course is a chronological survey across the life span of the interaction of biological, cognitive, emotional and social factors that shape the development of the individual. *Prerequisite: PSYC 155 General Psychology.*

PSYC 274 PSYCHOLOGY OF ADJUSTMENT
3 credit hours

This course is designed to investigate the psychological and social variables that contribute to the dynamics of human adjustment, and to expose the student to current practices and trends in the mental health field related to human adjustment issues. *Prerequisite: PSYC 155 General Psychology.*

SOSC 100 INTRODUCTION TO SOCIOLOGY
3 credit hours

Through this course students will begin to unravel the social factors underlying social phenomena. This course will introduce the student to sociological theories and concepts for evaluating human interactions and institutions. The use of multi-media techniques for gathering information, (e.g. the Internet, films, and interactive software) will allow the student to apply the sociological theories and concepts to contemporary social issues. *This course is available for honors credit.*

SOSC 101 INTRO TO POLITICAL SCIENCE
3 credit hours

This course presents the basic structure and function of the American system of government through the use of contemporary issues.

SOSC 102 STATE AND LOCAL GOVERNMENT
3 credit hours

This course emphasizes the importance of states and communities as the settings of most of the public policies which affect the daily lives of their residents. State and local governments play a major role in the political life of the nation as much of the national policy would not function without state/community cooperation.

SOSC 120 SEMINAR IN SOCIAL SCIENCES
2 credit hours

This seminar will provide a structured program of study which emphasizes the acquisition of knowledge in a specific area of social science. The seminar title will be announced. *This course may be repeated for credit.*

SOSC 135 COMPARATIVE SOCIETIES
3 credit hours

Through this course students will use sociological concepts to compare and contrast the various components of social structure within five nation states: Japan, Mexico, Namibia, Egypt, and Germany. Components of social structure introduced in this course include but are not limited to culture, social institutions, socialization, group life, social stratification, and social change. *Prerequisite and/or Co-requisite: SOSC 100 Introduction to Sociology or permission of instructor.*

SOSC 200 INTRODUCTION TO ANTHROPOLOGY
3 credit hours

This course includes a study of the concepts of human culture from fossil and prehistoric humans to the present position in the animal kingdom. The course emphasizes a study of prehistoric people and primitive cultures.

SOSC 201 HUMAN SEXUALITY
3 credit hours

This course is designed as a comprehensive overview of the entire field of human sexuality that uses an interdisciplinary approach which deals with the biological, psychological and sociological aspects of sexuality. Emphasis is on factual dimensions, as well as religious, moral, and ethical values, and the social modes of various cultural groups.

SOSC 220 SOCIAL PROBLEMS
3 credit hours

This course is a sociological analysis of selected American social problems. *Prerequisite and/or Co-requisite: SOSC 100 Introduction to Sociology or permission of instructor.*

SOSC 236 MARRIAGE AND THE FAMILY
3 credit hours
This course covers the scientific facts about marriage and family life as study and research bring them to light. Emphasis is placed on those issues that perplex and disturb students as they move toward personal involvement in the man-woman relationship.

SOSC 299 INDEPENDENT STUDY
1,2,3 credit hours
This is an individually structured course. The anticipated time and effort required by the complexity of the area of study will determine applicable credit hours (1-3). Class assignments and work load will be established on a contract basis and students can generally anticipate one contact hour per credit hour per week in the form of appointments with the instructor, consultation with project personnel, class work, and report and progress sessions. *Prerequisite: permission of instructor.*

SURG 100 INTRODUCTION TO SURGICAL TECHNOLOGY
4 credit hours
This is a four credit hour course designed to introduce the student to the broad field of surgical technology. It will provide the student with in-depth knowledge concerning the scope and practice of surgical technology and how to function in the health care setting. Students will gain knowledge of the global aspect of health care as it pertains to the surgical technologist. Students will be exposed to concepts of hospital structure and management, safety and legal issues and the physical environment of a surgical suite. Students will learn patient safety procedural issues such as identification, consent, chart review, and needs of the patient. Students will also study skills related to teamwork, professional credentialing and organizations. Ethical issues and death and dying will also be discussed. Students will examine causes, prevention of and treatment of infection, as well as being introduced to aseptic technique and central supply processing. *Prerequisite: admission to the Surgical Technology program.*

SURG 102 PRINCIPLES AND PRACTICES OF SURGICAL TECHNOLOGY
5 credit hours
This is a five credit hour theory course designed to acquaint the student with the skills necessary to function as a beginning surgical technologist. It includes basic concepts necessary to establish, maintain, and coordinate the methods required for good patient care in the operating room (OR). Safe patient care and principles of operating room technique along with safety and hazards in the OR are covered. Students will study skills related to sterile storage and distribution, sterilization and aseptic technique as part of this course. *Prerequisite: admission to the Surgical Technology program, SURG 100 Introduction to Surgical Technology. Co-requisite: SURG 103 Principles and Practices of Surgical Technology Lab.*

SURG 103 PRINCIPLES AND PRACTICES OF SURGICAL TECHNOLOGY LAB
3 credit hours
This is a three credit hour laboratory course with initial clinical encounter, designed to acquaint the student with the active skills necessary to function as a beginning surgical technologist. It includes basic concepts necessary to establish, maintain, and coordinate the methods required for good patient care in the operating room (OR). Safe patient care and principles of operating room technique along with safety and hazards in the OR are covered. Students will study skills related to sterile storage and distribution, sterilization and aseptic technique as part of this course. *Prerequisite: admission to the Surgical Technology program and successful completion of SURG 100 Introduction to Surgical Technology. Co-requisite: SURG 102 Principles and Practices of Surgical Technology.*

SURG 106 SURGICAL TECHNOLOGY CLINICAL I
3 credit hours
This course focuses on continuing application of lecture and laboratory material through applying it into the initial clinical setting. Students begin their supervised clinical rotations, with focus on Level 1 Core surgical procedures. Integration of the surgical technologist's role as first scrub with assist is emphasized. *Prerequisite: Admission to Surgical Technology Program and successful completion of SURG 100 Introduction to Surgical Technology.*

SURG 202 SURGICAL PROCEDURES I
3 credit hours

This is a three credit hour theory and clinical course designed to allow the student to continue to develop and apply skills learned in the introductory course to real-life procedures. With learning theory and clinical practice the student will learn to select instrumentation and other supplies for specific procedures. The student will apply learning in anatomy and physiology, and techniques from first courses in the practical experience of passing instruments to the surgeon in the clinical setting. The student will apply the basic skills of aseptic technique both in the laboratory setting and the clinical practicum as well as the basic medical terminology. *Prerequisites: admission to the Surgical Technology program and successful completion of SURG 100 Introduction to Surgical Technology.*

SURG 204 SURGICAL PROCEDURES II
4 credit hours
This is a four credit hour course designed to allow the student to refine selection of instrumentation and other supplies for surgical procedures. The student will encounter more difficult procedures and continue the learning process initiated in Surgical Procedures I. In the surgical suite of the clinical areas the student will be able to demonstrate the more advanced skills of the surgical technologist. The student will also be encouraged to further develop his/her sterile consciousness in order to work more confidently within the operating room. Job interviews and resumes will also be covered. *Prerequisite: admission to the Surgical Technology program and satisfactory completion of all previous curriculum requirements.*

SURG 206 SURGICAL TECHNOLOGY CLINICAL II
7 credit hours
This course focuses on continuing application of lecture and laboratory material to the clinical setting. Students remain in supervised clinical specialty rotations, with a focus on technical surgical procedures. Integration of the surgical technologist's role is emphasized. *Prerequisite: admission to the Surgical Technology program and successful completion of all Surgical Technology coursework.*

SUST 100 INSTALLATION FUNDAMENTALS
3 credit hours
This course provides a basic overview of plumbing tasks, basic roof materials and terminologies required for sustainable energy installation. Hands-on labs reinforce skills.

SUST 102 ELECTRICAL THEORY I
3 credit hours
This is the first of a two-course sequence in electrical theory. This course defines the basic electrical units, the basic laws of electrical theory as they apply to direct current (DC) circuits such as series, parallel, and series-parallel circuits. Alternating current (AC) waveforms and circuit components are introduced. Electronic test equipment such as digital multimeter and oscilloscope are used to measure electrical signals and troubleshoot basic electrical circuits. Hands-on labs reinforce skills.

SUST 104 PHOTOVOLTAIC SYSTEMS
3 credit hours
This course covers the National Electrical Code (NEC) specifics concerning photovoltaic (PV) installation Article 690. Code compliant wiring of modules, inverters, charge controllers, and batteries will be explored in detail. Students will use materials designed for installation practice both indoors and out. *Prerequisite: ENRG 102 Energy Physics.*

SUST 106 PHOTOVOLTAIC SYSTEM INSTALLATION
3 credit hours
This course is a continuation of SUST 104 Photovoltaic Systems. It covers the unique differences between grid intertie and off-grid systems and associated components. Students will use the National Electrical Code (NEC) as it relates to photovoltaic (PV) installation. Safety on the job will be emphasized. *Prerequisite: SUST 104 Photovoltaic Systems.*

SUST 108 PHOTOVOLTAIC TROUBLESHOOTING
1 credit hour
This course is a continuation of SUST 106 Photovoltaic System Installation. It provides students experience evaluating problems with photovoltaic systems, determining solutions, and implementing repairs. *Prerequisite: SUST 106 Photovoltaic System Installation.*

SUST 202 ELECTRICAL THEORY II
3 credit hours
This is the second of a two-course sequence in electrical theory. This course covers basic AC circuits and components, right triangle mathematics, resonant circuits, filters, and transient circuits. In the lab, students will build and troubleshoot basic alternating circuits using the oscilloscope, function generator, and digital multimeter. *Prerequisite: SUST 102 Electrical Theory I.*

SUST 204 SOLAR HOT WATER AND HEAT SYSTEMS
3 credit hours
This course provides instruction on solar water system components, specifications, schematics and drawings. It teaches installation of solar water heating systems that meet the performance and reliability needs of the customer, incorporates quality craftsmanship, and complies with all applicable codes and standards. *Prerequisite: SUST 102 Electrical Theory I.*

SUST 206 SOLAR HOT WATER AND HEAT SYSTEMS INSTALLATION
3 credit hours
This is the second solar hot water and heat systems course providing hands-on experience installing water heater and storage tanks, pipe, mechanical/plumbing and other components. This course teaches installing electrical control systems, tagging and labeling. It also includes system checkout. *Prerequisite: SUST 204 Solar Hot Water and Heat Systems.*

SUST 208 SOLAR HOT WATER AND HEAT SYSTEMS TROUBLESHOOTING
1 credit hour
This course is a continuation of SUST 206 Solar Hot Water and Heat Systems Installation. It provides students experience evaluating problems with solar hot water and heat systems, determining solutions, and implementing repairs. *Prerequisite: SUST 206 Solar Hot Water and Heat Systems Installation.*

SUST 220 SMALL WIND SYSTEMS
3 credit hours
This course teaches small wind energy system installers skills necessary to specify, configure, install, inspect and maintain a grid-connected or off-grid small wind energy system. Technical skills that meet the performance and reliability needs of the customer, incorporates quality craftsmanship, and complies with all applicable safety codes and standards will be taught. *Prerequisite: SUST 102 Electrical Theory I, SUST 202 Electrical Theory II.*

SUST 222 SMALL WIND SYSTEMS INSTALLATION
3 credit hours
This course is a continuation of SUST 220 Small Wind Systems. It covers adapting the small wind mechanical design, adapting the electrical design, and installing subsystems and components at the site. This course also teaches students how to perform a system checkout and inspection before leaving the job site. *Prerequisite: SUST 220 Small Wind Systems.*

SUST 224 SMALL WIND TROUBLESHOOTING
1 credit hour
This course is a continuation of SUST 222 Small Wind Systems Installation. It provides students experience evaluating problems with small wind systems, determining solutions, and implementing repairs. *Prerequisite: SUST 222 Small Wind Systems Installation.*

SUST 230 GEOTHERMAL SYSTEMS
3 credit hours
This course teaches geothermal principles including utilizing the earth's relatively constant temperature to provide heating, cooling, and hot water for residential and light commercial applications. This course provides instruction on the three requirements for geothermal systems including heat, permeability, and water as well as various types and configurations of heat pumps appropriate for specific geographic locations. *Prerequisite: SUST 102 Electrical Theory I.*

SUST 232 GEOTHERMAL SYSTEMS INSTALLATION
3 credit hours

This course is a continuation of SUST 230 Geothermal Systems. It covers adapting the geothermal mechanical design, adapting the electrical design, and installing subsystems and components at the site. This course also teaches students how to perform a system checkout and inspection before leaving the job site. *Prerequisite: SUST 230 Geothermal Systems.*

SUST 234 GEOTHERMAL TROUBLESHOOTING
1 credit hour

This course is a continuation of SUST 232 Geothermal Systems Installation. It provides students experience evaluating problems with geothermal systems, determining solutions, and implementing repairs. *Prerequisite: SUST 232 Geothermal Systems Installation.*

SUST 240 SUSTAINABLE ENERGY CERTIFICATION EXAM REVIEW
1 credit hour

This repeatable course is taken prior to taking the national certification exam in photovoltaic systems, solar hot water and heat systems, small wind systems, or geothermal systems. This course should not be taken before completing all the courses in the program related to the certification test to be attempted. The program coordinator will advise students prior to taking this course. *Prerequisite: related courses in the program must be complete before taking this test preparation course.*

TST 130 MOTORCYCLE TRAINING
2 credit hours

This course provides a combination of classroom, range, and on-street instruction. To participate in the on-street riding, each student must pass the Kansas Motorcycle License skill test administered by the instructor. All students will wear orange vests identifying them as "Student Drivers" when riding on-street. Students must participate in a minimum of 480 minutes of classroom instruction, 360 minutes of range instruction, and 60 minutes of on-street instruction. *Prerequisite: must be a resident of Kansas. To obtain the motorcycle endorsement on their license students must have a Kansas drivers' license.*

COLLEGE ORGANIZATION

BOARD OF TRUSTEES

(Terms expire in the years noted)

Mr. Kevin Berthot, Chanute (2013)
Mr. Charles Boaz, Chanute (2013)
Ms. Lori Kiblinger (2015)
Mr. David Peter, Chanute (2015)
Mr. Dennis Peters (2015)
Ms. Patricia Griffith, Chanute (2013)

ADMINISTRATION

INBODY, BRIAN. ..... PRESIDENT
B.S., M.S., Oklahoma State University; Ed.D., University of Arkansas

GENANDT, JAMES ..... VICE PRESIDENT FOR STUDENT LEARNING
B.A., Huron College; M.A., Emporia State University; ABD, Walden University

SMITH, BEN..... VICE PRESIDENT FOR OPERATIONS
B.S.B.A., Pittsburg State University; M.L.S., Fort Hays State University

BURDGE, AMBER..... ATHLETIC DIRECTOR
A.S., Eastern Oklahoma State College; B.S., M.S., Oklahoma State University

CHRISTIANSEN, CLAUDIA ..... DIRECTOR OF DEVELOPMENT & MARKETING
M.S., Pittsburg State University

ERNST, DALE..... DEAN OF OTTAWA CAMPUS
B.A., M.A., University of Northern Iowa; Ed.S., University of Missouri, Kansas City; Paralegal Certificate, Johnson County Community College

KEGLER, JASON..... DEAN OF STUDENT DEVELOPMENT
B.A., University of Saint Mary; M.L.S., Fort Hays State University

KRUMM, BRENDA ..... DEAN OF OUTREACH AND WORKFORCE DEVELOPMENT
A.A., Barton County Community College; B.S., M.S., Fort Hays State University

SOLANDER, SONDRA ..... CHIEF FINANCIAL OFFICER
A.A., Allen County Community College; B.S., M.S., Pittsburg State University; C.P.A., Kansas

BERTELS, KAREN ..... ASSISTANT DEAN OF OUTREACH AND WORKFORCE DEVELOPMENT
B.S.E., Emporia State University; M.S.E., Pittsburg State University; Supervisor Certificate, Wright State University

GARDNER, MARIE..... ASSOCIATE DEAN FOR ONLINE CAMPUS (Ottawa)
B.S., Baker University; M.A., University of Kansas, MOS Certification

PATRICK, BRIAN..... ASSISTANT DEAN OF OTTAWA CAMPUS
B.A., M.A., University of Kansas

FACULTY AND STAFF

ADAME, JOHNNY..... ASSISTANT MEN'S SOCCER COACH
A.A., Crowder College; B.G.S., Missouri Southern State University

ALEXANDER, KIM ..... HEAD SOFTBALL COACH
B.S., Bacone College

ALLEN, PATTY ..... RSVP DIRECTOR
B.S., Washburn University

ALMOND, JEFF ..... COORDINATOR FOR ADVISING & ARTICULATION
A.S., Neosho County Community College; B.S, Pittsburg State University

ANDERSON, LARRY ..... PSYCHOLOGY
B.S.E., M.S., Emporia State University

ANDERSON, TRACY ..... CUSTODIAN

AYERS, MELINDA ..... HISTORY
A.S., Neosho County Community College; B.S.E., Pittsburg State University; M.A., Emporia State University

BABB, CHARLES ..... COMPUTER SCIENCE
B.S.E., Oklahoma Christian College; M.Ed., Northeast Louisiana University; M.S.C.S.E., University of Evansville

BARR, MARY ..... ADMINISTRATIVE ASSISTANT/SWITCHBOARD

BARRINGTON, LINDA ..... NURSING (Ottawa)
A.A.S, Neosho County Community College; B.S., Fort Hays State University; B.S.N., Pittsburg State University; M.S.N., Walden University; CNE

BEDDO, LESLIE ..... ASSISTANT DIRECTOR OF ADMISSIONS (Ottawa)
B.A., Ottawa University

BEEMAN, GLORIA ..... OFFICE SERVICES CLERK

BENTON, PATTY ..... CASHIER (Ottawa)
A.A., Coffeyville Community College

BLACKWELL, KEVIN ..... HUMANITIES (Ottawa)
B.A., Southwest Missouri State University; J.D., University of Missouri-Kansas City

BOHLER, JEAN ..... ADMINISTRATIVE ASSISTANT TO STARS
B.B.A., Brenau University; Graduate Studies, Central Michigan University

BROWN, ANTHONY ..... COORDINATOR FOR THE TEACHING AND LEARNING CENTER (Ottawa)
B.A., Wabash College; M.S., Ph.D., Vanderbilt University

BROWN, JEFF ..... MAINTENANCE
Construction Technology Certificate, Neosho County Community College

BROWN, PATRICIA ..... ACCOUNTS RECEIVABLE CLERK

BURES, KYLE ..... STARS TRANSFER/CAREER ADVISOR
B.S., Kansas State University

BURTON, LINETTE ..... FINANCIAL AID CLERK
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BUTTS, REBECCA ..... NURSING
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Notice of Non-Discrimination

Neosho County Community College, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, Americans with Disabilities Act of 1990, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disabilities, marital status, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, housing, and educational services. Any person having questions regarding the above is directed to the dean of student development, Title VI and IX and Section 504 coordinator, NCCC, 800 West 14th, Chanute, Kansas 66720, 620-431-2820 ext. 213.

Americans with Disabilities Act of 1990
Statement of Compliance

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need special accommodations or assistance, please notify the chief of student affairs office, Chanute Campus, Sanders Hall, 620-431-2820, ext. 213, as soon as possible. As necessary, the chief of student affairs will review documentation about your disability and determine the need for the accommodations you are requesting. The chief of student affairs and the director of basic skills will then assist you in planning for any necessary accommodations. The chief of student affairs will notify your instructors of the accommodation plan.

Student Right-To-Know and Campus Security Act of 1990

Neosho County Community College adheres to the Student-Right-To-Know and Campus Security Act of 1990 (Public Law 101-542). Current statistics are available upon request through the chief of student affairs officer and within the NCCC Student Handbook.

Drug-Free Schools and Communities Act of 1989

College policy and the Drug-Free Act states that the unlawful possession, use, or distribution of illicit drugs, alcohol, and cereal malt beverages by students or employees on the property of Neosho County Community College or during activities involving the College is strictly prohibited.

Disclaimer

The content of this document is provided for the information of the student and does not constitute a contract. The content is accurate at the time of printing but may be modified or changed at any time to correspond to decisions of the NCCC Board of Trustees, and local, state, or federal requirements. Any changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made.

Catalog Updates

Information in this catalog may be changed at any time. See the online version at www.neosho.edu for the most up-to-date information.

ATTACHMENT 9

Neosho County Community College

Educational Master Plan

Completed January 2012
Compiled by Jim Genandt, Vice President for Student Learning

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Educational Master Plan

Education is the core component of the mission and purpose of Neosho County Community College. Within that core is the concept of learning. Learning is an action, and the ultimate stewardship of the employees of the college is with our ability to influence and enhance the capacity of learning for our students, our constituents throughout the many communities we serve, and ourselves. The educational master plan is a document that reveals strategies and tactics, ideas and proposals, all with the focus of having an impact on learning and the resulting education as a formal and informal process.

This plan is the result of analyzing much information from institutional-, state-, and national-level reports, from environmental scanning of information concerning best practices, emerging trends, and likely threats and opportunities that will affect the college and its educational mission and values. The report also has taken into consideration information and input from many external constituencies such as elementary and secondary schools, senior colleges and universities, business and industry entities, and more.

Plan Limitations

What the plan is not is a specific list of exactly what will happen over the next 5 or 10 years. The educational environment is too dynamic for such certainty. Many of the jobs we will be preparing students for in the year 2017 have yet to be created, so it is impossible to devise a specific plan to meet those needs. What businesses move to our service area, what areas will be stressed by the Kansas Board of Regents (KBOR) and more greatly funded, what future needs arise are nearly impossible to say. What is possible is development of a plan that focuses on exploring and meeting the educational needs of our constituents in a more general framework. It is hoped that this plan is not seen as the end-all and be-all of where we are headed, but rather provides a general framework of where the mission of the College is directing the Student Learning Division. Community colleges must be both proactive to anticipate and create future trends, and responsive to changing needs and conditions. This report details how NCCC plans to prepare for the future while being attentive to current situations.

The Master Educational Plan is divided into these sections:

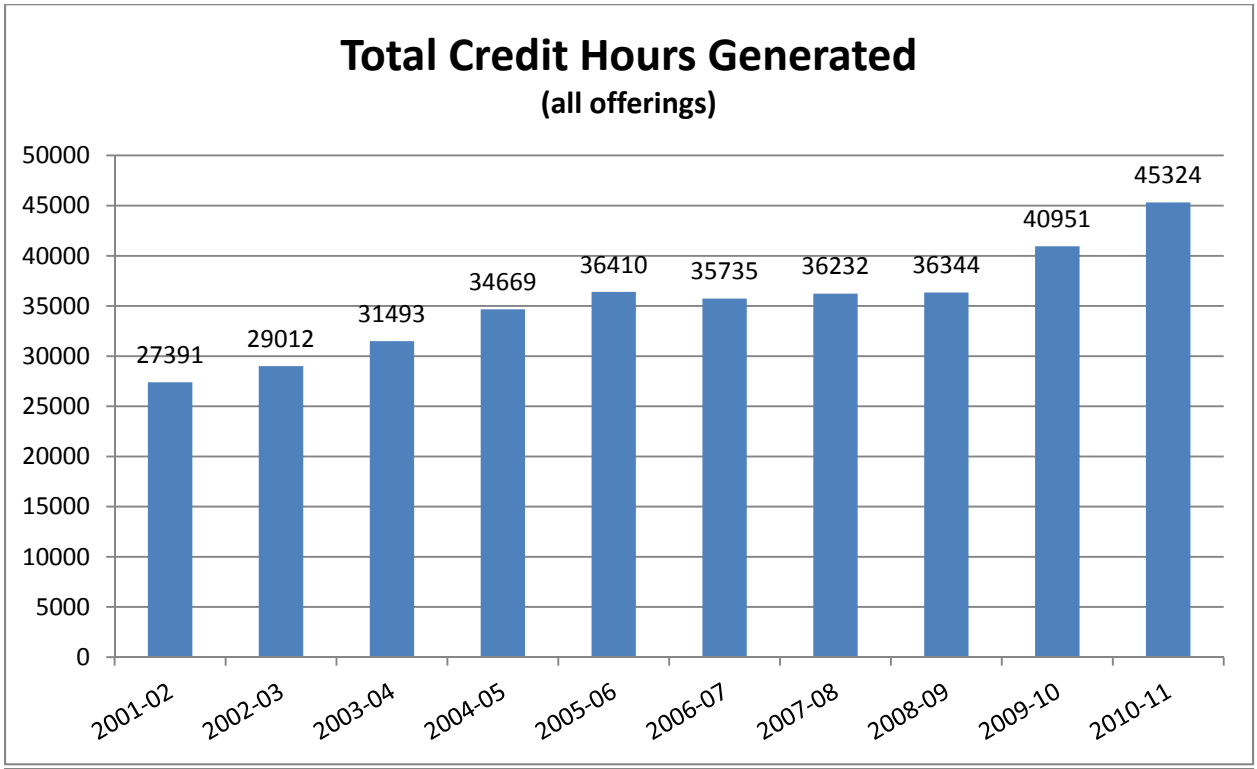
Section I – Academic Needs, Quality Assurance and Delivery Methods
Section II – Infrastructure Changes Required
Section III – Recommendations from Program Review Process

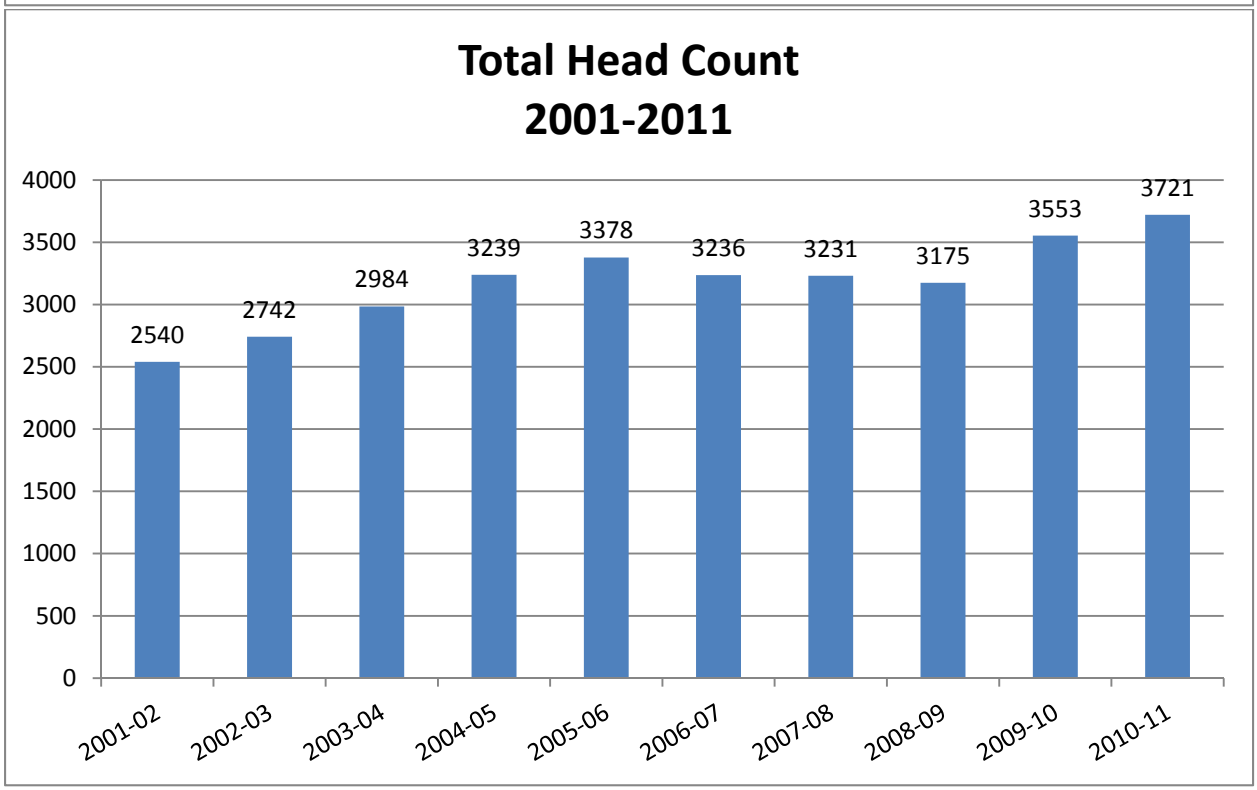
SECTION I – ACADEMIC NEEDS, QUALITY ASSURANCE AND DELIVERY METHODS

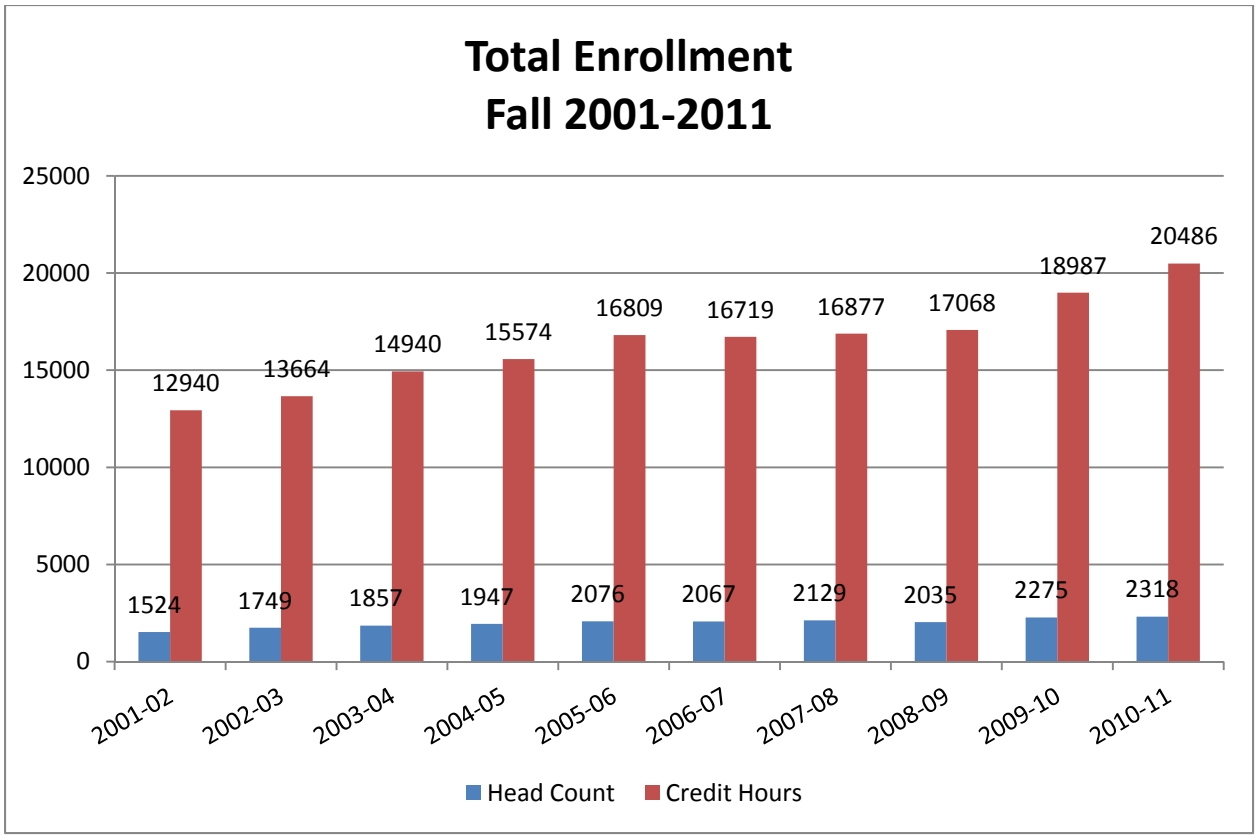
This section of the report deals with how the academic enterprise ascertains and meets the educational needs of the students and the community. It contains graphs and charts showing enrollment trends for the past 10 years at NCCC broken down by campus. It will provide insight as to the programs that are most likely to be created over the next five to ten years. Next it will

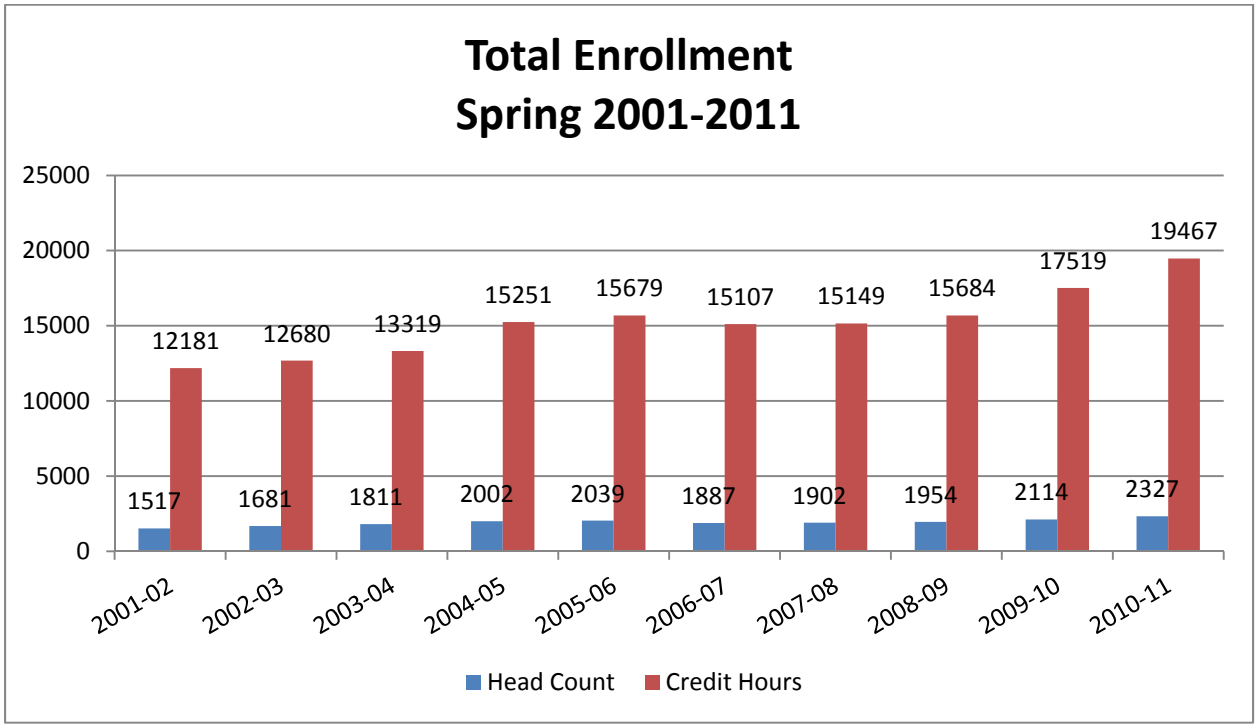
detail how quality standards will be maintained and furthered. Finally, Section I will focus on how NCCC will utilize the most effective content delivery methods.

Enrollment Trends from 2001 to Present






Total Enrollment
Fall 2001-2011
25000
20000
15000
10000
5000
0
12940
13664
14940
15574
16809
16719
16877
17068
18987
20486
1524
1749
1857
1947
2076
2067
2129
2035
2275
2318
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Total Enrollment
Spring 2001-2011
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20000
15000
10000
5000
0
12181
12680
13319
15251
15679
15107
15149
15684
17519
19467
1517
1681
1811
2002
2039
1887
1902
1954
2114
2327
2001-02
2002-03
2003-04
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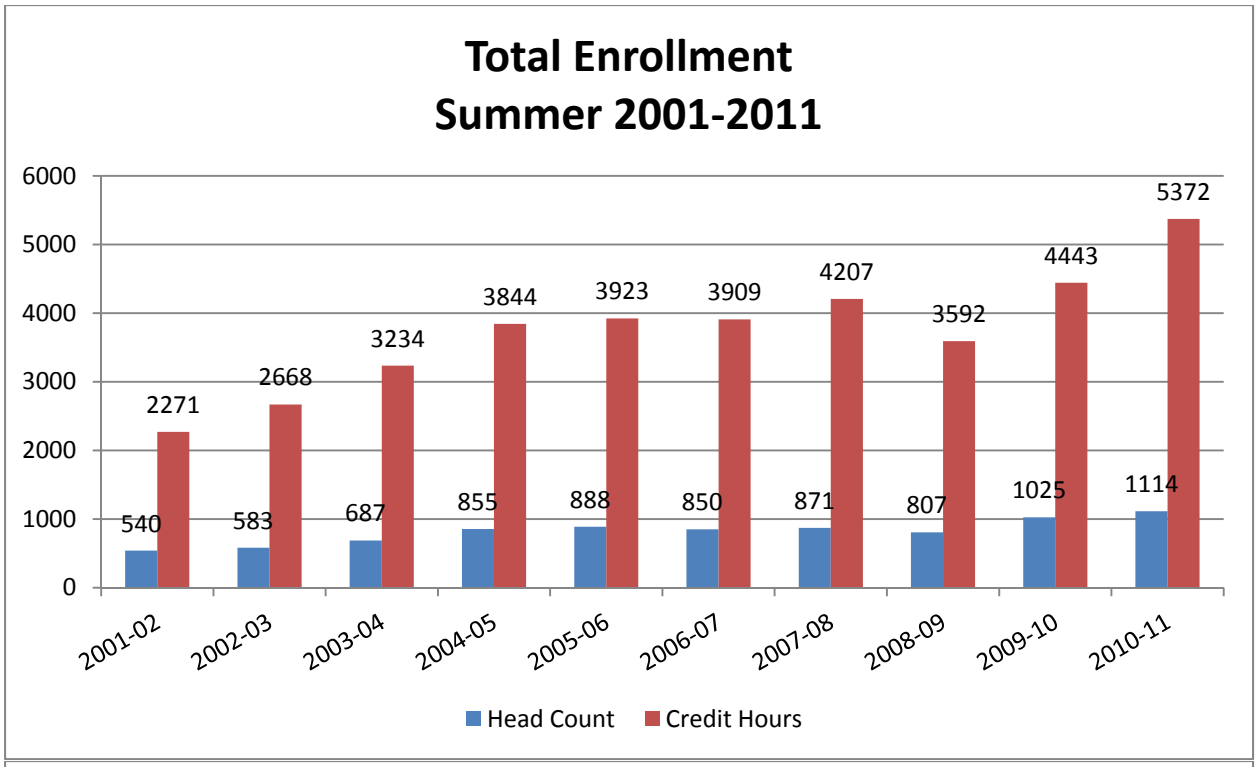
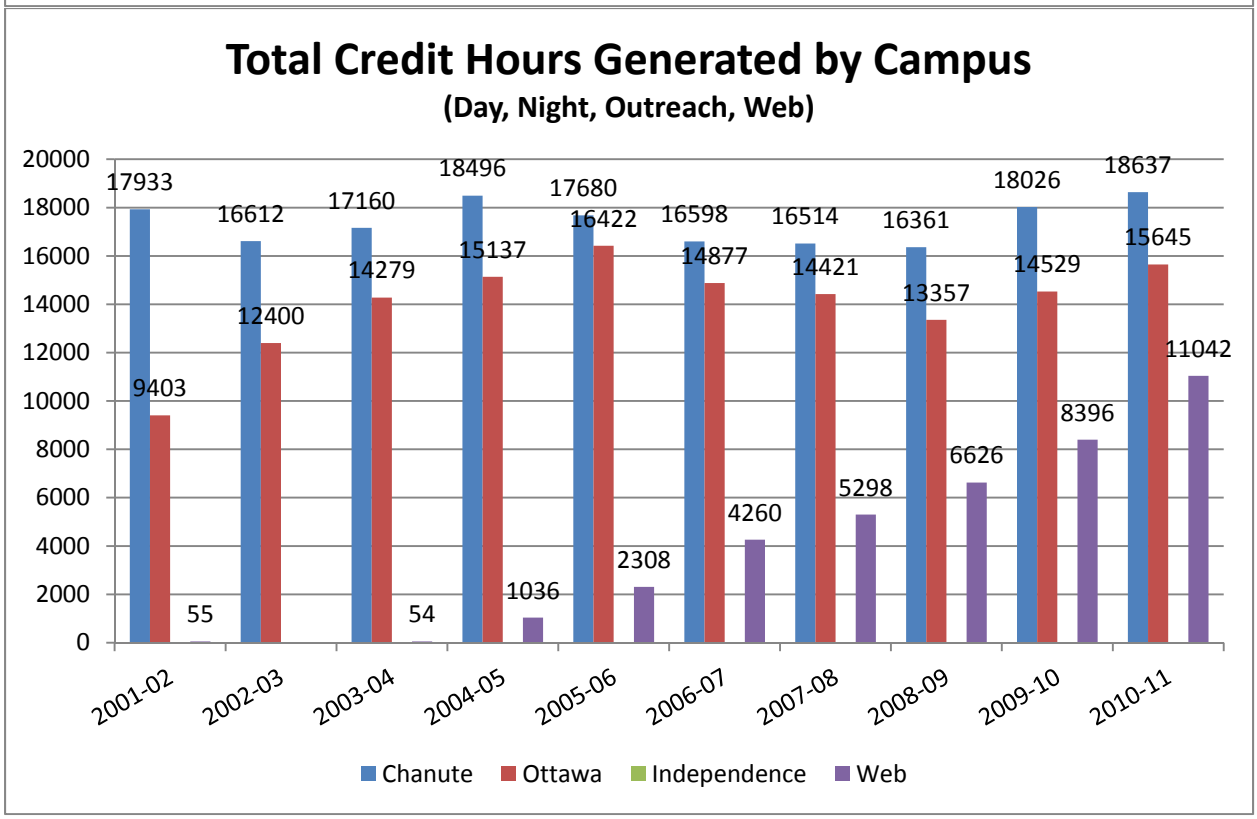
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Total Enrollment
Summer 2001-2011
6000
5000
4000
3000
2000
1000
0
540
2271
583
2668
687
3234
855
3844
888
3923
850
3909
871
4207
807
3592
1025
4443
1114
5372
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Total Credit Hours Generated by Campus
(Day, Night, Outreach, Web)
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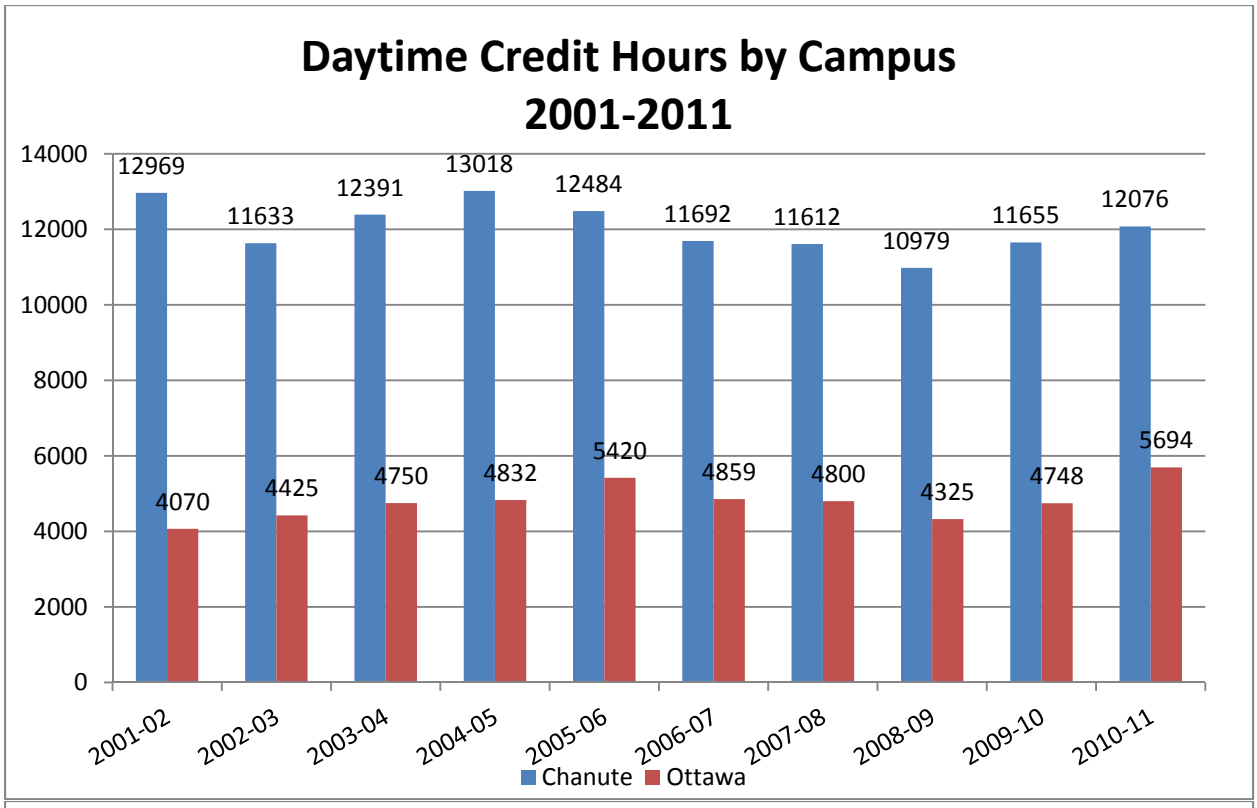
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
17933
9403
55
16612
12400
17160
14279
54
18496
15137
1036
17680
16422
2308
16598
14877
4260
16514
14421
5298
16361
13357
6626
18026
14529
8396
18637
15645
11042
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Chanute
Ottawa
Independence
Web


Daytime Credit Hours by Campus
2001-2011
14000
12000
10000
8000
6000
4000
2000
0
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4070
11633
4425
12391
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11692
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11612
4800
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4325
11655
4748
12076
5694
2001-02
2002-03
2003-04
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2005-06
2006-07
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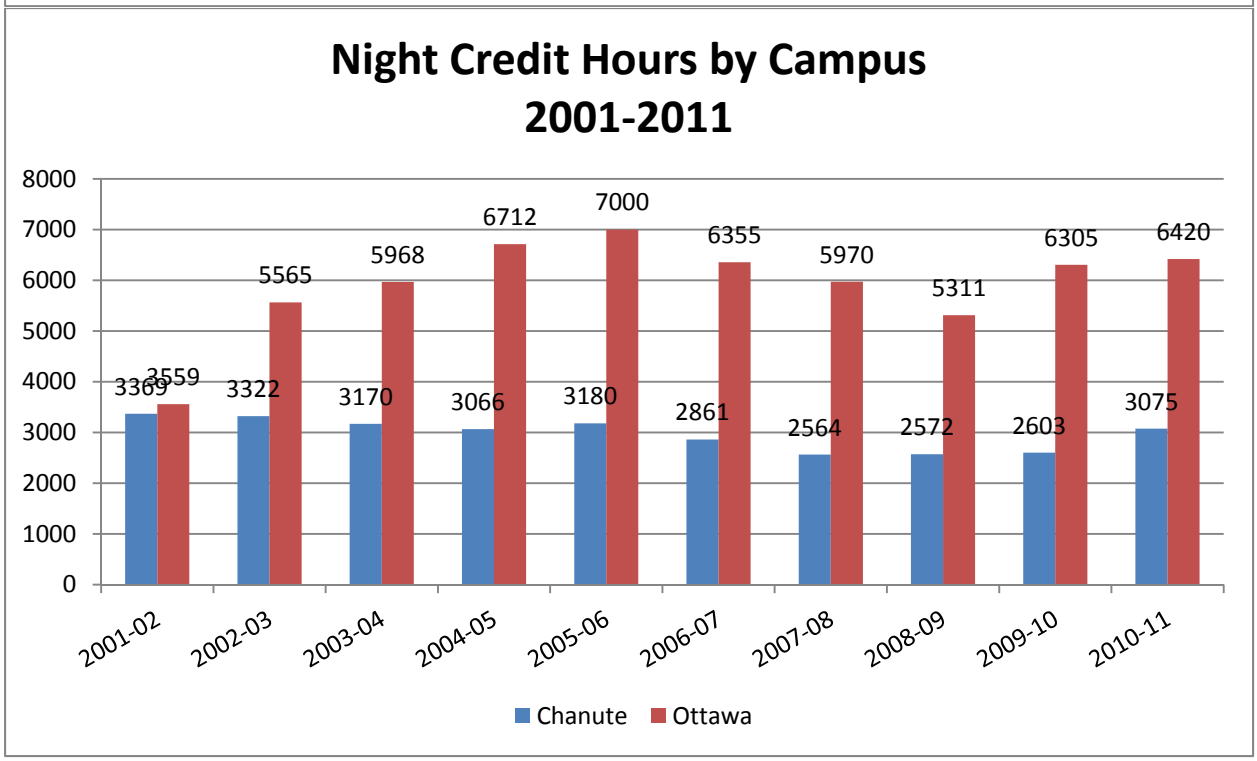
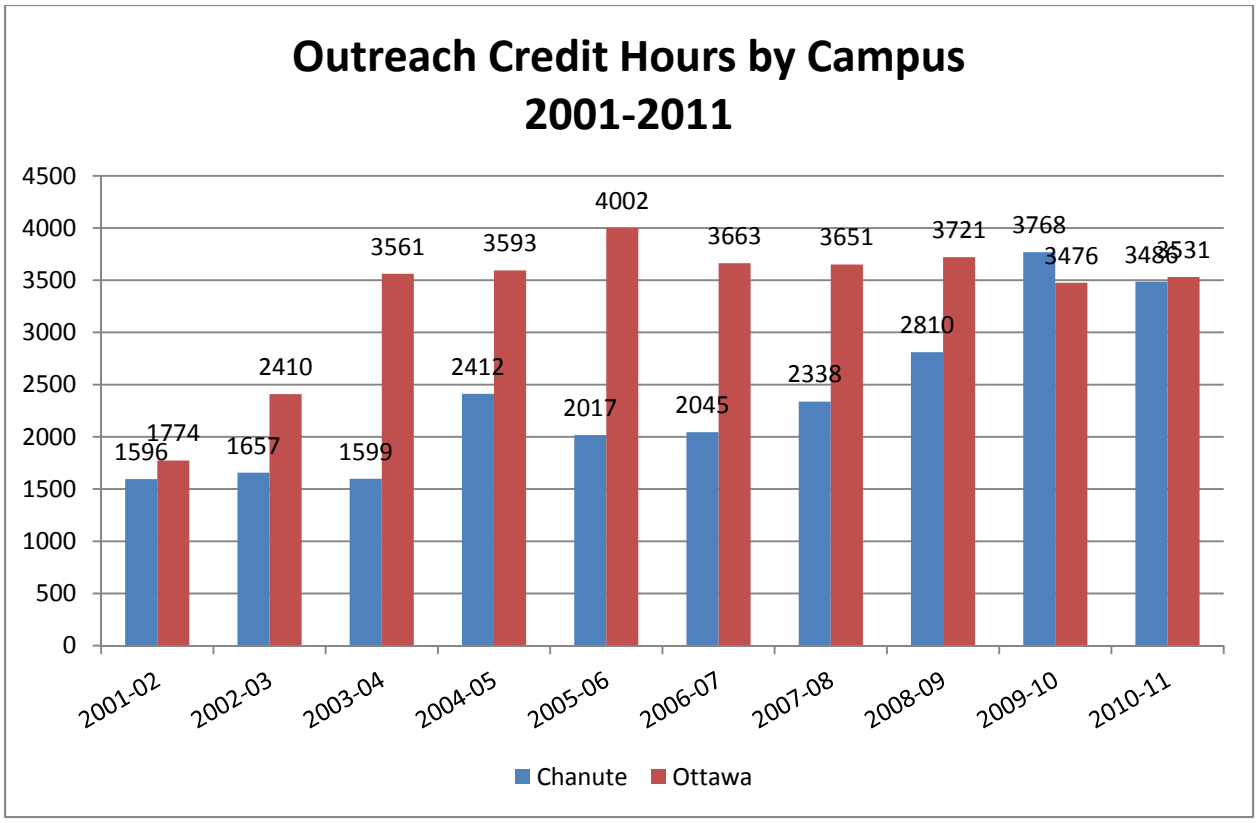
2008-09
2009-10
2010-11
Chanute
Ottawa


Night Credit Hours by Campus
2001-2011
8000
7000
6000
5000
4000
3000
2000
1000
0
3369
3559
3322
5565
3170
5968
3066
6712
3180
7000
2861
6355
2564
5970
2572
5311
2603
6305
3075
6420
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Chanute
Ottawa


Outreach Credit Hours by Campus
2001-2011
4500
4000
3500
3000
2500
2000
1500
1000
500
0
1596
1774
1657
2410
1599
3561
2412
3593
2017
4002
2045
3663
2338
3651
2810
3721
3768
3476
3486
3531
2001-02
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2003-04
2004-05
2005-06
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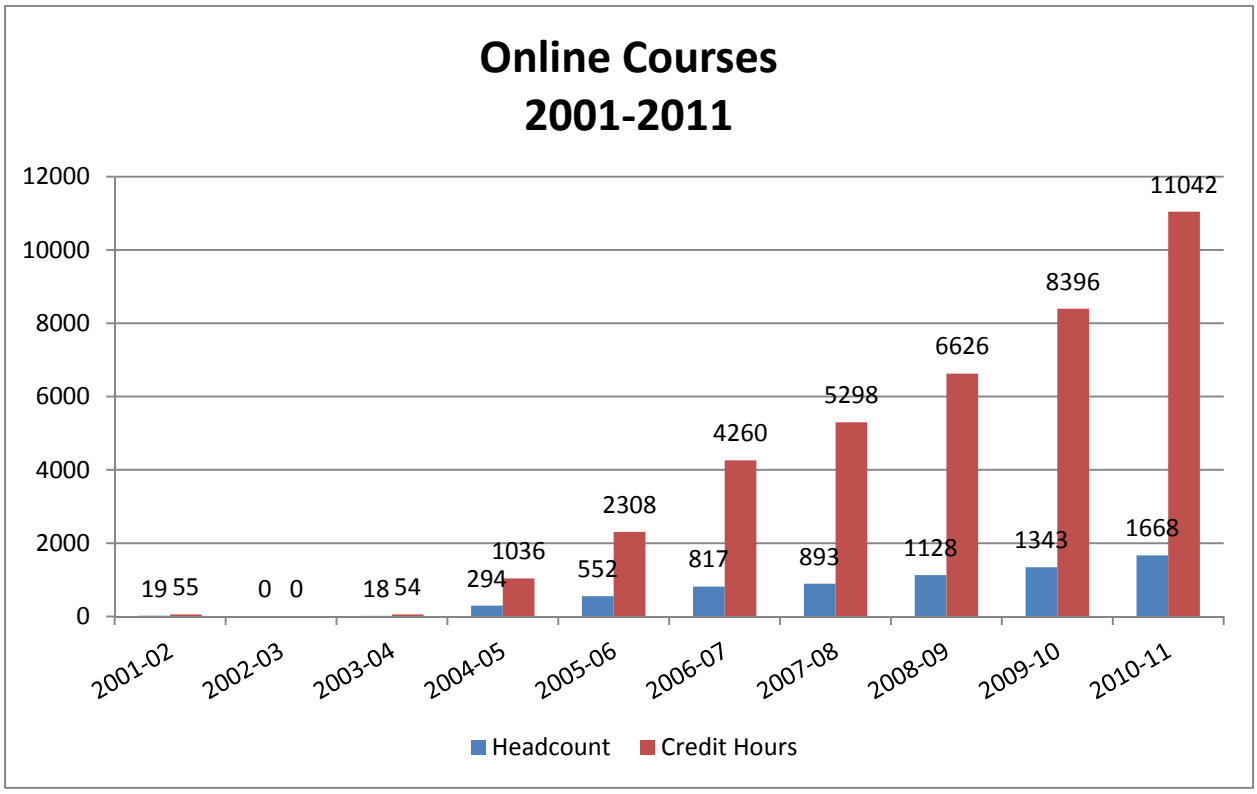
2009-10
2010-11
Chanute
Ottawa


Online Courses
2001-2011
12000
10000
8000
6000
4000
2000
0
19
55
0
0
18
54
294
1036
552
2308
817
4260
893
5298
1128
6626
1343
8396
1668
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2001-02
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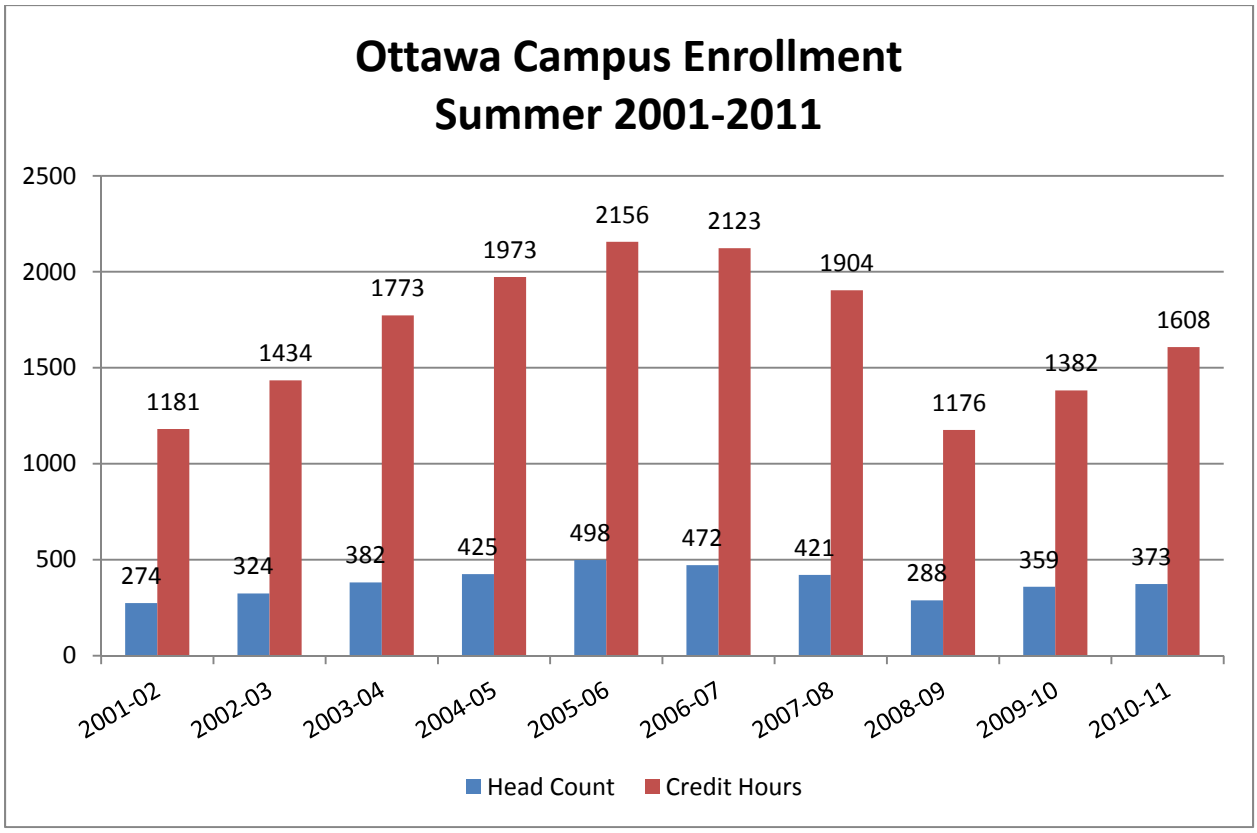
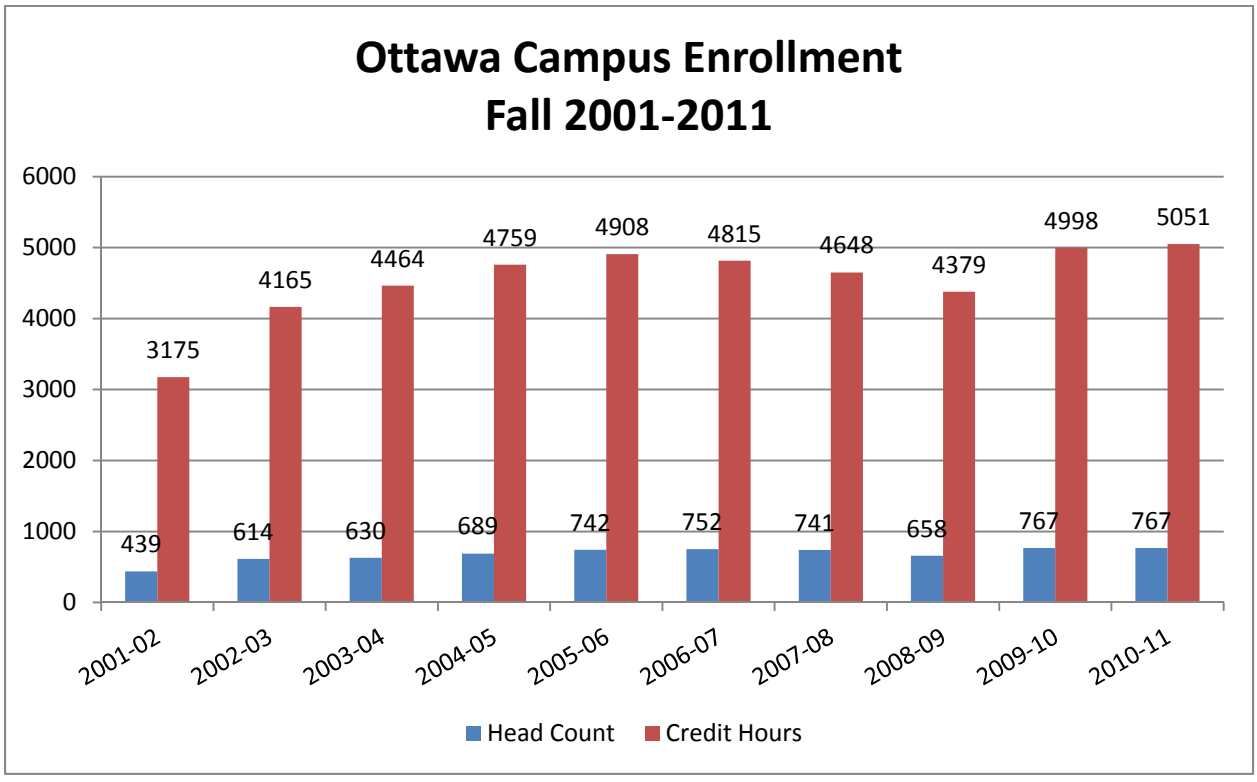
2010-11
Headcount
Credit Hours


Ottawa Campus Enrollment
Summer 2001-2011
2500
2000
1500
1000
500
0
274
1181
324
1434
382
1773
425
1973
498
2156
472
2123
421
1904
288
1176
359
1382
373
1608
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Ottawa Campus Enrollment
Fall 2001-2011
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5000
4000
3000
2000
1000
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439
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614
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630
4464
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742
4908
752
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658
4379
767
4998
767
5051
2001-02
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2003-04
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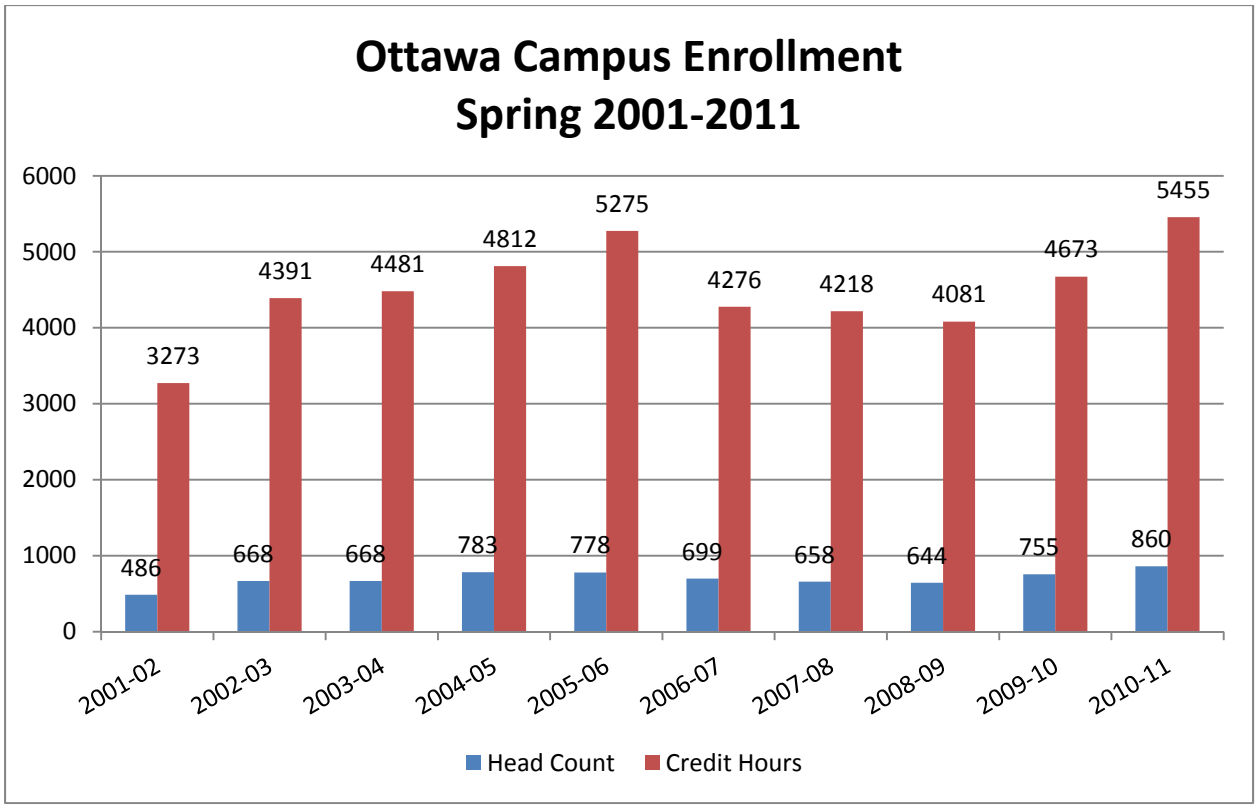
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Ottawa Campus Enrollment
Spring 2001-2011
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5000
4000
3000
2000
1000
0
486
3273
668
4391
668
4481
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778
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4276
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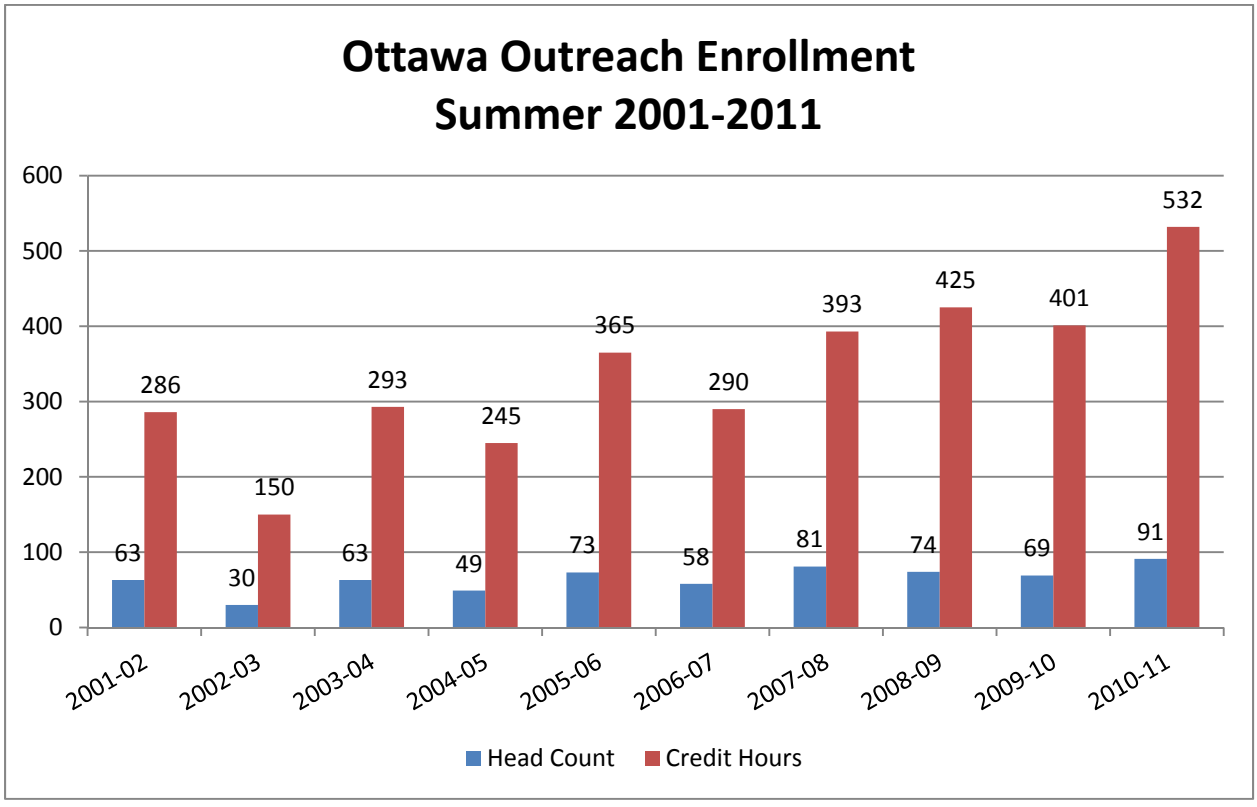
4081
755
4673
860
5455
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Ottawa Outreach Enrollment
Summer 2001-2011
600
500
400
300
200
100
0
63
286
30
150
63
293
49
245
73
365
58
290
81
393
74
425
69
401
91
532
2001-02
2002-03
2003-04
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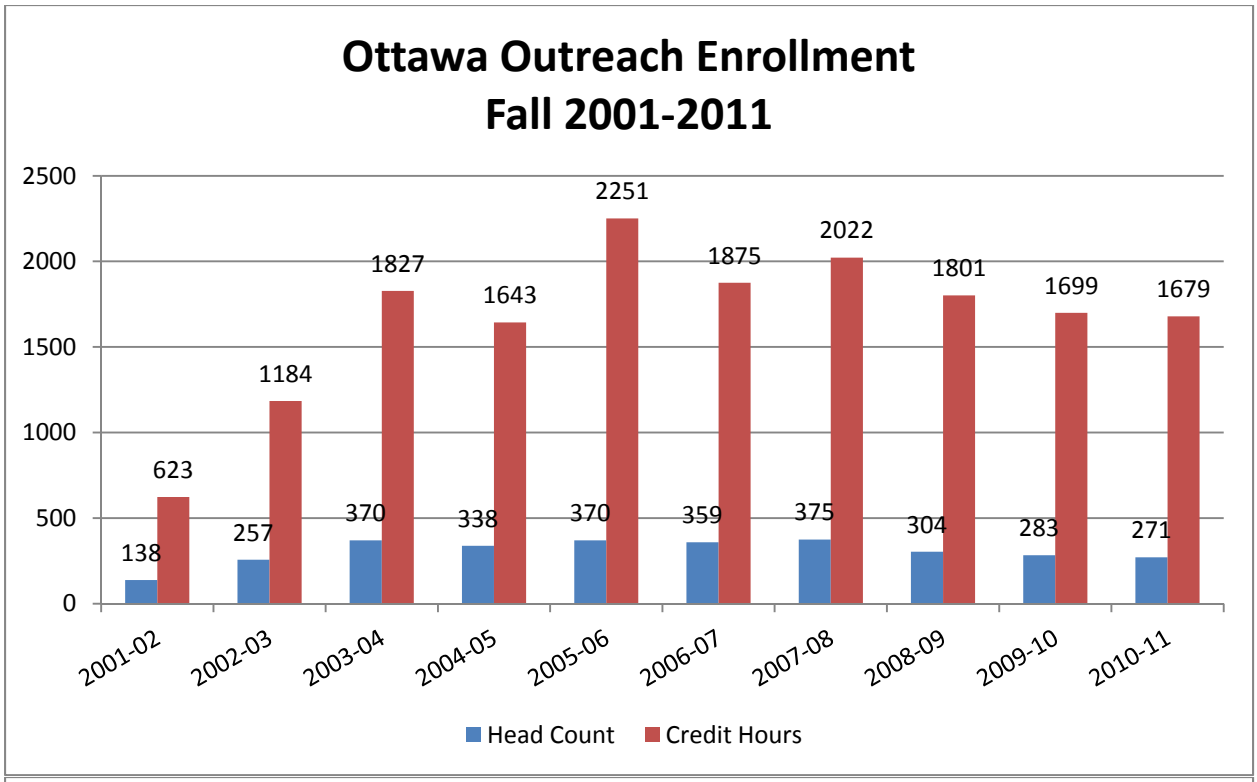
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Ottawa Outreach Enrollment
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370
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1699
271
1679
2001-02
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2003-04
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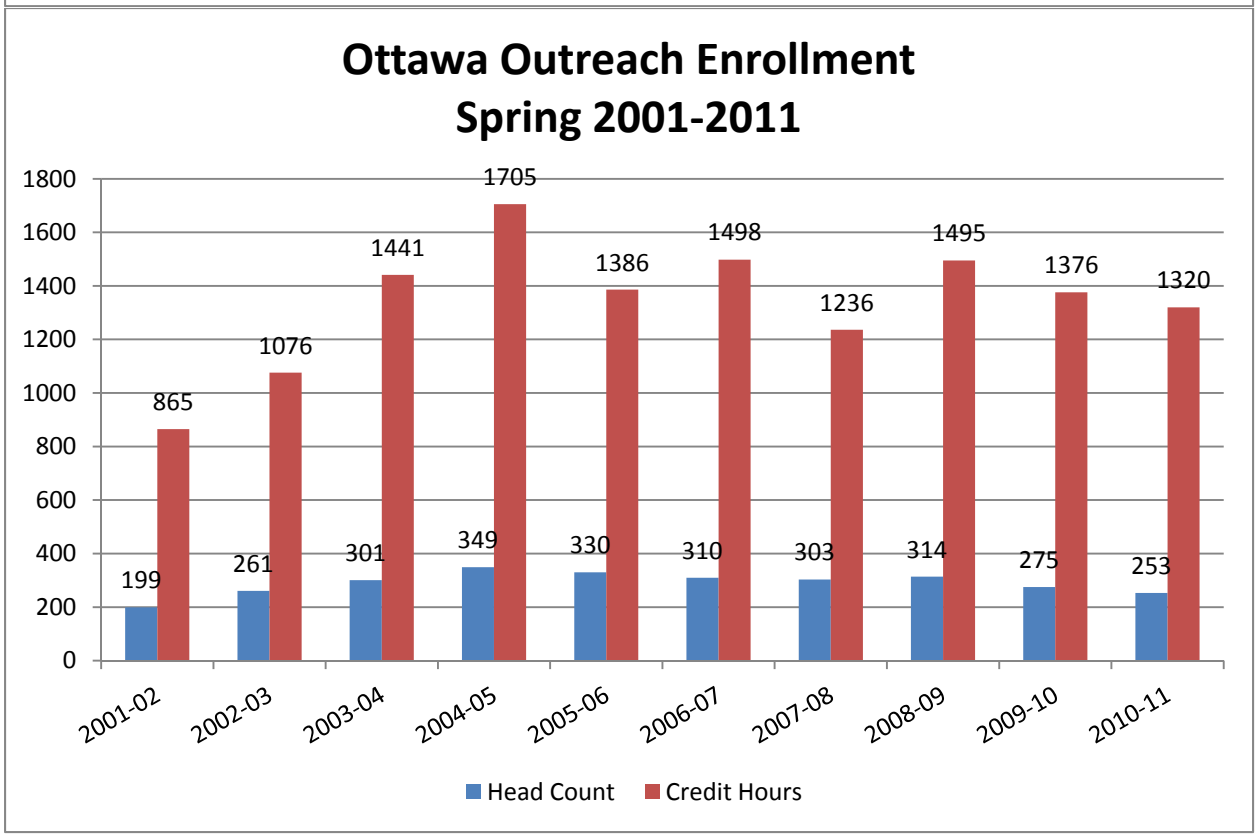
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Ottawa Outreach Enrollment
Spring 2001-2011
1800
1600
1400
1200
1000
800
600
400
200
0
199
865
261
1076
301
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349
1705
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1498
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1236
314
1495
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1376
253
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2008-09
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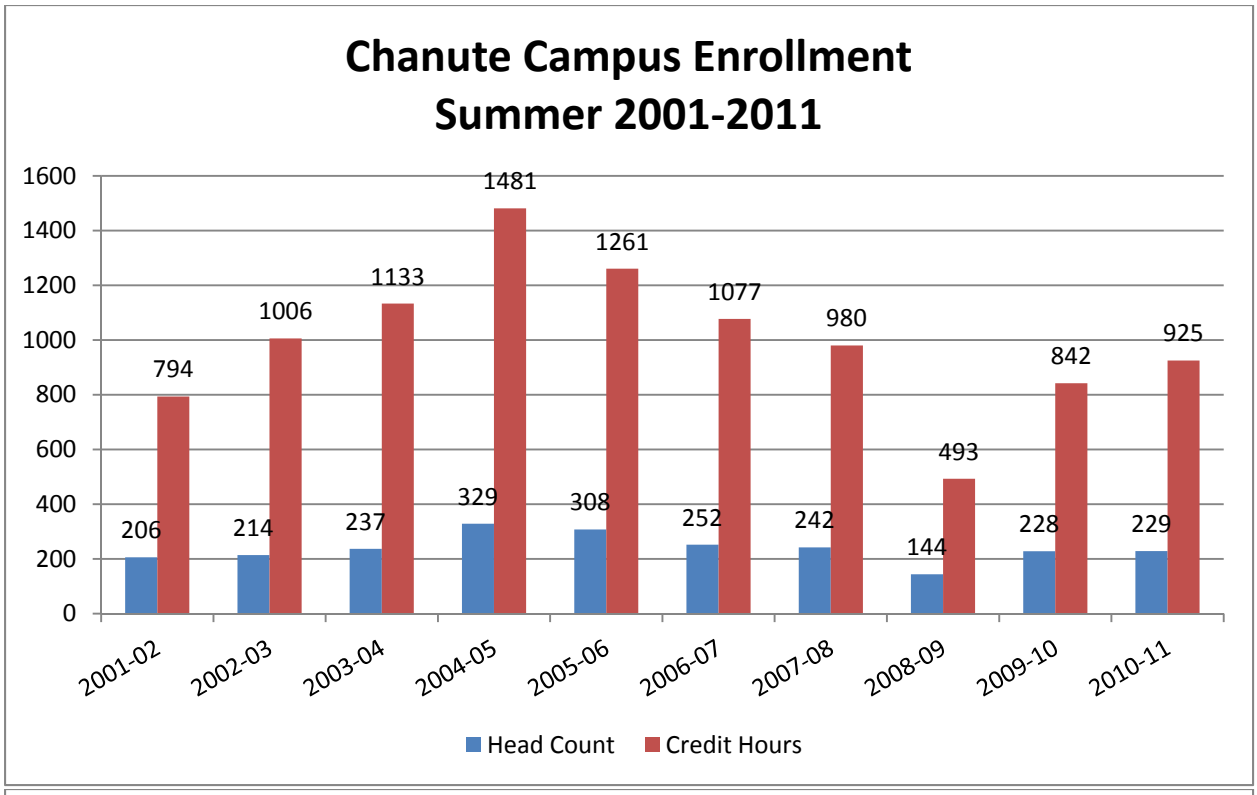
Head Count
Credit Hours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200
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1481
308
1261
252
1077
242
980
144
493
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842
229
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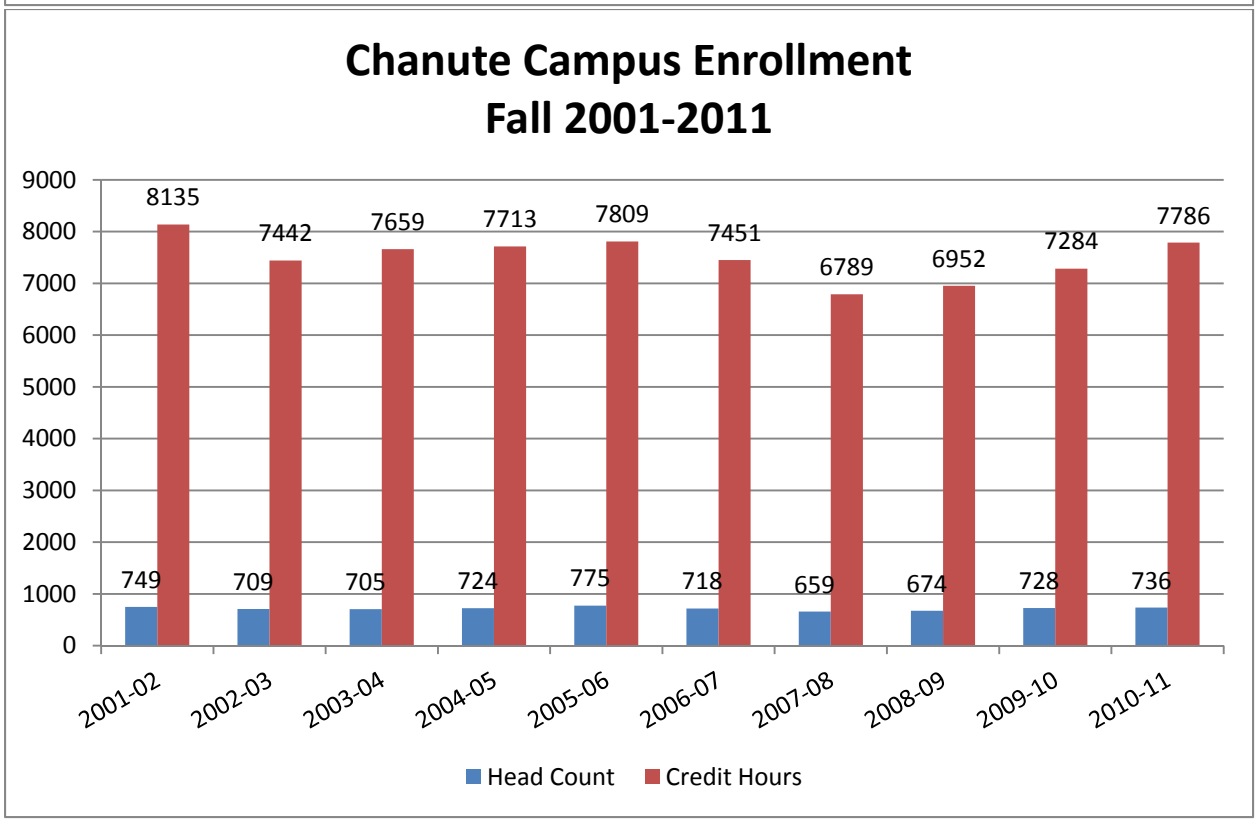
Head Count
Credit Hours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6000
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4000
3000
2000
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705
7659
724
7713
775
7809
718
7451
659
6789
674
6952
728
7284
736
7786
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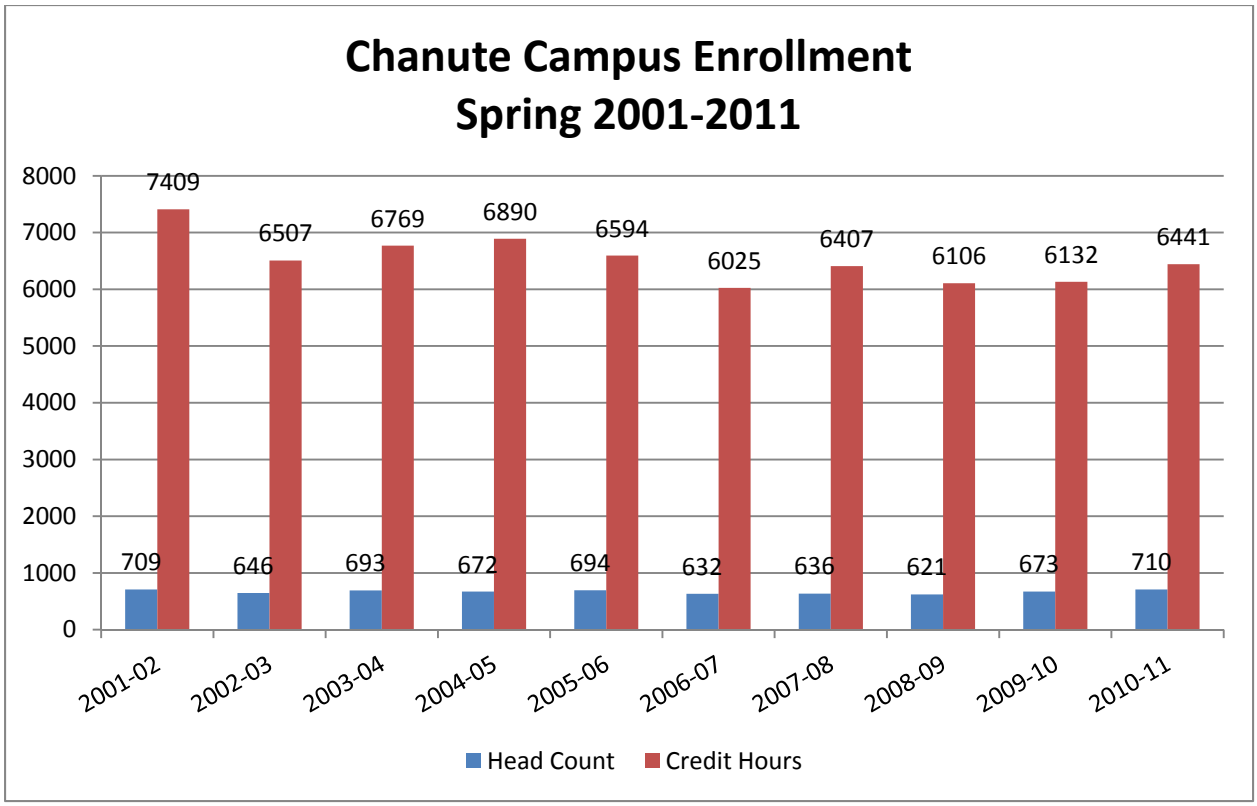
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours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2000
1000
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6407
6106
6132
6441
709
646
693
672
694
632
636
621
673
710
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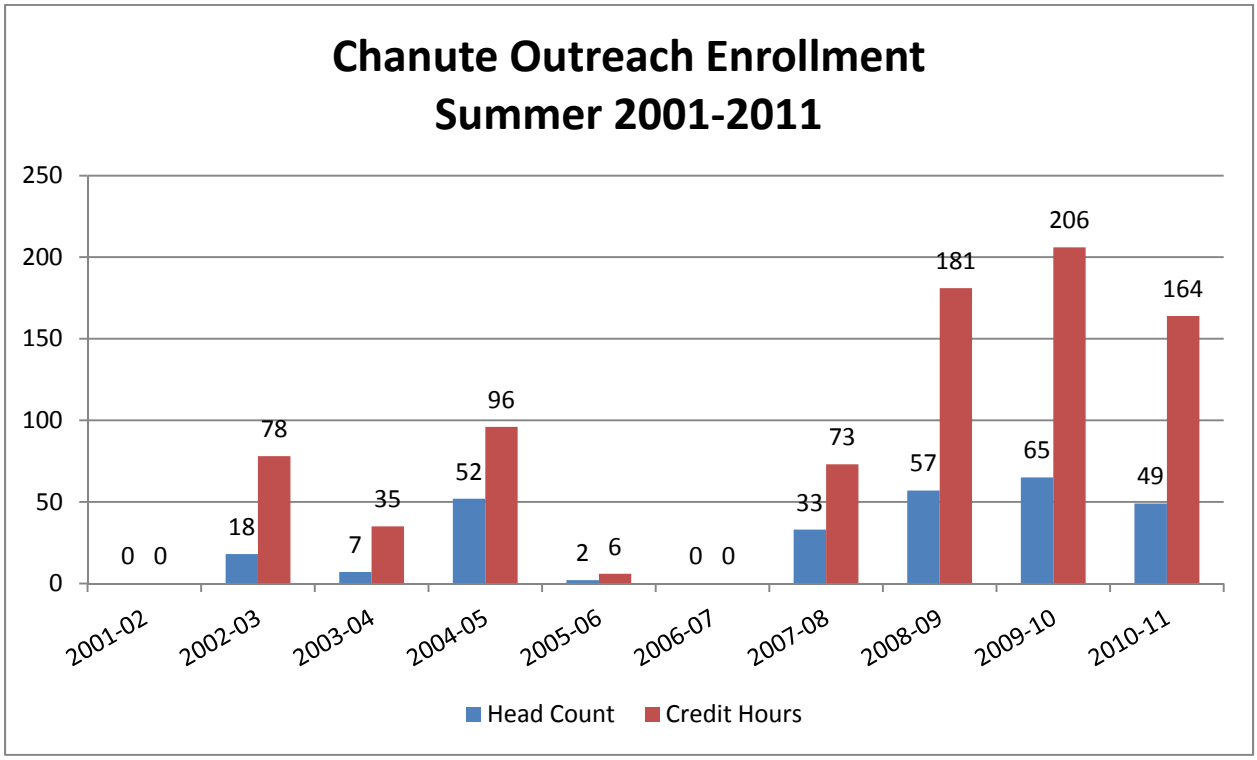
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours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200
150
100
50
0
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18
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7
35
52
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73
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65
206
49
164
2001-02
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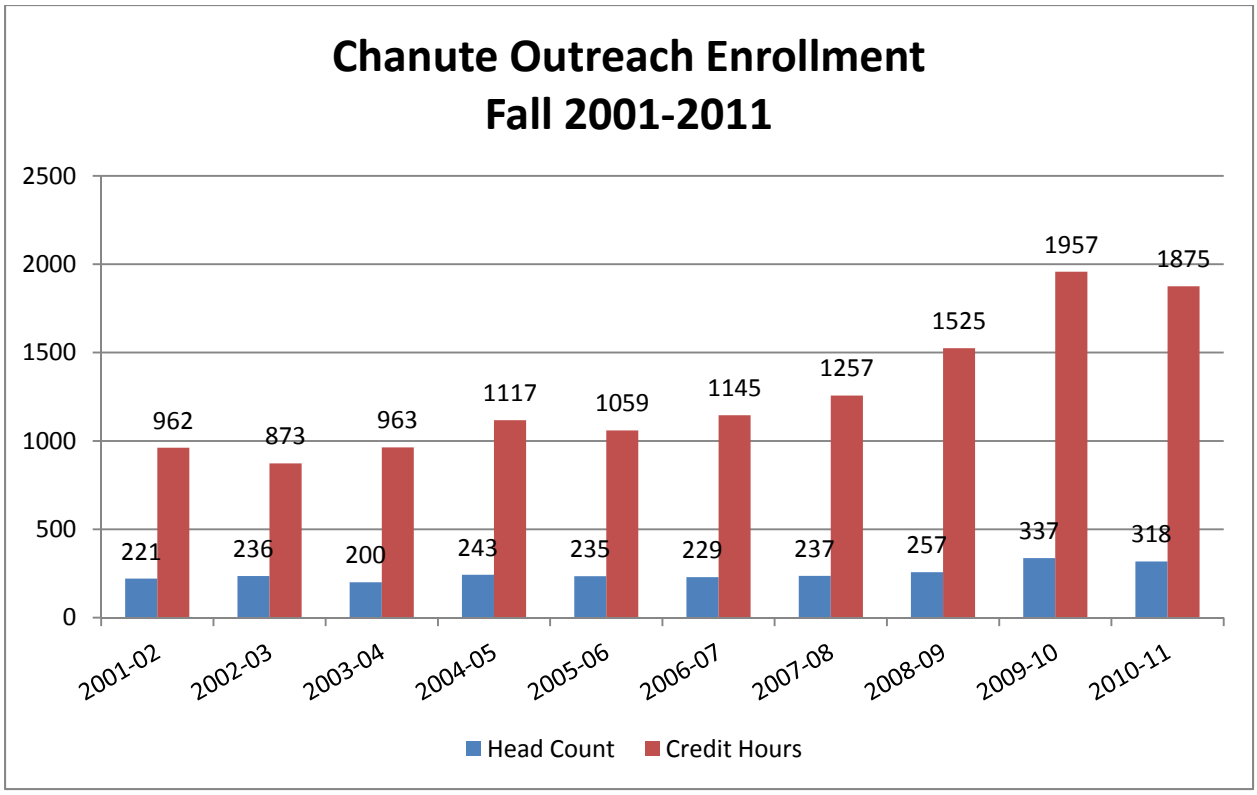
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


Chanute Outreach Enrollment
Fall 2001-2011
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1000
500
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257
337
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2006-07
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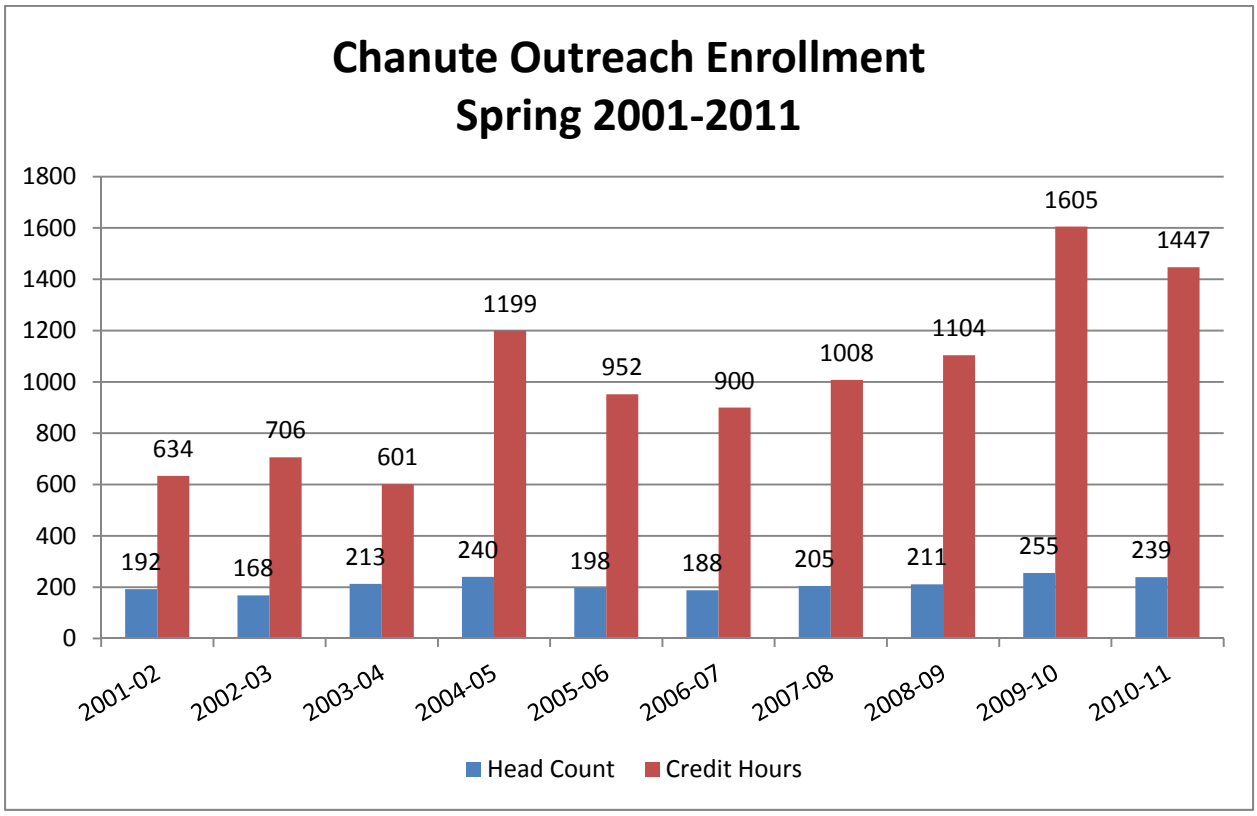
2008-09
2009-10
2010-11
Head Count
Credit Hours


Chanute Outreach Enrollment
Spring 2001-2011
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800
600
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211
255
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2003-04
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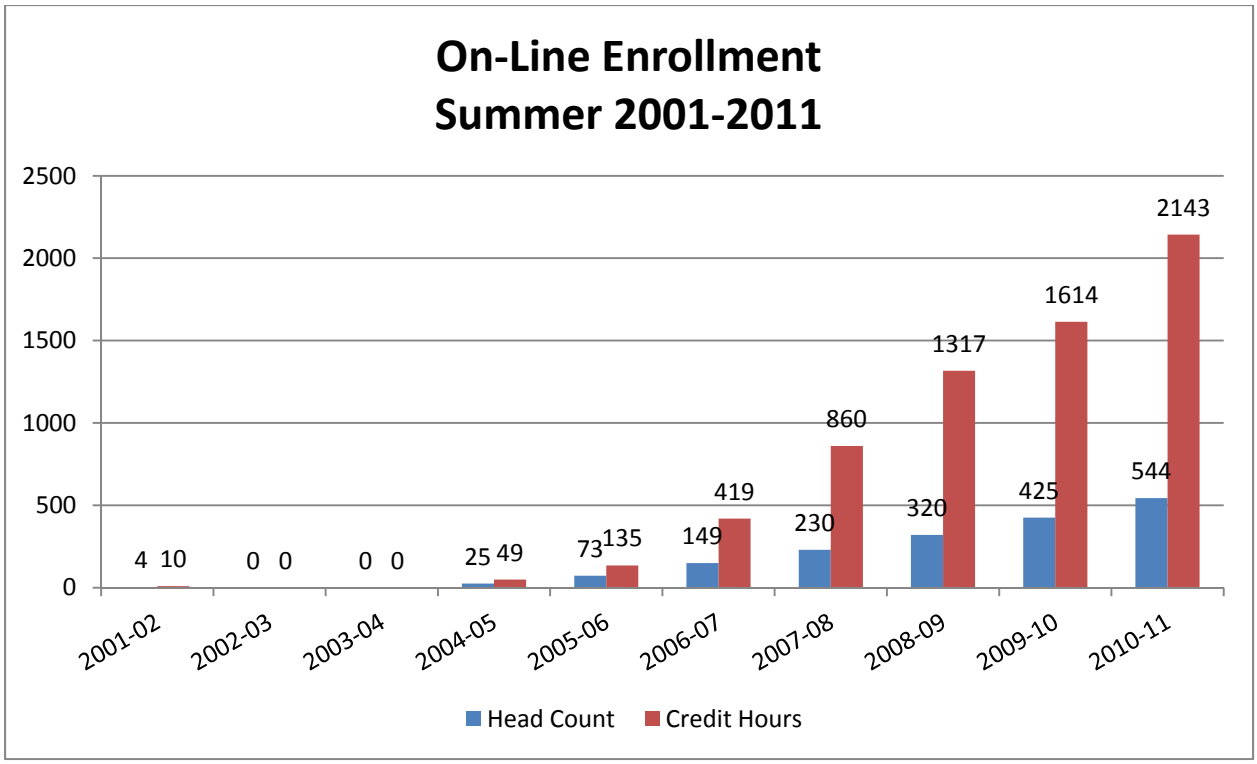
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


On-Line Enrollment
Summer 2001-2011
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0 0
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425 1614
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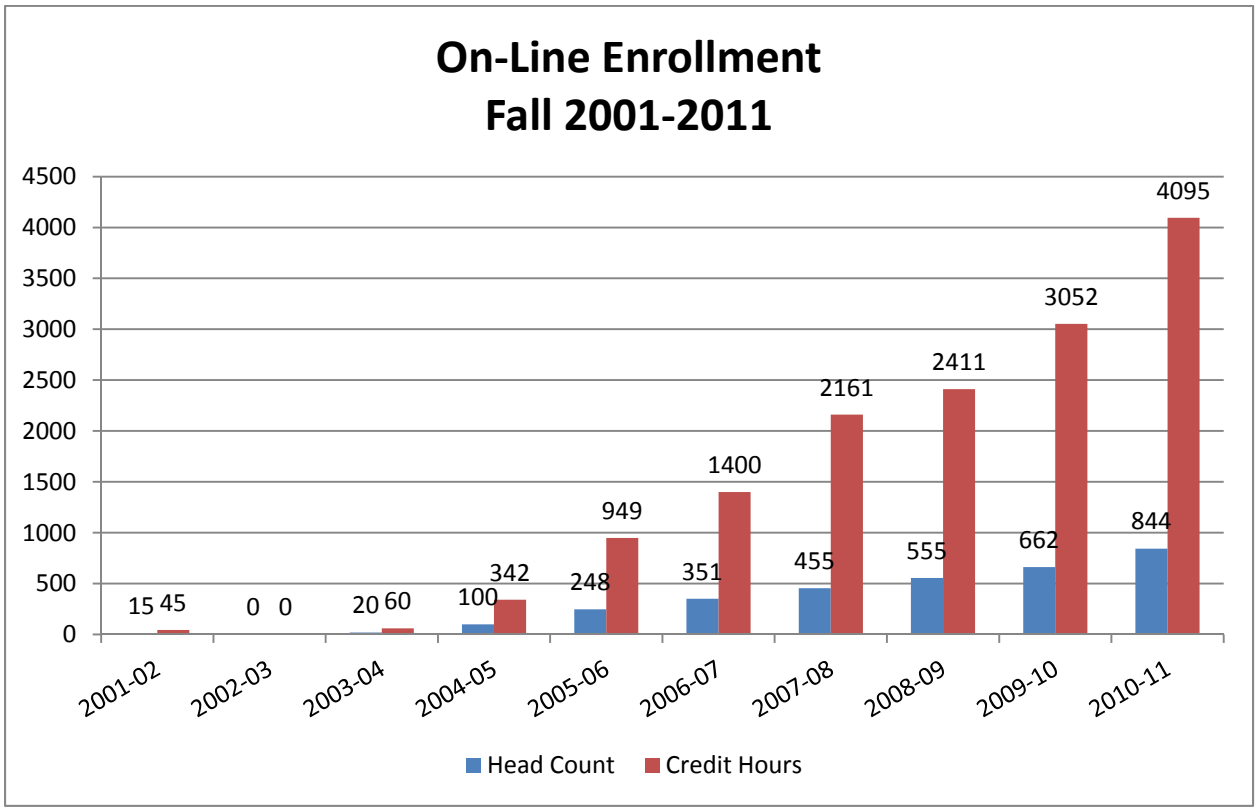
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours


On-Line Enrollment
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2000
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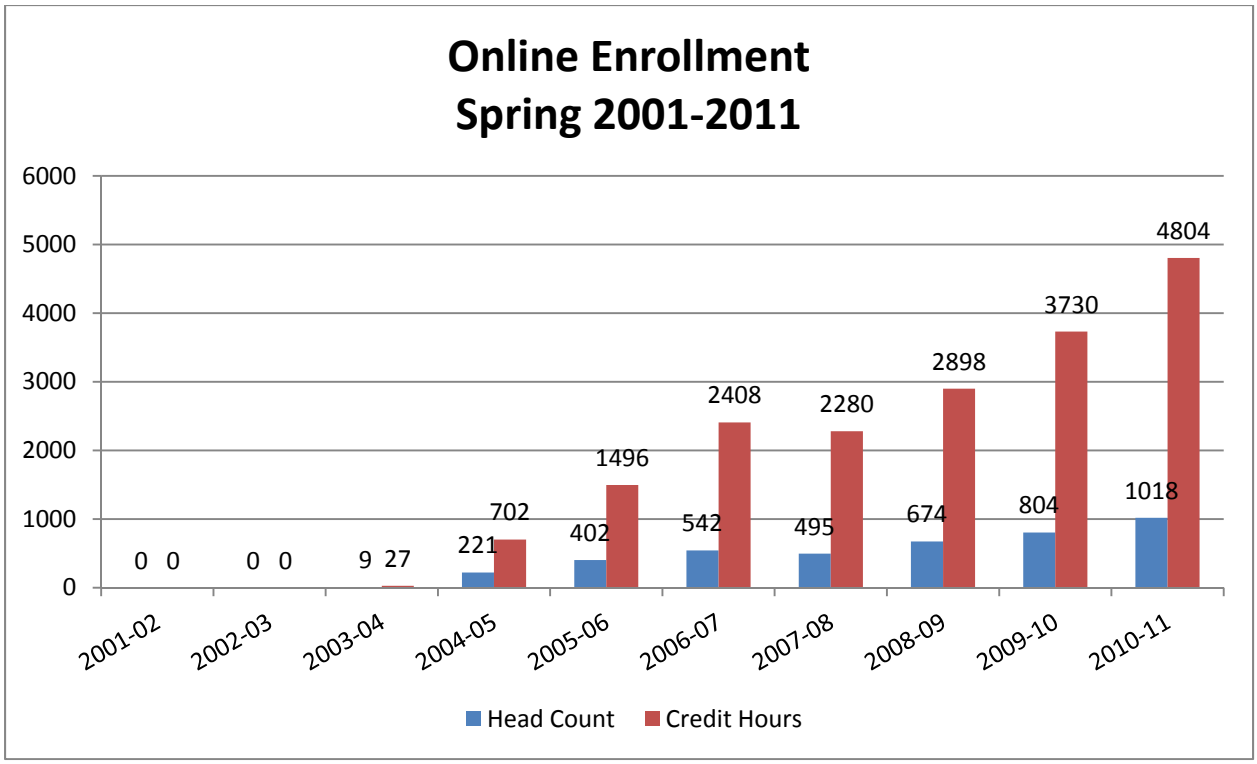
662 3052
844 4095
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Head Count
Credit Hours



1.1 Academic Program Creation and Modifications

The method by which the College determines which programs to create involves many data sources. The idea for a new program can come from anywhere, but such ideas are fully explored with a large amount of data before we commit our scarce resources. Data considered includes:

Local Industry & Career Needs. Communication takes place with local industry and business leaders on a regular basis through advisory council meetings and through the Dean of Outreach and Workforce Development and the Executive Director of Community Relations. Additionally, through networking, the President of the College also brings feedback to the Student Learning Division. An environmental scan of the region served by the college will be developed and implemented during 2012 related to specific workforce needs. The use of KDOL and related data has allowed the institution to track trends for a broader area. Surveying members of occupational program advisory committees as well as other external stakeholders connected to the job market areas in the college service areas will provide more localized information for review and implementation.

Career Outlook. Every few years the State of Kansas Department of Labor (KDOL) conducts the Occupational Outlook Study that predicts, usually 4-6 years into the future, what the workforce needs of the state will be, given the current trends. The study is broken down by region so that the needs of a metropolitan area, such as Wichita or Kansas City, are differentiated from rural areas, such as Chanute or Ottawa. In addition the US Government produces a similar study that predicts job growth and need. NCCC uses data from both to determine occupational need for our communities. The most current regional occupational outlook study for Kansas

predicting job openings through the year 2018 shows the following related to occupations requiring certification through community college degree attainment:

1. Registered nurses
2. Social assistance workers
3. Dental hygenists
4. Computer support specialists
5. Certified nurse assistants
6. Insurance agents
7. Customer service representatives
8. Office assistants
9. Law/public safety enforcement officers
10. Team assemblers for manufacturing

For the area served through the Ottawa campus, the KDOL projection for most needed occupations through 2018 is as follows:

1. Personal and home care aides
2. Elementary school teachers, except special education
3. Registered nurses
4. Customer service representatives
5. Accounting, bookkeeping, audit clerks
6. General office clerks
7. Teacher assistants/paraprofessionals
8. Warehouse/Logistics laborers
9. Retail salespersons
10. Social services assistants

For the area served through the Chanute campus, the KDOL projection for most needed occupations through 2018 is as follows:

1. Customer service representatives
2. Personal and home care aids
3. Registered nurses
4. Elementary school teachers, except special education
5. Retail salespersons
6. Custodial workers
7. Teachers assistants/paraprofessionals
8. General office clerks
9. Social services assistants
10. Basic manufacturing workers

The information reinforces the college's commitment to health care education and training. The occupational data also provides the institution with job areas to investigate for niche training, with the realization that few career areas can be perceived to be permanent in terms of both work and education. Career and technical education programs will need to remain as fluid and responsive to change and the integration of current technologies to remain viable to both a regional, statewide, national, and global workforce market. The regional needs will be met along with the institution's support for statewide workforce and economic goals as identified by KBOR and the Technical Education Authority (TEA). The general occupational areas supporting the

state's economic foundation include: aviation/aerospace, manufacturing, health care, telecommunications, energy, and bioscience.

One other element can be identified and linked to career training and the college's support for economic and workforce development. The capacity of the college to provide education and reinforce awareness related to entrepreneurship and small business development will be re-examined. Many current studies indicate that true job creation is primarily generated through small businesses and the efforts of entrepreneurs. Neosho County Community College is uniquely situated to serve a primarily rural constituency with these services through the Chanute campus, and can reach a blended audience of rural, suburban, and metropolitan residence through its Ottawa campus (technically part of the Kansas City metropolitan region). Evidence of the college's commitment to health care is very clear. In the past year the construction of the new campus facility in Ottawa and the renovation of the Rowland Building on the Chanute campus have both included significant additional support for nursing and allied health education. Both facilities house simulation hospital settings as well as classroom and lab environments for surgical technology assistant and occupational therapist assistant programs. More than $2.8 million was expended on these two facilities, with significant portions focused on enhancing allied health and nursing.

The college has also made an initial step into the aviation/aerospace industry with customized training developed and implemented for Spirit (Wichita-based) and their initial manufacturing enterprise located in Chanute. This project demonstrated the epitome of collaboration between the college, KBOR staff, and the Kansas Department of Commerce with the company, and other organizations providing peripheral support.

NCCC & State Initiatives. The past eighteen months have seen renewed interest and support within the state of Kansas for career and technical education (CTE) programs of study. Leaders of business and industry, government, and education in the state have come together in support for an approach to reinforce the capacity of the state to promote economic and workforce development. Community and technical colleges are at the forefront of this project. The Governor's 2012-2013 budget proposal specifically seeks an additional $8 million in the higher education tiered funding system in support of CTE programs and courses. The Kansas Board of Regents and the Kansas Department of Commerce are sharing staff in support of their collaboration for education and training programs that enhance current workers' skills as well as optimize opportunities for new skills and new jobs. In addition, the Technical Education Authority (TEA) works with KBOR and Commerce as well as the state Department of Labor to review and support critical instructional programs to meet regional and statewide needs.

Neosho County Community College is proactive in working with the state agencies as well as local and regional employers and economic development groups in meeting the objectives of these initiatives. Examples of NCCC participation include the ABE consortium approach for southeast Kansas (with the likely addition of Ottawa's ABE needs to be directed by the college), in being one of a few community colleges selected within the state to be part of the AOK project (funded by Jobs for the Future) blending adult education with CTE program selection and enrollment, with specialized training for Spirit Aerosystems expansion into Chanute, and the

implementation of two allied health programs (Surgical Technology and Occupational Therapy Assistant) to help meet state health care needs.

The college is exploring avenues to expand basic technology and manufacturing training due to opportunities accepted over the past six months with two area manufacturers: Spirit Aerosystems and Valent. While there are few major manufacturing operations in southeast Kansas, it is important for NCCC to serve the small firms as effectively as possible. Working with the state agencies and local workforce entities has paid dividends with the referrals to have Spirit and Valent approach NCCC for education and training.

The ability of NCCC to continue to meet these opportunities is challenged by the availability of start-up resources and sustainability of revenue streams due to decreased support from state and federal avenues. NCCC continues to have the largest gap in terms of state funding based on enrollment and credit hour production among all community and technical colleges in the state. While public and private grant sources are available for some start-up projects, grants are not available for sustaining operations of a program. In CTE programs of study there is often a higher cost of delivery of instruction and training due to specialized curriculum, instructor credentials and experience, as well as facilities and equipment needs. Without additional state support to alleviate the gap already due to NCCC, the college is often in a position to pass on program costs to students through fee adjustments.

An additional concern is that the Chanute campus of NCCC is located in the region in the state with the most consistent patterns of economic stagnation and limited development (southeast Kansas). Health care represents the most constant employment need. The college is exploring options to expand CTE programs with the Ottawa campus as well as integration of some program components through the online campus to increase access and opportunities for students.

Student Needs. It seems a bit simple but students "vote with their enrollment." NCCC monitors student enrollment trends each semester and adjusts the schedule to follow those trends. Certain programs and course offerings have suffered from lower enrollment in recent years. As opportunities arise, those programs will be phased out in favor of programs that better meet the needs of the students. This will be completed through the program review process mentioned in the final section of this report.
The College also conducts surveys such as the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement that indicate students' acceptance with the academic offerings and support services. Results of those surveys will be discussed later in this report.

Assessment of Current Programs. The College conducts assessment of its programs in two ways to insure that the offerings are appropriate. These reviews of programs often provide information about the expansion of the College offerings as well as refinement of existing programs. Those two assessments are the program review process and the program outcomes assessment process.

The division conducts program reviews every 3 to 5 years of every academic program including its enrollment history. There the review committee and program faculty study enrollment trends in that curriculum area and make recommendations for changes. These recommendations could include a range of actions, from removal of the program to program expansion. There are many new ideas found in the analysis of the program's strengths, weaknesses, opportunities and threats (SWOT). The appendix of this report contains the recommendations and SWOT analysis of each of the programs reviewed thus far.

The second method of program inspection is through the newly-created program outcomes assessment system. In brief, the program outcomes assessment system uses the data from course outcomes assessment to insure that the program outcomes are being learned by the students. The faculties in charge of those programs analyze the course data to determine what changes need to be made in order to improve the learning and files a report indicating what needs to be changed about the program for it to improve. Assessment data from the outcomes process is also infused with program review reporting.

Transfer Institutions. The ease and value of transfer credit always ranks high with students (and parents). This comes from surveys of graduates, parent comments from campus visits and college presentations, as well as is often cited in reports by Noel-Levitz. Though the ultimate decision on transfer is up to the receiving institution, NCCC is proactive in reinforcing that issue with senior colleges and universities. Approximately 60 percent of our students are transfer students, meaning they intend on taking the first two years of a four-year degree from NCCC and transferring to another college to earn a Bachelors of Arts or a Bachelors of Science degree. It is clear that whatever programs are chosen that there be a clear path from NCCC to the four-year colleges. We maintain this path with three methods, core competency meetings, articulation agreements and student transfer surveys. All of these methods impact program offerings.

The core competency meeting is a statewide gathering of faculty who teach in particular programs or courses. The purpose of these meetings is to insure that the material covered in common transfer courses is equivalent from institution to institution. Often, these meetings result in adaptations or adjustment to courses. Occasionally, courses and programs are suggested at these meetings that meet transfer requirements.

The second method used to insure seamless transfer and to modify programs as needed is through articulation agreements. These are letters of agreement between NCCC and transfer institutions about a particular program. In the agreement both institutions specify how the community college curriculum will be accepted into the transfer institution. This way, students are assured that credits will not be lost during the transfer process. Occasionally, NCCC has adapted or even eliminated programs based on discussions with universities about the transferability of these program courses.

Finally, NCCC monitors the transferability of our courses through surveying past students who have left our college to attend a university. The survey asks what credits did transfer in seamlessly from the students' programs and which had difficulty. Several changes have been made to programs based on the survey results, most noticeably in the business program. Students surveyed over the past three years report that courses transferred easily in the case

of over 70% of the survey respondents. When asked why a course did not transfer the most common response was that the receiving institution had no similar course. Over 80% of those surveyed said they were still on track to graduate with their bachelor-level degree within their original timeline for completion initiated when they transferred from NCCC.
It is clear that universities dictate what will and what will not count as programs at the baccalaureate level, and this is why it is critical that NCCC have a clear understanding of how a program will transfer before it is created. This is true for technical programs as well as programs in the Arts and Sciences. More and more the Kansas Board of Regents (KBOR) and the Technical Authority will require that there be a clear path for all programs from the community and technical colleges to the four-year institutions.

During the fall of 2011 and spring of 2012 a statewide task force of community college and senior higher education institutions has been working with KBOR staff and regents to identify transfer courses. Movement on this project has been positive to date. NCCC has been fortunate in having a representative on the task force, Nathan Stanley, a mathematics faculty member. The completion of this project will reinforce the transfer issue in a positive way for the community colleges in the state.

Partnerships With Other Community Colleges. Expansion and addition of new programs at NCCC sometimes comes through agreements with other community colleges. There are some curricular areas that NCCC has, such as nursing, that other community colleges are interested in offering but are unwilling to do so due to cost or program duplication. The college has entered into partnerships with these institutions to expand existing programs into other service areas. The NCCC/Independence/Mercy Hospital partnership is an example of this. We also pursue agreements that benefit our students with 2+2/bachelor entry projects, such as with our nursing program (the associate degree in nursing) and the bachelor's degree in nursing through Mid-American Nazarene University (MNU) involving our Ottawa Campus. We anticipate more agreements and partnerships toward the goal of reinforcing our completion strategies for our students.

- **Program Changes Via State Licensing or Outside Accreditation**. The college maintains several program accreditations in addition to our institutional accreditation through the Higher Learning Commission of the NCA. The College holds accreditations with the National League for Nursing Accrediting Commission, the Kansas State Board of Nursing, the Accreditation Council for Business Schools and Programs (ACBSP) and other groups. Each of those agencies has requirements that our programs must meet, including curricular requirements. Recently, the State Board of Nursing required all institutions to re-write the curricula for the LPN level, commonly referred as Level I, so that all programs have a standardized coursework and outcomes. New allied health programs in surgical technology and occupational therapy assistant are also in the process for accreditation review (and approval).

  Besides changes in programming required by accrediting agencies, certification exams offered by outside agencies also shape a program's offerings. Programs such as Medical Assistant and Health Information Technology have certification exams at the conclusion of

the program. It is crucial that the outcomes of the program be precisely aligned with the outcomes assessed on the certification exam. Under the newly authorized Perkins IV legislation all technical programs must have a certification exam and the preference is for national exams. NCCC has identified an exam for almost all of the 30+ short and long programs offered.

It should be clear that the creation and modification of academic programs involve many internal and external considerations. The process to create a program involves surveying prospective employers, forming advisory committees, conducting an environmental scan for the occupation in question, securing qualified instructors, creating courses, funding the program, advertising, scheduling, negotiating with transfer institutions and certification/accrediting organizations, and getting approval at the department, divisional, institutional, Board of Trustees, and Kansas Board of Regents level (including the Technical Education Authority for any career/occupational program of study). The commitment of the college's scarce recourses in the form of employee time and institutional dollars is considerable. That is why NCCC is very cautious about program creation. But, the right programs created, maintained and expanded to the right levels, are what makes NCCC responsive to all its stakeholders.

Projecting future programs of study is a less than exact science. Economic conditions of the region, state, nation, and the world play a greater impact than many would imagine. Further, the constraints on traditional sources of support to the college for operations and programs have exacerbated the capacity to explore, develop, and implement new programs. Acquisition of external funds that can be sustained and/or re-allocation of current resources are the only methods currently viable in terms of new program development. The limitations on resources, along with the stronger call for accountability, have increased the significance of program reviews and program assessment in determining the value and sustainability of existing programs. With those stipulations in mind, possible emerging programs of study for the next 5-10 years include, but should not be limited to:

- Foreign Language: to augment the general education and language arts curriculum, enhance the institution's capacity related to multiculturalism and diversity, and to potentially strengthen a regional capability related to health and safety services as well as economic development;
- Aerospace/Manufacturing/Welding: to build on existing curriculum and current specialized training for Spirit, in anticipation of some regional economic development in small businesses related to these industry areas, with the capacity to support construction and energy occupational training as well;
- Expansion of nursing through weekend, distance learning, and/or bridge components;
- Entrepreneurship/small business development: curriculum is in place but renewed efforts to market this training in terms of certificates to an audience ranging from concurrent students to adults may reinforce regional economic development strategies emerging from sources such as Project 17, and the state/federal small business agencies;
- Teacher education training: through monitoring retirement trends in the area (which were slowed with the recent economic downturn), the college's capacity to provide the general education and appropriate teacher education prep courses would help satisfy a regional population of students seeking to help area schools maintain a viable instructor supply;
- Computer/Telecommunications Technology Support: this area continues to become broader in terms of scope with options for employment or outsourcing services as an independent contractor. Skill areas from

network safety and security to web design may provide reasonable employment opportunities while strengthening a critical skill base for southeast Kansas;

- Expanding developmental education courses/alignments to senior institutions: discussions are underway with Emporia State University and the University of Kansas related to partnering with NCCC to provide developmental math courses similar to the project in place with the college and Pittsburg State University. PSU is very pleased with the results of NCCC developmental math instruction and subsequent student performance in PSU college-level math (although they will not provide that data to us yet).
- Adult education and workforce training alignment: NCCC is slated to be a charter participant in a new initiative of KBOR and the Kansas Department of Commerce based on grant funding from Jobs for the Future (an agency supported by the Gates Foundation). This project would provide methods for working with participants in the adult basic education program and directing them into a likely program of study in a career area as well as blend in developmental education courses to increase skills and focus on an educational and occupational goal.

1.2 Maintaining and Enhancing Standards of Quality in Academic Programs

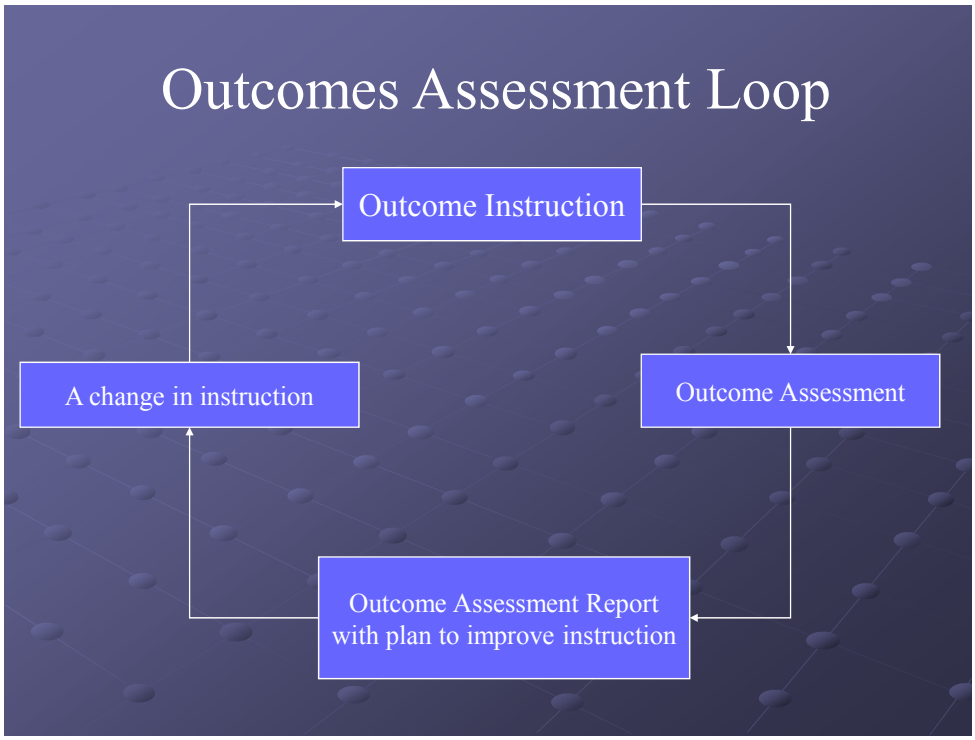
Once programs are established and the curricula properly adjusted, procedures and assessments need to be put in place to develop the evidence to prove that students are learning and that the quality of the program is maintained and enhanced. The method by which student learning is gauged and quality is proven include:

- **Qualified Instructors** – NCCC conducts national searches for the best and most qualified instructors available. NCCC strives for a minimum goal of every instructor having at least 18 graduate hours in their discipline or to meet the requirements of their program area and its accreditation/licensure. Our part-time staff is equally qualified. It can be very challenging finding qualified people, especially with the nursing program and concurrent instructors. It is important that NCCC have competitive salaries in all areas to attract the best faculty possible. In addition, the College is developing plans for implementing a comprehensive adjunct instructor mentoring and liaison project to increase interaction between adjunct teachers and college faculty and staff to strengthen quality of instruction and the student learning experience. Assistance with assessment input and analysis, integration of technology with instruction, access to professional development, and involvement in related student learning division and college activities and projects are components of the proposal for the mentoring and liaison project. The college has an appropriate evaluation plan so that all adjunct and non-tenured instructors are evaluated annually, and tenured faculty on a rotation basis. In addition, students provide feedback through a survey process. Finally, data analysis from assessment, enrollment, and academic performance patterns are also used to round out a comprehensive process to assure quality of instruction and the employment of qualified instructors.

- **Priority Funding** – Without proper funding these programs will not be able to maintain their high quality level. There are many priorities of the college, but the mission of the college is first and foremost as an educational institution. As the primary mission, all decisions about funding should first consider what effect any financial decision will have on the educational

enterprise. It may seem an obvious statement to make, but funding priorities should begin with educational priorities.

- **Closing the Loop on Assessment** – NCCC conducts one of the most robust outcomes assessment systems of any community college in Kansas. Students are assessed at the course, program and general education level. This is not a sampling, but EVERY course, program and Associate of Arts and Associate of Science graduate. Below is a chart of how the outcomes assessment system works.



The information gathered through these assessment methods not only provides a culture of evidence to prove that students are learning, but, just as important, provides suggested methods of improvement for each level of assessment. For instance, each instructor who assesses the learning in the course provides not only the results of that assessment, but also possible corrections and advancements to the instruction to improve the learning of the students in subsequent offerings.

Ideas for improving the various levels are brought to the administration and funded through either the normal departmental budget process or, for large, long-term items, through the strategic planning process. Assessment data analysis is a required part of the program review process, and recommendations for changes in courses and programs are expected to be at least partially based on the analysis of the assessment information. A member of the faculty has release time to serve as the college's assessment coordinator. The coordinator works with the institution's assistant director for institutional research to provide data back to instructors, to provide guidance on outcomes review and possible improvement recommendations, and to present updates for professional development for instructors during in-service events.

- **Maintaining Accreditation Standards** – As mentioned above, accreditation helps shape the curriculum of a program, but it also assists in assuring quality. By meeting or exceeding the standards of the Higher Learning Commission and the standards of program or departmental accreditation such as the ACBSP or NLN, we reinforce the likelihood that our credits transfer and that our institution has creditability. Accreditation status is part of the overall institutional effectiveness evaluation.

- **Maintain Advisory Boards** – All Perkins-authorized programs must maintain an advisory board of those employed in the field of study. The boards of working professionals meet with college faculty twice each year to provide input as to what they would like our graduates to know before coming to work. They also provide feedback as to the quality level of our graduates in their workplaces. This information is used to enhance the relevancy of college programs to employers. Nearly every advisory board mentions the need to improve "soft skills" in students including work ethic, communications skills and critical thinking.

- **Transfer GPA Reports** – Transfer GPA reports compare NCCC transfer students to the "native" students of a university. NCCC receives reports from two of our transfer institutions on a regular basis, Emporia State University (ESU) and WSU. Pittsburg State University (PSU) is our top transfer institution in terms of the number of students who attend there after NCCC, followed by KU, and ESU. We have requested transfer reports from KU and the other state universities, but they are unwilling to give us this information. Very few students transfer to WSU from NCCC each year, which makes it difficult to read too much into the data. These transfer reports indicate that, on the average, NCCC students do very well on GPA upon transfer when compared to students who only attended the university. This is remarkable, especially when one considers that universities have minimum ACT or high school GPA entrance requirements. The transfer data received includes any student who transfers NCCC credit hours to the host institution, so the transfer students reported often includes students who did not complete an associate degree at NCCC, but just completed some credit hours.

  We anticipate some changes in the data NCCC receives over the next few years for transfer analysis. The Kansas Board of Regents (KBOR) has initiated a task force of college and university teachers and administrators to develop a transfer core, comprising general education courses that will reduce transfer concerns and assist students move appropriate college credit hours as they matriculate through their higher education journey. This task force is examining transfer models from other states, including common prefix and numbering. Nathan Stanley, full-time faculty member in mathematics for NCCC, is on the task force. His involvement enhances the college's knowledge of the task force process and in preparation to strengthen transferability of courses. The state's initiative mirrors discussion and pressure from the federal level, particularly related to the goals of increasing student retention and completion in higher education.

Data from KBOR for NCCC students transferring to a state university for 2009-2010 indicates the following performance:

New students transferring from NCCC to a state university, average semester GPA:

Kansas State University	2.45, 56% passed all attempted credit hours
Pittsburg State University	3.20, 76% passed all attempted credit hours
University of Kansas	2.57, 61% passed all attempted credit hours

Continuing NCCC transfer students, average semester GPA:

Emporia State University	2.88, 72% passed all attempted credit hours
Kansas State University	2.89, 74% passed all attempted credit hours
Pittsburg State University	3.10, 67% passed all attempted credit hours
University of Kansas	2.99, 66% passed all attempted credit hours
Wichita State University	3.07, 100% passed all attempted credit hours

- **Faculty and Course Evaluations** – Having fully qualified accomplished instructors is perhaps the single most important aspect to maintaining and enhancing quality in academic programs. To that end, NCCC believes very strongly in a robust faculty evaluation system that has, at its core, a developmental mission of helping the instructor to constantly improve both the course in general and his or her skills in specific. Both full-time and part-time instructors are evaluated for their performance. All courses and instructors are evaluated and have student surveys, including those with different delivery methods (including distance learning).These evaluations provide an opportunity for the supervisor to work with the instructor to improve their performance and the course as a whole. The details on evaluations are negotiated with the Professional Educators' Association. It consists of three parts:

    - Student Rating Forms – In many courses across campus each semester students rate the course and the instructor on a wide range of items from value of the textbook to the motivation level of the instructor. All sections taught by part-time instructors are rated every semester as are the sections taught by full-time instructors who have not yet received a continuing contract (less than four years of teaching at NCCC). The full-time instructors who have continuing contracts ask students to complete the rating forms once every three years. These forms are read by the faculty member and by their direct supervisor(s). Any ratings that are flagged as not meeting standard are also shared with the vice president for student learning.

    - Classroom Visitation – The faculty member can choose to invite his or her supervisor into the classroom or the instructor can videotape the instruction and that tape is then watched with the supervisor. There is a form that is completed to measure how the instructor performed in several categories and suggestions are made to improve the class. Part-time instructors are also in the rotation for classroom visitation.

- Self/Supervisor Evaluation Form – This form details how the faculty member is performing on all aspects of the job. The faculty member completes a self-evaluation. Those results are compared to the supervisors rating on the same form. Congratulations are given for items that are identified as excellent, and help is offered for items that need improvement.

- **Professional Development** – It is important that the college maintain its emphasis on professional development for all employees within the academic enterprise. Many faculty members are engaged in professional development in their area of expertise, to refresh their studies and bring back that information to campus. Often, teams of employees are sent to conferences to capture the best ideas from other colleges and to adapt those ideas for NCCC. Conferences such as HLC Annual Meeting, League for Innovation in Community Colleges, National Institute for Staff and Organizational Development (NISOD), National Academic Advising Association (NACADA), Conference on Information Technology (CIT) and others provide the opportunity for NCCC employees to hear what is going well and what is not working at colleges across the country. Many new ideas have been brought back and utilized here, including the PASS program (for students at risk) and the redesign of our freshmen orientation class, now called First Year Seminar. Further, employees within the Student Learning Division are often involved in state meetings and projects. Examples include the Transfer Task Force, and the Kansas Council of Instructional Administrators (KCIA). The leaders of instruction and learning with NCCC realize the value in and are committed to supporting as much appropriate professional development as possible, including seeking other sources of funding to support professional development.

  The college shares information from STARLINK and NISOD with faculty and others connected to instruction. In addition, several of the full-time faculty and staff involved with adult education and TRIO grants receive regular information from On Course related to new ideas and techniques reinforcing engaging students and instructors in an active learning process.

  Advising – Placing the student into the right program with the right courses at the right times to meet their needs is central to a program's continued success. Advising is handled by two groups, staff advisors who handle incoming freshmen, and faculty advisors who advise students in a major or field of study after their first semester. This group is augmented with the Students Thriving, Achieving, and Recognizing Success (STARS) grant personnel, who assist students that are accepted as part of that federal grant. Advising is a difficult task as requirements change based on the student's major and planned transfer college. Staying current with what each transfer college's major requirements is a difficult task for our employees, but one that is expected by our students. According to surveys done in 2010-2011, as part of the college's involvement with Noel-Levitz and CCSSE projects, NCCC students believe advising is an area that can be improved. The main advisor for the Chanute campus has been relocated to the Center for Adult and Vocational Education (CAVE). The CAVE is where students get placement testing, and also where tutoring and many instructional support services are located (developmental education, adult education, etc.). At

the Ottawa campus, advising is performed by the Associate Dean of the Ottawa Campus and staff in the Teaching & Learning Center (TLC).

A ***new initiative*** in advising is providing greater training in advising that concludes with the possibility of certifying all advisors. There is also investigation into ways to use the early academic warning system to provide more intrusive advising with students who are showing signs of academic concerns and problems, as part of the comprehensive effort to strengthen student retention and completion.

- **Retention Plan** – Retention is the measurement of whether students continue at the college through the completion of their educational goal. Strong retention indicates that students are moving through the system well and that NCCC continues to meet their educational needs. Here are the most current retention figures for the college:

  Fall to Fall Retention 2003-2011

03-04	*04-05*	*05-06*	*06-07*	*07-08*	*08-09*	*09-10*	*10-11*
42%	*33%*	*34%*	*34%*	*47%*	*56%*	*45%*	*48%*

  The Board of Trustees of Neosho County Community College has identified improving retention as a primary goal for the college. To that end, the college has embarked on a multifaceted plan to improve retention. The goal is to increase retention by 1-3% per year.

- **Academic Support Services -** NCCC maintains its quality level by supporting the students outside the classroom with the services students need to be successful in the classroom. These services include:

  - Library Services – The Chapman Library provides services for the entire college, including support for students and instructors at each campus/site and those involved in distance learning education. Beginning with the spring 2012 semester, staff of the library and the CAVE are developing a plan to transition the facility into a learning resource center, emphasizing the comprehensive services of both units for college and career readiness. The library has already made the shift from primarily hardcopy items to subscriptions to quality educational and informational databases. All of it is available on-line 24 hours a day. Students can now find the material they need in full-text databases managed by the library staff. The integration of multiple uses of the facility including quiet areas, group study areas, computer-assisted instruction areas, reference areas, as well as advising and testing, transforms the site into a learning resource center.

  - Teaching & Learning Center (TLC): Ottawa Campus – With the new college campus facility, great care was placed in providing an area to support teaching and learning, to help in coordinating library services from the main campus, and to provide similar services of a learning resource center. The TLC has become the focal point for students at the new Ottawa campus, providing a positive environment for studying (individually and/or in groups), collaboration with instructors, computer-assisted learning, and advising

and tutoring services coordinated through staff support. Student and instructor reaction to the TLC has been extraordinary in terms of satisfaction and access.

- Tutoring – The college remains committed to providing extensive tutoring services for all students. Coordinated through the CAVE on the Chanute campus, and the TLC at the Ottawa campus (and including access to for online students to online tutoring).

1.3 Enhancing Quality Standards

Being good enough with student learning is not good enough. The college mission and vision demand that we are continuously seeking ways to improve, to be more effective, to be premier. NCCC adheres to the principles of continuous improvement. To help accomplish this objective the college has several initiatives in place designed to provide objective and subjective analysis on student learning and the satisfaction of our constituents with the value they perceive about their experience with NCCC.

- **Increasing the Rigor** – College should be challenging, engaging and rewarding. If it is not of adequate challenge, then the mission of the college is in jeopardy. How can we enrich lives with low standards? Over the past few years NCCC has examined the graduation requirements for the AA and AS degrees and has increased them, adding additional required science and humanities coursework. Other areas are being investigated now, including a possible required multicultural/diversity credit and foreign language requirement. However, this effort to raise the rigor must include the course level as well.

  There is a concerted effort across all courses and programs to examine the level of challenge in our curricula and adjust that level higher, if the situation calls for it. Every course should be of adequate challenge as to push students into higher achievement. Any section that is deemed "too easy" should be examined by the supervisor and instructor and ways found to raise the rigor. A ***new initiative*** involves a campus-wide examination and audit, not of the course outcomes, which was completed in 2003, but of the methods and level of assessment in the courses to insure that the courses are of the highest caliber. Instructors are expected to identify new techniques, methods, etc., as they process their assessment data. In-service presentations have been provided to instructors, and it is anticipated that all instructors will be more detailed in identifying their changes and approaches related to enhancing student learning and meeting expectations of courses and programs.

- **Examination and Elimination of Grade Inflation** – analysis of course grades, course enrollments and withdrawals/failures, and related data are examined on a semester basis. Patterns are discussed with instructors as we seek the proper balance of rigor with relevancy. The analysis compliments assessment data and improvement processes performed by instructors on a regular basis. This process also allows instructional administrators to examine grade and student success data per section and delivery method as a method to again monitor quality of instruction and the student learning experience.

- **Examination of Placement Scores** – NCCC has transitioned to mandatory placement for students with academic deficiencies in one or more of the following areas: reading, writing, and mathematics. Placement scoring is based on COMPASS/ACT recommendations and a review of scores at other community colleges in the state. The placement scoring is described specifically to students in the college catalog, and staff in the CAVE and the TLC are able to work with students to understand and enroll in the appropriate level of instruction in those basic skills area. Analysis of the developmental education program, and the impact of both the developmental curriculum and proper use of placement, demonstrates an 80% pass rate for students who remain in and complete the developmental courses. The next step in the process is the review of student success in their first college-level course related to the developmental skill area. This will become part of the semester/annual review of information to reinforce our effectiveness in retention and completion.

- **Certification of Programs With State/National Organizations** – It is a new requirement under Perkins IV (a federal grant that NCCC receives for career and technical education - CTE) that all CTE programs have outside accreditation and certification. This additional requirement is another layer of assurance of quality and rigor of our programs of study and the student learning experience.

- **Engaging High Schools** – Better prepared students are more apt to complete a rigorous college education. KBOR has asked all colleges and universities to work with local high schools in their service areas to insure that the curriculum directors at the USDs are fully aware of the entry requirements and scores expected on ACT and COMPASS exams. These meetings between NCCC and our K-12 partners in our service area will focus on what competencies are being tested on the placement exams and what students from the USDs have scored in the past. The college will be providing each secondary school district served with a report on high school student academic performance, with an emphasis on the success of concurrent enrollment, college and career readiness through NCCC (adult education and developmental education), and related information. In addition, NCCC is active with KBOR on the integration of the national common core standards project designed to better align secondary and higher education curriculum outcomes.

  The College is following the lead of the Governor of Kansas in emphasizing career and technical education courses and programs with area secondary schools, with special attention for concurrent enrollment opportunities. Meetings with college and high school administrators and staff/faculty provide the chance to enhance training and education for students in the schools, who can make significant progress toward completing a certificate and/or associate of applied science degree before graduating from high school.

- **Certification and Accreditation for Distance Learning** – The Higher Learning Commission has approved a wide range of programs of study through distance learning delivery by the College. This has resulted in the institution creating and marketing an online

campus. As enrollment graphs included earlier indicate, on-line enrollment has skyrocketed and continues to grow. We have taken proactive actions to reinforce quality assurance in our distance learning capacity:

- Program Accreditation – The Higher Learning Commission has reviewed and approved our structure guiding distance learning. This has included the administrative position of an Associate Dean for the Online Campus. Additional support for the Associate Dean and the effectiveness of the online campus are being planned and proposed through the strategic planning and budgeting process of the College. Proposals for course and instructor certification in terms of using best practices for online/distance learning, and providing evidence in course structure and delivery of learning are being finalized for implementation during the 2012-13 academic year.

- Student Certification and Improved Advising – Students are required to complete an orientation course so that they have knowledge of how to navigate and succeed in the online learning environment. In addition, the college is completing electronic degree audit capability so that students (and advisors) can more quickly evaluate courses needed to complete a program of study. Instructors have been encouraged to design more hybrid sections of courses to provide even more experience to teachers and students with online learning. The college will actively monitor online student performance and retention/completion rates as part of the institution's overall enrollment management plan.

- **Physical Space Needs** -- NCCC has begun an aggressive campaign to renovate and/or build needed facilities. Examples include the construction of a 54,000 square foot campus building in Ottawa, including the Teaching & Learning Center and a simulation hospital area (for nursing and allied health), renovation of Rowland Hall on the Chanute campus including a sim hospital and in support of business courses/programs. The board of trustees has also approved a plan that begins significant renovations and changes for the remainder of the Chanute campus over the next seven years. Among the projects are: construction of a new softball field, renovation of the student union facility including the gymnasium and locker rooms, renovation of science labs and classrooms in Stoltz Hall (including a cadaver lab), renovation of Sanders Hall for instruction, and construction of a new student services building. Wireless networking is also available at both campuses. No program area has been overlooked in the renovation and construction campaign that is underway.

1.4 Moving NCCC to the Forefront of Delivery Methods

As stated earlier in this plan, the College has as a priority that NCCC offers every opportunity for students to have unfettered access to classroom instruction. It is vital that NCCC be a fully comprehensive community college, providing classes that, while low in enrollment numbers, help meet state and local workforce objectives. An example to this would be higher level math

and science classes, and some honors courses, that do not have full classes but are of critical importance if Kansas is to meet the demand for these knowledge areas in the workplace. NCCC allows certain classes to be offered with lower enrollments because they are so important to the overall concept of being a comprehensive community college.

The traditional schedule remains the primary time of enrollment, generating the most credit hours. It is important that we maintain a robust selection of courses in the traditional face-to-face modality regardless of the additional modalities and schedules offered. For years we have offered classes in many ways beyond the traditional Monday-Wednesday-Friday 9:00 a.m. sections. Those offerings include:

- **Evening Classes** – The courses are popular with working adults. It is possible for a student to get an AA or AS with just night courses. We have tried course rotation plans and have had some success, but students are often in a cohort of one, with specific needs that cannot be met with a "set in stone" rotation plan. Recently the enrollment in night courses has fallen due in large part to the increased on-line offering. However, on-line courses are not for everyone and many non-traditional students in particular fear on-line education due to their lack of computer skills or the unique nature of the on-line environment.

- **Weekend Classes** – These classes are growing in popularity at the Ottawa campus. A few "trial" sections have been offered at the Chanute campus and have been relatively successful. A ***new initiative*** will be to augment the Chanute schedule with additional weekend courses where prudent.

- **Joined Eight-Week Courses** – Recently at the Chanute campus a new scheduling pattern was tried that links two courses. English Composition I was offered the first eight weeks of a semester with English Composition II following in the same time block for the last eight weeks. The classes were successful. The implementation of mandatory placement, with special attention to placement scores for students seeking to take more concentrated courses such as in eight-week periods, has reinforced the effort to provide courses with various scheduling options.

- **Further Expansion of On-Line Courses** – Online enrollment plays a significant role in fulfilling the mission and vision of the college. The learning management system from Jenzabar, which is fully integrated with the enrollment and business services system used by the college, has become more stable and robust, so that online instructional quality and flexibility has been improved. In-service as well as individual training sessions for instructors are provided regularly related to using the learning management system, integrating technology into instruction, and reinforcing quality with distance learning delivery methods. From offering courses online to marketing programs available online, NCCC is committed to providing quality distance learning opportunities. As noted earlier, the college will support appropriate expansion of courses and programs for online delivery, and also encourage additional hybrid course delivery. These delivery approaches can be used for developmental

education, general education, core courses, concurrent (dual credit) enrollment, and with lecture components of lab and career/occupational courses and programs. In addition, the college has reinforced access to student services and business services for online students, including access to tutoring, advising, and library services. Further expansion of on-line courses includes:

- **Open Entry/Open Exit (OE/OE)** – This is the "ultimate" open access for students, a class that has no set start or end date where students can begin at any point in the year and finish as quickly or slowly as they would like. There are many inherent difficulties with this modality including forming coherent student cohorts, instructing students at different stages in the same course, registration limitations, etc. However, OE/OE represents a powerful access tool that needs to be fully examined. It is anticipated that the college will design and market courses/programs that can fit this scheduling format no later than 2013-14.

- **Intersession Course Sessions** – Intersession courses have proved popular and are provided throughout the academic year between terms. There is literally no week of the year that courses are not in session. The online and hybrid options offer special flexibility for intersession courses. Enrollment has increased steadily. The college does monitor student enrollment and teacher assignments with intersessions to ensure appropriate guidelines are followed related to student learning time and teacher instructional responsibilities.

- **Cohort Education** – "Learning communities" or cohort education where a group of students are enrolled in the same group of courses, sometimes team taught by several instructors, has had mixed reviews in higher education. The courses sometimes have uniting themes and assignments that cross the courses. Some retention studies (Noel-Levitz, etc.) show that cohort education is effective in that students make a greater connection with each other in the cohort and with the instructor, particularly as part of the first year/first semester experience so that students form peer bonds as well as often have more encouragement and support to access student services and establish behaviors reinforcing success in learning. The college will continue to explore cohort education opportunities that can reinforce retention and completion.

SECTION II – INFRASTRUCTURE NEEDS FOR ACADEMIC PLAN

Full realization of this plan will require a great number of changes and additions to the infrastructure of NCCC. This is NOT the Master Facilities Plan and will not go into the level of detail that should be contained in that document. Rather, it will provide a brief overview of structural advancements and possibilities to direct the Master Facilities Plan's development. Following the overview of facility needs, this plan will discuss the technology and personnel needs that will develop as the plan is carried out.

Significant progress was made with the construction in 2010-11 of the new campus facility in Ottawa. This facility provides classroom and lab space, the simulated hospital facility to support nursing and allied health programs, and excellent space for learning to occur. Full college services are available at the Ottawa campus site.

During the 2011-12 academic year, the President presented a comprehensive plan to address facilities needs of the college along with a financing proposal so that both campuses will receive necessary renovation and/or new construction over a ten-year period (more quickly if resources can be identified and acquired).

In addition to expansion at Ottawa as necessary, the plan addresses concerns for the Chanute campus. Renovations to existing facilities will include an emphasis on instructional areas in Stoltz and Sanders Hall, as well as other areas that house instructional services (the Student Union building, Chapman Library building, etc.). During 2011-12 Rowland Hall underwent extensive renovation and houses premier facilities to support allied health and nursing, as well as the business program of study, and college technology services.

While one could argue there is always room for improvement in facilities, the plan the college has embarked upon will significantly make visible NCCC as a premier community college in the state of Kansas. The college will use appeals to alumni and community members, as well as be aggressive in the pursuit of relevant grants, in pursuing the comprehensive campus renovation plan. Special needs such as science labs and specific programs of study (often in career areas such as allied health, nursing, etc.) lend themselves to allow the college to pursue external resources otherwise not available. In addition, health care remains the most consistent occupational area for the region served by the college, as well as state demands.

2.1 Technology Needs

Any infrastructure need plan must include technology requests as technology permeates nearly every aspect of all programs. A substantial, constant investment in technology will be required if this plan is to be carried out. Here are the specific requests:

- **Computer and Software Replacement Schedule** – The Tech Services staff reviews needs identified by the Student Learning Division, responds effectively to inquiries and needs of faculty and instructional staff, and has prepared a technology plan that meets several ongoing needs: rotation of computer technology in labs, assistance to online and distance learning, assistance in technology for the CAVE, TLC, and Library, and guidelines for software upgrades/acquisitions in support of courses, programs, and learning resources. External funding support will be examined to provide more leverage for technology needs and upgrades and to supplement institutional resources (which remain limited).

- **Instructional technology** – The College has been active over the past several years with widespread integration of technology with instruction. Examples include, but are not limited to: smartboards, video/audio projection systems, document cameras, online capability

enhancements, and use of other associated digital and social media applications (YouTube, Facebook, Sympodium, etc.). The college has also invested in software to identify plagiarism, to monitor and control computer lab usage for classroom instruction, and emerging areas such as podcasts, streaming, etc. The college realizes the necessity of investment in technology and with training for personnel, and the consideration of an instructional technologist. Working with Tech Services, the unit of student learning will continue to explore and identify technology needs and potential capabilities for consideration to enhance student learning and access to instruction. Included with this is professional development support for faculty Touch screen laptops (provided by a grant) that are paired with scientific measurement devices

- **Copyright Training** – With the new methods of providing content, copyright law must be reviewed. It is important that NCCC provides adequate copyright training for faculty. This issue is monitored on a regular basis and the director of the library provides updates to instructors on a consistent basis.

- **Web Page Improvement** – Different from the LMS, the college web page must be constantly updated and reworked to remain relevant. Studies indicate that the college web page is often the first or second form of contact between the prospective student and the college. Current and prospective students need up-to-date information on the web. The college is reviewing a position request for a fulltime web master so that the institution can meet current and emerging requirements and expectations for its web site. Student learning and access to services and tools which reinforce retention and completion are critical to web site design and capability.

- **Lab Equipment** –Renovation of labs is a priority item in the facility and capital improvement master plans. New science and computer labs were part of the new facility housing the Ottawa campus. This includes areas to serve allied health as well as nursing, including areas for new programs in surgical technology and occupational therapy. Nursing/allied health and computer lab renovation has also occurred in Rowland Hall on the Chanute campus. Science lab renovations at Chanute will commence in 2013. Other labs will be renovated and upgraded as part of the comprehensive facility plan. Emphasis is being given to simulation experience where appropriate and affordable. Lab coordinators/technicians will also need to be factored in for the effective use and sustainability of the labs.

- 2.3 Personnel in Full-Time Instruction

The most important aspect of any organization and the first step for transforming a good college into a great college is having the right people in the right places. People make the difference at any institution. This plan calls for the recruiting, hiring, developing and supporting the best employees possible. The personnel needs should follow:

- enrollment trends

- student service needs, especially needs that have a direct impact on retention and completion
- program review results
- program creation
- changing state initiatives such as nursing, developmental education, the six governor's six workforse growth sectors, etc.
- changing cut scores in entry exams
- natural attrition

When and if the proposed programs listed above are implemented there will no doubt be personnel considerations. This plan will not list every instructor that will be needed if those programs are funded. Within existing programs, however, there are some personnel concerns and needs.

Occupational program instructor needs at NCCC will continue to be in nursing and allied health (health science) including lab technicians. Also, the college will seek external support to fully launch initiatives in energy, with connections to construction and industrial technology. Our accreditation with the ACBSP is clear on its expectations of having a professionally qualified full-time instructor in every business program.

In the area of **general transfer education**, which is by far our largest group of students, our full-time instructor needs include:

- A full-time instructor at the Ottawa campus in every "category" of general education. It is critical that we maintain the rigor and appropriate course content in all areas of general education. The full-time faculty members are given the responsibility of creating and managing the syllabi and course content. It is prudent, then, to have a "local expert" on hand for that discipline. An additional consideration is the ratio between sections taught by full-time instructors and part-time instructors. The College has supported the addition of full-time faculty to support the Ottawa and online campuses. Currently, there are fulltime instructors at Ottawa in the general education areas of: arts/humanities, sociology, science (2), and math. One or two additional full-time general education positions are under serious consideration for being added for the 2012-2013 academic year. This represents a substantial improvement over the last few years at the Ottawa campus as we have added three full-time general education instructors to that campus over the last four years.

- On the Chanute Campus, the general education needs are being met for the most part. However, as stated above, a foreign language instructor is perhaps our next area of expansion in general education. One could argue that certain areas of general education are understaffed on the Chanute campus, while others appear overstaffed by comparison. With each change by natural attrition NCCC will examine the opening and determine where best to apply those personnel dollars.

2.2 Professional Development and Support

It is the position of NCCC that all employees should constantly strive to improve themselves in order to provide the best experience possible for our students. Likewise, NCCC believes that we have an obligation to support our academic employees to the best of our abilities. NCCC requires all full-time instructors to receive professional development on a regular basis. The college provides partial support to the instructor for that purpose. The negotiated agreement calls for all instructors to complete six credit hours, or its equivalent in clock hours, of professional development every five years. To assist the instructor in achieving this requirement, NCCC pays a minimum of $750 of educational expenses per instructor per year. NCCC further encourages professional development with a salary chart that rewards faculty members for completing additional graduate hours.

Additionally, NCCC provides in-service speakers on a variety of academic topics including academic dishonest, active learning techniques and service learning. These in-services are required and have been, for the most part, well received.

New instructors to NCCC are assigned a mentor, a faculty member in their field or related field that helps them understand how NCCC operates and provides guidance and answers throughout the first year. The college is exploring expansion of the mentoring program to include part-time instructors, also.

Finally, NCCC offers opportunities for faculty to attend national conventions, such as Innovations and the National League for Nursing. These national conferences are an invaluable source of information on ideas and initiatives from across the country that can be adapted to NCCC. They are also an opportunity for college employees to share with other institutions our ideas and crow a bit about the wonderful things happening at NCCC.

Adjunct instructors' professional development has been less coordinated and robust. Adjuncts are invited to in-service meetings and a few take advantage of the opportunity, but many do not. The new StarLink service is open to adjuncts as well, but to date, none have taken advantage of the opportunity. The leadership of the Student Learning Division is discussing the components and needs of an adjunct instructor professional development program, with specific objectives, requirements, and resources. Among the items being discussed are: "certified adjunct" status

- higher rate of pay
- appropriate professional development support
- first choice over non-certified adjuncts on section assignments

2.3 Student Learning Support: Recruitment/Retention/Completion

The college has taken significant steps in the past year to reinforce leadership and management in student learning. An Associate Dean for the Online Campus has been put in place and the impact has been instant and positive in terms of support for students, instructors, staff, and the implementation of quality assurance initiatives. An Enrollment Management Coordinator has been placed at the Chanute Campus to assist the Student Development Unit in constituent service and to reinforce collaboration between office staff and units related to student services.

The college is making a commitment in its planning and budgeting during the 2011-2012 academic year to meet the expectations and responsibilities related to being proactive with student recruitment, retention, and completion. Much of this is under the umbrella of enrollment management which guides the many disparate components of the institution that influence the student experience, both inside and outside of instruction. Among the initiatives being explored for further consideration and possible approval of resources and implementation are:

- Use of KBOR reporting options with state data to review and provide recommendations on student performance, retention, and completion;
- Use of Perkins and related programs and their data to reinforce recommendations on student performance, retention, and completion;
- Integration of additional metrics, as identified institutionally, within the state, or national projects, that comprise best practices in recruitment, retention, and completion (i.e., Complete College America);
- Transitioning the Admissions office and its operations into Recruiting and Public Relations;
- Transitioning the Library and CAVE within their current facility into a Learning Resource Center;
- Use of assessment outcomes analysis and other program/course data with a program review process emphasizing identification, implementation, and evaluation of new ideas and techniques designed to enhance student learning;
- Improving the institution's capacity for counseling/intrusive intervention with a retention specialist position;
- Implementation of a data users group within the college to allow opportunities for discussion on database and project issues, and data management/project management in a collaborative environment;
- Emphasis on results of student surveys and inventories (Noel Levitz, CCSSE, etc.) that provide evidence on student engagement, perspectives on college services and instruction, and student satisfaction as guidelines for improvement proposals;
- Emphasis college-wide on constituent services.

Emphasis on Retention: The Student Learning Division is leading the college to understand the innumerable ways students are affected related to remaining in college. The emphasis for NCCC is to positively influence those ways that can be controlled, at least to some degree, through the engagement of college resources. A Retention Specialist/Counselor position is being examined to provide a specific leader for the college. The initial areas this specialist/counselor would address include:

- advising (program of study/courses, career/transfer, and initial personal development),
- intrusive student contact related to issues such as poor class attendance, failing work in class, etc. (improving on the current early alert process),

- coordination of the first year experience course for new students and monitoring the effectiveness of that course with student retention and academic performance,
- implementing the reverse transfer project to contact former NCCC students who did not complete their program of study and urge them to consider completion through enrollment with NCCC and/or transfer of completed coursework from other colleges and universities for consideration of degree completion,
- designing and implementing other best practices in student retention processes, especially those that can be integrated into student activities and instruction.

SECTION III – PROGRAM REVIEW PROCESS AND RECOMMENDATIONS

Part of the Master Educational Plan is the constant review of the current academic programs at NCCC. Below is a listing of how the program reviews are compiled by the individual departments and how the program review meeting is conducted. It is followed by the final two sections of all program reviews completed over the past five years.

3.1 Program/Department Review Organization of Document

Sections 1-4 to be completed by the program faculty:
Section 1: Alignment of program mission and purposes with mission and purposes of NCCC.

- Current mission statement of program/department
- How the program contributes to the purposes of NCCC

Section 2: Curriculum of Program and Outcomes Assessment

- Program outcomes
- Courses in Program
- Assessment methods, course and program
- Results of assessment
- Changes made to instruction, curriculum or outcomes as a result of assessment
- Any new data since the change
- Transferability of Program and Program Courses or "straight to work" numbers including transfer GPA in major
- Efforts to stay current in curriculum
    - Advisory Groups
    - Core Competencies
    - Etc.

Section 3: Data – Enrollment and Costs

- Enrollment numbers per year for the last five years:
    - Each Course
    - Students in Major
    - Graduates/Certificates or Stated Goal

    - Withdraw numbers and percentages from each course
    - Grade distribution
    - Number of students that change major
    - Enrollment by site, day/night
    - Credit hours generated
    - FTE
- Cost information for the last five years:
    - Yearly budget
    - Full time instructors
    - Adjunct instructors
    - Cost per FTE
    - Any fund 70 account balance
    - Any contributions from outside sources (grants, donations, etc.)

Section 4: Faculty

- Number of full and adjunct
- Percentage of courses taught by full and part time instructors
- How faculty stay current in discipline

Sections 5 & 6 to be completed by the Department and the Review Committee:

Section 5: SWOT analysis of program based on above information

- Strengths
- Weaknesses
- Opportunities
- Threats

Section 6: Justification/Recommendations for Program

- Should the program be maintained, strengthened, diminished or removed and why
- Additional recourses required needed to maintain or strengthen, recommendations for resources if diminished or removed.
- All recommendations should be tied to outcomes assessment results.

An ad Hoc committee will be formed to review the document which includes:

- Chief Academic Officer
- 3 academic department chairs (liberal arts, applied science and nursing)
- 2 faculty members at large with one not in the division of the program being reviewed
- 2 staff members

The program faculty will give a short presentation to the committee of the highlights of sections 1-4. Sections 5 & 6 will be completed by the program faculty and the review committee. The committee will be able to ask questions.

The committee will rule on the program review in one of three ways:

- Support it fully
- Support with required revision

- Reject it

The CAO has the ultimate responsibility for accepting the Program Review.

3.2 Program Reviews

Below are the results thus far of the program reviews (Sections 5 and 6 of the reviews only) in alphabetical order.

ACCOUNTING (completed Spring 2009)

Strengths

1. The mission statement of the Accounting program is in correlation with NCCC's mission statement.
2. The Accounting program is vital to Neosho County Community College, contributing to all of the institution's publicly stated purposes.
3. Assessment of program outcomes is occurring and results are being used for improvement of student learning.
4. Assessment data provides documentation that most course outcomes are being met and that changes are being implemented to improve student learning.
5. Faculty endeavor to remain current in their fields. Communication with the Business and Technology Advisory Board and other accounting professionals allows continuous monitoring of new trends and developments in the field.
6. Enrollment in core courses continues to be fairly stable. The number of reported accounting majors has increased.
7. Program courses are scheduled at various times of the day, as well as online, to meet students' needs.
8. Small class sizes allow for greater student-teacher interaction.
9. Business program scholarships continue to be made available to Neosho County residents, and continue to be a strength of the program.
10. Courses within the program continue to serve other business programs. There is still no additional cost in providing this program.
11. The program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP.)

12. Many of the courses within the program are available online.
13. The program has multiple exit points, i.e. Level I and Level II certificates in accordance with KBOR guidelines.

Weaknesses

1. Time has been devoted to online course development. Linda Jones developed Financial Accounting and Managerial Accounting as online courses. Mark Watkins developed College Accounting, as well as many of the other core courses in the program. An adjunct instructor, Tammy Crays, was employed to develop Office Machines and Office Systems and Procedures as online courses. There has been increased focus on recruiting. Faculty still have little time for implementing new innovations within the program.
2. There has been increased focus on recruiting. Brochures were updated. Program sheets are being utilized by students and advisors. The Business Department participates in Panther Preview Days, non-traditional information sessions and provides information to recruiting and admissions personnel. There is still room for improved recruiting efforts. The fact that the program is accredited by ACBSP should be better promoted.
3. Degree is nontransferable. Transfer students should use the AS in Business Administration and speak with their advisor for the correct educational path. The AAS in Accounting is still appropriate for students wanting to enter the job market.
4. There is no exit assessment/third-party certification instrument in use.

Opportunities

1. A number of courses have been put online, but there are still courses that could be developed, leading to an online AAS degree in accounting.
2. Scheduling has occurred at various times, places and modalities as much as possible.
3. The Business and Industrial Trainer position no longer exists, but the department works with the Dean of Outreach and Workforce Development in providing business and industry training as needed.
4. QuickBooks® comes out with a new version every year. Since the last program review, QuickBooks® software has been updated to 2007. Training in other products such as Microsoft Office Accounting presents a continuing opportunity. With accounting becoming more and more computer based, a computer lab for that would allow for added implementation of computerized accounting classes and/or lessons would provide additional opportunities for student learning.
5. A business program instructor position be combined with the Business and Industry Trainer position to enhance both areas.

6. A demand occupation list recently developed by the Kansas Department of Labor for the KANSASWORKS State Board, showing high demand, high wage jobs for Kansas, ranks bookkeeping, accounting, and auditing clerks as high in demand statewide, as well as in both southeast Kansas and the Ottawa area.
7. As unemployment rates increase, demand for the program and enrollment in program courses may increase.

Threats

1. As more and more jobs are requiring at least a Bachelor's degree. The AAS degree, which is a non-transfer degree, may not be sufficient for as many students in the future. At the present time, there remains a job market for associate degree graduates in accounting. While demand for bookkeeping, accounting, and auditing clerks is high, better paying jobs in accounting require at least a Bachelor's degree.
2. Competition from area community colleges, as well as from various virtual universities poses a continuous threat. NCCC continues to be at a competitive advantage with accreditation by the Association of Collegiate Business Schools and Programs (ACBSP.)
3. Decreased funding of the program constitutes a significant threat, especially in light of the current economic situation. The program relies heavily on Carl Perkins grant funding. Elimination of the grant would be harmful to the program.
4. Graduates with an AAS in Accounting begin working in a low wage position. KBOR is pushing for funding toward high wage degrees. This is a threat, but recent reports show a high demand for this type of worker.

Status of Program

The committee voted to maintain the program.

ALLIED HEALTH (completed Spring 2011)

Strengths

1. Increased enrollment,
2. Quality instructors and courses,
3. Outreach offerings,

4. Increased the availability of online course offerings and integrated allied health courses in four high schools.
5. Mobile lab used for lab practice and public relations.
6. Flexible scheduling of courses.
7. Requirements for nursing program
8. Duration of employment of our allied health director

Weaknesses

1. Limited space for lab when having more than 20 students in a class at the Ottawa campus.
2. Dorm closes before classes are finished
3. Federal financial aid opportunities are not available

Opportunities

1. Customized classes that are based on student interest and industry need.
2. Additional students will allow more lab training
3. Can recruit traditional students mid-semester
4. Creation of a program for financial aid
5. Grants and scholarships
6. Continued increase in demand

Threats

1. Availability of the Certified Nurse Aide instructors as they have to be a registered nurse with 2 years long term care experience as this is a very limited pool of qualified candidates.
2. Grant ending

Status of Program

The committee voted to strengthen the program.

ART (completed Fall 2009)

Strengths

1. General education courses, Art 102- Art Appreciation online and Art 178- Intro to Visual Art provide curricular options in the Arts and Humanities degree category.
2. Consistent enrollment overall in most core art courses.
3. NCCC art students graduate and become successful graphic designers, art instructors and professional artists.
4. Support from the administration has been good.

5. In general, the art department is well equipped on the Chanute campus and the Ottawa campus is upgrading.
6. Art department activities integrate art into the college and local communities.
7. Transferability of art courses is maintained.
8. Standards and academic outcomes are in place for the art program and are aligned with the college mission and purposes.
9. Many art department functions/processes including recruitment, scholarship and art production are electronic.
10. High quality art faculty.

Weaknesses

1. More effort devoted to shared partnerships, grants and gifts could bolster continuity of art department offerings.
2. Needs to meet more regularly with the advisory board.
3. Art offerings on the Ottawa campus need equipment and space and more planning for expansion of art on that campus.
4. Campus to campus art synergism and integration with the Ottawa campus.
5. Sanders Hall 106 art classroom needs natural lighting and ventilation.

Opportunities

1. Additional networking with the Chanute Art Gallery, Safari Museum and other community and private entities will enhance student learning.
2. On line Art 102- Art Appreciation course can provide a more diverse multimedia experience, and more potential is developing.
3. Continued recruitment necessary to maintain enrollment.
4. Residence hall scholarship availability for fall 2010.

Threats

1. Adequate funding is vital to fulfill its purposes to students, constituents and the community at large.
2. In addition to resources in Chapman Library and online, more student services are needed in the art career area.

Status of Program

The committee voted to expand the program.

BIOLOGY (completed Fall 2011)

Strengths

1. A&P/Micro – nursing major prerequisites generates high FTEs and credit hours
2. Solid general education courses

3. Biology major's classes are building since the introduction of Biology I at the Ottawa campus
4. Newly invigorated group of well qualified instructors with a new full time position on the Chanute campus
5. The natural sciences courses provide the basic biological framework for those students moving into the health field
6. The withdraw numbers from A&P have gone down, since the establishment of a prerequisite

Weaknesses

1. Low enrollment numbers in Bio 1 and Bio 2
2. Current lecture and lab combination classrooms, minimizes the number of seats
3. Problems getting students in the right course sequence (Advising)
4. Expensive program
5. Out of date facilities at the Chanute Campus

Opportunities

1. Community involvement, by utilizing the new Ottawa campus for the Science Fair
2. Campus and community involvement through S.M.A.C. (currently inactive)
3. Redesign classrooms for up-to-date labs to attract more biology majors
4. Draw students in for new tech ed programs (Surg Tech/OTA)
5. Increase student success by implementing a prerequisite for Microbiology (same course as A&P)
6. Investigate the possibilities of creating a "catch up" for Biology majors…Biology I in the Fall and Spring

Threats

1. Low enrollment numbers in Bio 1 and Bio 2
2. Maintenance of budget with rising costs of course supplies
3. Scheduling issues with nursing, sports, and other emphasis on campus
4. Possibility of changes in A & P/Micro courses due to changes in the nursing program

Status of Program

The committee voted to maintain the program and explore expansion.

BUSINESS ADMINISTRATION (completed Spring 2010)

Strengths

1. Accredited by the national accrediting agency Association of Collegiate Business Schools and Programs (ACBSP). One of seven community colleges in Kansas and the only community college accredited in southeast Kansas.

2. The Business Administration program mission statement correlates with NCCC's mission statement.
3. The Business Administration program contributes to all of the institution's publicly stated purposes.
4. Assessment of program outcomes has been implemented and results of assessment are being used to improve student learning.
5. Communication with the Business and Technology Advisory Board is occurring in an effort to monitor new trends and developments in the field.
6. Enrollments in core courses have been stable and are supported by other business programs.
7. Courses are scheduled at various times of the day and evening, whenever possible, in an attempt to meet the students' needs.
8. Small class sizes allow for greater student-teacher interaction.
9. Business program scholarships provide opportunities for Neosho County students to enroll in the program.
10. Courses within the program articulate with other business programs as well.
11. There are essentially no additional costs involved in providing this program.
12. Facilities are adequate, with up-to-date computer labs and software available for use within the program.
13. Supports the institutional mission to provide business education for transfer students.

Weaknesses

1. As the Kansas Board of Regents increase general education requirements, students become more limited in the number of business program courses they can take.
2. There is no full-time economics instructor on the Chanute campus. The full-time business instructor in Chanute is teaching economics.
3. Lack of marketing of our quality program, including lack of promotion of our programs as ACBSP accredited.
4. There is no full-time business instructor on the Ottawa campus.

Opportunities

1. The development of additional online classes in the program continues to present an opportunity for expansion. Courses which have already been put online have been popular.
2. Flexible scheduling has been put in place and continues as an opportunity for growth within the program.
3. Training for business and industry has occurred, and this continues as an opportunity.
4. A Business and Technology Advisory Board was created on the Ottawa campus and has met. The Ottawa Advisory Board will be continued.
5. An articulation agreement/community college alliance was created with Franklin University. Articulation continues to represent an opportunity.
6. Promotion of the program should be increased, including ACBSP accreditation, which makes it one of seven community colleges in Kansas with such distinction and the only accredited community college in southeast Kansas.

7. Reinvigorate business program in Ottawa with new campus.

Threats

1. Inconsistent articulation of business courses with the universities poses a threat. University business schools tend to classify many business courses as upper division.
2. Competition from area community colleges, as well as from various virtual universities poses a continuous threat.
3. KBOR 120 initiative – CSIS 100/130 may become like Intermediate Algebra, in that they could be college level courses, but not required in the program.

Status of Program

The committee voted to expand the program on the new Ottawa campus.

COMPUTER INFORMATION SYSTEMS (completed Fall 2010)

Strengths

1. The mission statement of the Computer Information Systems program is in correlation with NCCC's mission statement.
2. The Computer Information Systems program contributes to all of the institution's publicly stated purposes.
3. Program outcomes are in place for the AAS-Computer Information Systems program and assessment of those outcomes is beginning.
4. Communication with the Business and Technology Advisory Board is occurring in an effort to monitor new trends and developments in the field.
5. Enrollments in core courses have been stable and are supported by other business programs.
6. Efforts are made to schedule courses at various times of the day, if possible, in an attempt to meet the students' needs.
7. Small class sizes allow for greater student-teacher interaction.
8. Business program scholarships provide opportunities for Neosho County students to enroll in the program.
9. Courses within the program serve other business programs as well. There are essentially no additional costs involved in providing this program.
10. Facilities are adequate, with up-to-date computer labs and software available for use within the program.

Weaknesses

1. No job listings for AAS in computer science.
2. Finding qualified adjunct instructors.

Opportunities

1. The development of online classes in the program presents an opportunity for expansion. Courses which have already been put online have been popular.
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places and using various modalities in response to student and area business and industry needs.
3. Educational and training needs of business and industry could provide an excellent opportunity for growth.
4. Promotion of the program should be increased and with a focus on the quality Computer Information Systems program that is available at NCCC and that it is one of only a few such programs in Kansas that is accredited by the ACBSP.
5. Tremendous job growth in computers.
6. Courses adaptable to complement vocational programs with USDs.
7. Tech education funding initiative. Programming classes are Tier 6!

Threats:

1. Competition from area community colleges, as well as from various virtual universities poses a continuous threat.
2. Decreased funding of the program constitutes a significant threat. The program relies heavily on Carl Perkins grant funding. Elimination of the grant would be harmful to the program.
3. AAS in computers vs. BS.

Status of Program

The committee voted to maintain the program.

COMPUTER SUPPORT SPECIALIST (completed Fall 2011)

Strengths

1. The mission and purposes of the program contribute to NCCC's mission and purposes.
2. Computer Support Specialist program scholarships provide opportunities for Neosho County students to enroll in the program.
3. Computer Support Specialist continues to be listed in the Kansas Occupational Outlook as a job with growing opportunity. Thousands of new jobs are expected to become available.
4. The program prepares graduates for relatively high paying jobs. PayScale reports an average salary of $12.45 an hour for a Computer Support Specialist in Kansas with no experience. The starting salary could be as much as $16.91.
5. Almost all graduates of the program have been successfully place in jobs in their field. Currently both of the graduates of this program are working in the field.

6. Support of full time faculty member, willing to obtain certifications needed to support the program.
7. Networking equipment comprehensive and up to date thanks in a large part to the Perkins grant money.
8. Programming courses transfer to most of the Kansas Regent schools.
9. Due to the overlap with the CIS and Technology programs most of the courses run with at least the required minimum, giving all our students a more varied course offering.

Weaknesses

1. Enrollment in the program is minimal.
2. Computer Support Specialist is a costly program to operate.
3. Lack of enrollment in a costly program means program cancellation is a real possibility.

Opportunities

1. Educational and training needs of business and industry could provide an opportunity for growth.
2. Facilities at Chanute High School could be used to teach some program courses. Increasing our overall enrollment.
3. Opportunities may exist in the Ottawa outreach area.
4. Additional funding available from the new Technology Authority.
5. Weakness in the economy could drive up enrollment. NCCC is part of the AOK-to-Credentials initiative with the state regents (KBOR). This project, waiting for external funding, would transition much of the adult education program toward career education by having participants select an occupational program area of study as they complete their ABE/GED preparation. Basic computer skills would certainly be an expectation along with basic education skills in reading, math, and writing. This project could provide a new avenue of students into basic core courses as well as possible majors.
6. Chanute will be part of an expansion of Spirit Aerospace, an aviation corporation based in Wichita. The college will be involved in training workers for the Spirit expansion project. Again, basic computer skills will be expected, as well as providing a new company in the community that may need advanced computer skills for employees in the future.
7. The program will explore a “boot camp” approach to introduce basic computer skills and areas of emphasis in the program of study for nontraditional students. This exploratory method will permit adult students to learn about career options, business opportunities, and possible business operation enhancement as they consider the comprehensive computer program.

Threats

1. Many of the courses not transferable.
2. Population decline in the city and county.

Status of Program

The committee voted to maintain the program and explore expansion.

EARLY CHILDHOOD EDUCATION (completed Fall 2010)

Strengths

1. A dedicated adjunct instructor on the Ottawa campus has been willing to teach via Polycom and has developed online course offerings; current adjunct instructor; serve students for both certificate and degree programs; complements other programs.

Weaknesses

1. Difficult to maintain cohesiveness of faculty; not a state mandate; no full-time instructor

Opportunities

1. When current full-time faculty retire or leave NCCC, an opportunity exists to bring on board a faculty member with expertise in early childhood education; need for childcare workers in the community; the Ottawa Community Center daycare could be a possible lab for the program.

Threats

1. Without the expertise of a full-time faculty member, this program will not thrive. It will continue to be an optional emphasis area for students wishing to transfer, but will not receive the focused attention it deserves; four-year institutions with different demands; changing demands in the field; certification not required.

Status of Program

The committee voted to inactivate the program.

ELEMENTARY-SECONDARY ED (completed Spring 2010)

Strengths

1. Offers students an opportunity to learn about the education field early in their college education to assist them with the final career decision.
2. Offers NCCC an opportunity to collaborate with the area public schools and with the area universities.
3. This is a popular program for students at NCCC.
4. Having a full-time faculty member in charge of the program.
5. There are numerous placement and networking opportunities in the public schools for our students.

6. Offers an intersection for our student-athletes to observe and consider what areas in addition to sports that they might want to teach.

Weaknesses

1. Only able to offer limited education courses for our students.
2. Declining enrollment in EDUC 104 and 105 over the past three years.

Opportunities

1. Offering the Introduction to Teaching classes and lab experiences to the students on the Ottawa campus.
2. There is an increasing need for elementary education teachers, especially males and minority students.
3. The USD 413 district office wants to serve as a clearinghouse for student observers. They want more involvement in this activity.

Threats

1. Articulating universities changing their requirements for Elementary Education majors. As the universities continue to change, the challenge will be to keep our advisors and education program instructors up to date on the latest requirement changes.
2. As the number of education majors increases, the challenge will be having enough classes at the different schools in the area for our students to observe without overloading Chanute Public Schools.
3. Lack of opportunity for statewide networking through core competency meetings
4. Budget cuts in local school districts are resulting in positions either being cut or not replaced.

Status of Program

The committee voted to maintain the programs.

ENGLISH (completed Fall 2011)

Strengths

1. Highly qualified faculty who actively stay current in the field.
2. Varied offerings/flexible scheduling.
3. Highly qualified faculty who actively stay current in the field.
4. Varied offerings/flexible scheduling.
5. A computer lab devoted to composition classes, which allows students to work at their own pace and to receive one on one instruction from faculty.
6. CAAP scores indicate that many students are able to write at a level above national average after completing the composition sequence.

7. A strong working relationship with instructors who teach developmental English courses.

Weaknesses

1. Percentage of courses taught by adjunct instructors.
2. A disconnect between full time and adjunct faculty members.
3. A full time faculty member retiring.
4. Grade inflation trends.
5. No full time English instructor on the Ottawa campus.
6. Since the last program review, the number of full time faculty members has decreased by one, and there is only one full time instructor who teaches English exclusively while enrollment continues to increase.
7. Percentage of courses taught by adjunct instructors has increased since the last program review.
8. A disconnect between full time and adjunct faculty members.
9. One full time faculty member will be teaching speech almost exclusively and plans to retain only one English course per year.
10. Newly developed courses in philosophy will be decreasing the number of English courses one full-time faculty member can teach.
11. Increased enrollment in developmental courses will decrease the number of English courses another full-time faculty member can teach.
12. Greater enrollment in online English courses resulting in a shortage of instructors for face-to-face courses.

Opportunities

1. Performance agreements
2. Increased enrollment
3. Expanding literature offerings to meet student needs.

Threats

1. Underprepared students

Status of Program

The committee voted to continue the program.

HISTORY (completed Spring 2010)

Strengths

1. History program courses are available to assist students in completing general education requirements.
2. History program courses are offered at a wide variety of times and include on-line offerings.

3. History program courses articulate with Kansas Board of Regents institutions via the Kansas Core Outcomes meetings.
4. The addition of a full-time History Instructor at the Ottawa campus
5. Enrollment in History program courses is consistently high, with many different courses available to students each semester.
6. Headcounts have remained steady throughout the years.
7. Online enrollment has increased.

Weaknesses

1. Concerns in regards to communication between adjunct, concurrent, and full time faculty.
2. Past weaknesses showed the need for full-time faculty in Ottawa. That has been taken care of with the addition of Kevin Blackwell to the faculty.

Opportunities

1. The History program needs to begin efforts to collaborate with local historical associations, museums, and community organizations to support historical literacy in the community as well as NCCC.

Threats

1. Changes in general education requirements at the Kansas Regents institutions are always a danger, as the majority of NCCC students transfer to regent's institutions.

Status of Program

The committee voted to expand the program.

HPER (completed Spring 2009)

Strengths

1. The mission statement of the Health, Physical Education, and Recreation program is in correlation with NCCC's mission statement.
2. The HPER program is vital to Neosho County Community College, contributing to all of the institution's publicly stated purposes.
3. Enrollments in core courses have been stable.
4. Program courses are scheduled at various times of the day to meet students' needs.
5. Small class sizes allow for greater student-teacher interaction.
6. Athletics' scholarships provide opportunities for Neosho County-residents, Kansas-residents, and out-of-state students to enroll in the program.

7. Courses within the program serve other general education requirements and require no additional costs to the department or the college providing this program.
8. Student-athlete grade point averages across all sports have increased over the course of the last year.

Weaknesses

1. Lack of facilities for activity courses. Practice and game times of NCCC athletic teams, and the availability of our facilities to the public, occupy the gymnasium and weight room hours from 6 a.m. to 11 p.m. This leaves no time for activity classes to utilize athletic spaces.
2. There has consistently been high turnover in head and assistant coaches, resulting in sporadic enrollments of some HPER courses.
3. In addition to teaching responsibilities, coaches are required to recruit, organize fundraising efforts to pay for out-of-state scholarships, and attended all practice and game times. Appropriate instruction may be compromised secondary to the percentage of other job responsibilities.

Opportunities

1. The development of online classes in the program presents an opportunity for expansion.
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places and using various modalities in response to student and area business and industry needs.

Threats

1. Competition from area community colleges, as well as from various virtual universities poses a continuous threat.
2. Adequate funding of the program is always a concern.
3. The size and condition of the facilities is a constant threat to the HPER program.

Status of Program

The committee voted to maintain the program.

INDUSTRIAL ENGINEERING TECHNOLOGY (completed Spring 2011)

Strengths

1. The mission and purposes of the program contribute to NCCC's mission and purposes.
2. Industrial Engineering Technology program scholarships provide opportunities for Neosho County students to enroll in the program.
3. The Business and Technology Advisory Board is active and provides input into the program.

Weaknesses

1. There are no full-time industrial engineering technology instructors, and no program coordinator.
2. Enrollment in the program is minimal and tends to fluctuate with the unemployment rate, however enrollments in construction and welding, which can feed into these programs, have been acceptable.
3. Industrial Engineering Technology is a costly program to operate.
4. Some university engineering programs require students to transfer after only one or two semesters to enable students to begin the sequence of engineering major courses.
5. Physics labs and equipment are in need of updating, however, a plan is in place to update the physics lab on the Chanute campus. Physics has not been offered in Ottawa, and the demand for it needs to be determined.
6. The courses within the program do not translate well to the online environment.

Opportunities

1. Educational and training needs of business and industry could provide an opportunity for growth.
2. Opportunities may exist in the Ottawa outreach area for further articulation. Articulation agreements are in place with USD 348 Baldwin City and USD 365 Anderson County High School.
3. More technical programs at USD 413. Construction and welding are currently being offered.
4. Differential funding.
5. Continue progress on articulation agreements required under Perkins.
6. The development of the Construction and Welding programs provides a pool of students earning certificates who could be candidates for the AAS degree in Industrial Engineering Technology.

Threats

1. Competition from area community colleges and vocational/technical schools poses a continuous threat.
2. Decreased funding of the program constitutes a significant threat. The program has historically relied heavily on Carl Perkins grant funding which will likely not continue. The program has continued to exist without Perkins funding, but expansion would not be possible.
3. Businesses say no one can teach them like they want.

Status of Program

The committee voted to maintain the program.

MANAGEMENT/MARKETING (completed Spring 2011)

Strengths

1. Accredited by the national accrediting agency Association of Collegiate Business Schools and Programs (ACBSP). One of seven community colleges in Kansas and the only community college accredited in southeast Kansas.
2. The mission statement of the MGMK program correlates with NCCC's mission statement in two aspects. Support local students and local community businesses. The MGMK program trains local them for local jobs. In addition, working with local business leaders supports their businesses. Supporting local businesses is an important element of the institutional mission.
3. The MGMK program contributes to all of the institution's publicly stated purposes.
4. Assessment of program outcomes has been implemented for the AAS-MGMK program and results of assessment are being used to improve student learning.
5. Communication with separate Business and Technology Advisory Boards in Chanute and Ottawa is occurring in an effort to monitor new trends and developments in the field and communities.
6. Enrollments in core courses have been stable and are supported by other business programs.
7. Efforts are made to schedule courses at various times of the day in an attempt to meet the students' needs.
8. Small class sizes allow for greater student-teacher interaction.
9. Business program scholarships provide opportunities for Neosho County students to enroll in the program.
10. Courses within the program serve other programs as well. There are little additional costs involved in providing this program.
11. Facilities are adequate, with up-to-date computer labs and software available for use within the program.
12. Baker University and NCCC have a 2 + 2 cooperative program in place.

Weaknesses

1. There is no full-time MGMK instructor on the Ottawa campus.
2. The lack of full-time MGMK instructor on the Ottawa campus weakens NCCC's position for ACBSP accreditation.
3. The lack of full-time MGMK instructor diminishes the program's credibility and places the program at a disadvantage when attracting students.
4. The lack of full-time MGMK instructor is a barrier to proper business student advising. While Ottawa administrators advise MGMK students, their depth of knowledge may be insufficient.
5. Current full-time faculty may not be able to provide instructional support for continuing education and local industry needs should local unemployment numbers rise.
6. Lack of marketing of our quality program, including lack of promotion of our programs as ACBSP accredited.
7. An advisory board was created on the Ottawa campus and has met. The Ottawa Advisory Board will be continued.

Opportunities

1. Since the last review (Fall, 2006), access to the program has been increased with seven online courses developed. Development of additional online classes in the program continues to present opportunities for expansion.
2. Flexible scheduling has been put in place and continues as an opportunity for growth within the program.
3. Training for business and industry has occurred, and this continues as an opportunity.
4. An articulation agreement/community college alliance was created with Franklin University. Articulation continues to represent an opportunity.
5. A lack of faculty members is a barrier to implement the one-year fast track programs. However, Level I (one year) certificates are available and Level II certificates could be an added opportunity.
6. Articulation agreements have been created with Chanute High School and Manhattan High School for the Marketing Program. An agreement with Parsons High School is in process.
7. Promotion of the program should be increased, including ACBSP accreditation, which makes it one of seven community colleges in Kansas with such distinction and the only accredited community college in southeast Kansas.
8. NCCC has an opportunity to be a leader in SEK, as other schools downsize their departments, i.e. Labette
9. There is an opportunity to attract students with the new facility in Ottawa.
10. Recruitment of non-traditional students could be increased

Threats

1. Decreased funding of the program constitutes a threat. The program relies on Carl Perkins grant funding for some items. Elimination of the grant would be harmful to the program.
2. Competition from area community colleges, Friends University, which teaches business courses on the ICC, ACCC, and CCC, and from various virtual universities poses a continuous threat.

Status of Program

The committee voted to expand the program.

MATHEMATICS (completed Fall 2011)

Strengths

1. The mission and purposes of the program contribute to NCCC's mission and purposes.
2. Faculty members who are willing to seek professional development opportunities.
3. Assessment data reports that students are learning and program outcomes are being met.
4. Faculty members are willing to schedule classes to meet students' needs.
5. Students scored well on the baseline CAAP exam.
6. Required placement exams ensure that students have an opportunity to succeed.

Weaknesses

1. Low enrollment in advanced courses (Calculus I and above).
2. Limited number of advanced courses to be offered.
3. Transfer issues of courses. For example, MATH-110 College Algebra with Review may not receive transfer credit for College Algebra at some institutions.

Opportunities

1. NCCC could become a "home-base" for advanced courses using ITV and other resources available in the lecture hall. Students at other community colleges with low enrollment could enroll in classes at NCCC.
2. NCCC should seek to create a 2-2 relationship with senior colleges to develop Mathematics teachers. NCCC could offer the courses required for the first two years of a teacher education program and then students who transfer could complete their teacher certification in two years. Therefore, we should expand math offerings to include a math for elementary education class. We could pursue STEM funding (Science, Technology, Education, Math).
3. Develop a Calculus for Business, Life Sciences, Economics, and Social Sciences class for students going on in business or for those majors that require an applied calculus course.
4. Expand Math offerings including the developmental math offerings at Pittsburg State University.

Threats

1. Transfer course issues, in particular to KU. There is a lack of consensus amongst regent's institutions about the number of credit hours included in the Calculus sequence. At the present time NCCC tries to match the sequence at PSU and KSU.
2. Low interest in mathematics as a career area in the general student population. NCCC records show that from Fall 2006 to Spring 2011, only five students were declared mathematics majors. One of these students received an Associates of Science in mathematics in July 2010.
3. There is some concern about adjunct instructors who are hired to teach developmental math courses and yet they lack 18+ undergraduate or graduate credit hours in mathematics or mathematics education. Such qualifications should be deemed especially critical at the developmental level. In particular, at least a minimum of 12+ hours in math education.

Status of Program

The committee voted to continue the program.

MEDICAL ASSISTANT (completed Spring 2008)

Strengths

1. Medical Community is willing to work with the students and faculty. This enhances learning and the competency of graduates.
2. Students have access to dedicated and committed NCCC and program faculty.
3. Program Affordability
4. Multiple Campus Locations
5. Large number of openings for medical assistants in the area.
6. Is part of our performance agreements.
7. Soon to be accredited.
8. 100% pass rate of those that took the state exam (exam not required).

Weaknesses

1. Student lack of off campus access to high speed internet for completion of high technology based online courses.
2. Jean Erwin retiring.
3. Lack of proper orientation to taking course on-line.
4. The need for remediation is increasing enrollment of special needs students directly impacts enrollment. There are returning student issues and student issues specific to where the student is in life.
5. Absence of designated facilities (clinical skills laboratory).

Opportunities

1. Potential for growth in the program on the Ottawa campus.
2. Opportunity to teach soft skills such as conflict management, customer service-external and internal, and being a team member during skills laboratory campus courses.
3. Will have better facilities with completion of Ottawa campus expansion.

Threats

1. New competitors in the southeast Kansas service area.
2. Salary of graduates and faculty not what expected.
3. Possible declining Chanute campus program enrollment due to other colleges in southeast Kansas initiating medical assisting programs.
4. Need to enlighten the community about what a medical assistant is/does, role in the medical office, clinic, clinical duties performed (both physician front and back office duties).
5. Certificate not required to work in a facility.

Status of Program

The committee voted to maintain the program.

MUSIC (completed Spring 2009)

Strengths

1. The number of sections for general educations courses varied from year to year. The online sections of Music Appreciation are generally full. Music in America always has the minimum number of students in the fall, spring, and summer sessions. It has only been necessary to cancel it during the intersessions.
2. Enrollment for ensembles has dropped slightly over the past five years due to a change in direction and philosophy for ensemble performance. It is increasingly difficult to recruit men to the program. The 2007-2008 school year is the last in which a mixed select ensemble was used.
3. The instructor is now in his eighth year.
4. Ensembles earned both Superior and Excellent ratings at festivals.
5. Grade distributions seem to even out over the course of the past five years, indicating a reduced likelihood of grade inflation and a reduced perception of general education courses in music as easy "A's". This trend has continued for at least two reasons: 1) The instructor modified the grading scale to reflect more of a "bell curve"; 2) More subjective work such as essays (and threaded discussions in the online classes) have been incorporated into the curriculum.
6. The support from the administration of NCCC over the past few years this is even stronger.
7. The music program enjoys a strong reputation in Chanute and in the surrounding communities based on the number of requests to sing for various public, private, and civic functions.

Weaknesses

1. The instrumental program was suspended after the Fall 2003 semester due to lack of participation from the student body and community. The facilities for rehearsing a full concert band are also not sufficient.
2. Music theory courses have not been offered on a consistent basis due to insufficient numbers of students interested in taking the course. It was taken off of the general education list during the 2002-2003 academic year because it is not truly a general education course. In addition, difficulties in transferring music theory courses to the four-year colleges in Kansas as required courses makes for a difficult "sell" to the student taking them from NCCC. Most of the music departments of the Regent universities are addressing this issue, albeit quite slowly.
3. The rehearsal and performance facilities are nominally acceptable. A larger stage/theater, storage areas for risers and acoustical shells, and a rehearsal area large enough for a college band are highly desirable.
4. Having only one instructor in the music program is very stressful and taxing, particularly when one considers not just teaching load, but recruiting and other academic responsibilities.

5. The pool of available and qualified high school students, especially men, makes the recruiting process more difficult.

Opportunities

1. The college music department has been in partnership with St. Cecilia since Spring 2005. We perform twice with them, once in December and once in May. It has given the music program great visibility within the community.
2. Currently online general education courses in music are offered at least once (usually twice) during the regular semester and once in the summer. All are in 8-week formats.
3. We have not been able to do the yearly master classes in vocal performance with a noted voice profession as of yet, though it is still a possibility. The music department at Emporia State discontinued their festival due to financial concerns. Our students still participate in out-of-state festivals each year and consistently earn an Excellent or Superior rating.
4. Since rehearsal space basically precludes the re-formation of a full concert band, it is possible to offer instrumental performance opportunities with chamber groups, and/or an instrumental jazz ensemble.
5. The college is applying for a grant from the National Endowment for the Humanities to construct a "cultural center", which would include rehearsal and performance space for the music program.

Threats

1. Statewide budget cuts are affecting everyone. In addition, the program has received fewer private donations for the past two years, though those donations received were quite generous.
2. Should we still attempt to reinstate the instrumental program? If so, we would need to hire another instructor at least half-time.
3. The difficulty in offering transferable music theory courses seriously affects the potential of a transfer program in music. The Regent universities are addressing this concern, though not as quickly as we would like.

Status of Program

The committee voted to maintain the program.

NURSING (completed Spring 2011)

Strengths

1. Competent, progressive, engaged faculty with high standards.
2. Many students applying to the program to become nurses.
3. NCLEX PN pass rates continue to be high. NCLEX RN pass rates are hovering around the national average.
4. Good reputation in the industry.

5. Well established curriculum and test banks that give a foundation for the changes being made. There has been no substantial change in pass rates after the completion of the curriculum change. Comments from graduates substantiate changes in required general educations courses within the curriculum. Though we have well established exams, faculty continue to update. Exam questions exist in a test bank, however faculty would like to increase the number of questions within the test bank and are currently adding rationale for student review purposes.
6. Versatility of many of our faculty.
7. All full time nursing faculty positions are filled.
8. Increased faculty stability
9. Master's prepared nursing tutor available for Chanute and Independence sites as well as providing online tutoring through Inside NC.
10. New Ottawa facility
11. Development of an Adjunct Faculty Boot Camp.
12. Formation of Informational Meetings.
13. Development and implementation of a Full-Time Faculty Orientation Guide.
14. Nursing faculty and administration are members of nursing professional organizations such as American Nurses Association, NLN, Kansas Organization of Nurse Leaders, Kansas State Nurses Association, Simulation User Network, Society for Simulation in Healthcare, International Nursing Association for Clinical Simulation and Learning, Sigma Theta Tau, American Academy of Wound Management, The American College of Certified Wound Specialists, Association of Women's Health, Obstetrics and Neonatal Nursing, and National Association of Clinical Nurse Specialists.
15. Admissions Procedure "To Do" List

Weaknesses

1. The full-time faculty workload is heavy.
2. There has been a stabilization of full-time faculty over the last 1-2 years.
3. Faculty salaries continues to be a weakness as, while we have made significant strides to be competitive over the past few years, NCCC's nurse educator salaries are not competitive with those of nurses in practice.
4. A nursing tutor is available but students who need the tutoring are not always taking advantage of this service.
5. Most expensive cost per FTE student on campus. Based on the program data available, the assumption is that this continues to be a weakness.
6. Availability of qualified faculty continues to be a weakness as all full time faculty and the majority of adjunct faculty need to have a MSN degree to meet the NLNAC standard.
7. ATI data used to measure outcomes needs to be re-evaluated across the nursing curriculum.
8. NCLEX RN pass rates are hovering around the national average, but are falling in the middle when compared to the other programs in the state.

Opportunities

1. With the completion of the new building in Ottawa there are now expansion opportunities available.
2. Large group of students in the KC and Lawrence area wanting to enroll. This could still be viewed as an opportunity as we seem to draw applicants from a wide area.
3. Increase number of minority and male students.
4. The Tri-Council for Nursing cautions that the downturn in the economy has led to an easing of the nursing shortage in many parts of the country however most analysts believe this to be a temporary situation. Though the nursing shortage seems to be diminishing the graduates of NCCC are still in demand. The need for nurses is still expected to grow over the next 15 years.
5. State is proposing a differential funding for nursing.
6. Though grant opportunities are available they are extremely competitive. NCCC's addition of a grant writer assists in the process of applying for these grants and their experience should improve the odds in this competitive process.
7. Planned Rowland renovation to enhance the simulation experience.
8. Need for more simulation experiences (which would require more simulation faculty).
9. Integrate simulation with the surgical technician, health information management and medical assistant programs.
10. The mentoring of nursing faculty is a challenge because of the complexity of the role.

Threats

1. Competition from other schools increasing numbers of students and reducing pool of applicants continues to be a threat to the program. There is also competition from other schools for clinical sites.
2. There continues to be a healthy application pool for the Ottawa site. Application numbers have increased slightly for the Chanute and Independence sites over the last two years. Some students that are not accepted in Ottawa opt to travel to be a part of the Chanute program. This puts added strain on the student because of the time spent in travel. The faculty is also seeing a trend in students that require more faculty attention and remediation.
3. Faculty or tutors not available to assist students in need. The faculty workload is heavy due to full time faculty teaching in the class room, lab and clinical areas. Often times the clinical instruction requires a 12 hour student contact day each week. One particular challenge is pre-nursing advising. Nursing information meetings have been somewhat successful in disseminating information to the pre-nursing student.
4. Lack of available nursing faculty and concern when current stable faculty retire continues to be a threat since NLNAC increased the qualification requirements for both full time and adjunct clinical faculty. The NCCC application pool is limited due to the rural nature of our locations. Non-reimbursed travel required for adjunct faculty to provide clinical experiences for the students makes this an even greater challenge.

5. Clinical site availability for increased number of students continues to be a threat, with the greatest threat being in the Ottawa/Greater Kansas City area. There are more NCCC students to place clinically, but there is also competition with other nursing programs that are also admitting increased numbers of students.

Status of Program

The committee voted to strengthen the program.

OFFICE TECHNOLOGY (completed Fall 2009)

Strengths

1. The mission statement of the Office Technology program is in correlation with NCCC's mission statement.
2. The Office Technology program contributes to all of the institution's publicly stated purposes.
3. Program outcomes are in place for the AAS-Office Technology program and assessment of those outcomes is occurring.
4. Communication with the Business and Technology Advisory Board is occurring in an effort to monitor new trends and developments in the field.
5. Enrollments in some core courses have been stable and are supported by other business programs.
6. Efforts are made to schedule courses at various times of the day, if possible, in an attempt to meet the students' needs.
7. Small class sizes allow for greater student-teacher interaction.
8. Business program scholarships provide opportunities for Neosho County students to enroll in the program.
9. Courses within the program serve other business programs as well. There are essentially no additional costs involved in providing this program.
10. Facilities are adequate, with up-to-date computer labs and software available for use within the program.
11. The program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP.)
12. Many of the courses within the program are available online.
13. The program has multiple exit points, i.e. 16 cr hr certificate, 30 cr hr Level I certificate, and 46 cr hr Level II certificate in accordance with KBOR guidelines.

Weaknesses

1. There is no full-time office technology instructor. Limited resources due to the size of the institution present a challenge to the program. Program maintenance and improvement falls on the division chair who has limited time to devote to the program. Recruitment of students is lessened with nobody taking ownership of the program and being dedicated to promoting it.
2. Enrollment in some courses have improved as a result of the course being offered online. The number of declared office technology majors has increased, with 20 majors indentified during the review period.

3. There has been increased focus on recruiting, but there is still room for improvement. Brochures were updated. Program sheets are being utilized by students and advisors. The Business Department participates in Panther Preview Days, non-traditional information sessions and provides information to recruiting and admissions personnel. Information about the program has been shared with the new Recruiting/Retention Specialist. The fact that the program is accredited by ACBSP should be better promoted.
4. The number of students completing the AAS degree is minimal.
5. There is no exit assessment/third-party certification required. It is recommended that students complete MOS testing, but testing is not available on campus, and has not been pursued due to the low number of degree completers.

Opportunities

1. The development of online classes in the program presents an opportunity for expansion. Courses which have already been put online have been successful. Additional online courses have been developed. This opportunity continues as there are still a few courses remaining to be put online.
2. The program should maintain flexibility in course offerings, scheduling courses at various times and places and using various modalities in response to student and area business and industry needs.
3. Educational and training needs of business and industry provide an excellent opportunity for growth. With changing technologies and new developments, lifelong learning is a necessity for the office professional. The new Business and Industrial Trainer can help identify opportunities for growth, increasing relationships with business and industry and working in partnership with those businesses to meet their educational needs. While there is no longer a Business and Industrial Trainer, this duty falls to the Dean of Outreach and Workforce Development. The department works with the office of Outreach and Workforce Development to provide training as needed.
4. Changing technology and new software development continually provide opportunities for courses within the program and for training. This not only attracts new students, but brings former students back for retraining.
5. Opportunities could also exist in relation to the Allied Health programs and medical assistant certificate. An office technology degree or certificate with a medical emphasis could be created in an effort to increase enrollment. A 16 cr. hr. office technology certificate with medical office support option was created. Interest in the certificate has been minimal to date, but still provides an opportunity.
6. Explore more articulation with Pittsburg State University. The program is not designed for transfer.
7. Investigate combining the position of Office Technology Instructor with B & I Trainer position continues to represent an opportunity should the B & I Trainer position be re-instigated.
8. With increased unemployment rates, demand for the program may increase.
9. Southeast Kansas students can be attracted to this program as it is approved for funding through the Workforce Investment Act, with NCCC's listing on the Kansas JobLink.
10. Market the program to high school students who are non-bachelor's degree bound.

Threats

1. Competition from area community colleges, as well as from various virtual universities poses a continuous threat but NCCC is at a competitive advantage since the program is accredited by ACBSP.
2. Decreased funding of the program constitutes a significant threat. The program relies heavily on Carl Perkins grant funding. Elimination of the grant would be harmful to the program.
3. KBOR and Kansas Department of Commerce wage earner initiative that moves funding away from low wage jobs to high wage jobs. The 2004-2014 Kansas Occupational Outlook Report projects a 5% increase statewide in Office and Administrative Support Occupations from 2004 to 2014 with a median wage of $12.46. The highest median wage reported in this category was $21.57 for postal service clerks, with executive secretaries and administrative assistants showing a median wage of $15.63. In this category, the report lists many positions as requiring on-the-job training, with only a few requiring postsecondary education, which could be a point of contention. Legal secretaries and medical secretaries are among the jobs that require postsecondary education.
4. The program did not tie to the Local Area II Demand Occupation List for northeast Kansas and was not renewed by Heartland Works, Inc. under the Workforce Investment Act.

Status of Program

The committee voted to maintain the program at its current level with additional marketing.

PERSONAL FITNESS (completed Spring 2008)

Strengths

1. The support from the administration of NCCC over the past few years has been promising as we look to further emphasize this teamwork to continue to favorably project NCCC as a credible institution by combining substantial academics and successful athletic programs. The Chanute campus of NCCC has begun to realize more so than ever, that academics and athletics are interdependent on one another instead of independent. This understanding is leading to improved teamwork between the athletic and academic sides, which affect the stability of faculty in the Professional Fitness program. The stability is affected because of increased financial support given to athletic coaches who represent the vast majority of faculty for the Professional Fitness Certificate program.
2. There is available qualified faculty within the athletic department to teach the courses within the Professional Fitness Certificate program.
3. There is a wide variety of education and experiences amongst the available faculty.

Weaknesses

1. Many of the Professional Fitness Certificate courses have seen sporadic enrollments or declines in enrollment primarily because of the high turnover rates in the positions of Adjunct Professors and not knowing if or what courses would be offered. I feel this poor retention of Adjunct Professors is directly due to the 50+ hour per week workload associated with the athletics side of their employment alone in addition to the academic requirements to teach and the lack of financial support included with the athletics side of their employment. With the Adjunct Professors in Professional Fitness being a revolving door, this leads to little recruitment, if any, of potential Professional Fitness students as well as marginal attention to maintaining the academic standards and necessary facilities to prepare transfer students effectively.
2. There are currently zero students seeking the Certificate in the Professional Fitness Program.
3. Some of the other HPER courses some institutions require for the continuation of the Professional Fitness Certificate have not been offered on a consistent basis either due to insufficient numbers of students interested in taking the courses or due to a lack of willing Adjunct Professors to teach such courses. To the best of my knowledge, there are only two individuals with any experience with Aerobics on the Chanute campus. One is the Director of Human Resources which carries a heavy work load and the other is the Assistant Athletic Director, Head Volleyball Coach, FCA Sponsor, and adjunct faculty.
4. There is a general lack of appropriate facilities and stability of faculty for Professional Fitness education. This is especially true for the Aerobic classes that are supposed to be offered within the Aerobic Instructor Option of the program. Given the necessity to schedule the current facilities from times beginning at 6AM through a time slot beginning at 11PM and over the weekends in order to fit all of our varsity athletic team practices in, there are limited windows of opportunity to set aside times for purely academic pursuits.
5. There is also a poor retention of available faculty for the Professional Fitness Certificate program due to poor financial support offered and the hefty time demands on the athletic side.
6. The Aerobics Instructor Option is included on the master educational plan, but is currently not being fulfilled due to a lack of course offering and adjunct instructors.

Opportunities

1. Continued development of the current Professional Fitness Certificate part time faculty, weight room and equipment.
2. Review current syllabi, or create new courses (with special attention to the Aerobics Instructor Option), to better meet the needs of both the transfer student and the four year institution.
3. Continue to strive towards greater corporate and community interaction through developing educational clinics.
4. The YMCA located at the Ottawa Campus provides a unique extended learning opportunity.
5. There are currently no other public institutions that offer a Professional Fitness Program.
6. The Regional Medical Center's Exercise and Rehab location provides a location for on the job practicum.

Threats

1. Adequate state funding at a smaller, public institution is always a concern.

Status of Program

The committee voted to suspend the aerobics program and maintain the personal trainer program.

PHYSICS/CHEMISTRY (completed Spring 2008)

Strengths

1. The courses being offered under this program are transferring smoothly to most of the regents universities especially Emporia State University and Kansas University without a problem.
2. We are able to offer science courses to non-majors.
3. The new science software for Chemistry will be a valuable tool for instruction of lab experiments of which we do not have enough apparatus or equipment.
4. The computers available at A&P Lab acquired by Sarah McCoy through an HP grant are loaded with software that can be used in our Chemistry and Physics labs to collect and analyze data.
5. Regaining stability.

Weaknesses

1. The enrollments numbers for Physics and Chemistry are low
2. There are no science scholarship opportunities available to help increase our enrollments
3. As much as our labs serve the purpose, we still need some improvements.
4. Past turnover in instructors.

Opportunities

1. NSF grants could be a boost for our programs (equip our lab and offer scholarships).
2. Find out about internships opportunities in the local industries (such as Ash Grove, Chanute Manufacturing, and etc. for our students.
3. Market our science programs in the local high schools.

Threats

1. Outside universities that do not accept our courses.
2. Number of students interested in these areas.

Status of Program

The committee voted to strengthen the program, specifically in areas of facilities funding.

PSYCHOLOGY (completed Spring 2008)

Strengths

1. Core competencies
2. Highly qualified full-time lead instructor and adjunct instructors
3. Class activities, instructor involvement
4. Transferability
5. Developmental Psychology course for the nursing students
6. The cost per FTE

Weaknesses

1. Only one full-time faculty
2. No full-time faculty in Ottawa
3. Not many declared psych majors
4. No prerequisites or compass tests for students

Opportunities

1. Addition of abnormal psychology (OTA)
2. To collaborate with full-time Ottawa faculty once hired
3. Bachelor's degree teacher certificate programs for expansion of psychology (educational psychology)

Threats

1. Four-year institutions limiting what we can offer
2. When state board rewrites curriculum for nursing, may eliminate Developmental Psychology
3. If classes continue to be outsourced, it endangers specific methods of delivery such as on-campus classes.
   Note: also a strength because it increases enrollment numbers in concurrent and online classes

Status of Program

The committee voted to expand the program including hiring a full-time instructor at Ottawa.

PUBLIC ADMINISTRATION (completed Spring 2008)

Strengths

1. No cost

Weaknesses

1. No mission
2. No objectives

Opportunities

1. Ft Hays and PSU have 2+2 programs
2. Market for certificates

Threats

1. None known

Status of Program

The committee voted to kill the program and assume it under social science and reassess and add outcomes for human services and public administration and spend time and resources to determine if there is a market.

SOCIAL SCIENCE (completed Fall 2011)

Strengths

1. The program provides students options and flexibility to pursue 3 different fields of interest – human services, public administration, and pre-law.
2. The program core courses and program elective courses include a variety of general education courses, provide good transferability, and are offered at various times in every school year, and almost every semester.
3. The program offers courses to assist students in completing general education requirements for NCCC and articulate well with the Kansas Board of Regents (KBOR) institutions.
4. Within the past 5 years, a new full-time instructor was added at the Ottawa campus to teach history, humanities, government, and criminal justice courses.
5. Enrollments for history and sociology courses have steadily increased during the past 5 years, including online, particularly with sociology.

Weaknesses

1. The Social Science Program is too broad, lacking in specific emphasis, and does not match up to transfer into any particular program found in KBOR institutions at this time.
2. It is difficult to understand the purpose of the Social Science Program because of its broad scope, thereby limiting its appeal to students and advisors.
3. Communication concerns continue to exist between full-time faculty, part-time adjunct instructors on campus, and part-time adjunct instructors teaching concurrent courses off campus in area high schools.

Opportunities

1. There is an opportunity to revise and redesign the Social Science Program so it can better meet a specific program need, field of interest, and transfer program to program with one or more KBOR institutions.
2. There is an opportunity to involve community stakeholders to support a revised or new program needed in the college's service area.

Threats

1. The continual low enrollment in the Social Science Program will continually threaten the level of interest that is expected for any college program, even though strong enrollment will continue in the program core and elective courses.
2. New programs may be overlooked which are needed for the college to offer at this time, particularly in the context of what is needed in the community and which offer program to program transferability to 4-year KBOR institutions.

Status of Program

The committee voted to keep the program as a liberal arts program.

THEATRE (completed Spring 2008)

Strengths

1. Offers students opportunities for performance
2. Offers students opportunities for applying for university scholarships upon graduation
3. Faculty members stay current by involvement in professional organizations
4. The program offers students the opportunity to direct and design shows.
5. The program is regaining stability with an instructor in her second year at NCCC.
6. Theatre scholarships are available for students

Weaknesses

1. Lack of sufficient space and equipment for a full technical theatre program, including shop space, prop storage space, and costume shop space.
2. Lack of a sufficient sound system with computer editing abilities.
3. Lack of technology for computer design and video editing
4. Current space is out of date with aging seats, carpet, and equipment.
5. Lack of number and access to sufficient lighting equipment
6. Student Numbers
7. Adequate state funding to insure the continued growth of the department and expansion of productions

Opportunities

1. Continuing the partnership with Chanute Recreation Commission in staging children's summer theatre productions
2. Development of a Humanities program through continuing education bringing in guest artists as well as using this as an opportunity to promote NCCC productions
3. Continued development of online courses
4. Participation in American College Theatre Festival
5. Reactivating the Alpha Psi Omega Theatre fraternity
6. Increased travel for faculty and students to participate in festivals and workshops
7. Developing an on-camera acting aspect to attract potential students
8. Perform at Ottawa Campus
9. Relationship with Memorial Auditorium
10. Relationship with Chanute Community Theatre

Threats

1. Increased travel costs
2. The technical weakness and lack of appeal in the facility make it difficult to compete for potential students with several other strong community college theatre departments in the area

Appendix A - Listing of New Initiatives Found in Educational Master Plan

The ***new and continuing initiatives*** include:

- Including in course and faculty evaluation forms a reporting method for what steps are being taken by the faculty member to safeguard his or her course against academic dishonesty.
- Raising educational standards even higher and insure that an NCCC graduate can be proud of the education through:
    - Increasing the Rigor with emphasis on Relevance and Relationships
    - Examination and Elimination of Grade Inflation
    - Continued Focus on Academic Honesty
    - Engaging High Schools
    - Certification and Accreditation for On-Line Program through:
        - Course Certification
        - Instructor Certification
        - Student Certification and/or Improved Advising
- Demonstrating newer instructional methods through in-services and encouraging attendance at conferences where instructors will gain ideas about incorporating the new techniques in their instruction.
- Augmenting the Chanute schedule with additional weekend courses where prudent.
- Adding more joined eight-week courses to future schedules.
- Expanding hybrid class offerings as enrollment patterns dictate.
- Investigating what courses could be offered in Open Entry/Open Exit and attempting to offer a few sections as a trial.
- Investigating "learning communities" or cohort education where a group of students are enrolled in the same group of courses, sometimes team taught by several instructors.

- Creating a professional development structure for adjunct professional development.
- Integration of enrollment management strategies to optimize college resources and planning for recruitment, retention, and completion expectations. Special emphasis will be placed on areas of advising, student services in student development, online access to services, review and reinforcement of the first year seminar course, integration of the state's transfer guidelines as approved by KBOR, complete integration of the student educational goal process to monitor completion of goals.
- Prepare the self-study document and associated processes for the accreditation review by the Higher Learning Commission.
- Propose revisions to the assessment project that strengthen program/course assessment with the program review cycle.
- Complete a proposal to create a Learning Resource Center using current Library and CAVE resources (with an emphasis on the college's capacity for College and Career Readiness).
- Raise awareness of the importance of institutional effectiveness and its relationship to student learning.

ATTACHMENT 10

Neosho County Community College Performance Report (3rd Year) – 01/01/2011-12/31/2011

Institution: Neosho County Community College	Contact Person: Jim Genandt	Contact phone & e-mail: 620-431-2820, x. 212 jgenandt@neosho.edu	Date: 3-1-2012

Regents System Goal B: Improve Learner Outcomes

Institutional Goal 1: Improve student learning in English composition

Key Performance Indicator (Data)	**3-Year Performance History**	**Targets**	**Performance Outcome**	**Evaluation**
Improve CAAP English usage/mechanics scores	2005- Not Available 2006 - Not Available 2007 - 15.81	2009 - 15.9 2010 - 16.0 2011 - 16.1	2009: 15.45 2010: 15.2 2011: 15.6	Target Not Met, Directional Improvement
Improve CAAP English rhetorical scores	2005 - Not Available 2006 - Not Available 2007 - 15.39	2009 - 15.6 2010 - 16.0 2011 - 16.2	2009: 15.35 2010: 15.1 2011: 15.3	Target Not Met, Directional Improvement
Improve CAAP English essay scores	2005- Not Available 2006 - Not Available 2007 - 2.76	2009 - 2.8 2010 - 2.85 2011- 3.0	2009: 3.12 2010: 3.10 2011: 3.20	Target Exceeded, Directional Improvement
Improve successful completion rate for English Composition I	2005 - 79% 2006 - 80% 2007 - 70%	2009 - 71% 2010 - 75% 2011 - 81%	2009: 80% (196/246) 2010: 77% (179/231) 2011: 75% (206/275)	Target Not Met, No Directional Improvement
Improve successful completion rate for English Composition II	2005 - 83% 2006 - 86% 2007 - 75%	2009 - 78% 2010 - 80% 2011 - 81%	2009: 73% (127/175) 2010: 83% (136/163) 2011: 75% (109/146)	Target Not Met, No Directional Improvement

NARRATIVE — INSTITUTIONAL GOAL 1: Improve student learning in English composition

Key Performance Indicator 1: Improve CAAP English usage/mechanics scores

Data Collection: This is the yearly average of CAAP tests of all on-campus and on-line sections of English Composition I and English Composition II courses. The first two indicators (usage/mechanics and rhetoric) were tested in Composition I and the third (essay) in Composition II. There are two CAAP English exams. The first is an objective test divided into two parts, Usage and Mechanics, and Rhetoric. It is a multiple choice exam. The outcomes that this test assesses are covered in English Composition I, which is why this test was given toward the end of that class. The second CAAP English exam is an essay test. The outcomes for this exam are taught during English Composition II. The essay was, therefore, given at the end of the

Comp II course.

3-Year Performance History: NCCC began the initiative for CAAP testing in spring 2006 in preparation for this three-year performance agreement. The faculty approved the concept and agreed to surrender class time in fall 2006 and testing began spring 2007. We have conducted the test three times since then. The scores above include the results of all students taking English Composition (face-to-face and on-line) but excludes concurrent sections taught in the high schools. The concurrent section students scored 17.53, which is well above national average and, therefore, poses no concern.

Targets: NCCC failed to make the yearly average for this indicator, but did show improvement (from 15.2 in 2010 to 15.6 in 2011). The English department has undertaken many changes and advancements including new curriculum, textbooks, entry scores, and others in order to improve these scores. Review and analysis of writing proficiency and student performance will go continue to be stressed within the English area of the institution.

Key Performance Indicator 2: Improve CAAP English rhetorical scores

Data Collection: This is the yearly average of CAAP tests of all on-campus and on-line sections of English Composition I and English Composition II courses. The first two indicators (usage/mechanics and rhetoric) were tested in Composition I and the third (essay) in Composition II. There are two CAAP English exams. The first is an objective test divided into two parts, Usage and Mechanics, and Rhetoric. It is a multiple choice exam. The outcomes that this test assesses are covered in English Composition I, which is why this test was given toward the end of that class. The second CAAP English exam is an essay test. The outcomes for this exam are taught during English Composition II. The essay was, therefore, given at the end of the Comp II course.

3-Year Performance History: NCCC began the initiative for CAAP testing in spring 2006 in preparation for this three-year performance agreement. The faculty approved the concept and agreed to surrender class time in fall 2006 and testing began spring 2007. We have conducted the test three times since then. The scores above include the results of all students taking English Composition (face-to-face and on-line) but excludes concurrent sections taught in the high schools. The concurrent section students scored 17.41, which is well above national average and, therefore, poses no concern.

Targets: NCCC failed to meet the target score but did show marginal improvement over 2010. The results have improved, but the faculty in this area continue to analyze and explore teaching and learning methods designed to support more enhanced student performance.

Key Performance Indicator 3: Improve CAAP English essay scores

Data Collection: This is the yearly average of CAAP tests of all on-campus and on-line sections of English Composition I and English Composition II courses. The first two indicators (usage/mechanics and rhetoric) were tested in Composition I and the third (essay) in Composition II. There are two CAAP English exams. The first is an objective test divided into two parts, Usage and Mechanics, and Rhetoric. It is a multiple choice exam. The outcomes that this test assesses are covered in English Composition I, which is why this test was given toward the end of that class. The second CAAP English exam is an essay test. The outcomes for this exam are taught during English Composition II. The essay was, therefore, given at the end of the Comp II course.

3-Year Performance History: NCCC began the initiative for CAAP testing in spring 2006 in preparation for this three-year performance agreement.

The faculty approved the concept and agreed to surrender class time in fall 2006 and testing began spring 2007. We have conducted the test three times since then. The scores above include the results of all students taking English Composition (face-to-face and on-line) but excludes concurrent sections taught in the high schools. The concurrent section students scored 3.02 which is above national average and, therefore, poses no concern.

Targets: NCCC scored above national average and the target score in 2011. As this is the writing exam, we are very pleased that our students are scoring so well after the many changes have been put in place. The college was concerned that the results from last year would not be replicated this year. But those fears were unfounded and we hope the Kansas Board of Regents shares our excitement with these results. Instructors are analyzing learning and teaching approaches that seem to have had a positive influence in this indicator area with the goal of identifying components that can be used with the usage and rhetoric areas for a more comprehensive method of instruction.

Key Performance Indicator 4: Improve successful completion rate for English Composition I

Data Collection: The percentage of students successfully completing English Composition I with a grade of A, B or C was computed using the Jenzabar EX student information system. The grade of D was considered unsuccessful completion along with the grade of F, as courses with a grade of D do not transfer for the student to many four-year institutions. The percentage was figured thusly: (Number of students earning A, B, or C)/(Number of students completing the course). All students (full-time, part-time, etc.) who completed the course, i.e. did not drop the course, were factored into this percentage.

3-Year Performance History: Above is a yearly average percentage of students who completed English Composition I with the grade of A, B or C. This excludes concurrent sections taught in the high schools. The successful completion rates for concurrent classes are 97% for 2005, 94% for 2006, and 97% for 2007. These results are very high and, therefore, pose no concern. In order to achieve indicators 1-3 the rigor of these English courses was raised, which has the obvious possible effect of students scoring lower in the now more "difficult" class. NCCC will attempt to increase the successful completion rate of the course while sustaining and improving the course rigor.

Targets: The college did not meet its stated goal. The large increase in score during the 2009 year may have been an anomaly. We still have much work to do in English Composition I, but it is encouraging that students are passing at a more consistent rate than just a few years ago.

Key Performance Indicator 5: Improve successful completion rate for English Composition II

Data Collection: The percentage of students successfully completing English Composition II with a grade of A, B or C was computed using the Jenzabar EX student information system. The grade of D was considered unsuccessful completion along with the grade of F, as courses with a grade of D do not transfer for the student to many four-year institutions. The percentage was figured thusly: (Number of students earning A, B, or C)/(Number of students completing the course). All students (full-time, part-time, etc.) who completed the course, i.e. did not drop the course, were factored into this percentage.

3-Year Performance History: Above is a yearly average percentage of students who complete English Composition II with the grade of A, B or C. This excludes concurrent sections taught in the high schools. The completion rates there are 97% in 2005, 96% in 2006 and 97% in 2007. These rates are very high and therefore pose no concern. In order to achieve indicators 1-3 the rigor of these English courses was raised, which has the obvious possible effect of students scoring lower in the now more "difficult" class. NCCC will attempt to increase the successful completion rate of the course while sustaining and improving the course rigor.

Targets: The pass rate still has significant room for improvement. The faculty remain committed to continued diligence in examining course outcomes, assessment measures, and student performance data as they work to enhance the effective learning capacity of the course without sacrificing rigor that is expected.

Comments: NCCC English instructors have spent the last three years redesigning coursework and piloting new curriculum in an effort to improve both the quality of English education received and the percentage of students that meet the new higher standards. The level of change has been remarkable. They have examined everything from textbooks, to exams, to instruction, to entry scores. Nearly a dozen new initiatives have been instituted. Instructors have re-designed the Fundamentals of English course, incorporated the CAAP outcomes into the Composition I and II courses, augmented English tutoring with increased hours and live on-line tutoring, adjusted entry scores to Composition I and created a new course designed to help developmental students better prepare for English Composition I called Pre-Composition. The results of all of these changes have been mixed. NCCC will continue to develop the primary developmental course, Pre-Composition, to improve student performance, and monitor performance of students who successfully complete that course and their performance in Composition I. More mentoring will occur between full-time and adjunct instructors as well as additional discussions between developmental English instructors and Comp I and Comp II instructors.

Regents System Goal C: Improve Workforce Development				
Institutional Goal 2: Provide needed trained workforce with new delivery of selected technical programs in welding, construction and allied health				
Key Performance Indicator (Data)	**3-Year Performance History**	**Targets**	**Performance Outcome**	**Evaluation**
Number of students recruited and enrolled in new delivery of selected technical workforce programs over three years	2006 - Not Available 2007 - Not Available 2008 - Not Available	2009 - 15 students 2010 - 30 students 2011 - 45 students	2009: 86 2010: 107 2011: 143	Target Exceeded, Directional Improvement
Number of students who complete in new delivery of selected technical workforce programs with certificates and/or degrees	2006 - Not Available 2007 - Not Available 2008 - Not Available	2009 - 7 2010 - 15 2011 - 30	2009: 28 2010: 26 2011: 49	Target Exceeded, Directional Improvement
Percent of completers in new delivery of selected workforce programs that pass certification exams	2006 - Not Available 2007 - Not Available 2008 - Not Available	2009 - not yet ready 2010 - 75% 2011 - 80%	2009: No data yet as stated in the target column 2010: 92% 2011: 100%	Target Exceeded, Directional Improvement
Percent of completers that are positively placed after completion	2006 - Not Available 2007 - Not Available 2008 - Not Available	2009 - not yet ready 2010 - 70%	2009: No data yet as stated in the target column	Target Met

		2011 - 75%	2010: 81% 2011: 78%	

NARRATIVE — INSTITUTIONAL GOAL 2: Provide needed trained workforce with new delivery of selected technical programs in welding, construction and allied health

Key Performance Indicator 1: Number of students recruited and enrolled in workforce programs created over three years

Data Collection: The number of students enrolled in the new programs as determined by the Jenzabar EX student information system.

3-Year Performance History: As these will be new programs, there is no history of enrollment in the programs.

Targets: We had overwhelming enrollment in welding and construction, especially welding, partially due to the numerous layoffs in the area. Allied health continues to attract students who explore the various career paths within that cluster.

Key Performance Indicator 2: Number of students who complete in new delivery of selected technical workforce programs with certificates and/or degrees

Data Collection: The number of students who complete the new programs as determined by the Jenzabar EX student information system.

3-Year Performance History: The performance history during the agreement is very solid and credible. The target was met and exceeded in the past two years, reinforcing the evidence of quality in the training and education as well as persistence of students and support of instructors and college staff to move students to completion.

Targets: Our new programs in allied health, welding and construction have done very well over the past two years. Partnerships to provide these programs to area high schools represent the lion's share of the completions. NCCC has partnerships with Chanute and Ottawa school districts to provide welding instruction, with Chanute to provide the construction program, and with Chanute high school for allied health instruction. This indicator, combined with Indicator 3, demonstrate the success of the program areas in attracting, educating, and having students complete their programs of study.

Key Performance Indicator 3: Percent of completers in new delivery of selected workforce programs that pass certification exams

Data Collection: Certification exam results from the new programs

3-Year Performance History: The results from year two to year three indicate exceptional results in this indicator.

Targets: Completion of an NCCC certificate is nearly meaningless if the student cannot pass the industry certification recognized by businesses. These results are very encouraging for such new programs. The year three indicator measure is as good as it gets at 100% of completers passing the industry certification exam.

Key Performance Indicator 4: Percent of completers that are positively placed after completion

Data Collection: Students will be said to be "positively placed" if six months after program completion they have accepted a position in or related to their chosen field or have transferred to another institution for a higher degree.

3-Year Performance History: As these will be new programs, there is no history of positive placement in the programs.

Targets: The slow economic recovery is affecting placement for students in key workforce areas. The college constantly seeks ways to promote the training and readiness of career students with job fairs, use of advisory committees, and media awareness. However, the pace of economic recovery in the areas served by the College remains an area in which the College has little direct control.

Comments: The economic downturn has resulted in increased enrollment across the board, including workforce courses such as welding and construction. For the student's sake, we feel very fortunate to have established these career training programs in time to retrain individuals who have lost their jobs in this economy and are looking for new opportunities with the right set of skills. We are confident that the instruction they are receiving is of high quality in our workforce programs.

Regents System Goal A: Efficiency/Effectiveness/Seamlessness				
Institutional Goal 3: Collaborative programs with other education institutions				
Key Performance Indicator (Data)	**3-Year Performance History**	**Targets**	**Performance Outcome**	**Evaluation**
Number of collaborative agreements for program delivery between NCCC and other institutions	2005 - 0 2006 - 0 2007 - 2	2009 - 3 2010 - 4 2011 - 5	2009: 3 2010: 4 2011: 6	Target Exceeded
Number of NCCC students enrolled through collaborative program agreements	2005 - 0 2006 - 0 2007 - 85	2009 - 100 2010 - 115 2011 - 130	2009: 106 2010: 202 2011: 460+	Target Exceeded
Number of NCCC collaborative program completers	2005 - 0 2006 - 0 2007 - 0	2009 - 45 2010 - 57 2011 - 65	2009: 68 2010: 169 2011: 401	Target Exceeded
Percent of NCCC completers of the collaborative programs that have met their educational goals	2005 - 0 2006- 0 2007 - NA	2009 - 75% 2010 - 80% 2011 - 85%	2009: 75% (51/68) 2010: 77% (153/199) 2011: 94%	Target Exceeded

NARRATIVE — INSTITUTIONAL GOAL 3: Collaborative programs with other education institutions

Key Performance Indicator 1: Number of collaborative agreements for program delivery between NCCC and other institutions

Data Collection: Number of program delivery partnership agreements signed between NCCC and other education institutions

3-Year Performance History: In 2007 NCCC signed agreements with Fort Scott Community College (FSCC) for delivery of Adult Basic Education (ABE) and with Independence Community College (ICC) for delivery of a licensed practical nursing (LPN) level I program.

Targets: The college has signed agreements with all of Southeast Kansas for ABE (Adult Basic Education), Independence Community College for Licensed Practical Nursing (LPN) and Dodge City Community College and Seward County Community College for Health Information Technology

and its associated sub-certificates. New collaborative agreements were completed with Cowley College (Paramedic) and MidAmerican Nazarene University (Nursing).

Key Performance Indicator 2: Number of NCCC students enrolled through collaborative program agreements

Data Collection: The number of students enrolled in the collaborative programs through NCCC or the partnering institution.

3-Year Performance History: The 2007 number is the combined enrollments of the FSCC ABE offering and the ICC LPN program.

Targets: The increase in student numbers is most directly due to the increase in the NCCC ABE consortium participation. NCCC won a competitive grant and now leads nearly all Southeast Kansas community colleges' ABE efforts. This greatly increased the number of students served while driving down the cost per student. Other agreements such as the NCCC/ICC nursing program also had better than expected enrollments. The newest agreements will add to this number.

Key Performance Indicator 3: Number of NCCC collaborative program completers

Data Collection: The number of students graduates or completers in the collaborative programs as determined by the registrars at NCCC and/or the partnering institution(s).

3-Year Performance History: The FSCC and ICC partnerships began in 2007. Not enough time has elapsed for program graduates, so it is difficult to predict numbers of future graduates or completers. However, new programs at NCCC rarely have more that 5 graduates a year in the first years of the offering.

Targets: The Ft. Scott ABE agreement has grown to encompass nearly all of Southeast Kansas. As a result, the number of those enrolled and those who have completed has grown as well, which, in turn has resulted in far more graduates than originally predicted. NCCC now has cooperative partnerships in ABE with Ft. Scott, Coffeyville, Labette, and Independence's colleges. Coupled with our LPN program in Independence and our new Health Information Technology partnerships with Seward and Dodge City, we were able to greatly exceed expectations. NCCC is excited by these results and by the wonderful partnerships that have been formed to improve access and efficiency among community colleges in Kansas.

Key Performance Indicator 4: Percent of NCCC completers of the collaborative programs that have met their educational goals

Data Collection: Collected through survey methodology and test results.

3-Year Performance History: As these will be new program delivery, there is no history of placement in the programs.

Targets: The college was able to improve on the results from 2009, but not completely to the target level. With such a massive influx of students in the programs, such a target was difficult to achieve. Although we fell short, we are proud of the progress the college made in helping a great percentage of students meet their educational goals. Of the 12 students who completed the LPN at Independence 100% went on to enroll in the RN program at NCCC. In ABE, all 24 of the students who completed the program went on to enroll in post-secondary education.

Comments: NCCC and ICC launched the Mary Grimes School of Nursing at Mercy Hospital in Independence in 2007. NCCC delivered the program instruction, ICC helped pay salaries and Mercy Hospital provided the space. For the cost of 2.5 salaries plus meager operating expenses, a 20 seat LPN nursing program was added to the State of Kansas. The program was created and offered in a matter of months, not years, and saved the

taxpayers hundreds of thousands of dollars over the cost of creating a program from scratch. NCCC and FSCC partnered to bring NCCC's ABE program to Ft. Scott, again, launching in weeks with great cost savings to the taxpayers. Both ABE programs have been very successful. So much so that through a competitive grant process NCCC joined forces with Ft. Scott, Labette, Coffeyville and Independence to provide adult basic education services under one umbrella. These partnerships demonstrate that when institutions work together the students, the taxpayers, the institutions, and the State of Kansas benefit. Recently, NCCC has signed an agreement to bring the Health Information Technology (HIT) program to Dodge City Community College. The HIT accreditation is difficult and expensive with a full-time Director of HIT required. By partnering with NCCC, DCCC and SCC can offer the program almost immediately without a second Director of HIT salary adding to the costs. NCCC is in talks to bring other programs to and from other colleges and hopes to have similar agreements in place during the 2011 year.

Regents System Goal E: Increase External Resources				
Institutional Goal 4: Increase support from alternative sources of revenue				
Key Performance Indicator (Data)	**3-Year Performance History**	**Targets**	**Performance Outcome**	**Evaluation**
Increase the number of competitive grants funded	2005 - 0 2006 - 3 2007 - 5	2009 - 6 2010 - 7 2011 - 8	2009: 8 2010: 8 2011: 18	Target Exceeded
Increase amount of dollars raised from competitive grants	2005 - 0 2006 - $250,761 2007 - $922,041	2009 - $700,000 2010 - $600,000 2011 - $750,000	2009: $1,065,669 2010: $1,654,616 2011: 1,977,862	Target Exceeded
Increase amount of philanthropic giving from individuals to the college foundation	2005 - NA 2006 - $79,185 2007 - $220,082	2009 - $280,000 2010 - $300,000 2011 - $315,000	2009: $259,732 2010:$297,727 2011: 222,651	Target Not Met
Increase the amount of philanthropic giving from non-personal sources to the college foundation	2005 - NA 2006 - $20,089 2007 - $55,365	2009 - $58,000 2010 - $70,000 2011 - $80,000	2009: $127,000 2010: $204,591 2011: 122,542	Target Exceeded

NARRATIVE — INSTITUTIONAL GOAL 4: Increase support from alternative sources of revenue

Key Performance Indicator 1: Increase the number of competitive grants funded

Data Collection: A total number of grants funded each year were recorded.

3-Year Performance History: Self-explanatory

Targets: The competitive grants operated by the college include, but are not limited to (ranged from federal, to state, to local): Community Based Job Training program; Title III Strengthening Institutions program; HRSA - Health Careers Opportunity Program; ABE grant**;** State Energy Sector

Partnership & Sector Training Grant**;** STARS (Student Support Services); Upward Bound; Talent Search; RSVP (Retired Senior Volunteer Program)**;** 7. SEK-CAP – Community Capacity Building Grant (Scholarships)**;** 8. KanGo Grant**.** It was another excellent year of grant writing for the college.

Key Performance Indicator 2: Increase amount of dollars raised from competitive grants

Data Collection: The amount of dollars raised from these grants was recorded.

3-Year Performance History: NCCC has been aggressive and fortunate in expanding its grants capacity. The ability to develop quality proposals and effectively manage funded projects remains a priority for the institution. The evidence is clear in the performance history. External sources of funding and support are critical.

Targets: The college had an exceptional year with grants. We were fortunate to continue many grant programs and receive new/renewals on other projects. A summary of some of the major grant projects includes: the Community Based Job Training program grant which helps us meet the health education needs for newly trained health care workers in Kansas; the ABE grant helps us serve adults designated most in need, including adults with the lowest skill levels, with disabilities, or with other significant barriers to employment and self-sufficiency through the provision of intensive, quality instructional and support services to adults and to meet state levels of performance; the HRSA grant provides funds to enhance programs in nursing and allied health; the SESPT grant provides scholarships for non-Pell eligible industry certificates in the construction and manufacturing fields for training in green construction and manufacturing techniques. NCCC will provide certificate programs in energy audit and sustainable energy installation skills. The STARS (Student Support Services) grant provides education or counseling services designed to improve the financial and economic literacy and assist students enrolled in two-year institutions and applying for admission to, and obtaining financial assistance for enrollment in four¬-year programs. The RSVP (Retired Senior Volunteer Program) is a nationwide volunteer program that invites adults age 55 and over to use their life experience and skills to answer the call of their neighbors in need. The SEK-CAP grant provides scholarships for low-income students entering into healthcare occupations, welding, construction, computer science, or energy management. Upward Bound and Talent Search projects allow the college to reach both secondary students and others who may not realize their potential for higher education. The Title III project has assisted in developing new allied health programs in occupational therapy assistant and surgical technology, as well as in the helping the college implement two state-of-the-art simulation labs for nursing and allied health training. The college received a grant from the Kansas Department of Commerce to assist in developing and implementing customized credit training for Spirit Aerosystems and their expansion to Chanute. Finally, the KAN-GO grant serves adults to enhance skills, both foundational and technical/occupational, so they may find and keep a quality, family-wage job.

Key Performance Indicator 3: Increase amount of philanthropic giving from individuals to the college foundation

Data Collection: The donations received from private individuals were recorded using foundation software.

3-Year Performance History: The college had yearly turnover in the Director of Development position until 2006, so record-keeping was haphazard. That is why the 2005 data is missing. In 2006 the new Director of Development instituted new software that more accurately recorded donations.

Targets: While not meeting the target, there continues to be development of enhanced capacity for this area of resource development. The President and Foundation Director used tax credits to garner more support from individuals. In fact, the selling of tax credits was instrumental in accomplishing this target. We received some large donations through planned giving as well, seeds that were planted years ago. The College has an aggressive

planned giving approach that includes working with area attorneys on will documents, and sponsoring a "senior lunch" for the area every Thursday and "senior coffee" every Tuesday. We are also working on locating and reaching out to alumni. We are just starting that process and it has helped.

Key Performance Indicator 4: Increase the amount of philanthropic giving from non-personal sources to the college foundation

Data Collection: The donations received from businesses, government or non-profit sources were recorded using foundation software.

3-Year Performance History: The college had yearly turnover in the Director of Development position until 2006, so record-keeping was haphazard. That is why the 2005 data is missing. In 2006 the new Director of Development instituted new software that more accurately recorded donations. We also see consistency in the approach of external requests for support.

Targets: We continue to see a consistent pattern in in-kind giving from small to medium size businesses in our area. The efforts to be consistent in marketing the qualities of the college and the benefits of philanthropic giving continue to be seen through the acceptance of proposals to a diverse group of funding sources.

Comments: Neosho County continues to be one of the hardest hit areas of the recession with very high unemployment at 8.3%. Our county valuation dropped by 20% in one year. That is why we are very proud of the work our grant writers and foundation has done in these times to help support our college to advance it while other funds have slowed or decreased.

KBOR use only: Neosho County Community College
Recommendation and Comments Neosho County Community College is reporting on the second year of a three-year agreement.
561.09

ATTACHMENT 11

Neosho County Community College Emergency Action Plan 2011-2012

As Updated By:
NCCC Safety and Security Committee

Ben Smith, Chair
Dale Ernst
Jim Genandt
Suzanna Butz
Jesse Keppen
Kerry Ranabargar
Jason Kegler
Larry Anderson
Wayne Petterson
Kim Ensminger, Secretary

Preface

This emergency response manual has been designed to provide contingency procedures for Neosho County Community College administrators to follow in the event of campus emergencies. While the manual does not cover every conceivable situation, it does supply the basic administrative guidelines necessary to cope with most campus emergencies.

College policies and procedures herein are expected to be followed by all administrators whose responsibilities and authority cover the operational procedures found in the manual. Any exception to these emergency management procedures must be approved by the appropriate administrators directing and/or coordinating the emergency operations.

All proposals for changes to the procedures described must be submitted in writing to the Safety and Security Committee for review. All changes recommended by the committee will be submitted in writing to the President and Executive Committee for evaluation and adoption.

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Section 1: Preparation for Emergencies

To ensure the campus is prepared, the following activities will be essential to maintain a state of readiness.

1.1 The President will:

- Provide overall leadership, support and direction for emergency preparedness.
- Serve as the major proponent for College emergency preparedness.
- Ensure appropriate funding and resources are available to successfully implement the Emergency Action Plan.

1.2 The Vice President for Operations will:

- Serve as the College's chief safety and security officer.
- Ensure the Emergency Action Plan is fully developed, operational, and institutionalized.
- Ensure compliance with state and federal requirements.
- Serve as the single point of contact for all external emergency response agencies during a disaster at the Chanute campus.
- Maintain emergency and evacuation procedures for Chanute campus.
- Ensure buildings have the appropriate signage for emergency shelter and evacuation directions for the Chanute campus.
- Ensure the proper emergency equipment (such as fire extinguishers and emergency lighting) are available for the Chanute campus.
- Ensure adequate supplies of water and food are available.
- Ensure faculty and staff are familiar with emergency and evacuation procedures, know how and when to inform occupants to evacuate or take cover, and are aware of occupants who may need special help.
- Ensure CPR training is offered to College personnel and encourage employees from every physical building to participate.

- Coordinate annual emergency drills for the Chanute campus.
- Maintain and distribute emergency contact information for the Chanute campus.

1.3 The Vice President for Student Learning will:

- Assist the College's chief safety and security officer.
- Coordinate with the chief safety and security officer on the selection and training of building/area coordinators related to EAP compliance.
- Ensure that personnel within the Student Learning Division are made aware of the EAP on a minimum of an annual basis, as well as of substantial changes made to the EAP as needed.
- Ensure that students are made aware of the EAP during their orientation sessions with SLD and other College staff.
- Provide support to SLD personnel and their tasks within the EAP (Dean of the Ottawa Campus, Dean of Student Development, Registrar, Coordinator of Advising & Articulation, Coordinator of Residence & Student Life).
- Ensure collaboration of the College's nursing and allied health personnel, as appropriate, with the EAP and college policies and procedures.
- Ensure instructors are aware of the EAP and their responsibilities within that policy related to emergency situations affecting their instructional area.
- Coordinate with SLD personnel for safekeeping of student records, and the appropriate dissemination of student information.
- Coordinate with EOC staff regarding the recommendation of resumption of classes and activities after a crisis situation.

1.4 The Dean of the Ottawa campus will:

- Serve as the single point of contact for all external emergency response agencies during a disaster at the Ottawa campus.
- Maintain emergency and evacuation procedures for Ottawa campus.
- Ensure buildings have the appropriate signage for emergency shelter and evacuation directions for the Ottawa campus.
- Ensure the proper emergency equipment (such as fire extinguishers and emergency lighting) are available for the Ottawa campus.
- Ensure adequate supplies of water and food are available.

- Ensure faculty and staff are familiar with emergency and evacuation procedures, know how and when to inform occupants to evacuate or take cover, and are aware of occupants who may need special help.

- Coordinate annual emergency drills for the Ottawa campus.

- Maintain and distribute emergency contact information for the Ottawa campus.

1.5 The Director of Human Resources will:

- Assist the Vice President for Operations and the Deans with crisis management training for employees as necessary.

- Maintain and initiate contact for employee in-service, workers compensation, and other staff services.

- Produce a data file containing employee data and emergency response information six weeks into each semester and in the first week of June. These data files will be retained at one site on campus and one site off campus.

1.6 The Registrar will:

- The Registrar will produce a data file containing student contact information, class rosters and student schedules six weeks into each semester and in the first week of June. The data files will be retained at one site on-campus and one site off-campus. In the event the computer network is unavailable, the Registrar will be responsible to provide student data and information to the Crisis Management Team.

1.7 The Dean of Student Development will:

- Assist with planning and conducting NCCC town meetings for information dissemination and post-intervention activities.

- Maintain an active file of helping agencies within the community and names of contact persons.

- Meet, talk and correspond with the parents of students.

- Work with the Coordinator of Advising and Articulation to establish a systematic approach for identifying, referring, and intervening with students identified as at-risk for suicide or other destructive behaviors.

- Work with the Food Service Director to ensure appropriate emergency plans are in place.

1.8 The Coordinator of Advising and Articulation will:

- Coordinate the development of information sheets for students and parents regarding crisis-related stress. Topics may include: "Talking with Students Following a Crisis" and "Signs of Depression."

- Meet, talk and correspond with the parents of students.

- Establish a systematic approach for identifying, referring, and intervening with students identified as at-risk for suicide or other destructive behaviors.

1.9 The Coordinator of Residence and Student Life will:

- Produce a data file that includes emergency contact locations of each student residing in the residence halls six weeks into each semester and in the first week of June. The data files will be retained at one site on-campus and one site off-campus

1.10 The Director of Technology Services will:

- Develop a plan and scenarios in which technological resources can be dispersed effectively to emergency sites.

- Prepare and update an emergency notification web page to relay emergency notifications and updates to constituencies.

- Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.

- Establish and maintain a stand-alone computer with a student and staff database for use at the emergency site.

- Assist in obtaining needed student and staff information from the computer files.

- Provide the latest back-up data files with student and human resource data.

- Ensure all systems data are backed up and stored off-site on a regular basis. This off-site storage will be maintained at the CIO's residence.

1.11 The Public Relations department will:

- Maintain written emergency contact list for press and public entities.

- Work with the President's office on notification plan.

- Assist the President with dissemination of information as necessary and appropriate.

- Develop sample press releases for various disaster/emergency scenarios.

1.12 The Athletic Director will:

- Ensure faculty and staff are familiar with emergency and evacuation procedures, know how and when to inform occupants to evacuate or take cover, and are aware of occupants who may need special help.
- Meet, talk and correspond with the parents of student-athletes.
- Assist with emergency drills each semester.
- Coordinate communication between campus officials and traveling teams.

1.13 The Food Service Director will:

- Maintain written procedures for food borne illness emergencies.
- Maintain written procedures regarding housing emergencies involving loss of kitchen/food stores/processing.
- Maintain written emergency operations manual for food service and train staff appropriately.
- Maintain emergency phone call list for staff and assist the Dean of Student Development on Emergency Action Plan coordination.

1.15 Athletic Trainers will:

- Record occurrences of food borne illnesses in student-athletes and report to Food Service Director and Dean of Student Development
- Assist the Vice President for Operations in his requirement to ensure CPR training is offered to College personnel and encourage employees from every physical building to participate.

1.16 Building Coordinators will:

- Will ensure building faculty and staff are familiar with emergency and evacuation procedures, know how and when to inform occupants to evacuate or take cover, and are aware of occupants who may need special help.
- Assist with emergency drills each semester.

1.17 All Faculty, Staff and Students will:

- Become familiar with the Emergency Action Plan and be prepared to act responsibly during an emergency.

- Be diligent in preventing and detecting un-safe hazards.

Section 2: Major Emergency Guidelines

2.1 Purpose

The basic emergency procedures outlined in this guide are to enhance the protection of lives and property through effective use of the College and campus community resources. Whenever an emergency affecting the campus reaches proportions *THAT CANNOT BE HANDLED BY ROUTINE MEASURES*, the President or his/her designee may declare a state of emergency (refer to definitions in Section 2.4) and these contingency guidelines may be implemented. There are two general types of emergencies that may result in the implementation of this plan: (1) large-scale disorder; (2) large-scale natural/man-made disaster. Since an emergency may be sudden and without warning, these procedures are designed to be flexible in order to accommodate contingencies of various types of magnitudes.

2.2 Scope

These procedures apply to all personnel, buildings, and grounds owned and operated by Neosho County Community College.

2.3 Types of Emergencies

Types of emergencies covered by this manual are as follows:

- Tornado
- Severe weather closing/early dismissal
- Medical emergency
- Fire
- Utility failure
- Violent or criminal behavior
- Suicide / Psychological crises
- Bomb threat / Terrorism
- Chemical spill
- Explosion on campus
- Civil disturbances or demonstrations
- Earthquake
- Homeland Security Alert
- Pandemic flu outbreaks

2.4 Definitions of an Emergency

The college President or his/her designee serves as the overall Emergency Director during any major emergency or disaster. The following definitions of an emergency are provided as guidelines to assist in determining the appropriate response:

Minor Emergency: Any incident, potential or actual, which will not seriously affect the overall functional capacity of the College. Report such emergencies immediately to Vice President for Operations at ext. 221 for the Chanute campus or to the Dean of the Ottawa campus at ext. 312 as appropriate. In either case, a Serious Incident Report form should be filled out and routed to the VPO.

Major Emergency: Any incident, potential or actual, which affects an entire building, buildings, or people, and which will disrupt the overall operations of the College. Outside emergency services will probably be required, as well as major efforts from campus support services. Major policy considerations and decisions will usually be required from the College administration during times of crises. Report a major emergency immediately to the VPO at ext. 221 or 620-433-0789 (cell) and to the Dean of the Ottawa campus at ext. 312 or 913-940-0708 (cell) if appropriate.

Disaster: Any event or occurrence that has taken place and has seriously impaired or halted the operations of the College. In some cases, mass student/personnel injuries and severe property damage may be sustained. A coordinated effort of all campus-wide resources is required to effectively control the situation. Outside emergency services will be essential. In all cases of disaster, an Emergency Operations Center will be activated, and the appropriate support and operational plans will be executed. If available, the Vice President's office will be used on the Chanute campus and the Dean's office will be used on the Ottawa campus to coordinate disaster response. If not, a suitable site off-campus will be chosen from a list developed in conjunction with the local police departments.

In addition, any incident that has the potential for adverse publicity concerning campus resources should be promptly reported to the office of the President at ext. 211 or one of the VP's offices as appropriate. During non-business hours, contact either the VPO at 620-431-1179 (home) or 620-433-0789 (cell) for the Chanute campus or the Dean of the Ottawa campus at 913-492-7213 (home) or 913-940-0708 (cell). Only the College President or his /her designee is authorized to speak directly with the media about such incidents without the prior clearance by the President.

2.5 Assumptions

The College Emergency Action Plan is based on a realistic approach to the problems likely to be encountered on a campus during a major emergency or disaster. Hence, the following are general guidelines:

- An emergency or a disaster may occur at any time of the day or night, weekend or holiday, with little or no warning. The series of events in an emergency are not predictable;

published support and operational plans will serve only as a guide and checklist, and may require field modification in order to meet the requirements of the emergency.

- Disasters may affect residents in the geographical location of the College. Therefore City, County, and Federal emergency services may not be available. A delay in off-campus emergency services may be expected.

- A major emergency may be declared if information indicates that such a condition is developing or is probable.

2.6 Declaration of a Campus State of Emergency

The authority to declare a campus state of emergency rests with the College President or his/her designee as follows:

During the period of any campus major emergency, the VPO or the Dean of the Ottawa campus shall place into immediate effect the appropriate procedures necessary in order to meet the emergency, safeguard persons and property, and maintain educational facilities. The Vice President or Dean shall immediately consult with the President or designee regarding the emergency and the possible need for a declaration of a campus state of emergency.

When this declaration is made, only registered students, faculty, staff, and affiliates (e.g., contract service employees) are authorized to be present on campus. Those who cannot present proper identification (student registration, employee ID or other ID) showing their legitimate business on campus may be asked to leave the campus. Unauthorized persons remaining on campus may be subject to arrest in accordance with the Kansas statutes.

In addition, only those faculty, staff members, and contractors who have been assigned emergency resource team duties or issued an emergency pass by the Vice President or Dean or designee will be allowed to enter the immediate disaster site.

In the event of tornado, earthquake, aftershocks, fire, severe weather event or major disaster occurring on or about the campus, or which involve College property, the Vice President or Dean and/or Maintenance Supervisor and personnel will be dispatched to determine the extent of any damage to College property.

Section 3: Direction and Coordination

3.1 Emergency Director

The President shall direct all emergency operations. In the absence of the College President, responsibility of the EOC operations will be assumed in the following order:

Chanute campus

Vice President for Student Learning:	Mr. Jim Genandt
Vice President for Operations:	Mr. Ben Smith
Dean of Student Development:	Mr. Jason Kegler
Dean of Outreach and Workforce Development:	Ms. Brenda Krumm
Chief Financial Officer	Ms. Sandi Solander

Ottawa campus

Dean of the Ottawa campus:	Mr. Dale Ernst
Assistant Dean of the Ottawa campus:	Mr. Brian Patrick
Associate Dean Marie Gardner	
Director of Nursing	Pam Covault

The first College employee on site shall assume operational control of the emergency until relieved by a designee.

3.2 Emergency Coordinator

All emergency operations shall be coordinated by the Emergency Operations Center. The direct operational control of the campus major emergency or disaster is the sole responsibility of the College President or his/her designee. The coordination of campus emergency resources is the responsibility of the Vice President for Operations (VPO) or the Dean of the Ottawa campus, who will coordinate all immediate on-campus emergency functions as directed.

Section 4: Emergency Operations Center (EOC)

When a major emergency occurs or is imminent, it shall be the responsibility of the VPO or the Dean of the Ottawa campus to initiate the Emergency recall roster and set up the Emergency Operations Center (EOC) as directed.

- The primary EOC for the Chanute campus is VP for Operations Office.
- The secondary EOC for the Chanute campus is the VP for Student Learning conference room in Sanders Hall.
- The third EOC for the Chanute campus is the CAVE.
- The off-campus EOC for the Chanute campus is the Integrated Community Access Network Operations Center (ICANOC).
- The primary EOC for the Ottawa campus is the Dean's office.
- The secondary EOC for the Ottawa campus is Technology Services Office, Room 407.
- The off-campus EOC for the Ottawa campus is yet to be named.

4.1 Emergency Operations Center Staffing

EOC Leadership: The College President, Vice Presidents, or Deans or their designees will be responsible for taking command of the EOC and issuing directives necessary to effect orderly evacuation, rescue, cleanup, or other operations as required.

Vice President for Operations (VPO): ***The Vice President for Operations or the Dean of Ottawa will act as the single point of contact for all external emergency response agencies*** including, but not limited to, local police and fire emergency response teams, county emergency management, and any state or federal emergency response activities. During an actual emergency (or disaster simulation), direct emergency radio communications may be made by the Vice President or Dean with city or county emergency personnel per existing memos of understanding between NCCC and the cities of Chanute and Ottawa. The Vice President or Dean is also responsible for appropriating and directing manpower and equipment to cordon and maintain security in the affected area, and for furnishing equipment and directing manpower to set up barricades and to support evacuation efforts. Working with local and state emergency agencies, the Vice President or Dean will direct search and rescue operations, maintain crowd control, direct large-scale evacuations, establish traffic flow routes, and assist with traffic control.

Maintenance Supervisor: The Maintenance Supervisor will be responsible for furnishing and directing manpower and equipment for restoring buildings to functional use, performing damage assessment, and determining if buildings are structurally sound before being occupied. The Maintenance Supervisor will also have the responsibility of furnishing and directing manpower and equipment to initiate cleanup operations.

The President's office and/or designee: The President's office will serve as official spokesperson for the College, and will be responsible for responding to requests from the outside media and for providing news releases to the public.

Vice President for Student Learning: The Vice President for Student Learning, or designee, will be responsible for informing faculty and delegating their responsibilities. During an emergency, the Vice President for Student Learning or designee will direct the staff to remain in the department location, if safe, to secure student files and provide student-related information. The Vice President for Student Learning will recommend the restarting of classes and activities after a crisis.

Dean of Student Development: The Dean of Student Development, or designee, will be responsible for serving as the liaison with student officers; evacuating and relocating students; establishing an emergency telephone information center to handle calls from parents, will be responsible for communicating with injured students and families; assigning division staff to assist injured or hospitalized students and their families; writing letters to notify parents of the continuing care that is available to students (which will include local and state agencies, as well as any College-based care); and maintaining follow-up activities such as referrals for help outside the College setting.

Chief Financial Officer: The Chief Financial Officer will be responsible for notifying risk management and insurance companies about the emergency, and for authorizing purchases of outside services and materials needed for the management of emergency situations.

Director of Human Resources: In the event the computer network is unavailable, the Director of Human Resources will be responsible for providing employee data and information to the Crisis Management Team; to secure personnel files and provide employee-related information; helping to identify injured and missing employees involved in the emergency; checking staff records for all injured to determine special medical needs that may be on file; supervising the collection of information about those involved in the emergency; communicating with injured employees and families; arranging support services, as needed; facilitating Worker's Compensation Reports; assisting with medical claims, insurance, etc.; assigning staff to assist injured or hospitalized employees; coordinating internal and external communications with the College spokesperson regarding employee status following crisis situation. The Director of Human Resources will also be aware of the requirements of the Freedom of Information Act and consult the EOC team when information is being released outside the Center.

Director of Technology Services: The Director of Technology Services will be responsible for coordinating the use of technology, assisting in establishment/maintenance of an emergency communications network; supervising the use of the College computer system for communication with the President's office, and the EOC. As needed, the Director of Technology Services will report to the VPO and President various sites involved in the communication system if there are problems in that system, and provide technical support for all communications hardware.

College Attorney: The college attorney will be responsible for providing advice and legal counsel regarding various response scenarios and their impact on college operations.

4.2 Field Emergency Command Post

If the emergency involves only one building or a small part of the campus, a police or fire vehicle should be placed as close to the emergency scene as is reasonably possible. One local police and/or fire department officer is requested to remain at the emergency command post at all times or until the emergency ends. Field Emergency Command Post Equipment may include the following:

Quantity	Item
6	Copies of Emergency Action Plan
2	Copies of contact list of Emergency Management Team members, Department Heads, etc.
2	Data file students, faculty and staff phone numbers and residential addresses
	Tables, chairs, office supplies (pens, pencils, scratch paper, staplers, paper clips, etc)
6	Walkie-Talkies (hand held) Motorola or other quality type radios.
1	Bull horn
1	AM/FM battery-operated portable radio,
2	Complete maps of campus
6	Blankets, pillows
6	Rolls of toilet paper
4	Bars of soap
2	3 foot pry bars
2	Large sledge hammers
6	Cots (inexpensive folding camping type)
6	Flashlights (no battery type)
1	Cheap coffee machines w/coffee, sugar, artificial sweetener, powdered cream, Disposable cups, coffee filters.
6 bags	Plastic knives, forks and spoons.
	Sign making material (white cardboard, several colored markers).
1	Flip charts with paper, easel.
1	Up-to-date blueprints of all major buildings on campus (basement, crawl spaces, etc)
20	AA size batteries
20	D size batteries
2	Rolls of duct tape
2	Rolls of barricade “Police” or “Caution” tape.
1	Small generator w/5 gal. of gasoline
2	25 foot or longer commercial heavy-duty extension cords
1	Photo copier
1	Computer
1	Satellite Cell Phone (#8816-3141-0542) *see note below
3 days	Bottles of water, canned fruit and other non-perishable sealed foods for three days.
First Aid Kit	
1 box	Self sealing plastic bags
4	Packs of hard candies
10	Infectious waste bags
5	Wet tissue packs
6	Whistles
4	Sets of leather work gloves
4	Emergency blankets
4	each Isopropyl alcohol, disinfectants (aerosol)
Various	Miscellaneous band aids, gauze, N95 masks, aspirin, scissors, splints, tongue depressors, towelettes, tweezers, sanitary napkins, tampons, rope, emergency First Aid manual)

Various	Disposable sanitary gloves, safety pins, water purification tablets

*Satellite phone can be dialed directly from a land line or cell phone either by calling:
a) 011-8816-3141-0542 (originator pays charges up to $7 per minute-this is an INTERNATIONAL CALL), or by calling;
b) 1-480-768-2500 and then 8816-3141-0542 when prompted (originator pays long distance and NCCC pays $2.49 per minute).

4.3 Damage Control: Maintenance Supervisor

The Maintenance Supervisor has the following responsibilities:

- Provides equipment and personnel to perform shutdown procedures, hazardous area control barricades, damage assessment, debris clearance, emergency repairs and equipment protection
- Provides vehicles, equipment, and operators for movement of personnel and supplies, assigns vehicles as required to the Emergency Resource Team for emergency use
- Obtains the assistance of utility companies as required for emergency operations
- Furnishes emergency power and lighting systems as required
- Surveys habitable space and relocates essential services and functions
- Provides facilities for emergency fuel during actual emergency or disaster periods
- Provides for storage of vital records at an alternate site; coordinates with department heads for liaison and support

4.4 Public Information: Director of Public Relations

The College has two basic guidelines to observe in media relations during emergency situations:

- Only an authorized spokesperson (the College President or designee or the Director of Public Relations) will meet or talk with the media.
- Only factual information may be released; no speculation is to be offered.

Chanute Contact Information: During Regular Hours
President's office: 620-431-2820 ext. 299
Assistant to the President: 620-433-2820 ext. 211
Director of Public Relations: 620-431-2820 ext. 532

Chanute Contact Information: After Hours
President's home: 620-431-0606
President's cell: 620-433-0706
Director of Public Relations home: 620-431-6688
Director of Public Relations cell: 620-432-1088

Ottawa Contact Information: During Regular Hours
Dean's office: 785-242-2067 ext. 312
Assistant Dean: 785-242-2067 ext. 305

Ottawa Contact Information: After Hours
Dean's home: 913-492-7213
Dean's cell: 913-940-0708
Assistant Dean's home: 913-829-2682
Assistant Dean's cell: 913-645-8676

Other Guidelines

- All faculty and staff are advised to report crisis situations to their immediate supervisor or the Dean of Ottawa. They are also reminded not to speak to the media on behalf of the College.

- The President's Office must be informed immediately of existing emergencies. Complete details should be made available to them, including the nature of the emergency, how it began, who is involved, what is happening now, and what help has been requested.

- The President and the Public Relations department shall confer and decide on the appropriate responses to the media.

- All calls from the media are referred directly to the President's office at 620-431-2820, ext. 211.

- The College Emergency Resource Team will designate a room on campus for press/media representatives, if necessary.

Duties of Public Relations following an Emergency

- As soon as is practical, Public Relations will provide a news release for the media.

- Public Relations will assist the VPO with Chanute Police Department to define media restrictions, parking zones, and areas available for news vans and satellite units.

- Public Relations, where practical, will hold a news briefing that includes information on restricted areas, as well as where, when, and how future briefings will be held.

- Public Relations will provide members of the media with packets of general institutional information (number of employees, students, campus map, etc.).

Section 5: Responsibilities

5.1 College President

The President is responsible for the overall direction of campus emergency operations as outlined in this plan.

5.2 Administrators and Deans

The Vice President for Student Learning, Vice President for Operations and Deans may appoint a specific person as Building/Area Coordinator for every activity under their control, and have the following general responsibilities prior to and during any emergency.

5.2.1 Emergency Preparedness

- Ensure that information about potential hazards in each building (e.g., chemical storage) is distributed to all employees.
- Ensure that proper signage, evacuation procedures, and emergency equipment are in the buildings.
- Ensure that employees receive training in emergency techniques such as fire extinguisher usage, First Aid/CPR, and building evacuation procedures.

5.2.2 Emergency Situations

- Inform employees under their direction about the emergency condition.
- Evaluate the impact the emergency has on their activity and take appropriate action. (This may include ceasing operations and initiating building evacuation.)
- Maintain emergency telephone communications with members of their own department.

5.3 Residence Life Staff

Residence life staff members have the following responsibilities:

- Inform their students or residents of College emergency procedures as well as evacuation procedures for their building and/or activity

- Inform their students or residents of an emergency and initiate emergency procedures as outlined in this Plan

- Evaluate their assigned area or activity to determine the potential impact of a fire or other disaster.

- Report all safety hazards to the Maintenance Supervisor. (Work orders to reduce hazards and to minimize accidents should be promptly monitored for completion.)

- IMPORTANT: Remind all students, residents, and staff to conform to building evacuation guidelines during any emergency.

- Perform evacuation drills a minimum of once per semester.

Section 6: College Notification System

The telephone is the primary means of emergency notification at Neosho County Community College. This system is intended for the immediate transmission of specific information regarding an emergency to all affected areas of the campus.

In addition, the College's text message system will be used to distribute and send emergency messages to all subscribers by location. Critical messages will be disseminated via the Alertus networked-based messaging system.

The VPO (or Dean of Ottawa) is the focal point for official emergency communications to the College Emergency Response Team. Each team member, upon receiving notification of a campus emergency, is to pass the same information along to those departments/offices under his/her direction. The VPO or Dean will notify the following College Emergency Response Team members as appropriate:

- President
- Vice President for Student Learning
- Vice President for Operations
- Dean of Student Development
- Chief Financial Officer/CFO
- Director of Technology Services
- Maintenance Supervisor

Other individuals may also be contacted when necessary.

IMPORTANT: During an emergency, campus phones must be restricted to College official notification. In the absence of phone services, the College's maintenance department will provide wireless communications (walkie-talkies) to the emergency response team for local communication. Emergency response team members will be expected to communicate via cell phones as necessary. In the event cellular coverage is also not available, a single satellite phone will be available for use by the emergency response team.

Satellite Cell Phone (#8816-3141-0542) *see note below

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*Satellite phone can be dialed directly from a land line or cell phone either by calling:

a) 011-8816-3141-0542 (originator pays charges up to $7 per minute-this is an INTERNATIONAL CALL), or by calling;
b) 1-480-768-2500 and then 8816-3141-0542 when prompted (originator pays long distance and NCCC pays $2.49 per minute).

Section 7: On/Off Campus Sources of Assistance

7.1 On-Campus Resources

Skilled workers are available from the maintenance department at all times during normal working hours and via pager number after normal hours. They are capable of providing the following emergency services:

- **Utilities:** Repairs and/or shutdown of water, gas, electric and sewage systems.
- **Structures:** Repairs to structures and mechanical equipment therein, including heating and cooling systems.
- **Equipment:** Portable pumps, generators, floodlights, welders, air compressors, tractors, backhoes, etc.
- **Transportation:** Sedans, vans, trucks and tractors.
- **Emergency Procurement:** Procurement of materials and services can be arranged in direct support of any contingency.

Phone numbers:

Normal Business Hours

Paul Smith
Office: 620-431-2820 ext. 251
Cell: 620-433-0781
Home: 620-473-2873

Kyle Seufert
Office: 620-431-2820 ext. 251
Cell: 316-377-8911
Home: 620-473-3655

After Hours

Maintenance cell phone: 620-212-9996
Housekeeping cell phone: 620-212-9694

7.1.1 Emergency Shutdown Procedures

In the event of a natural disaster in which major structural damage is sustained, turn off hazardous utilities (electricity and natural gas) in affected areas.

7.2 Off-Campus Resources

NON-Emergency Telephone Numbers:

	Chanute	**Ottawa**
Fire	620-431-5236	911
Ambulance	911	911
Police	620-431-5768	911
County Sheriff	620-431-5759	911
KS Highway Patrol	620-431-2100	785-296-3102

(Troop H) …….(Troop B)

Hospital Emergency Department Telephone Numbers:

Neosho Memorial Regional Medical Center 620-431-4000
Labette County Medical Center.....620-421-4881
Allen County Hospital 620-365-1000
Mt. Carmel Regional Medical Center.....620-231-6100
Wilson County Hospital.....620-325-2611
Mercy Health Center-Fort Scott.....620-223-2200
Mercy Health Center-Independence 620-331-2200
Ransom Memorial Hospital-Ottawa 785-229-8200
Family Medicine-Baldwin City 785-594-2512
Osawatomie State Hospital-Osawatomie.....913-755-7000
Miami County Medical Center-Paola 913-294-2327
Anderson County Hospital-Garnett 785-448-3131
Lawrence Surgery Center-Lawrence 785-832-0588

Road Condition Information Telephone Number:

Kansas State Department of Transportation……..511 or 866-511-5368

Utilities-Gas, Water and Electric Telephone Number:

Chanute 620-431-5282
Ottawa (water and electric only).....785-229-3710
(weekends and holidays).....785-229-3750
Kansas Gas Service Emergencies and Repairs……1-888-482-4950

Telephone Outage Telephone Numbers:

Chanute
KS Communications (premises) 620-431-1202
AT&T (local carrier).....800-286-8313
AT&T (long distance).....800-559-7928
Ottawa
Repairs 800-222-3000

Additional Health and Community Help Telephone Numbers:

AIDS Awareness.....800-342-AIDS
AIDS Resource Network 800-738-AIDS
Alcoholic Anonymous 620-431-1064
Child Abuse & Neglect Hotline.....800-922-5330
DECCA (Ottawa).....785-242-7100
Federal Bureau of Investigation (FBI).....866-327-8200

Kansas Alcohol and Drug Abuse Services 620-473-2242
Kansas Alcohol and Drug Abuse Section (SRS) 785-296-3925
Kansas Arson/Crime Hotline 800-KS-CRIME
Kansas Crisis Hotline (Domestic Violence/Sexual Assault) 888-363-2287
Kansas Division of Environment (Emergency Spill Response) 785-296-1679
Kansas Division of Health (Bioterrorism Incident) 877-427-7317
Kansas Epidemiologic Services (Reportable Diseases).....877-427-7317
Kansas State Fire Marshall 866-542-9628
National Institute on Drug Abuse 800-662-4357
National Cocaine Hotline.....800-Cocaine
National Clearing House.....800 SayNoTo
Mid-America Poison Control Center 800-222-1222
National Response Center.....800-424-8802
(Toxic Chemicals Spills, Oil Spills, Terrorist Threats)
National Runaway Switchboard 800-RUNAWAY
National Suicide Prevention Lifeline.....800-273-8255
Southeast Kansas Mental Health Center.....620-431-7890
785-823-6322 Ottawa

Emergency Contacts of Helping Agencies in the community

American Red Cross 888-460-1050
…….. …… …… 620-431-9670

Contact People:

Aaron Phillips – Exec. Director…… 620-515-5335
Leah O'Donnell – Disaster Coordinator……. 620-515-6555
Rex Holeman – Volunteer…… 620-251-9522

Local Community Churches-

Ambassador Christian Church David McCoy	4001 Johnson Rd, Chanute, KS.	620-431-7751
Buffalo United Methodist Church	408 N. Water, Buffalo, KS.	620-537-7485
Westview Southern Baptist Church	1415 S.Plummer, Chanute, KS.	620-431-4854
Community of Christ Church Pastor Larry Mallett	602 N. Wilson, Chanute, KS.	620-431-6894
First Baptist Church Rev. Rick Qualls*	118 N. Forrest, Chanute, Ks. after hours	620-431-2910 620-431-4977
First Baptist Church Rev. Kathy Carlson*	118 N. Forest, Chanute, Ks.	620-431-4977
Grant Avenue Baptist Pastor Jerry Neeley*	519 N. Grant, Chanute, KS.	620-431-7200

Faith Bible Church	102 S. Lafayette, Chanute, KS.	620-431-1529
Otterbein United Methodist	631 W. 7th, Chanute, KS.	620-431-0610
Rev. Harry Disbrow*		
Zion Lutheran Church	1202 W. Main, Chanute, KS.	620-431-1341
Bethel Baptist Church	120 S. Denman, Chanute, KS.	620-431-0592
Calvary Baptist Church	1207 W. 4th, Chanute, KS.	620-431-9777
Church of God in Christ	1212 N. Washington, Chanute, KS.	620-431-1113
Cornerstone Family Life Center	109 E. Main, Chanute, KS.	620-431-6577
First Christian Church	102 N. Grant, Chanute, KS.	620-431-3758
Rev. Tom Eastman*		
First United Methodist Church	202 S. Lincoln, Chanute, KS.	620-431-4240
Rev. Gerry Sharp		
Parkview Holiness Church	1013 S. Steuben, Chanute, KS.	620-431-6802
Rev. Tom Devolt*		
Church of Christ	111 N. Rutter, Chanute, KS.	620-431-2741
Pastor Larry Dye		
Church of the Nazarene	1313 W. 14th, Chanute,KS.	620-431-2040
United Brethren in Christ	1502 S. Highland, Chanute, KS.	620-431-1591
Pastor Michael Longfellow		
First Presbyterian Church	15 N. Steuben, Chanute, KS.	620-431-2257
Rev. Shelle Holle		
Grace Episcopal Church	209 S. Lincoln, Chanute, KS.	620-431-1210
Mother Nancy Shank*		
Living Word Assembly	1000 W. 14th, Chanute, KS.	620-431-7777
St. Patrick's Catholic Church	424 S. Central, Chanute, KS.	620-431-3165
	Parish Center	620-431-2007

*Designates Members of the Ministerial Alliance

Neosho County Hazard Mitigation Planning Committee-

Steve Samuelson	Kansas Dept. of Ag./DWR	785-296-4622
Lori Nally	Neosho County Sheriff – 911	620-244-3895
Byron Schultz	NC Emergency Manager	620-244-3874
Randy Wagoner	USD 447	620-336-8130
Donna Culver	American Red Cross	620-365-8106
	Cell	620-228-2416
Mike Carson	USD 101	800-498-1013
Charles Baker	KDOT	620-244-5411
Jim Heath	Sheriff	620-244-3888
Holly Powers	City of Thayer	620-839-5961
Paul Norris	Heartland Rural Elec. Coop.	620-724-8251
Melissa Smith	Chanute Tribune	620-431-4100
Ron Holsteen	Twin Valley Elec. Coop.	620-784-5500
Cindi Cornett	NC Appraiser	620-244-3821

Ryan Follmer	City of Chanute	620-431-5200
Cindy Lero	City of Erie	620-244-3461
Larry Whalen	City of Stark	620-754-3888
Cindy Cornet	County Appraiser's Office	620-244-3821
James Keath	County-Sheriff/EM	620-244-3888
Steve Parsons	USD 413	620-432-2500
Ben Smith	NCCC	620-433-0789
Kim Juenemann	USD 505	620-236-7959
Jeri Giefer	City of St. Paul	620-449-2266
Ryan Follmer	City of Chanute	620-431-5231
Laura Whittley	City of Thayer	620-839-5353
Jason Hartman	Kansas Forest Service	785-532-3316
Ginny Oliver	USD 101	620-244-3264

CRISIS MANAGEMENT TEAM MEMBERS:

Chair	Coordinator of Advising and Articulation 620-431-2820 ext 280 620-431-4331 home
Dean of Student Development	620-431-2820 ext 213 620-365-9781 cell
Vice President for Operations	620-431-2820 ext221 620-433-0789 cell 620-431-1179 home
Dean of Ottawa campus	785-242-2067 913-940-0708 cell
Residence Coordinator	620-431-2820 ext 565 620-212-8038 cell
Athletic Director	620-431-2820 ext 208 405-269-3450 cell
Vice President for Student Learning	620-431-2820 ext 212 309-231-0472 cell
President – informed of all events	620-431-2820 ext 211 620-433-0706 cell 620-431-0606 home

Section 8: Specific Emergency Procedures

The following specific emergencies are addressed in this section:

- Reporting Emergencies
- Building/Campus Evacuation
- Medical Emergencies
- Pandemic Flu Outbreak

- Fires
- Severe Weather - Closing/Early Dismissal
- Tornado
- Utility Failure
- Suicide/Psychological Crisis
- Violent or Criminal Behavior
- Bomb Threat
- Chemical Spill
- Explosion on Campus
- Civil Disturbance
- Earthquakes

The procedures covered in this section should always be followed in sequence, unless conditions dictate otherwise.

8.1 Reporting Emergencies

To report an emergency, contact the VPO at 620-433-0789 or the Dean of the Ottawa campus at 913-940-0708 or their designee. If the situation warrants immediate emergency response, please dial 911.

The Vice President or Dean will be prepared to dispatch appropriate emergency response units (Fire/Rescue or Ambulance) to any location on campus, or dispatch appropriate college personnel to provide immediate assistance for hazardous spills, search-and-rescue, and other similar emergencies.

In order to assist the operator in processing the call quickly and efficiently, please be prepared to give the following information:

- What you saw, heard , or found
- The exact location of the incident
- The phone number of the phone you are using
- Details of the situation
- Your name and address

Then **stay on the line** until you are told to hang up.

KEEP CALM . . . KEEP OTHERS CALM!

As soon as time permits, fill out the appropriate serious incident form (available on t:common) with pertinent information and forward to your supervisor.

8.2 Evacuation Procedures

Contact the Vice President for Operations at 620-433-0789 or the Dean of the Ottawa campus at 913-940-0708 or their designee.

8.2.1 Building Evacuation

All building evacuations will occur when a building alarm (fire alarm) sounds and/or upon notification by a member of the NCCC emergency response team or building coordinator or designee.

When the building evacuation alarm is activated, leave by the nearest marked exit and alert others to do the same. EVERYONE MUST EXIT THE BUILDING. *ONLY ESSENTIAL EMERGENCY RESPONSE TEAM PERSONNEL ARE PERMITTED IN THE BUILDING UNTIL THE ALL-CLEAR IS GIVEN*.

ASSIST THE HANDICAPPED IN EXITING THE BUILDING!

Remember that elevators are reserved for handicapped persons.

DO NOT USE THE ELEVATORS IN CASES OF FIRE OR EARTHQUAKE.

Once outside, proceed to a clear area that is at least 500 feet away from the affected building. Keep streets, fire lanes, hydrant, areas and walkways clear for emergency vehicles and personnel. Know your area assembly points.

DO NOT return to an evacuated building unless told to do so by a member of the emergency response team.

8.2.2 Campus Evacuation

Evacuation of all or part of the campus grounds will be announced by the Neosho County Community College emergency response team as described.

All persons (students and staff) are to evacuate immediately the area of campus in question and relocate to another part of the campus grounds as directed.

8.2.3 Procedure for Emergency Evacuation of Individuals with Disabilities

The following procedures are intended to assist disabled persons with an emergency evacuation from any buildings on the campus of Neosho County Community College. The guidelines set forth in this section are in compliance with NFPA 101 Life Safety Code and the Americans with Disabilities Act as amended.

Neosho County Community College policies and procedures require all persons in a facility to evacuate that facility any time the fire alarm system is activated or other emergency that requires

building evacuation. Persons with disabilities may not be able to evacuate unassisted. Therefore, they should inform another person that assistance may be necessary during an evacuation.

General Guidelines

- Remember that individuals with similar disabilities are unique. Listen to the individual; he/she is the expert regarding his/her own disability.

- Always ask the individual if there are any special considerations or items that need to come with him/her during the evacuation.

- There are "hidden" disabilities that may need assistance, including health, psychiatric disabilities (anxiety disorders, depression, personality disorders, etc.), and some vision or hearing impairments.

- Some individuals may utilize service animals such as guide dogs, hearing dogs or assistance animals. When possible, keep the team together.

"Buddy System" Option

Persons with disabilities that limit mobility are encouraged to utilize the "Buddy System." Persons with disabilities that limit mobility may be defined as anyone who uses assistive devices such as canes, crutches, or wheelchairs or who has slower mobility due to illness or injury. Also, persons with limited vision and hearing may need assistance to evacuate.

During the first week of class, students on the Chanute campus with disabilities that limit mobility are encouraged to disclose their disability to the Dean of Student Development in Sander's Hall on the Chanute Campus or designee, or the Assistant Dean on the Ottawa campus. Students should disclose any special assistance that may be required in the event of a fire alarm or other emergency evacuation. The Dean of Student Development or Assistant Dean at Ottawa will work with appropriate staff to then make it part of the emergency action plan to locate and identify the student to the appropriate emergency authorities.

Persons with limited mobility are also encouraged to make acquaintances with fellow students, residents, or class members. When the fire alarm sounds, the "Buddy" will make sure of the location of the person with the disability, and then go outside and inform emergency personnel (Campus security, Chanute or Ottawa Fire or Police Departments) that a person in a specific location needs assistance in leaving the building. Emergency personnel will then enter the building and evacuate that person.

If conditions allow, the "Buddy" may choose to assist the person with disability during the evacuation of the building.

ELEVATORS ARE NOT TO BE USED IN AN EMERGENCY EVACUATION. Elevators will stop in the event of a power outage and persons will become trapped inside.

Evacuation Options

Use of the "Buddy System" along with the following evacuation options will help to assure the prompt evacuation of any person with a disability.

- **Horizontal Evacuation:** Move away from the area of imminent danger to a safe distance such as another wing, adjoining building, opposite end of the corridor, or outside if on ground level.

- **Vertical (Stairway) Evacuation:** Stairways can be used by those who are able to evacuate with or without assistance. Enclosed stairways are a safe refuge due to fire and smoke doors that enclose the area. Persons with sight disability may require the assistance of a sighted person. Persons who must use crutches or other devices as walking aids will need to use their own discretion, especially when several flights of stairs are concerned.

- **Stay in Place:** Unless danger is imminent, remain in a room with an exterior window and a telephone, closing the door. Dial 911 for emergency assistance. Give your name, location, and the reason you are calling. Phone lines normally remain in service during most building emergencies. If the phone lines do fail, you can signal from the window by waving a cloth, towel, sheet, or other object to attract attention.

Disability Guidelines

Prior planning and practicing of emergency evacuation routes are important in assuring a safe evacuation.

- **Mobility Impaired (Wheelchair):** Persons using wheelchairs should stay in place or utilize some type of horizontal Evacuation (such as the Evac+ Chair in the CAVE, Bideau Hall and NeoKan Hall) with their "Buddy" when the alarm sounds. The evacuation "Buddy" should immediately proceed to the evacuation assembly point outside the building and inform emergency personnel about the location of the person with disability. Dial 911 for emergency assistance.

- **Mobility Impaired (Non-Wheelchair):** Persons with mobility impairments, who are able to walk independently, may be able to negotiate stairs in an emergency with minor assistance. If danger is imminent, the individual should wait until the heavy traffic has cleared before attempting the stairs. If there is no immediate danger (e.g., detectable smoke, fire, or unusual odor), the person with disability may choose to stay in the building, using the other options, until emergency personnel arrive.

- **Hearing Impaired:** Most buildings on campus are equipped with fire alarm horn/strobes that sound the alarm and flash strobe lights. The strobe lights are for

hearing impaired persons. Persons with hearing impairments may not notice or hear emergency alarms and will need to be alerted of emergency situations.

- **Visually Impaired:** Most buildings on campus are equipped with fire alarm horn/strobes that sound the alarm and flash strobe lights. The horn is for the sight impaired persons. Most people with a visual impairment will be familiar with their immediate surroundings and frequently traveled routes. Since the emergency evacuation route could be different from the commonly traveled route, persons who are visually impaired may need assistance in evacuating a building. A "Buddy" should offer assistance to the individual with visual impairment and guide him/her through the evacuation route.

8.2.4 Residence Halls

Of the two resident halls, only Bideau Hall has rooms designated for persons with disabilities. They are as follows: rooms 104, 129, 204, and 229. At the beginning of each semester, the Coordinator of Residence and Student Life, along with the Assistant Coordinator of Residence and Student Life, will conduct meetings with their floors to discuss the "Buddy System" as well as other emergency procedures including location of nearest stairwells for exit, nearest fire extinguishers and how to use them, etc.

The Coordinator of Residence and Student Life for tracking of any disabled persons residing in the halls and provides this list to the NCCC emergency response team. In the event of a fire alarm, the emergency response team members respond to the disabled person(s) room to verify whether they were able to evacuate appropriately.

Students who may experience temporary disability, such as those who may be temporarily on crutches, or recovering from a surgical procedure, should identify themselves to the Coordinator of Residence and Student Life so that they can be included in this procedure.

8.2.5 Following Evacuation

Students and personnel are to evacuate the building and congregate in one area. Students *are not* to leave campus without first providing their name and location to College personnel on-site. This is to facilitate communication between parents or others who may call the College to locate the student and to assist College and/or local police in any investigation. Students should make every attempt to contact their parents or other family members to report their condition.

Chanute Safety Zones: Primary zone-field north of Bideau Hall; secondary zone-Parking Lot #P1.

Ottawa Safety Zones: On the Ottawa campus, students should evacuate by the nearest exit and then proceed to the far west edge of the parking lot.

8.3 Medical Emergency

If a medical emergency occurs off campus, call 911.

If serious injury or illness occurs on campus, immediately call 911 or the Switchboard during normal business hours. The Switchboard will notify 911 as necessary. As time permits, please call the VPO at or 620-433-0789 (cell) for the Chanute campus or the Dean of the Ottawa campus at 913-940-0708 (cell). Give your name; describe the nature and severity of the medical problem and the campus location of the victim.

In case of minor injury or illness, provide First Aid care. Note: *Only qualified trained personnel should provide first aid treatment (i.e. CPR, AED use, etc.).* Use only sterile first aid materials.

In case of serious injury or illness quickly perform the following steps:

1. If available, an automated external defibrillator (AED) should be taken to all medical emergencies.
2. Remain calm and quickly assess the situation.
3. CALL 911 (or the Switchboard) *immediately* if the victim is:
    - having trouble breathing
    - has uncontrolled bleeding
    - has injured an extremity (arm or leg) so that it looks obviously deformed
    - is complaining of or appears to be in severe pain
    - is unconscious or has altered consciousness
    - is having a seizure
    - is complaining of neck pain
    - is unable to stand
    - if you need additional assistance and no one else is available to help
4. Call the Vice President for Operations at or 620-433-0789 (cell) for the Chanute campus or the Dean of the Ottawa campus at 913-940-0708 (cell). Notify the VP or Dean that you have called 911 or ask them to do it.
5. Do not administer any type of medical treatment if you have not been specifically trained to do so. Do not move the victim unless their current location is causing them harm or is a possible endangerment to their life.
6. If the victim becomes unconscious, is not breathing or has no pulse, follow the guidelines established in the Automated External Defibrillator (AED) Policy and Procedures Addendum to the EAP.
7. Contact others for additional help.
8. Remain calm and help the victim relax; try to keep them warm and comfortable until experienced medical help arrives.
9. Keep crowds from gathering around the victim and keep the general area clear for emergency personnel.
10. Employees injured on the job are required to notify Human Resources and will be directed to seek treatment immediately at physician's office or emergency room for work-related injury care (Worker's Compensation claims).

8.3.1 Food Borne Illness Emergency Response Plan

In the event of an illness caused by food consumed on campus, the NCCC/Great Western Dining food service and production of that food item will be suspended.

- The food suspected of causing illness will be packaged, labeled, refrigerated and retained for sampling.
- Notification of the illness will be given to the Manager of Great Western Dining, Dean of Student Development, and the Coordinator of Residence and Student Life.
- Students who become ill will be treated at the NCCC Student Health clinic if possible. If the clinic is not open, or it is determined that a higher level of care is needed, the students will be referred to medical clinics or the hospital.
- The Food Service Manager on campus will begin a food-related incident report. This procedure will be followed including sampling and notification of the Kansas Department of Health and Environment, Department of Food Safety and Consumer Protection at 785-296-5600.
- Resumption of food service will be at the direction of the Kansas Department of Health and Environment, Department of Food Safety and Consumer Protection working in conjunction with Great Western Dining food services.
- The Dean of Student Development working in conjunction with the Coordinator of Residence and Student Life will coordinate and take necessary steps to ensure college housing residents are provided necessary food supplies.

8.3.2 Airborne Illness Emergency Response Plan

In the event of an illness at NCCC caused by an airborne virus or bacteria, or other airborne contaminant, the air handlers to the building should be shut down immediately and staff evacuated from the building.

- Contact Paul Smith to shut down the air handlers if possible: 620-433-0781.
- The Maintenance Supervisor will notify the VPO and then continue to assist with evacuation and sealing and/or quarantine of the building.
- At Ottawa, notify the Dean of Ottawa Campus at 913-940-0708.

Persons suffering with respiratory difficulty should be transported to the nearest hospital for evaluation. Any person in respiratory distress (i.e., short of breath, choking, having difficulty breathing) will need emergency medical assistance. Contact 911.

The VPO should be contacted immediately at 620-433-0789, who will contact other Administrative staff as indicated and the College legal counsel.

The Kansas State Epidemiologic Services Department will be contacted at 877-427-7317 to begin an epidemiology investigation.

The building will remain sealed until released by the Kansas State Epidemiologic Services Department.

In the event of a possible pandemic flu outbreak, the administrator in charge, in conjunction with other emergency operations personnel, will determine the threat level of the current outbreak and take appropriate actions. These actions may include, but not be limited to, the following:

- cancellation of classes, sporting events and/or other public events;
- closure of campus, student housing, and/or public transportation;
- quarantine of affected students and staff.

8.4 Fire

In all cases of fire, call 911 immediately.

Know the location of fire extinguishers, fire exits, and alarm systems in your area and know how to use them.

If a minor fire appears controllable, promptly direct the charge of the nearest fire extinguisher toward the base of the flame. If an emergency exists, activate the building alarm (fire alarm).

In the case of large fires that do not appear controllable, IMMEDIATELY call 911. Then evacuate all rooms, closing all doors to confine the fire and reduce oxygen available to it. DO NOT LOCK DOORS. Take all personal belongings (cell phones, keys, purses, wallets, etc.).

When the building evacuation alarm is sounded, assume an emergency exists. Walk quickly to the nearest marked exit and alert others to do the same.

ASSIST THE HANDICAPPED IN EXITING THE BUILDING!

DO NOT USE THE ELEVATORS DURING A FIRE.

Smoke is the greatest danger in a fire, so stay near the floor where the air will be less toxic.

Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews. Remain in your designated evacuation location until cleared by emergency personnel. If requested, assist emergency crews as necessary.

A Field Emergency Command Post may be set up near the emergency site. Keep clear of the command post unless you have official business.

DO NOT RETURN TO AN EVACUATED BUILDING unless told to do so by a Neosho County Community College emergency response team member.

NOTE: *If you become trapped in a building during a fire and a window is available, place an article of clothing (shirt, coat, etc.) outside the window, as a marker for rescue crews. If there is no window, stay near the floor where the air will be less toxic. Shout at regular intervals to alert emergency crews of your location. Use your personal cell phone if available to call 911.*

KEEP CALM, AND HELP OTHERS REMAIN CALM.

8.5 Severe Weather Closing/Early Dismissal

If, due to an emergency (e.g., inclement weather, power failure, etc.), it becomes necessary to close the College or to delay the normal work schedule, the College will notify the local TV and radio stations as noted below:

Chanute Campus		**Ottawa Campus**	
KINZ – 95.3 FM	Chanute	KOFO – 1220 AM	Ottawa
KKOY – 105.5 FM	Chanute	LAZER – 105.9 FM	Lawrence
Cablevision of Chanute	Chanute	KLWN – 1320 AM	Lawrence
KKOW - 96.9 FM	Pittsburg	KJHK – 90.7 FM	KU
KOAM TV CH 7	Pittsburg	NPR – 91.5 FM	KU
KIKS – 101.5 FM	Iola	KCUR – 89.3 FM	MU-KC
KLKC - 93.5 FM	Parsons	KC-TV5, KMBC-TV	Kansas City
		WIBW-TV	Topeka
		WIBW – 580 AM	Topeka

The Vice President or Dean (or their designee) will update the College's text-messaging system to immediately notify all subscribers of the closing. The Vice President or Dean (or their designee) will update the main campus phone number recording, as well as leave an urgent on all employee phone extensions. Doing so will cause the College phone system to immediately call all employees if they have designated an emergency call number on the phone system.

In the event the media are not notified due to time constraints, the NCCC calling tree system will be activated. The President, Vice Presidents, Deans, Directors, and Division Chairs will be notified. It is the responsibility of the department heads to notify all of their departmental personnel.

8.6 Tornadoes

Tornadoes are one of NCCC's highest risks for a disaster. Tornado's typically travel on a North East path. April through August, are the highest risk for months for a tornado, however; there is

potential for a tornado in any month. It is essential for all NCCC constituents to be weather aware as severe weather is just as dangerous as a tornado.

8.6.1 Definitions

- **Tornado Watch:** Indicates that conditions exist for a tornado to develop.

- **Tornado Warning:** Indicates that a tornado has actually been sighted or indicated on radar.

NOTE: *One clue that a tornado could develop is when a thunder storm produces hail. The larger the hail stone, the more likely that a tornado will occur.*

When a tornado warning is announced:

- Remain calm. Turn on all available televisions and radios to local weather stations.
- The Vice President or Dean or Maintenance Department will contact all Building Coordinators or their designee.
- The Switchboard Operator will notify all occupants that the National Weather Service has issued a tornado warning.
- Please do not use the college phone system if possible!
- The Building Coordinator should go to each room and instruct occupants to evacuate to their designated location until clearance.
- Your best protection is an underground shelter (or basement) or a substantial steel-framed or reinforced concrete building.
- If your residence hall or campus building has no basement, take cover under heavy furniture on the ground floor in the center of the building, or in a small room on the ground floor that is away from outside walls and windows.
- Stay away from windows to avoid flying debris.
- If you are outside and there isn't time to get into a building take cover and lie flat in the nearest depression, such as a ditch, culvert, excavation or ravine.
- ***All occupants should remain in their designated evacuation shelter until clearance is given*** by the Building Coordinator or emergency personnel.

Proceed immediately to the designated storm shelter area for your building and stay there! Stay away from windows. DO NOT RETURN TO AN EVACUATED BUILDING unless told to do so by a College official.

8.7 Utility Failure

In the event of a **major utility failure** occurring during regular working hours (8:00 a.m. through 5:00 p.m., Monday through Friday; 7:00 a.m. through 6:00 p.m. Monday through Thursday-June & July only), immediately notify the Maintenance Department at 620-433-0781.

If there is potential danger to building occupants, or if the utility failure occurs after hours, on weekends or during a holiday, notify the Neosho County Community College Maintenance cell phone at 620-212-9996.

If an emergency exists, activate the building alarm (fire alarm) and evacuate the building.

ASSIST THE HANDICAPPED IN EXITING THE BUILDING!

Remember that the elevators are reserved for handicapped persons.

DO NOT USE ELEVATORS IN CASE OF FIRE.

Once outside, move to a clear area at least 500 feet away from the affected building(s). Keep the walkways, fire lanes, and hydrants clear for emergency crews.

If requested, assist the emergency crews as necessary.

A Field Emergency Command Post may be set up near the emergency site. Keep clear of the command post unless you have official business.

8.7.1 Electrical/Light Failure

Campus building emergency lighting should provide sufficient illumination in corridors and stairs for safe exiting. It is, however, advisable to have a flashlight available for emergencies. Emergency flashlights should be kept in all departments.

- Chanute-Contact physical plant at ext. 250 or 251. After hours contact the NCCC Maintenance cell phone at 620-212-9996.
- Ottawa-Contact Ottawa Public Utilities at 785-229-3710.
  If failure occurs during the weekend or a holiday period call 1-888-482-4950.

8.7.2 Elevator Failure

If you are trapped in an elevator, use the emergency alarm (located on the front panel), which will signal for help.

8.7.3 Plumbing Failure/Flooding

Cease using all electrical equipment. Chanute - Contact physical plant at ext. 250 or 251, or call 620-433-0781. After hours, contact the NCCC Maintenance cell phone at 620-212-9996. If necessary, vacate the area. At the Ottawa campus contact the Student Services and Administration Center (785) 242-2067, ext. 319. After hours contact Brian Patrick at (913) 645-8076.

8.7.4 Gas Leak

Cease all operations. DO NOT SWITCH ON / OFF LIGHTS OR ANY ELECTRICAL EQUIPMENT. Electrical arcing can trigger an explosion. Chanute - Contact Maintenance Department at ext. 250 or 251, or call 620-433-0781. After hours, contact the NCCC Maintenance cell phone at 620-212-9996. Immediately vacate the area.

8.7.5 Ventilation Problem

If smoke odors come from the ventilation system, immediately notify the NCCC Maintenance Department at extension 250 or 251, or call 620-433-0781. After hours, contact the NCCC Maintenance cell phone at 620-212-9996.

If necessary, cease all operations and vacate the area.

8.8 Suicide/Psychological Crisis

Southeast Kansas Mental Health Center (Ask for Crisis Services): 620-431-7890
National Suicide Prevention Lifeline 800-273-8255

A psychological crisis exists when an individual is threatening to harm himself/herself or others, or is out of touch with reality due to severe drug reactions or psychological problems.

- Psychological problems may be manifested by hallucinations or uncontrollable behavior. Also, the person could have become lost from his/her nursing home or hospital.

If you believe a psychological crisis exists:

Call the Dean of Student Development at ext. 213. After hours, call the Dean of Student Development at 620-365-9781. At Ottawa, call the Dean of Ottawa Campus at 913-940-0708. If cannot reach a College employee immediately, call 911.

- Clearly state that you need immediate assistance, give your name, your location, and the area of campus involved.

NEVER TRY TO HANDLE A DANGEROUS SITUATION ON YOUR OWN.

If a suicide attempt is verbalized:

1. Remain with the person unless you believe you are at risk with the person.

2. Enlist the help of others in the immediate area if possible.

3. Contact the Dean of Student Development at 620-365-9781. At Ottawa, call the Dean of Ottawa Campus at 913-940-0708

4. In Chanute contact the mental Health Center at 620-431-7890 and ask for crisis services. In Ottawa contact the mental health center at 785-823-6322.

Crisis staff at the mental health center will ask questions to initially assess risk. They may direct you to take the person to the mental health center or local hospital for further evaluation. If you are unable to safely transport the person, contact local law enforcement for assistance.

If a suicide attempt is made:

1. Call 911.
2. Call the Dean of Student Development at 620-365-9781. Ottawa contact Campus Dean at 785-242-2067 or 913-940-0708 (cell phone)
3. Remain calm and try to get the victim to relax.
4. Get as much information as possible so you can share it with emergency care providers when they arrive.
5. Someone will need to receive emergency personnel near the entrance and direct them to the location of the suicide attempt.
6. Stay with the victim until the ambulance arrives.

8.9 Serious Violent or Criminal Behavior

- Call 911.

- Call **Chanute campus**: Vice President for Operations at 620-433-0789
  Ottawa campus: Dean of Ottawa Campus at 913-940-0708.
  Residence Hall incidents follow the Student Handbook guidelines.

  Promptly notify the Vice President or Dean as soon as possible and report the incident, including the following:

- Nature of the incident.
- Location of the incident.
- Description of person(s) involved.
- Description of property involved.

Everyone is asked to assist in making the campus a safe place by being alert to suspicious situations and by promptly reporting them.

If you observe a criminal act or whenever you observe a suspicious person on campus, immediately notify the Vice President or Dean.

Assist the officers when they arrive by supplying them with all additional information and ask others to cooperate.

If there is gunfire or an explosion, you should take cover immediately using all available concealment. Call 911 from your personal cell phone if available. After the disturbance, seek emergency First Aid if necessary.

8.9.1 What To Do If Taken Hostage

- Be patient. Time is on your side. Avoid drastic action.
- The initial 45 minutes are the most dangerous. Follow instructions, be alert and stay alive.
- The captor is emotionally imbalanced. Don't make mistakes that could endanger your life.
- Don't speak unless spoken to and then only when necessary. Don't talk down to the captor who may be in an agitated state. Avoid appearing hostile.
- Maintain eye contact with the captor at all times if possible, but do not stare. Treat the captor like royalty.
- Try to rest. Avoid speculating. Comply with instructions as best you can. Avoid arguments. Expect the unexpected.
- Be observant. You may be released or escape. The personal safety of others may depend on your memory.
- Be prepared to answer the police on the phone. Be patient, wait. If the opportunity presents itself attempt to establish rapport with the captor.
- If medications, First Aid, or rest room privileges are needed by anyone, say so. In all probability, the captors do not want to harm persons held by them. Such direct action further implicates the captor in additional offenses.

8.10 Bomb Threat

If you become aware of a bomb threat:

Chanute campus: contact the Vice President for Operations at ext. 221
or 620-433-0789 (cell)

Ottawa campus: contact the Dean of the Ottawa campus at 785-242-2067 ext.312
or 913-940-0708 (cell) at the Ottawa campus.

If you observe a suspicious object or potential bomb on campus, DO NOT HANDLE THE OBJECT! Clear the area and immediately call the 911. Then report the incident immediately to the VPO or Dean as appropriate and noted above.

If you receive a bomb threat over the telephone, ask the caller:

- Remain calm, courteous, and professional. Do not place caller on hold or attempt to transfer the call.
- Allow the caller to complete everything he/she has to say. Never argue with or ridicule the caller. Let the caller know you want to save lives and urge him/her to help you.
- Where possible, have someone responsible quietly listen into the conversation.
- Attempt to ask the caller the following questions and write down the answers as possible:
    - When is the bomb going to explode?
    - Where is the bomb located?
    - What kind of bomb is it?
    - What does it look like?
    - Why did you place the bomb?

Keep talking to the caller as long as possible and record the following:

- The time of the call
- The age and gender of the caller
- The caller's speech pattern, accent, etc.
- The emotional state of the caller
- Any background noise you are able to hear
- Any other characteristics of the caller that you noted

Call the 911 as soon as possible. If possible, have someone else call 911 while you have the caller on the phone.

The Chanute Police Department with assistance from NCCC personnel will conduct a detailed bomb search. College staff members are requested to make a cursory **VISUAL** inspection of their area for suspicious objects and to report the location to the NCCC emergency response team.

DO NOT TOUCH THE OBJECT!

Do not open drawers, cabinets, or turn lights on or off.

If an emergency exists, activate the building alarm (fire alarm) and evacuate the building.

When the building evacuation alarm is sounded or an emergency exists, walk quickly to the nearest marked exit and alert others to do the same.

ASSIST THE HANDICAPPED IN EXITING THE BUILDING!

Remember that elevators are reserved for handicapped persons.

Do not use elevators in case of fire.

REMAIN CALM, AND HELP OTHERS TO REMAIN CALM.

Once outside, move to a clear area at least 500 feet away from the affected building. Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews.

If requested, assist emergency crews as necessary.

DO NOT RETURN TO AN EVACUATED BUILDING unless told to do so by the Neosho County Community College Police Department.

8.11 Chemical Spill

If you observe or suspect that a chemical spill has occurred, contact the Maintenance Department at ext. 250 or 251, or call 620-433-0781 or the Dean of Ottawa Campus at 913-940-0708. After hours, contact the NCCC Maintenance cell phone at 620-212-9996. Ottawa – **911** followed by the Dean of the Ottawa campus and VPO.

Whenever hazardous substances (solids, liquids, or gases) are unintentionally released on NCCC property, every effort shall be made to protect students, employees, visitors, responders, the general public, and the environment from exposure to the substance.

Each employee who handles potentially hazardous substances must be aware of the identity and nature of the substances with which they work, and will be trained in the handling and disposal of these substances per state and federal guidelines. Students must not be allowed to handle potentially hazardous substances except when under the direct supervision of a faculty or staff member.

8.11.1 Procedures for Unintentional Releases (Spills) of Potentially Hazardous Substances

Small Releases of Relatively Nontoxic Materials

When a small amount of a relatively nontoxic material (such as paint, adhesives, or oil) is unintentionally released, if the person(s) working with the material can remediate the spill safely, they should do so. It is highly recommended that each work area that uses these types of materials have supplies on hand for use in the cleanup. For example, in the event of a paint spill, there should be some absorbent such as an "oil dry" product, vermiculite, or cat litter for use on the spilled material. The used absorbent must be disposed of properly. The affected area must immediately be cleared of all persons who are not involved in the spill remediation.

If the person(s) working with the material believe that they are unable to remediate the spill, they should immediately contact the Maintenance Department at ext. 250 or 251, or call 620-433-0781. After hours, contact the NCCC Maintenance cell phone at 620-212-9996. The Maintenance Department will be responsible for contacting state and federal response teams if necessary.

Larger Releases of Relatively Nontoxic Materials or Releases of Moderately Hazardous Materials

A moderately hazardous material is one with any of the following characteristics:

- The material is considered to be caustic (acidic or basic)
- The material is flammable
- The material has a significant vapor pressure (a noticeable odor)

Whenever any of these materials is spilled, the area must immediately be cleared of all students and all nonessential employees. If the person(s) working with the material can *safely* remediate the spill, they should do so as soon as the area is cleared of all nonessential persons. If the spill cannot safely be remediated by the person(s) working with the material, contact the Maintenance Department at ext. 250 or 251, or call 620-433-0781. After hours, contact the NCCC Maintenance cell phone at 620-212-9996.

The NCCC Maintenance Department will be responsible for contacting state and federal spill emergency response teams if necessary.

8.11.2 Any Release of Any Highly Hazardous Material

Highly Hazardous Materials are those that have the following characteristics:

- Are toxic gases
- Are liquids with high vapor pressures and toxic vapors
- Can be reasonably expected to be an imminent fire hazard

If a highly hazardous material is spilled or released, the building must immediately be cleared, contact the Maintenance Department at ext. 250 or 251, or call 620-433-0781. After hours, contact the NCCC Maintenance cell phone at 620-212-9996. The NCCC Maintenance Department will be responsible for contacting state and federal emergency response teams if necessary.

Whenever there is a spill or release of toxic gases or volatile liquids, evacuated persons are to leave the affected building and go to a location *upwind* of the spill location.

NOTE:

As per US Occupational Safety and Health Administration (OSHA) regulations, the members of any Spill Response Team must have successfully completed the 40-hour Hazardous Waste Operations and Emergency Response (HAZWOPER) training course. ONLY HAZWOPER trained persons are legally qualified to be on the Spill Response Team. Therefore, College employees should not attempt to clean up highly hazardous materials.

8.12 Explosion on Campus

If an explosion occurs on campus, take the following action:

- Immediately take cover under tables, desks, and other objects that will protect you from falling glass or debris.
- After the immediate effects of the explosion and or fire have subsided, call 911 either using the College phone system or your personal cell phone. Give your name and describe the location and nature of the emergency.
- If necessary, or when directed to do so, activate the building alarm (fire alarm).
- When the building evacuation alarm is sounded or when you are told by College officials to leave or emergency response personnel, walk quickly to the nearest marked exit and advise others to do the same.

ASSIST THE HANDICAPPED IN EXITING THE BUILDING!

Remember that elevators are reserved for handicapped persons.

DO NOT USE ELEVATORS IN CASE OF FIRE.

REMAIN CALM.

Once outside, move to the designated clear area that is at least 500 feet away from the affected building. See emergency route maps posted in buildings.

Keep streets and walkways clear for emergency vehicles and crews. Know your area assembly points.

If requested, assist emergency crews as necessary.

A Field Emergency Command Post may be set up near the disaster site. Keep clear of the command post unless you have official business.

DO NOT RETURN TO AN EVACUATED BUILDING unless told to do so by a College official.

8.13 Civil Disturbance or Demonstrations

Most campus demonstrations such as marches, meetings, picketing, and rallies will be peaceful and non-obstructive. A student demonstration should not be disrupted unless its participants are violating the Student Code of Conduct (as outlined in the Student Handbook). Such violations might include but are not limited to the following:

- Intentional or reckless interference with normal College activities and functions. (Examples of such activities/functions include but are not limited to studying, teaching, public speaking, research, administration of the College, or emergency, fire, or police operations
- Intentional interference with the freedom of expression of others
- Actions, explicit or implied threats, or gestures, which place a person in reasonable fear of unwelcome physical contact or harm
- Intentional or reckless behavior which may, or in fact does, deface or cause damage to College property or the property of others

If any of these conditions exist, the Dean of Student Development and the Vice President for Operations should be notified. Depending on the nature of the demonstration, the appropriate procedures listed below should be followed.

8.13.1 Peaceful, Non-Obstructive Demonstrations

Generally, demonstrations of this kind should not be interrupted or obstructed in any way. Efforts should be made to conduct College business as normally as possible.

Location for peaceful demonstrations:

Chanute campus: Located at the western edge of parking lot #P1. The appropriate entrance to Allen Street will be blocked off and all other traffic will be routed to the south.

Ottawa campus: Located south of the east exit and north of the building.

If demonstrators are asked to leave but refuse to leave a facility by its closing time:

- Arrangements will be made by the Vice President for Operations to monitor the situation during non-business hours, or the Dean of Ottawa Campus.
- Determination will be made by the Dean of Student Development or his/her designee to treat the violation of regular closing hours as a disruptive demonstration (see below).

8.13.2 Non-Violent, Disruptive Demonstrations

In the event that a demonstration's participants are violating the Code of Conduct:

- The Dean of Student Development will immediately contact the VPO.
- Demonstrators will be asked to terminate their violations by the Dean of Student Development or his/her designee.
- The VPO or his/her designee will advise the President of the situation, and then proceed to the scene. If demonstrators have not discontinued their violations, the Dean will ask the demonstrators to leave or to discontinue their violations of the Code of Conduct.

- If the demonstrators persist in their violations, they will be apprised that failure to discontinue the specified action within a determined length of time will result in disciplinary action and/or possible intervention by police authorities.
- Efforts, including the taking of photographs if necessary, should be made to secure positive identification of demonstrators violating the Code of Conduct in order to facilitate later investigation.
- The Vice President and Dean will determine the need for police intervention.
- If determination is made to seek police intervention, the demonstrators will be so informed.
- Upon arrival of the Chanute Police Department, the remaining demonstrators will be warned of the Police Department's intention to arrest.

8.13.3 Violent, Disruptive Demonstrations

In the event that a violent demonstration in which injury to persons or property occurs or appears imminent, the Dean of Students will immediately be notified:

- Campus security, if on duty, should be notified immediately.
- In coordination with the Dean of Student Development, the VPO will contact the building or department involved.
- The VPO will alert the President.
- The Dean of Student Development will alert the Vice President for Student Learning.
- The President or designee may declare a campus emergency and proceed accordingly to safeguard the campus, which may include closing the College.
- The NCCC emergency response team will provide an officer with a radio for direct communication between the administrators and the building or department involved as needed.

NOTE: *The VPO (or Dean of Ottawa) is authorized to call for police assistance without counsel from others if doing so is deemed to be of immediate importance to the safety of persons involved.*

8.14 Earthquake

During an earthquake, remain calm and quickly follow the steps outlined below.

- **If Indoors:** Seek refuge in a doorway or under a desk or table. Stay away from glass windows, shelves, and heavy equipment.
- **If Outdoors:** Move quickly away from buildings, utility poles, and other structures.

CAUTION: *Always avoid power or utility lines as they may be energized.*

If in an automobile, stop in the safest place available, preferably away from power lines and trees. Stop as quickly as safety permits, but stay in the vehicle for the shelter it offers.
After the initial shock, evaluate the situation and if emergency help is necessary, call 911.

Protect yourself at all times and be prepared for aftershocks.

Damaged facilities should be reported to the VPO (or Dean of Ottawa) and the Maintenance Supervisor.

NOTE: *Gas leaks and power failures create special hazards. Please refer to the section on* *Utility Failures (Section 8.7).*

If an emergency exists, activate the building alarm (fire alarm). When the building evacuation alarm is sounded, walk to the nearest marked exit and ask others to do the same.

ASSIST THE HANDICAPPED IN EXITING THE BUILDING!

Remember that elevators are reserved for the handicapped persons use.

DO NOT USE ELEVATORS IN CASE OF FIRE. REMAIN CALM.

Once outside, move to a clear area at least 500 feet away from the affected building(s). Keep streets, fire lanes, hydrants, and walkways clear for emergency vehicles and crews. If requested, assist emergency crews as necessary. A Field Emergency Command Post may be set up near the emergency site. Keep clear of the command post unless you have official business.

DO NOT RETURN TO AN EVACUATED BUILDING unless told to do so by a College official.

Section 9: Crisis Management Plan

9.1 Introduction:

Whether "minor", "major" or a "disaster" once the emergency event has passed, communication is key to maintaining control and order. Refer to page 15 of the Duties of Public Relations following an emergency to determine what information will be released.

9.2 Death and/or Serious Injury:

The death or serious injury to a student or staff member by accident, illness or suicide has the potential for disrupting the school environment. The response to these crises should be time-related, problem-focused interventions designed to determine the facts, disseminate accurate information, restore equilibrium, and support productive, appropriate responses.

9.3 The Crisis Management Team:

Dean of Student Development (Chair)	620-431-2820 ext. 213 620-365-9781 cell
Coordinator of Advising and Articulation	620-431-2820 ext. 280 620-431-4331 home
Vice President for Operations	620-431-2820 ext. 221 620-433-0789 cell
Dean of Ottawa Campus	785-242-2067

		913-940-0708 cell
Coordinator of Residence and Student Life	620-431-2820 ext. 565	
		620-212-8038 cell
Asst. Coordinator of Residence and Student Life	620-431-2820 ext. 265	
		620-212-4368 cell
Athletic Director	620-431-2820 ext. 208	
		405-269-3450 cell
Public Relations	620-431-2820 ext. 532	
		620-432-1088 cell
Vice-President for Student Learning	620-431-2820 ext. 212	
	309-231-0472cell	
President (informed of all events)	620-433-0706 cell	

9.4 Death or Serious Injury

In the event of a staff and/or a student(s) death or serious injury, the suggested steps are:

- ☐ Verify the information concerning the death or serious injury of a student or staff member.
  [NOTE: <u>NO unofficial messages</u> or postings on social media outlets or the dissemination of information by any means will be made until an official statement is issued by the President or his/her designee.]
- ☐ Contact the Ministerial Alliance team. The Ministerial Alliance's primary point of contact is Tom Eastman at 620-431-3758 or Rick Qualls at 620-431-2910.
- ☐ Contact the SE Kansas Mental Health Center. Primary point of contact is 620-431-7890, ask for Crisis Services
- ☐ Prepare formal statements or announcements. [NOTE: important to provide facts so as to reduce rumors.]
- ☐ Designate rooms to be used for counseling.
- ☐ Identify other/additional students, staff, and parents likely to be affected by news.
- ☐ Make official announcement
- ☐ Provide grief support for students and staff.
- ☐ Provide substitute faculty as needed.
- ☐ In case of death, provide funeral/visitation information if affected family has given permission.
- ☐ Send college official for representation if feasible.
- ☐ Make arrangements for counselors or administrators to visit selected classes as needed and to speak personally to staff members.
- ☐ Notify faculty, athletics and residence life staff for students who exhibit evidence of emotional distress.

9.5 Memorials

The Crisis Management Team will recommend whether to hold a memorial, vigil or other service for the deceased and/or injured. Appropriate on and/or off campus facilities will be

utilized. Memorial/grieving services should be held within 48 hours of the deceased's departure if at all possible.

9.6 Dismissal of Classes

Depending on the level of the emergency, the President or his/her designee may recommend the dismissal of classes.

Section 10: Homeland Security Alert

Neosho County Community College is sensitive to the dangers of terrorism and the responsibility for providing safety to our students, faculty, and staff. Every member of our campus community has the responsibility to work toward creating a safe and secure campus. The heightened security in the United States asks people to be particularly attentive of their surroundings as they go about their normal business. Neosho County Community College's response to Homeland Security should be one of awareness, but not one of fear or panic. Below are responses to the most frequently asked questions.

Q: How is Neosho County Community College preparing for homeland security?
A: The College has an Emergency Response Plan, and an emergency response team who are prepared to give leadership, guidance, and support in the event of a Homeland Security Alert. The College President and his/her designee, along with the Vice President for Operations at the Chanute campus and the Dean of the Ottawa campus, are responsible for putting the plan into motion.

Q: Is Neosho County Community College prepared for different kinds of emergencies?
A: The College is prepared for various emergencies that include medical emergencies, security emergencies, evacuations, weather-related situations, and other needed emergency responses. Through the Neosho County Community College emergency response team, Chanute (and Ottawa) Police and Fire Departments, city, county and state agencies, the Red Cross and FEMA, the College has access to an abundance of resources.

Q: What physical resources will be available for persons on campus?
A: Food, water, and shelter will be provided for all persons restricted to the campus. Staff from the Office of Student Life will coordinate the access of these resources in cooperation with the VPO and general manager of Great Western Dining food services. In the event of catastrophic event and food services are unavailable, a limited amount of water and food rations are maintained for such emergencies.

Q: If an emergency occurs, how do I get information about what to do?

- **Baseball field/Softball field/Soccer field** - If you are located on the baseball field, softball field or one of the soccer fields, please proceed to the nearest building noted above for instructions.

- **CAVE/Chapman Library** – Individuals located in the CAVE or Chapman Library will receive instructions where they are located.
- **Residence Halls** - If you are located in a residence hall, the Coordinator of Residence and Student Life, Assistant Coordinator of Residence and Student Life, or other staff member will come to the building to advise students.
- **Rowland Hall** - If you are located in Rowland Hall, please proceed to the nursing office for instructions.
- **Sander's Hall** - If you are located in Sanders Hall, proceed to the administrative office to receive instructions.
- **Snyder Chapel** - If you are located in Snyder Chapel, please proceed to Chapman Library for instructions.
- **Stoltz Hall** - If you are located in Stoltz Hall, proceed to the lecture hall for instruction.
- **Training room/gym/multipurpose building/Wellness Center/Workforce Development** -If you are in the training room, gym, multipurpose building, wellness center, or workforce development office, please proceed to the welcome center for instructions.

We will use all means available to communicate with students, faculty, and staff, including voice mail, electronic mail, text-messaging, electronic messaging screens and campus pcs, walkie-talkies, bull-horns, and person-to-person messengers assigned those responsibilities.

Q: How can students and parents obtain information?
A: The College will do its best in an emergency to maintain telephone communication. The NCCC Web site (www.neosho.edu) will carry pertinent information. There will also be updated information on the College main switchboard number 620-431-2820 Critical messages will be disseminated via the Panther TextNet text messaging system, and via the Alertus networked-based messaging system.

Q: What can you do to help right now?
A: Campus safety is the responsibility of every community member. As you go about your daily routine, be observant and do your part to help maintain a safe campus. It is important for everyone to be especially observant and to report unusual or suspicious behavior to the Deans in a timely manner. Such behavior could include [but not limited to]:

- People in buildings or areas who do not appear to be conducting legitimate business
- Unauthorized personnel in restricted, sensitive, or private areas
- Persons abandoning parcels or other items in unusual locations
- Abandoned vehicles
- Unfamiliar vehicles with person/s sitting inside

You can also help by following these normal security procedures:

- Do not prop open or compromise building/residence hall entrance doors/windows. Rectify these situations when you observe them.
- Secure all your areas when you are not present.

- Protect access codes.
- Familiarize yourself with evacuation plans and routes.

You can also be more in touch through the following actions:

- **Sign up for Panther Text Net at www.neosho.edu under the News & Events box.**
- If you are an employee of the College, change your voice mail box to forward urgent messages, either to your home or cell phone. For assistance, contact the switchboard at ext. 0.

Q: Whom should you call if you notice suspicious behavior?
A. Call either the Vice President for Operations at 620-431-2820 ext. 221 (office) or 620-433-0789 (cell) for the Chanute campus or the Dean of the Ottawa campus at 785-242-2067 ext. 312 (office) or 913-940-0708 (cell).

A Special Message to International Students and Families

Please be assured that special concern and care will be given to you and your families during these times of uncertainty. The International Student Office provides support to all international students, and can be contacted at 620-431-2820 ext. 240 or aneff@neosho.edu.

Key contacts are the Dean of Student Development at 620-431-2820, ext. 213 and the Coordinator of Residence and Student Life at 620-431-2820, ext. 565, or the Assistant Coordinator of Residence and Student Life at 620-431-2820, ext. 265.

In the event that telephone communication is disrupted because of increased calling traffic, family and friends should know that the College e-mail system is usually operational and may be the most efficient way to maintain contact. The NCCC website www.neosho.edu will be updated as needed.

National Terrorism Advisory System (NTAS) When the *National Terrorism Advisory System* announces a security alert the College will act promptly to notify all constituents.

The National Terrorism Advisory System, or NTAS, replaces the color-coded Homeland Security Advisory System (HSAS). This new system will more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airports and other transportation hubs, and the private sector. It recognizes that Americans all share responsibility for the nation's security, and should always be aware of the heightened risk of terrorist attack in the United States and what they should do. (Source: NTAS website, *www.dhs.gov/**alert**s*)

Current NTAS Alerts can be found at the following link:

http://www.dhs.gov/files/programs/ntas.shtm#current

Section 11: Emergency Preparedness Training

The Vice President for Operations (and the Dean of Ottawa) will provide annual emergency preparedness training covering appropriate facets of the NCCC Emergency Action Plan. General training will include:

- Individual roles and responsibilities;
- Threats, hazards, and protective actions;
- Notification, warning, and communications procedures;
- Emergency response procedures;
- Evacuation, shelter, and accountability procedures;
- Location and use of common emergency equipment; and
- Emergency shutdown procedures.

Annually, the Emergency Operations center will have an emergency drill conducted with the Chanute and/or Ottawa police and fire departments and other emergency personnel as necessary and appropriate. See the appendix for table top training exercises.

Section 12: Emergency Drills, Shelter and Evacuation

Periodically, emergency drills will be performed in each building. The Vice President for Operations and the Chanute Fire department, in conjunction with the Chanute Police department will plan building evacuation drills. A list of drills will be maintained each year in this plan. Exact dates will be determined and the appropriate personnel will be notified several days before the drill.

Building	Building Coordinator	Tornado/Severe Weather Shelter
Sanders Hall	Chief Financial Officer	Restrooms/Interior Hallways
Stoltz Hall	Dean of Student Development	Restrooms/Interior Hallways
Chapman Library	Director of Library Services	Restrooms/CAVE if time permits
CAVE	Director of the CAVE	CAVE
Rowland Hall	Assistant Director of Nursing	Restrooms/Interior Hallways
Snyder Chapel	Dean of Student Development	Restrooms/CAVE if time permits
Gym	Athletic Director	Hallways under bleachers and mezzanine
Student Union	Asst. Dean for Outreach and Workforce Development	Restrooms/Interior Hallways. If time permits, in gym in hallways under bleachers and mezzanine
Cafeteria/food service	Food Service Manager	Restrooms/Interior Hallways. If time permits, in gym in hallways under bleachers and mezzanine
Maintenance	Maintenance Supervisor	In gym in hallways under bleachers and mezzanine
Boiler Room	Maintenance Supervisor	In gym in hallways under bleachers and mezzanine
Machine Shed	Asst. Maintenance Supervisor	In gym in hallways under bleachers and mezzanine
Wellness Center	Assistant AD	In gym in hallways under bleachers and mezzanine
Multipurpose Building	Assistant AD	Restrooms/Interior Hallways. If time permits, in interior first floor hallways in NeoKan Hall
Bideau Hall	Coordinator/Asst. Coordinator	Restrooms/Interior Hallways. If time permits, in interior first floor hallways
NeoKan Hall	Asst. Coordinator/Coordinator	Restrooms/Interior Hallways. If time permits, in interior first floor hallways

Periodically, emergency drills will be performed at the Ottawa campus. The Dean of the Ottawa campus and the Ottawa Fire department, in conjunction with the Ottawa Police department will plan building evacuation drills. A list of drills will be maintained each year in this plan. Exact dates will be determined and the appropriate personnel will be notified several days before the drill.

Building	Building Coordinator	Tornado/Severe Weather Shelter
Ottawa	Dean of Ottawa or designee	Restrooms or West interior hallway

ATTACHMENT 12

Neosho County Community College

Automated External Defibrillator (AED)
Policy and Procedures

Addendum to the NCCC Emergency Action Plan (EAP)
Approved by NCCC Board of Trustees 4/10/08
Amended 7/01/09, 2/09/12

NCCC AUTOMATED EXTERNAL DEFIBRILLATOR (AED) POLICY

STATEMENT OF PURPOSE

Cardiovascular disease is the single greatest cause of death in the United States. Nearly half of those deaths are due to sudden cardiac arrest (SCA) in out-of-hospital settings, including the workplace. Prompt application of the integrated skills of cardiopulmonary resuscitation (CPR) and automated external defibrillation provide victims of SCA with the greatest chance of survival. Therefore, the college recommends AED deployment provided appropriately trained personnel are available.

An AED is used to treat victims who experience sudden cardiac arrest. It is only to be applied to victims, who are unconscious, not breathing normally and show no signs of circulation such as normal breathing, coughing, or movement. The AED will analyze the heart rhythm and advise the operator if a shock-able rhythm is detected. If a shock-able rhythm is detected, the AED will charge to the appropriate energy level and deliver a shock.

APPLICABLE DOCUMENTS

- ✓ NCCC Emergency Action Plan
- ✓ NCCC AED Policy and Procedures
- ✓ Kansas Board of Emergency Medical Services Statutes on AED

PROGRAM CO-COORDINATORS

Suzanna Butz, Athletic Trainer
Tomomi Kamijo, Athletic Trainer

COORDINATOR RESPONSIBILITIES

- ✓ Communication with Dr. Martin W. Dillow medical advisor for the Chanute campus, on issues related to medical emergency response program including post event reviews
- ✓ Coordination of the medical emergency response team (MERT) members and distribution of medical emergency response team (MERT) member lists as required
- ✓ Coordination of training for the medical emergency response team MERT members—including First Aid/CPR and AED certifications
- ✓ Coordination of equipment and accessory maintenance
- ✓ Review of this policy with all members involved on an annual basis

MEDICAL CONTROL

Dr. Martin Dillow, MD is the medical advisor of the AED program at NCCC's Chanute campus. The medical advisor is responsible for:

- ✓ Providing medical direction for the use of the AED
- ✓ Writing a prescription for the AED as necessary
- ✓ Reviewing and approving guidelines for emergency procedures related to the use of the AED and CPR
- ✓ Evaluation of post-event review forms and digital files downloaded from the AED

MEDICAL EMERGENCY RESPONSE TEAM (MERT) MEMBER RESPONSIBILITIES

- ✓ Provide prompt emergency care including administration of the AED and of CPR
- ✓ Understand and comply with the requirements of NCCC's AED policy
- ✓ Follow the more detailed NCCC AED policy/procedures

- ✓ Direct Emergency Medical Service (EMS) personnel to the site of the medical emergency

SWITCHBOARD RESPONSIBILITIES

- ✓ Receiving emergency medical calls from internal NCCC locations
- ✓ Contacting EMS if required (DIAL 911)
- ✓ Deploying the NCCC medical emergency response team (MERT) members to the location of the emergency
- ✓ Directing EMS personnel to the site of the medical emergency
- ✓ Having a list of team members and their phone numbers available at the switchboard desk at all time

VOLUNTEER RESPONDER RESPONSIBILITIES

The extent to which individuals, at their discretion, respond with voluntary assistance to victims of medical emergencies shall be appropriate to their training and experience. The emergency medical response may include:

- ✓ Activating NCCC's emergency response system by calling the switchboard and giving the location of the medical emergency
- ✓ Providing First Aid and/or CPR
- ✓ Activating the AED (only MERT members, or other individuals, who are health care providers legally certified for defibrillator use, may administer the AED)

EQUIPMENT

The AED should be brought to all medical emergencies. The AED should be used on any person who is at least eight years of age and displays ALL the symptoms of cardiac arrest. The AED will be administered only after the following symptoms are confirmed:

- ✓ Victim is unconscious
- ✓ Victim is not breathing
- ✓ Victim has no pulse and/or shows no signs of circulation such as normal breathing, coughing or movement

ACTIVATION OF EMS SYSTEM

The first responder will notify 911 unless the Switchboard has already done so. If after 5:00 pm, the first on the scene (or designee) will have to activate the Neosho County EMS by calling 911.

LOCATION OF THE AED'S

- ✓ The NCCC AED's are located throughout the NCCC campus and are marked with white AED signs with red hearts. An alarm will sound when the cabinet door is opened and will silence when the cabinet door is closed
- ✓ There will be one AED installed at each of the following thirteen sites on the Chanute and Ottawa campuses:
    - o Gym/Athletic Training Room
    - o Student Union—Next to ATM
    - o Sanders Hall—Northwest hallway
    - o Stoltz Hall—Hallway next to Lecture Hall across from Room 1
    - o Bideau Hall—Adjacent to Security Office
    - o NeoKan Hall—Adjacent to Housing office
    - o Rowland Hall—Nursing Hallway
    - o Chapman Library—Entryway
    - o The CAVE—Entryway
    - o Wellness Center—Near entrance

- Multipurpose Building—Near entrance
- Snyder Chapel—In foyer
- Ottawa Campus—Center hallway

✓ The AED will have one set of defibrillation electrodes which are connected to the device and one spare set of electrodes with the AED; these are located inside the lid of the AED case. A resuscitation kit including two pairs of latex-free gloves, one razor, one set of trauma shears, and one facemask barrier device

COORDINATION OF MEDICAL EMERGENCY RESPONSE TEAM (MERT) MEMBERS:

MERT members are volunteers and will be included in MERT if they are willing to respond to medical emergencies at NCCC and go through the CPR/AED training.

MEDICAL EMERGENCY RESPONSE TEAM (MERT) MEMBERS – AED AUTHORITY

All members must successfully complete an AED training course approved by the state department of health in order to administer the AED. Training will be provided. Medical emergency response team (MERT) members will also be trained in standard precautions against bloodborne pathogens. The Program Coordinator shall maintain training records of all medical emergency response team (MERT) members.

INITIAL AND REFRESHER TRAINING

Initial CPR/AED training will be provided to volunteer medical emergency response team (MERT) members. Refresher training will be provided periodically or on an as needed basis; at the minimum, every year per American Heart Association or American Red Cross guidelines.

MEDICAL RESPONSE DOCUMENTATION

INTERNAL POST EVENT DOCUMENTATION

It is important to document each use of the medical emergency response system. The following forms shall be sent to the Program Coordinator within 24 hours of the medical event. A Serious Incident Report shall be completed by the responding medical emergency response team (MERT) member for each accident requiring the use of medical supply kit or AED. These forms can be found on t:common. Extra forms may be obtained from the Program Coordinator.

EXTERNAL POST EVENT DOCUMENTATION

Medical emergencies involving the use of an AED require special documentation.

- ✓ Any and all patient information generated during the AED use must be collected into the patient's confidential medical file.
- ✓ A copy of the AED use information shall be presented to Dr. Dillow and the Neosho County EMS within 72 hours of the emergency. At a minimum, event information supplied shall include any recorded data and all electronic files captured by the AED.

EMERGENCY EQUIPMENT

ZOLL AED PLUS

Remember the AED is a fragile device. Care should be used when handling the AED. It should not be dropped, shaken, or stored where it could get wet or exposed to extreme heat. There is also a battery check on the exterior that should be checked monthly. As long as there is not an X in the window the batteries are charged. Replacement batteries are ten (10) Type 123 Lithium batteries (Duracell Ultra).

EQUIPMENT MAINTENANCE

All equipment and accessories necessary for support of medical emergency response shall be maintained in a state of readiness. Specific maintenance requirements include

- ✓ NCCC Program Coordinator shall be informed of changes in availability of the AED. If the AED is withdrawn from service, the Program Coordinator shall be informed and then notified when the AED is returned for service
- ✓ The Program Coordinator shall be responsible for informing the response team of changes to availability of the AED
- ✓ The Program Coordinator shall be responsible for having regular AED maintenance performed. All maintenance procedures as outlined in the operating instructions. Records will be kept in the Program Coordinator's office.
- ✓ Following use of the AED, all equipment shall be cleaned and/or decontaminated as required. If contamination includes body fluids, the equipment shall be disinfected according to procedure.

ANNUAL SYSTEM ASSESSMENT

Once each calendar year, the Program Coordinator shall conduct and document a system readiness review. The review shall include the following:

- ✓ Training records
- ✓ Operation records and maintenance

MONTHLY MONITOR AND SYSTEM CHECKS

Once each calendar month, the Program Coordinator or designee shall conduct and document a system check. These records shall be retained according to the schedule established for the health and safety function. This check shall include review of the following elements

- ✓ AED operation and status
- ✓ AED battery life
- ✓ Emergency kit supplies
- ✓ MERT member phone/room number list availability
- ✓ Switchboard checklist availability

AFTER USE

- ✓ The Program Coordinator will be responsible for downloading the AED data within 24 hours (business days) and copies will be sent to EMS and the Medical Advisor. One copy is sent to the Medical Advisor and one copy is kept by the Program Coordinator for NCCC for AED quality assurance records.
- ✓ AED is wiped clean and disinfected according to policy
- ✓ Supplies for cleaning the AED can be found at the receptionist's desk
- ✓ The Program Coordinator will be responsible for following the manufacturer's suggestions for maintenance of AED after incident, such as
    - Contents of attached resuscitation kit will be replaced as needed
    - Electrodes will be replaced and reconnected to device
    - Batteries must be replaced

POST EVENT REVIEW

Following each deployment of the MERT or use of the AED, a review shall be conducted to learn from the experience. The Medical Advisor along with the Program Coordinator shall conduct and document a post event review. All key participants in the event shall participate in the reviews. Included in the review shall be the identification of actions that went well and the collection of opportunities for improvement as well as critical incident stress debriefing. The Program Coordinator, according to the record retention policy, shall maintain a copy of the post event review summary.

APPROVALS

FUNCTION	PRINTED NAME	SIGNATURE	DATE
Medical Advisor	_____	_____	_____
Program Coordinator	_____	_____	_____
Program Coordinator	_____	_____	_____