

AN  
OPEN  
DOOR



# Southwestern

## TECHNICAL INSTITUTE

SYLVA, NORTH CAROLINA 28779

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CATALOG 1970-71



# **SOUTHWESTERN TECHNICAL INSTITUTE**

**SYLVA, NORTH CAROLINA**

**CATALOG**

**1970 – 1971**

**AN INSTITUTION**

**OF**

**THE NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES**



## **NOTE**

Southwestern Technical Institute issues this catalog for the purpose of furnishing prospective students and other interested persons with information about the institution and its programs. Announcements contained herein are subject to change without notice and may not be regarded in the nature of binding obligations on the Institute or the State. Efforts will be made to keep changes to a minimum, but changes in policy by the State Board of Education, The Department of Community Colleges, or by local conditions may make some alterations in curriculums, fees, etc., necessary.

## **VISITORS**

Visitors, and especially prospective students, are always welcome at Southwestern Technical Institute, which is located on the Webster Road. Guide service for groups or individuals will be provided by the Director of Student Personnel on week days between 9:00 a.m. and 4:00 p.m. The school is open until 10:00 p.m., and individuals may visit at their convenience.

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# SCHOOL CALENDAR

1970 – 1971

## FALL QUARTER

55 Days

Registration .....	Wednesday, September 23
Classes Begin .....	Thursday, September 24
Last Day Before Thanksgiving Holidays .....	Wednesday, November 25
Classes Resume .....	Monday, November 30
Fall Quarter Ends .....	Friday, December 11

## WINTER QUARTER

55 Days

Registration and Classes Begin .....	Monday, January 4
Winter Quarter Ends .....	Friday, March 19

## SPRING QUARTER

55 Days

Registration and Classes Begin .....	Monday, March 22
Last Day Before Easter Holidays .....	Thursday, April 8
Classes Resume .....	Tuesday, April 13
Spring Quarter Ends .....	Tuesday, June 8

## SUMMER QUARTER

55 Days

Registration and Classes Begin .....	Monday, June 14
Summer Quarter Ends .....	Friday, August 27
GRADUATION .....	Friday, August 27

# ADMINISTRATION

## STATE BOARD OF EDUCATION

Robert W. Scott .....	Governor
H. P. Taylor .....	Lieutenant Governor
Edwin Gill .....	State Treasurer
Dr. A. Craig Phillips .....	State Supt. of Public Instruction, Secretary
W. Dallas Herring .....	Rose Hill, Chairman
J. A. Pritchett .....	Windsor, Vice-Chairman
R. Barton Hayes .....	Hudson
Charles E. Jordan .....	Durham
Mrs. Eldineiss F. Locky .....	Aberdeen
William R. Lybrook .....	Winston-Salem
John M. Reynolds .....	Asheville
Harold L. Trigg .....	Greensboro
W. S. Williams, Jr. ....	Middlesex

## STATE STAFF

I. E. Ready .....	Director, Department of Community Colleges
A. J. Bevacqua .....	Director, Division of Occupational Education

## BOARD OF TRUSTEES

James B. Childress .....	Sylva
W. B. Dillard, Chairman .....	Sylva
Paul Ellis .....	Sylva
Paul Holt, Jr. ....	Sylva
Walter Jackson .....	Cherokee
Oscar Ledford .....	Franklin
Bruce MacMurray .....	Franklin
Odell Shuler .....	Bryson City
Charles S. Slagle .....	Franklin
Carl Stanford .....	Sylva
George J. Stewart .....	Cashiers
John Wikle .....	Bryson City



# CURRICULUM ADVISORY COMMITTEES

## Automotive Mechanics

Sammy Cogdill  
John Cope

J. D. Reece  
Reid Womack

## Business

James Childress  
Bruce MacMurray

Dr. Eugene Vosecky  
Frances Winstead

## Cosmetology

Cathie Hooper  
Barbara Lewis  
Freda Queen

Eunice Skidmore  
Ruth Whitaker  
Pete Wilson

## Commercial Art and Advertising Design

Carmen Allison  
James A. Gray  
Dorothy Parris

Jim Smith  
Charles Taylor

## Industrial Electronics

J. Y. Burnette  
J. E. Corbin  
M. L. Hook

Dr. Rodney Leftwich  
Howard A. Warren

## Masonry

W. B. Dillard

Dan Hooper

## Practical Nurse Education

Rev. Robert Clegg  
Dr. P. E. Dewees  
Helen A. Hooper  
Mrs. T. A. Fuller

Mrs. Charles Middleton  
Don C. Morgan  
Dr. Creighton Sossomon  
Mrs. Robert Thutt

## OFFICERS OF LOCAL ADMINISTRATION

Bryson, E. E. ....	President
B.S., Western Carolina University; M.A., Western Carolina University	
Beck, Dorris D. ....	Librarian
B.S., Western Carolina University; Graduate Work, Western Carolina University	
Corbin, Grady ....	Extension Director
B.S. Western Carolina University	
Freeman, Joel ....	Occupational Education Director
B.S. Western Carolina University; M.A., Western Carolina University	
McClure, David A. ....	Administrative Assistant
B.S., Western Carolina University; University of Tennessee	
McCollum, Joy ....	Acting Business Manager
B.A., Western Carolina University	



Walton, Julie Hasselkus	Research and Adult Education Director
B.A., Middlebury College; M.A., Vanderbilt University	
Wike, Bruce	Counselor
B.S., Western Carolina University	
Wilson, Richard O.	Student Services Director
B.S., Western Carolina University; M.A., Western Carolina University	
Childers, Gladys	Secretary
Southwestern Technical Institute	
Coggins, Kathleen	Secretary
Camp Laboratory School	
Gates, Peggy	Secretary
Sylva-Webster High School	
Johnson, Evelyn	Secretary
Kings College	
Marshbanks, Teresa	Secretary
Garinger High School	
Robinson, Martha	Secretary
Western Carolina University	

### AREA COORDINATORS

Cope, Barton	Fire Service
Davis, Claude	Law Enforcement

### FACULTY

Anderson, J. B.	Automotive Mechanics
Curtiss-Wright Technical Institute; Chicago's Sun Tune-Up School; General Motors Automotive School; Boeing Aircraft Engine and Maintenance; Extension Work, North Carolina State University	
Ashe, John W.	Head, Business Department
B.S., Western Carolina University; M.A., Western Carolina University	
Davis, Mildred	Cosmetology
Pack Square Beauty College; Style League of America	
Hart, Phyllis	Business
B.S., Western Carolina University; East Tennessee State University; East Carolina College; Graduate Work, Western Carolina University	
Hirt, Lillian W.	Related Subjects
A.B., Western Carolina University	
Lawrence, Linda Laxton	Practical Nurse Education
B.S.N., University of North Carolina School of Nursing	
Searcy, James	Related Subjects
B.S., Western Carolina University; Graduate Work, W. C. U.	
Walker, Rebecca	Learning Laboratory Coordinator
A.B., Western Carolina University; M.A., in Elementary Education, Western Carolina University	
Woodson, John Rex	Industrial Electronics
Philco Service Training Schools; Western Carolina University; holds First Class Radio-Telephone Operator's license	



## PART-TIME FACULTY

Buchanan, Guy .....	Masonry
Byas, Harry Edward, Jr. .... B.S., Clemson University	Surveying
Fouts, Merritt .....	Accounting
M.A., Western Carolina University	
Higgins, Mary Anderson .....	Learning Laboratory
B.A., Converse College	
Hopkins, John .....	Masonry
Jones, Thomas W. ....	Business
A.B., Mars Hill College; J.D., Wake Forest University	
Ray, Rufus .....	Automotive Mechanics
G. M. Training Centers, 1951 to 1967	
Reynolds, Frankie D. ....	Learning Laboratory, Franklin
Western Carolina University	
Williams, Jack .....	Learning Laboratory, Bryson City
B.A., Lenoir Rhyne College	

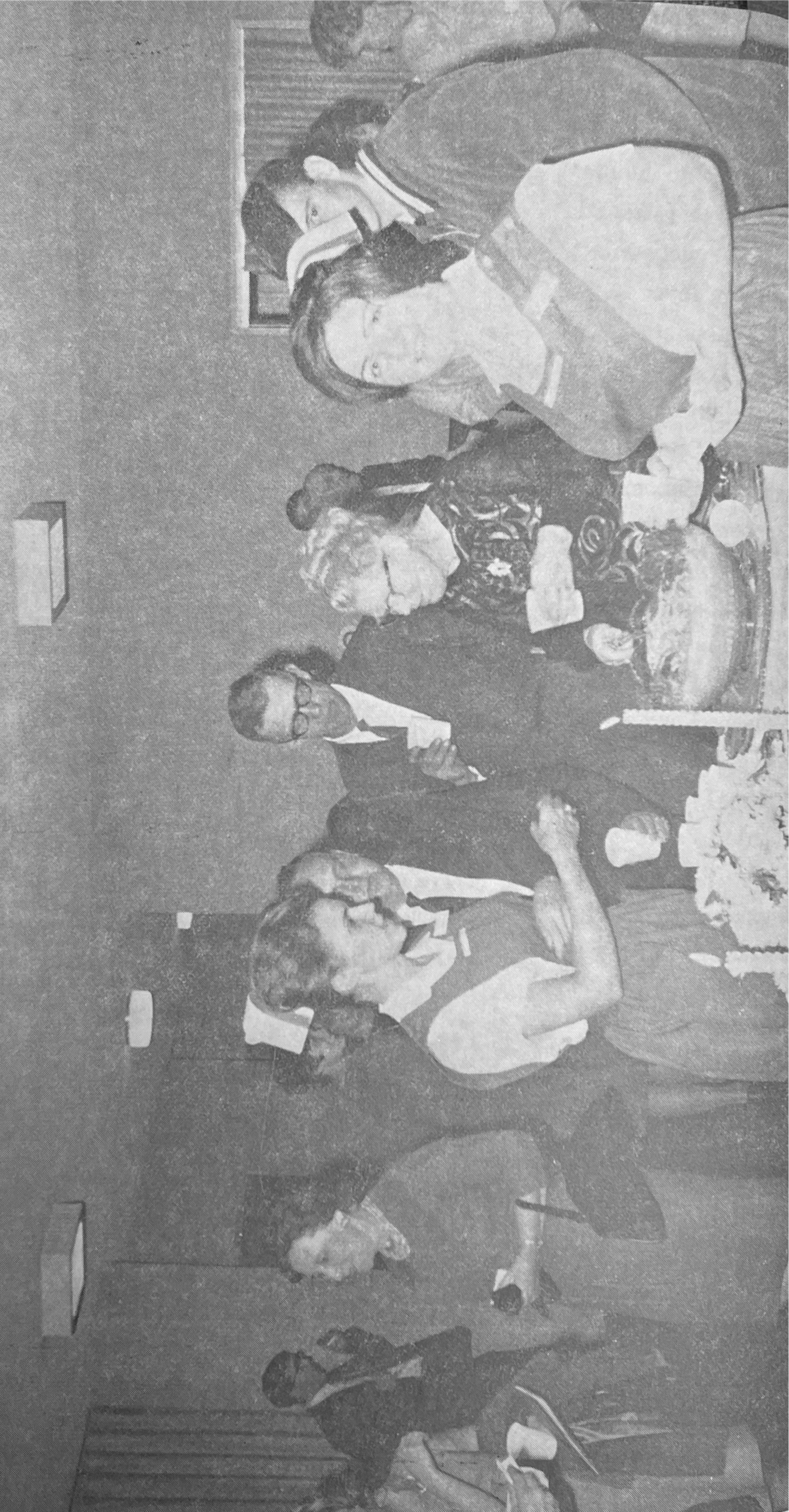
## ADULT BASIC EDUCATION

Beck, Larry A.	Earls, Grace
Bennett, Joella	Garrett, Docia
Bledsoe, Ron	May, Rebekah
Brendle, Mary Louise	Sharpe, Kay
Coggins, Edna	Smith, Gertrude
Disbrow, Esther	Webb, Claudia
Dryman, Merle	

## EXTENSION

Bennett, P. R. ....	Firemanship
Bennett, Stanley ....	Aviation Ground School
Blankenship, Mollie ....	Ceramics
Bumgarner, Mrs. Ed ....	School Food Service
Cabe, Cordelia ....	Crafts
Clayton, Joyce ....	Knitting
Cope, Kenneth ....	Firemanship
Cross, Genevieve ....	Interior Decoration
Crowe, Richard ....	Wood Carving
DeBord, Orene ....	Ceramics
Hines, Steadman ....	Real Estate
Hooper, Ralph ....	Art
Jarvis, Joseph ....	Law Enforcement
Ledford, Ruth ....	Rug Braiding
McCollum, Phil B. ....	First Aid
Metcalf, Francella ....	Sewing
Ordway, Lorraine ....	Clothing Construction
Powell, Jack ....	Personal Income Tax
Pruett, David ....	Adult Driver Education
Ramsey, Frank ....	Adult Driver Education
Simpson, Linda ....	Sewing
Simpson, W. David ....	Food Handling
Sossamon, Boyd ....	Firemanship
Warstler, Betty ....	Rug Braiding

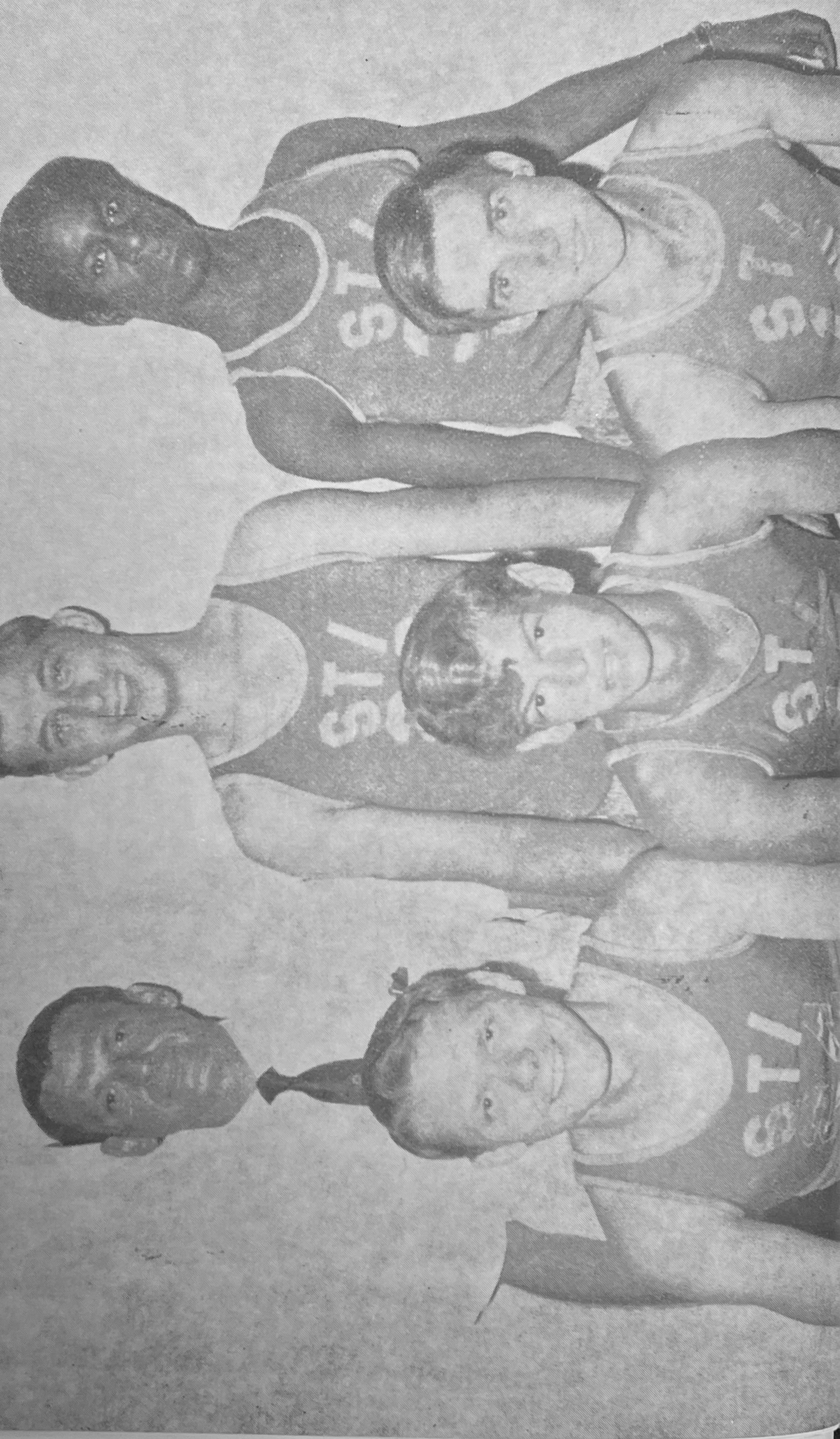






# General Information







# GENERAL INFORMATION

## Philosophy

The philosophy of the open door institution has been stated by Dr. Dallas Herring, Chairman of the State Board of Education, as follows:

"The only valid philosophy for North Carolina is the philosophy of total education; a belief in the incomparable worth of all human beings, whose claims upon the State are equal before the law and equal before the bar of public opinion; whose talents (however great or however limited or however different from the traditional), the state needs and must develop to the fullest possible degree.

That is why the doors to the institutions in North Carolina's system of community colleges must never be closed to anyone of suitable age who can learn what they teach. We must take the people where they are and carry them as far as they can go within the assigned function of the system.

If they cannot read, then we will simply teach them to read and make them proud of their achievement. If they did not finish high school, but have a mind to do it, then we will offer them a high school education at a time and in a place convenient to them and at a price within their reach.

If their talent is technical or vocational, then we will simply offer them instruction, whatever the field, however complex or however simple, that will provide them with the knowledge and the skill they can sell in the marketplace of our state, and thereby contribute to its scientific and industrial growth.

If their needs are in the great tradition of liberal education then we will simply provide them the instruction, extending through two years of standard college work, which will enable them to go to the University or senior college and on into life in numbers unheard of in North Carolina. If their needs are for cultural advancement, intellectual growth or civic understanding, then we will simply make available to them the wisdom of the ages and the enlightenment of our times and help them on to maturity."<sup>1</sup>

The Community College System in North Carolina provides for those beyond the normal high school age, 18 years or older, whether they are high school graduates or not, **appropriate, economical, nearby learning opportunities.** These opportunities

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<sup>1</sup>PROCEEDINGS . . . An Orientation Conference . . . Community Colleges, Technical Institutes, Industrial Education Centers; June 7-8, 1964, Chapel Hill, N. C.



range, depending on individual needs and previous educational achievement, from the first grade level through the second year of college, including vocational, technical, and general adult training to all of suitable age who wish to learn and can profit from the instruction provided.

The State Board of Education adopted the following policy statement relative to the role of the open door institution:

“The Community College System has been established to fill an educational opportunity gap between the high schools and the four-year colleges and the university system. The filling of this gap requires open door admission of both high school graduates and of others who are eighteen years old or older but are not high school graduates. The provision of educational opportunity for this broad range of student ability and needs requires a broad range of curriculum offerings, including college level, high school level, and for some, elementary level studies.

The carrying out of this responsibility assigns a unique role to the institutions in the Community College System, which role is fundamentally different from the more selective role traditionally assigned to four-year colleges and universities. Because of this, for a community college to aspire to become a four-year college would not represent normal growth, but would destroy the community college role and replace it with an entirely different type of institution.

The State Board of Education is completely committed to maintaining the unique, comprehensive role of the institutions in the Community College System, and is opposed to any consideration of a community college as an embryonic four-year college.”<sup>2</sup>

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<sup>2</sup>Loc. cit.



# Objectives

The objectives may be stated as follows:

1. To provide **expanded educational opportunities** for thousands of young people and adults who would not continue their education otherwise.

2. To provide **relatively inexpensive, nearby educational opportunities** for high school graduates, school dropouts, and adults.

3. To provide **technician programs**, preparing students for jobs of this level in industry, agriculture, business, and service occupations.

4. To provide **vocational programs** of less than technician level, preparing students for jobs requiring different levels of ability and skill.

5. To provide programs of **vocational education for employed adults** who need training or re-training, or who can profit from the program otherwise.

6. To provide short courses that will meet the **general adult and community service needs** of the people of the community.

It has been said that technical education is knowledge in action. Objectives of Southwestern Technical Institute embody the belief that the most meaningful knowledge is that which can be put to productive use.

Our objectives are envisioned as specific goals established to enlarge the potential of the individual student through education in the knowledge, skills, and attitudes which will be useful to him and thus to his employer. The Institute will provide instruction in numerous special fields to meet demands of an industrial community, but it will not ignore its responsibility to equip students with the ability to think creatively and abstractly. In addition, certain courses which place emphasis on an understanding of the American free enterprise system and develop interest in the betterment of mankind are common to all areas of study.

Our aims reflect a firm philosophy that education should equip every individual, insofar as his capacity permits, with the competence to attain his economic, social, intellectual, and spiritual goals in a democratic society. Physical and mental skills will be developed to the end that each student, as he trains and works in the various occupations, will be able to contribute to the maintenance, improvement, and defense of our American way of life.

## ACCREDITATION

Southwestern Technical Institute is an institution of the North Carolina Department of Community Colleges. It is currently accredited by the North Carolina State Board of Education. In addition, it has been fully approved by the Veteran's Administration as well as the North Carolina Department of Vocational Rehabilitation.

Personnel at the Institute are presently engaged in self-study aimed at early recognition and accreditation by the Southern Association of Schools and Colleges.



## HISTORY

Under the Community College Act passed in 1963 by the North Carolina General Assembly, a system of comprehensive community colleges, technical institutes, and industrial education centers was created to operate under the State Board of Education.

Southwestern Technical Institute was founded in 1964 as an area educational institution within the system of community colleges of North Carolina. Jackson, Swain, and Macon counties make up the primary service area of this institution.

From the time of its creation in 1964 to January 1, 1968, it was part of Asheville-Buncombe Technical Institute. On January 1, 1968, the school became an independent institution and was renamed Southwestern Technical Institute.

Maximum utilization has been reached within the present facility. An additional two-story building containing some 27,000 square feet of floor space is under construction. This building will meet space requirements in several areas which are now inadequate, including a library and a physics laboratory.

## LOCATION

Southwestern Technical Institute is located 2 miles south of Sylva off the Webster road near the 14th Division, State Highway Commission offices.

Situated on a beautiful hill in the midst of a 23 acre tract of land with spectacular scenery in all directions, the Institute is 5 miles from the Western Carolina University campus and only 20 miles from the Cherokee Indian Reservation and Great Smoky Mountains National Park. Franklin is 20 miles to the west. Cashiers-Highlands is 30 miles south, and the Blue Ridge Parkway is only 12 miles away.

## THE LIBRARY

The library has a growing collection of books and materials which are primarily scientific and technical. The reference collection contains encyclopedias, many specialized dictionaries, and handbooks. In addition to housing the book collection the library receives more than 130 magazines and periodicals and several newspapers.

The library also provides other materials such as pamphlets and clippings. Included in the library collection are bound volumes and microfilm of several periodicals.

Library services are directed by a professional librarian. The library is open from 8:00 a.m. to 5:00 p.m. and 6:30 to 9:30 p.m., Monday through Thursday and from 8:00 a.m. to 4:00 p.m. on Friday. The library is open to persons in business, industry, and the community.

Upon completion of the new two-story structure the library will move into a new and more spacious location with increased shelving and lounge areas.

All students are encouraged to make maximum use of the library.



# **The Open Door Policy**

Any person who is 18 years old or older, whether he is a high school graduate or not, can find an educational opportunity fitted to his ability and his needs at Southwestern Technical Institute. In some instances 16 year olds may be enrolled.

## **Admission Requirements and Procedures**

### **General Procedures**

Specific admission requirements are dependent on the curriculum or course to be taken. The requirements for the associate degree programs are naturally higher than for other programs.

An applicant may not be accepted directly into a curriculum program unless minimum standards are met. Deficiencies of a basic subject nature may be overcome by specific scheduled time in the Learning Laboratory or by pre-curriculum classes to be offered.

### **Specific Procedures**

Each applicant must complete the following steps in order to enter a pre-employment technical or vocational program.

1. Complete and submit the standard application form (available from high school counselors or from Southwestern Technical Institute, Student Services Office).
2. Complete a battery of tests administered by the Institute or complete the General Aptitude Test Battery administered by the North Carolina Employment Security Commission and have the scores forwarded to the school.\*
3. Submit a final transcript of high school and post-high school education to the Institute.
4. Arrange a personal interview with the Director of Student Services or the counselor (students entering A. A. S. degree programs must have an interview with the head of the department).
5. Provide evidence of acceptable physical and mental health, if deemed necessary. (A medical examination may be required at the discretion of the Administration).

\*G. A. T. B. required only of Cosmetology, Practical Nurse Education and Masonry students.

Upon receipt of the above information, data is thoroughly reviewed. If success appears possible and probable, based upon (1) minimum aptitude test scores, (2) sufficient and compatible educational requirements, the applicant is admitted to a selected course of study.



## **Technical Programs**

Requirements for admission to a regular two-year technical program include the items listed under SPECIFIC PROCEDURES. In addition, preference is given the applicant who is a high school graduate (or who has obtained a North Carolina High School Equivalency Certificate).

## **Trade Programs**

Requirements for admission to vocational and trade programs include the qualifications listed under the SPECIFIC PROCEDURES.

Practical Nurse Education applicants must be high school graduates or must have passed the North Carolina High School Equivalency Test.

## **Transfer**

Southwestern Technical Institute will accept credits from all institutions within the Department of Community Colleges as well as from other accredited colleges, technical institutes, and vocational schools. Only course grades of "C" or better will be accepted and such courses must be comparable to the content of Southwestern Technical Institute courses.

## **Auditing**

By special permission, an applicant may be admitted to certain courses as an auditor. Such students receive no credit for the course(s). Auditors will be expected to attend classes and participate in the same manner as credit students. Fees for auditing students will be identical to those charged to regular students.

## **Notification Of Acceptance**

Qualified applicants for each program will be accepted as admissions procedures are completed (on a first-come, first-served basis). Prospective students will be notified of their acceptance immediately after all required information is received.

## **Foreign Students**

The Institute is authorized under Federal law to enroll non-immigrant alien students. Students enrolling under this classification will be treated as nonresident with respect to tuition and fees. An immigrant alien is subject to the same considerations as a citizen.



# **Student Services**

Student Services are a distinct and vitally important aspect in the development, administration, operation, and future planning of Southwestern Technical Institute. Such services are provided primarily to serve the student effectively.

A definite program of service is offered to assist the student in selecting, entering, progressing within, and completing a program of study. In addition, the individual is provided numerous opportunities for personal development and social growth through a variety of planned activities.

## **Testing**

The Institute provides an extensive program of aptitude, achievement, and individual testing at the school.

## **Counseling**

Southwestern Technical Institute provides a professional, competent counseling program. The purpose of this program is to assist students in solving academic, vocational, personal, and socio-economic problems. It is felt that this service is most valuable when requested by the students. Therefore, students needing assistance should contact the Student Services Office.

## **Housing**

Southwestern Technical Institute was established to serve students within the commuting distance of the campus. Thus, Southwestern Tech has no dormitory or housing facilities on campus. Although the Institute assumes no responsibility for housing, assistance will be provided for out-of-town students in locating suitable living accommodations if requested through the Student Services Office.

## **Orientation**

All students enrolling in the fall quarter participate in student orientation. This program is designed to acquaint students with Southwestern Technical Institute's policies, environment, courses, philosophy, staff and other students. Assemblies, open discussions, lectures, and student handbooks help prepare the student for beginning studies at Southwestern Technical Institute.

## **Placement**

Assistance in locating employment is available to all Southwestern Technical Institute students and graduates. Qualified students are referred to employers contacting the Institute, and the school provides facilities for employers desiring on-campus interviews.



## **Student Government**

Students at Southwestern Technical Institute have the opportunity to participate in Student Government through the Student Government Association.

Copies of the Student Government Constitution are available through the Student Personnel Office.

## **Financial Assistance**

Student financial assistance in the form of scholarships and loans is increasing annually. Generally such aid is provided on the basis of need or scholarship or a combination of these factors.

Inquiries and requests for applications regarding SCHOLARSHIPS and/or LOANS should be directed to the Director of Student Services.

## **Nursing Scholarships**

C. J. Harris Community Hospital Auxiliary and McClure Foundation award scholarships to eligible nursing students.

These awards are based upon scholarship, need, and recommendations.

## **Veterans Administration**

Eligible persons may receive education benefits under the G. I. Bill or the War Orphans Plan. Recently the law was passed that wives of disabled veterans could attend school on the G. I. Bill. For more information contact the Student Services Office.

## **College Foundation, Inc.**

Southwestern Technical Institute is approved for membership in the College Foundation, Inc. Eligible students may borrow up to \$1,000 yearly.

## **Moody Funeral Home**

A two-year business tuition scholarship is available through Moody Funeral Home of Sylva, North Carolina. Applicants must be graduates of high schools in Jackson County.

## **North Carolina State Board Of Education**

A limited amount of money is available through the North Carolina State Board of Education and may be loaned to eligible students. Recipients of student loans may be granted financial assistance of not more than \$300 per academic year. The number of loans will be determined by the demand and the availability of funds.

## **Mead Scholarship**

A general scholarship in the amount of \$250.00 is made available by the Sylva Division of Mead Corporation.

## **North Carolina Division Of Rehabilitation**

The Institute is approved for the training and education of personnel who qualify under the provisions of the North Carolina Division of Vocational Rehabilitation, Department of Public Instruction.



# Fees

## TUITION PER QUARTER

Full-Time Student .....	\$32.00
Part-Time Student (Per quarter credit hour) .....	\$ 2.50

## \*GRADUATION

Vocational .....	\$12.00
Technical .....	\$14.00

ACTIVITY (per year) .....	\$ 3.00
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INSURANCE (per year) .....	\$ 2.25
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\*This fee is to be paid when the student registers for his last quarter of work prior to graduation.

In addition to the above fees, students in Cosmetology and Practical Nursing are required to pay an additional insurance fee and to purchase uniforms. Cosmetology students must purchase a cosmetology kit. Students in Automotive Mechanics will be required to purchase necessary tools.

Inasmuch as costs are so inexpensive, the Institution does not provide for the installment payment of fees and charges.

No registration or tuition fees are charged students enrolling in Adult Education, Extension, Firemanship or other special classes. Small charges in some instances, however, may be made for instructional materials and/or textbooks required in these classes.

### Non-Resident Fees

Any student whose legal residence is outside North Carolina, or, in the case of students who are boarding or living with relatives in the community, whose parents or guardians live outside the state, will pay tuition fees two and one-half times the resident rate.

Any student entering North Carolina for the specific purpose of enrolling in this institution shall be identified as a non-resident for the entire time that he is enrolled, even though he may purchase property, pay taxes, and vote in the regular public elections.

## Refunds

Tuition refund for students shall not be made unless the student is, in the judgment of the Institution, compelled to withdraw for unavoidable reasons. In such cases, two-thirds (2/3) of the student's tuition may be refunded if the student officially withdraws within ten (10) calendar days after the first day of classes as published in the school calendar. Tuition refunds will not be considered after that time. Tuition refunds will not be considered for tuitions of five dollars (\$5.00) or less, unless a course or curriculum fails to materialize.

In order to comply with federal regulations in institutions not regionally accredited, the State Board authorized modifications of the tuition refund policy so that veterans or war orphans receiving benefits under U. S. Code, Title 38, Chapters 33 and 35, can be refunded the pro rata portion of the tuition fee not used up at the time of withdrawal of such students.



# Textbooks

All curriculum students will be expected to purchase adopted textbooks in all courses. These textbooks will be sold at less than retail price to students. Every effort will be made to keep the quarterly price of all textbooks between \$15 and \$30.

Recommended textbooks are to be purchased at the beginning of the quarter in which they are to be used. Textbooks used in any one quarter must be purchased by the end of the second week of classes of that particular quarter.

## Curricula Degrees, Diplomas and Certificates

### Degree Program Defined

Southwestern Technical Institute will confer an Associate of Applied Science degree in the name of the State Board of Education in all technical curricula. A state comprehensive examination may be required before graduation in any technical curricula.

### Diploma Program Defined

Southwestern Technical Institute will grant diplomas in the name of the Southwestern Technical Institute Board of Trustees upon successful completion of any vocational level curricula four quarters in length (or the part-time equivalency). A state comprehensive examination may be required before graduation in any vocational level curricula.

### Certificate Program Defined

Certificates will be issued in the name of Southwestern Technical Institute to students who successfully complete curricula less than four full quarters in length.

## Grading System

Grades will be issued at midterm and at the end of the term. Students will be graded on the acquirement of technical skills, ability to work under supervision, initiative, and the ability to apply related information.

Students enrolled in any curriculum will be graded by the following system:

A	93-100	Excellent
B	86-92	Above Average
C	75-85	Passing or Average
I	Incomplete	
WP	Withdrawal Passing — Student doing passing work at the time of withdrawal.	
WI	Withdrawal Incomplete — Student doing failing work at the time of withdrawal.	



Any student who receives an incomplete may choose to negotiate a written contract with the instructor involved, or choose to let the incomplete stand and have a grade of withdrawal incomplete (WI) entered on his permanent record. Contracts negotiated between the student and the instructor will specify a definite completion date for the requirements in addition to the types of activities set forth by the instructor to help the student achieve the minimum objectives of the course. At the option of the instructor, the contracts may include: general education courses; individualized programs, including reading, term papers, projects; and other innovative ideas which help the student achieve the minimum objectives of the course. If the student does not complete the minimum objectives in the time negotiated in the contract the student is dropped from the course.

A student who receives an "I" in a course which is pre-requisite to another course has the responsibility of obtaining the written permission of the instructor in which the "I" was received and the instructor of the course in which the student desires to enroll.

## **Quality Points**

At the end of each quarter quality points are assigned in accordance with the following formula: (The minimum quality point ratio for graduation is 2.00 or an average grade of C.)

A—4 quality points per credit hour

B—3 quality points per credit hour

C—2 quality points per credit hour

Grades of "I" (Incomplete), WP (Withdrawal Passing), and WI (Withdrawal Incomplete) carry no quality points.

Quality point ratios are determined by dividing the total number of quality points earned by the number of (credit) hours attempted (per quarter) in all courses.

## **Honor Roll**

Students who acquire a quality point ratio of 3.00 or higher at the end of a quarter will be named to the Honor Roll.

## **Attendance Requirements**

All students are expected to be present and regular in attendance for all scheduled classes and school functions. Absences will be considered justified and excusable only in cases of emergencies, serious illness, or death in the immediate family.

Any work missed because of excused absences must be made up.



# **Graduation Requirements**

Although Southwestern Technical Institute provides counseling services, the student will be held responsible for fulfilling all requirements for the degree or diploma for which he is registered. It is also the student's responsibility to apply officially to the Student Services Office for his degree or diploma at the beginning of the last quarter the student is enrolled. The \$12.00 or \$14.00 graduation fee must accompany the application.

Every candidate for an Associate Degree in Applied Science or a diploma must satisfy all of the requirements for the specific program from which he is graduating.

Candidates for graduation are required to participate in graduation exercises in order to receive their degree or diploma. Exceptions to this requirement may be made if justifiable reasons are presented in writing to the Student Services Office.

## **Withdrawing From School**

If a student wishes to withdraw for any reason, he should first discuss it with his advisor; second, report his decision to the Student Services Office; third, obtain a clearance form that will be signed by each subject instructor, including the librarian and the business office.

## **Student Conduct**

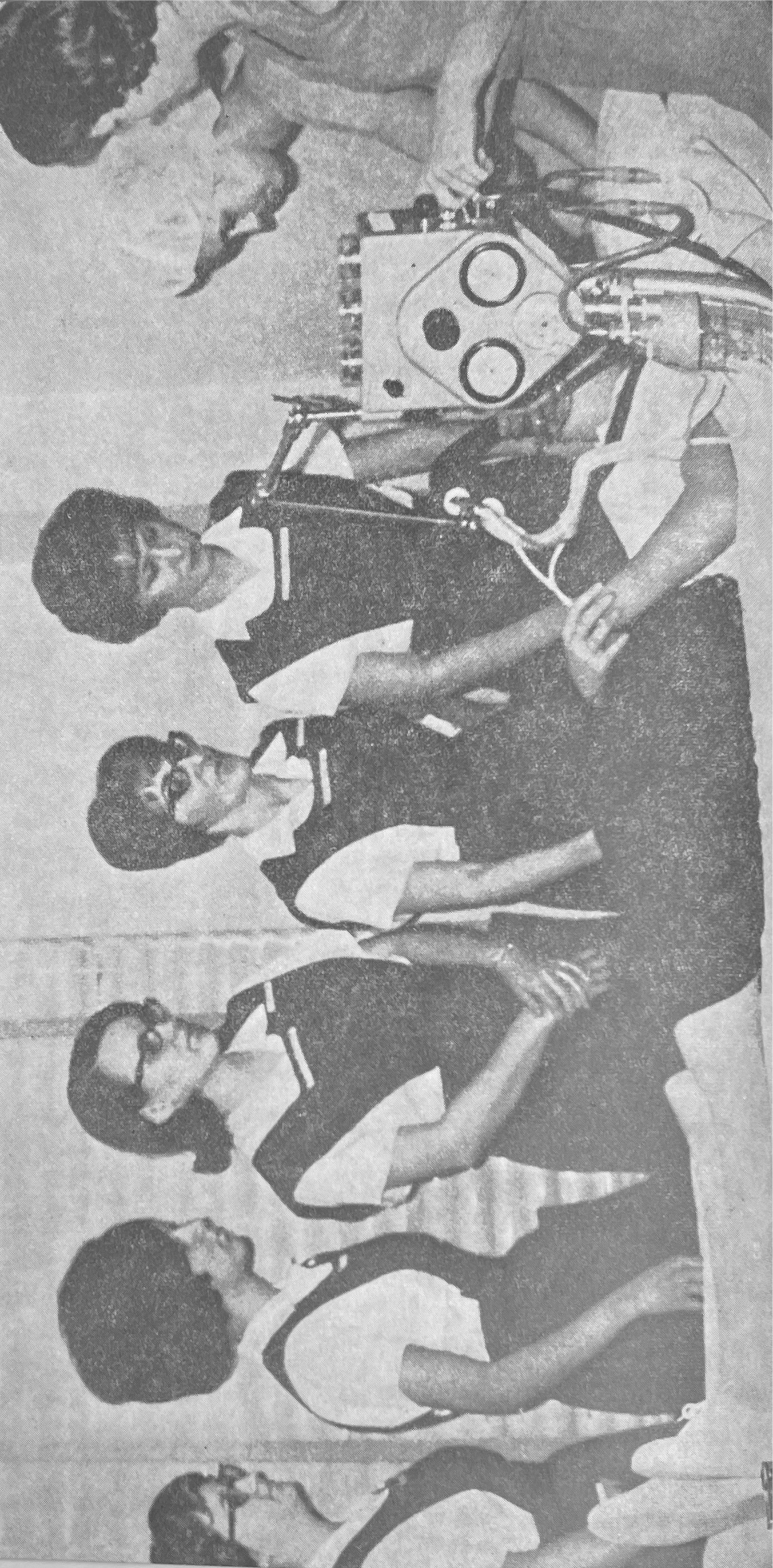
Students of Southwestern Technical Institute will be expected to conduct themselves at all times as mature adults. Students who do not respect the rights and privileges and personal property of other students and who fail to demonstrate a high regard for school facilities and property will be subject to dismissal.

## **Student Lounge**

A refreshment and lounge area equipped with a variety of modern vending machines is provided for the convenience of students and faculty. Foods and drinks may not be carried into a classroom, shop, or laboratory.

# School Of Vocations







# SCHOOL OF VOCATIONS

The following areas of study are included in the School of Vocations:

Auto Body Repair

Automotive Mechanics

Child Care Worker

Cosmetology

Diesel Mechanics

General Masonry

Industrial Electronics

Practical Nurse Education

Surveying

The School of Vocations offers a variety of curricula. The areas of study reflect the employment opportunities in the western part of North Carolina. Most of these curricula require one full year for completion. If a student elects to enroll in the School of Vocations through extension because of his work load, the time required for completion will be doubled. The evening schedule may require up to sixteen hours per week in a particular area of study. The full-time schedule will require thirty hours per week.

The student enrolled in the School of Vocations will spend most of his time in the shop working under actual industrial conditions. The rest of the time will be in the classroom and laboratory in related subjects. The School of Vocations will require each student to demonstrate ability to do work in his particular trade. Emphasis will be placed on becoming proficient in the use of machines, instruments, and other equipment related to a particular area of work.

Certain courses will be required of every student irrespective of his curriculum. A thorough understanding of the American system of economics as it relates to the free enterprise system and corporate structure will be required of every student.

The contact hours shown in curricula are minimal. Institutions may enroll students for additional hours, upon request and with the approval of the institution, in order to enrich and broaden their educational experiences. Students will be expected to follow strictly their respective schedules.



# AUTO BODY REPAIR

The field of automotive body repair and painting needs more well-trained people to meet the growing demand in this area of employment. In this program, much of the student's time in the shop is devoted to learning skills and practicing these skills on car bodies and the component parts. Every attempt is made to make these practical experiences as close as possible to actual on the job situations. The practical experience and related training provide an ideal way to prepare the students for entry into an occupation that offers many job opportunities.

## OCCUPATIONAL OPPORTUNITIES

Graduates of the Auto Body Repair Curriculum are qualified for jobs in which they remove dents in automobile bodies and fenders; replace fenders; straighten frames, doors, hoods, and deck lids; and align wheels. In their work these craftsmen operate welding equipment. They also make tests on and repair engine cooling systems. Auto body repairmen shrink stretched metal and prepare it for painting. They are called on to paint fenders and/or panels as well as to paint a complete vehicle. In addition to these duties, auto body repairmen remove, cut, fit, and install glass. They are required to remove and install interior trim; cut, sew, and install headings and seat covers; repair and replace upholstery and fabric tops on vehicles; and interpret blueprints, charts, instruction and service manuals, and wiring diagrams. These repairmen also prepare orders for repairs and parts as well as estimates and statements for adjusters. After gaining experience, many of these craftsmen open their own businesses or become body shop foremen, supervisors, or managers.

### First Quarter

First Quarter			Class	Lab	Credit
AUT	1111	Auto Body Repair	3	12	7
MAT	1101	Fundamentals of Mathematics	5	0	5
PHY	1101	Applied Science	3	2	4
ENG	1101	Reading Improvement	2	0	2
WLD	1101	Basic Gas Welding	0	3	1
			<hr/>	<hr/>	<hr/>
			13	17	19

### Second Quarter

AUT	1112	Auto Body Repair	3	12	7
WLD	1105	Auto Body Welding	0	3	1
DFT	1101	Schematics and Diagrams: Power Mechanics	0	3	1
PHY	1102	Applied Science	3	2	4
ENG	1102	Communication Skills	3	0	3
			<hr/>	<hr/>	<hr/>
			9	20	16

### Third Quarter

AUT 1113	Metal Finishing and Paintings	3	12	7
PSY 1101	Human Relations	3	0	3
AUT 1115	Trim, Glass and Radiator Repair	2	9	5
		<hr/>	<hr/>	<hr/>
		8	21	15

### Fourth Quarter

AUT	1114	Body Shop Application	3	21	10
BUS	1103	Small Business Operations	3	0	3
ECO	1000	Applied Economics	3	0	3
			<hr/>	<hr/>	<hr/>
			9	21	16

TOTAL QUARTER HOURS

66





# AUTOMOTIVE MECHANICS

This is a one-year program providing thorough training in the theoretical as well as manual skills in servicing, testing and diagnosing. All phases of the electrical system, the power plant, braking system, and the power train will be studied.

The courses are arranged in a sequence that gives the student the required technological and special skills as they are needed to coordinate with his laboratory experiences.

Emphasis is placed on the mechanical parts and operation of the various automobile units. Trouble shooting and servicing of the live project is also stressed.

## OCCUPATIONAL OPPORTUNITIES

Auto Mechanic, Truck and Bus Mechanic, Shop Foreman, Maintenance Supervisor, Dealer, Service Manager, Sales Technician, Factory Representative, and Experimental Lab Worker are among those occupational opportunities awaiting graduates of the Automotive Mechanics Curriculum.

First Quarter		Class	Lab	Credit
PME 1101	Internal Combustion Engines	3	12	7
MAT 1101	Fundamentals of Mathematics	3	0	3
ENG 1101	Reading Improvement	2	0	2
PHY 1101	Applied Science	3	2	4
ECO 1000	Applied Economics	3	0	3
		<hr/> 14	<hr/> 14	<hr/> 19
Second Quarter				
PME 1102A	Engine Electrical & Fuel Systems	5	12	9
PHY 1102	Applied Science	3	2	4
ENG 1102	Communication Skills	3	0	3
DFT 1101	Schematics & Diagrams: Power Mechanics	0	3	1
		<hr/> 11	<hr/> 17	<hr/> 17
Third Quarter				
AUT 1123	Automotive Chassis & Suspension Systems	3	9	6
AUT 1101	Small Engine Repair	0	3	1
PSY 1101	Human Relations	3	0	3
WLD 1101	Basic Gas Welding	0	3	1
PHY 1103	Applied Science	3	2	4
		<hr/> 9	<hr/> 17	<hr/> 15
Fourth Quarter				
AUT 1124	Automotive Power Train Systems	3	9	6
BUS 1103	Small Business Operations	3	0	3
AUT 1125	Automotive Servicing	3	9	6
		<hr/> 9	<hr/> 18	<hr/> 15
TOTAL QUARTER HOURS				<hr/> 66





# CHILD CARE WORKER

The child care worker assists professional personnel in implementing a planned program of activities. This requires understanding of a wide variety of activities: how to prepare materials, how to assist children to participate and how to care for materials at the completion of an activity. The worker must be able to perform these functions and carry out routine procedures while continuously observing the children and relating to each according to his needs.

Graduates of this basic course may find employment in day care centers, nursery schools, kindergartens, child development centers, hospitals, institutions, camps, and recreation centers. With appropriate in-service training, graduates could be prepared to assist professional personnel in centers for children with developmental handicaps — the emotionally disturbed, the retarded, or the physically disabled.

		Class	Lab	Credit
<b>First Quarter</b>				
EDU 1001	The Nature and Scope of Day Care for Young Children	5	0	5
EDU 1002	Health & Safety of Young Children	5	0	5
EDU 1003	Creative Activities for Young Children	5	3*	6
EDU 1004	Field Experience in Child Care Facilities	..	6*	2
ECO 1000	Applied Economics	3	0	3
		<u>18</u>	<u>9</u>	<u>21</u>
<b>Second Quarter</b>				
EDU 1005	Working with the Young Child	3	9*	6
EDU 1006	Communicating Effectively with the Young Child	3	0	3
EDU 1007	Music in the Early Childhood Program	2	3*	3
EDU 1008	Science in the Early Childhood Program	2	3*	3
EDU 1009	Art in the Early Childhood Program	2	3*	3
		<u>12</u>	<u>18</u>	<u>18</u>
<b>Third Quarter</b>				
EDU 1010	Working with the Young Child with Problems	3	9*	6
EDU 1011	Conceptual and Language Development	3	0	3
EDU 1012	Literature in the Early Childhood Program	3	0	3
EDU 1013	Parent Education**	3	0	3
EDU 1014	Administration & Supervision in A Preschool Facility**	3	0	3
EDU 1015	Group Care of Infants**	3	0	3
		<u>15</u>	<u>9</u>	<u>18</u>
<b>TOTAL QUARTER HOURS</b>				<u>57</u>

\*\*Student to select any two.





# COSMETOLOGY

This curriculum is approved by the North Carolina State Board of Cosmetic Art Examiners.

The student must complete a minimum of 1200 contact hours of instruction. After successfully completing this requirement, a student must apply to the State Board of Cosmetic Art Examiners for examination. Successful candidates will receive their North Carolina license in Cosmetology. The licensed Cosmetologist is in great demand throughout the United States. Many newly licensed Cosmetologists join the staffs of beauty salons while others open their own shops or form partnerships.

		Class	Lab	Contact Hours	Credit
<b>First Quarter</b>					
COS 1101	Introduction to Cosmetology	5	1	66	5
COS 1102	Bacteriology, Sanitation & First Aid	5	2	77	6
COS 1112	Personality	2	0	22	2
COS 1103	Shampoo and Rinse	0	2	22	1
COS 1105	Finger Waving & Pin Curling	1	9	110	6
COS 1107	Manicuring	1	2	33	2
		<hr/> 14	<hr/> 16	<hr/> 330	<hr/> 22
<b>Second Quarter</b>					
COS 1106	Hair Shaping	1	9	110	5
COS 1111	Hair Styling & Wig Care	2	9	121	7
COS 1115	Tinting and Bleaching	1	8	99	5
ECO 1000	Applied Economics	3	0	33	3
		<hr/> 7	<hr/> 26	<hr/> 363	<hr/> 20
<b>Third Quarter</b>					
COS 1110	Permanent Waving (Cold & Heat)	2	15	187	10
COS 1118	Anatomy	3	2	55	4
COS 1120	Facials	1	5	66	3
COS 1124	Operational Management	2	0	22	2
		<hr/> 8	<hr/> 22	<hr/> 330	<hr/> 19
<b>Fourth Quarter</b>					
COS 1119	Anatomy	2	4	66	4
COS 1116	Scalp Treatments	1	2	33	2
COS 1121	Disorders of Skin, Nails & Hair	5	3	88	6
COS 1122	Electricity	3	1	44	4
COS 1123	Chemistry	2	1	33	2
PSY 1101	Human Relations	3	0	33	3
ENG 1102	Communication Skills	3	0	33	3
		<hr/> 19	<hr/> 11	<hr/> 330	<hr/> 24
<b>TOTAL QUARTER HOURS</b>					<hr/> 85

Contact Hours: 1353





# DIESEL MECHANICS

This curriculum is available to persons who have completed four full quarters of automotive mechanics and to persons who are presently employed as mechanics.

The curriculum is designed to help students acquire knowledge and skills in troubleshooting and repair of field equipment. This includes work on the internal combustion engines, and components of the machines, such as gear trains, hydraulic systems and friction systems. Some knowledge of the operation of heavy equipment will be presented.

## OCCUPATIONAL OPPORTUNITIES

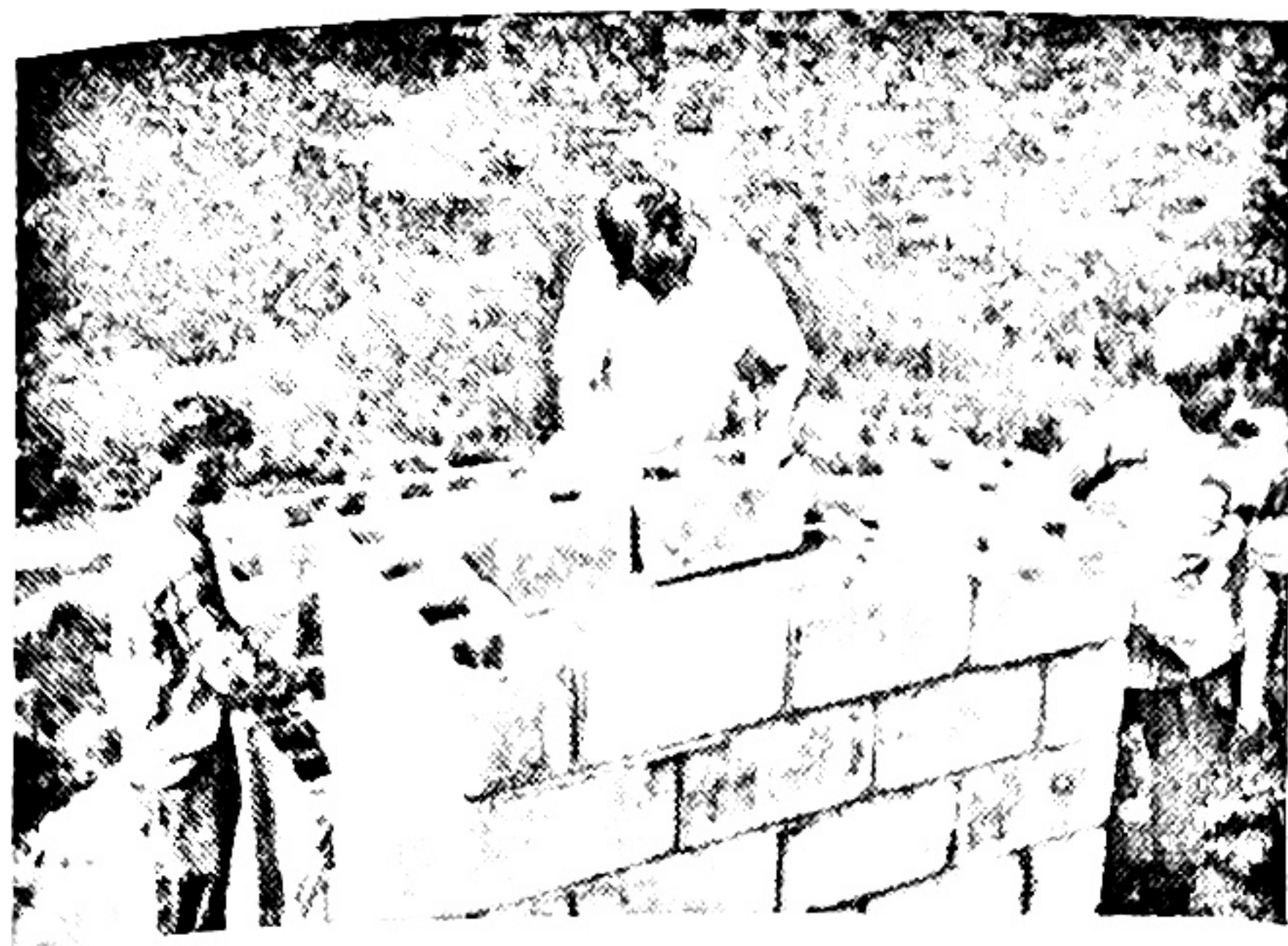
Graduates of this program may find employment with contractors that use heavy earth moving and other motorized construction equipment. Mechanics are used in areas of service, installation, and preventive maintenance. The state highway garages offer opportunities for diesel mechanics since one-third of all highway expenditures is for the purchase, operation, and repair of motorized equipment.

## DIESEL MECHANICS (TWO QUARTERS)

A course of study to follow four quarters of auto mechanics

<b>First Quarter</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
PME 1102D	Diesel Engine Electrical & Fuel Systems	5	12	9
PME 1103	Diesel Engine Servicing	3	10	6
		<hr/>	<hr/>	<hr/>
		8	22	15
		30 hours per week		
<b>Second Quarter</b>				
PME 1123	Hydraulic & Cable Controls	2	6	4
PME 1144	Power Trains	3	9	6
PME 1145	Chassis & Suspension Systems	3	9	6
		<hr/>	<hr/>	<hr/>
		8	24	16
		32 hours per week		





# GENERAL MASONRY

Opportunities for employment in various types of masonry construction are numerous. Demand for bricklayers, blocklayers, and tile setters is on the increase as the building industry expands. The work may be somewhat seasonal, but wages are usually good.

The masonry course is designed to give students training in various aspects of the trowel trades and includes instruction in brick and block work.

Related study in mathematics, blueprint reading, and estimating are included in the curriculum in order that the individual may develop greater total competence and be better prepared for advancement. On final completion of the six months program, a certificate will be awarded to the graduate by Southwestern Technical Institute.

## MASONRY

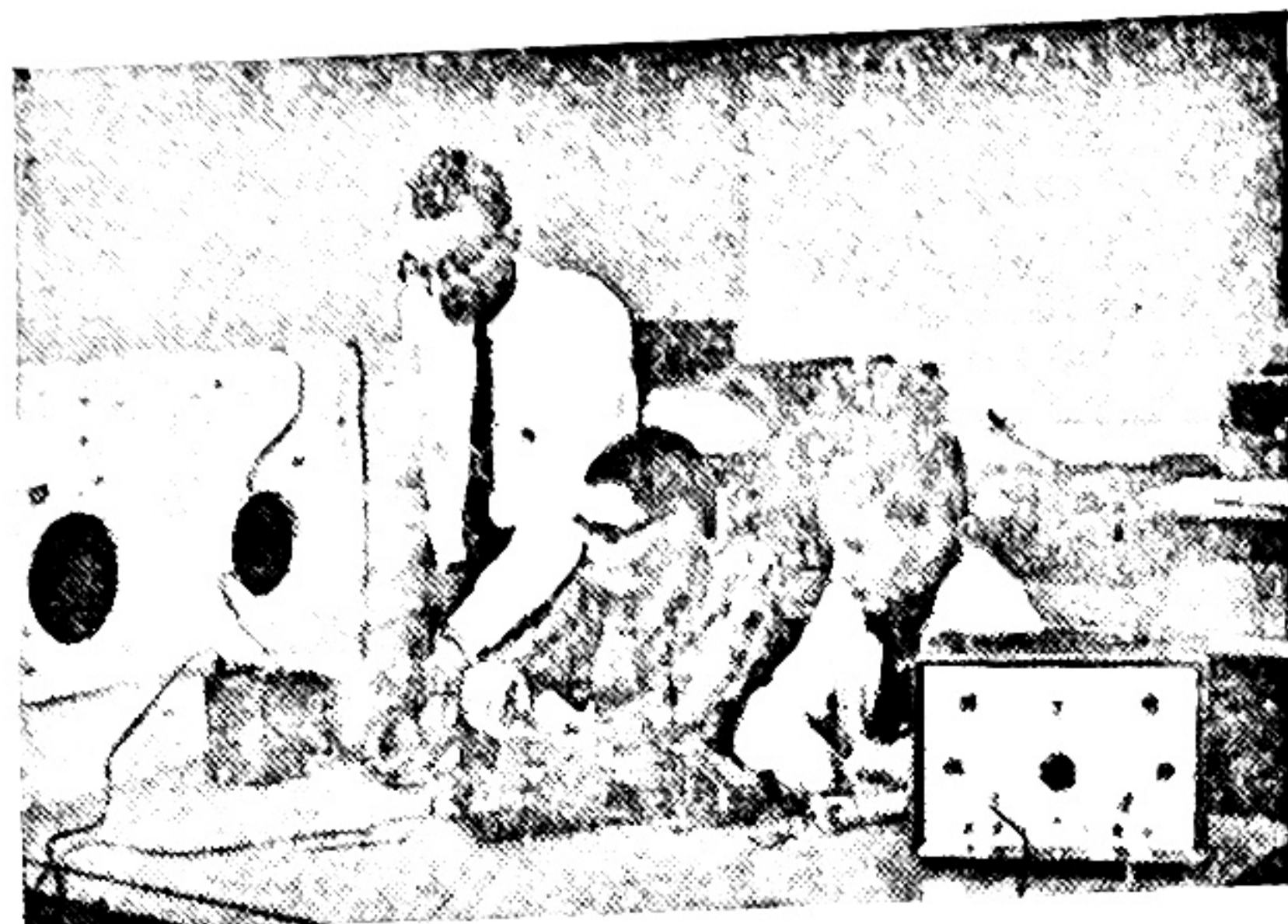
### First Quarter

	Class	Lab	Credit
MAS 1000 Masonry Shop	2	20	9
MAS 1001 Related Mathematics & Blueprint Reading	5	0	5
ECO 1000 Applied Economics	3	0	3
	<hr/> 10	<hr/> 20	<hr/> 17

### Second Quarter

MAS 2000 Masonry Shop	2	23	10
MAS 1002 Advanced Blueprint Reading and Mathematics related to estimating	5	0	5
	<hr/> 7	<hr/> 23	<hr/> 15





# INDUSTRIAL ELECTRONICS

This curriculum is designed to fill the ever-increasing demand for competent electronic technicians and operators to maintain and operate domestic and commercial electronic equipment, from small receiving equipment to broadcasting and communications transmitters as well as industrial control systems.

Study begins with basic atomic structure, electron theory and mathematics, and progresses through all necessary interrelated subject areas concurrently. Instruction in the electronics courses will be by an instructor who holds a Federal Communications Commission First-Class Radiotelephone Operator's License.

Fundamentals, as well as practical applications, are stressed throughout the course, and upon completion the student should easily pass the F.C.C. First-Class Radiotelephone license examinations.

## OCCUPATIONAL OPPORTUNITIES

Graduates may be employed in any of these capacities: Electronics Maintenance Technician, TV Serviceman, Radio Serviceman, Factory Inspector, and Radio Operator

		Class	Lab	Credit
<b>First Quarter</b>				
MAT 1115	Electrical Math and Slide Rule	8	0	8
ELC 1112	D.C. and A.C.	5	15	10
ENG 1101	Reading Improvement	2	0	2
		<hr/> 15	<hr/> 15	<hr/> 20
<b>Second Quarter</b>				
MAT 1116	Electrical Math	5	0	5
ELN 1122	Vacuum Tubes and Circuits	5	9	8
T-ELN 101	Electronic Instruments and Measurements	1	6	3
ENG 1102	Communication Skills	3	0	3
ELN 1000	F.C.C. Rules and Regulations	2	0	2
		<hr/> 16	<hr/> 15	<hr/> 21
<b>Third Quarter</b>				
ELN 1123	Amplifier Systems	2	6	4
ELN 1126	Transistor Theory and Circuits	4	12	8
PSY 1101	Human Relations	3	0	3
ECO 1000	Applied Economics	3	0	3
		<hr/> 12	<hr/> 18	<hr/> 18
<b>Fourth Quarter</b>				
T-ELN 105	Control Devices	5	4	7
ELN 1128	TV Receiver Circuits and Servicing	3	9	6
ELN 1130	Two-Way Mobile Maintenance	3	6	6
		<hr/> 11	<hr/> 19	<hr/> 19
<b>TOTAL QUARTER HOURS</b>				<hr/> 78





# PRACTICAL NURSE EDUCATION

## INTRODUCTION

The accelerated growth of population in North Carolina and rapid advancement in medical technology demand an increased number of well-trained personnel for health services. Realizing this need, the State Department of Community Colleges, in conjunction with local hospitals, administers programs of practical nurse education in local school systems, community colleges, technical institutes, and in industrial education centers throughout the state.

## STATE DIPLOMA AWARDED

The aim of the Practical Nurse Education Program is to make available to qualified persons the opportunity to prepare for participation in care of patients of all ages, in various states of dependency, and with a variety of illness conditions.

Students are selected on the basis of demonstrated aptitude for nursing as determined by pre-entrance tests, interviews with faculty members, high school record, character references, and reports of medical and dental examination.

Throughout the one-year program the student is expected to grow continuously in acquisition of knowledge and understandings related to nursing, the biological sciences, the social sciences and in skills related to nursing practice, communications, interpersonal relations, and use of good judgment. Evaluation of student performance consists of tests on all phases of course content, evaluation of clinical performance, and evaluation of adjustment to the responsibilities of nursing. A passing score is required on all graded work, plus demonstrated progress in application of nursing skills to actual patient care.

Graduates of accredited programs of practical nurse education are eligible to take the licensing examination given by the North Carolina Board of Nursing. This examination is given twice each year, usually in April and September. A passing score entitles the individual to receive a license and to use a legal title, "Licensed Practical Nurse." The license must be renewed annually. The Licensed Practical Nurse can apply for license in other states on the basis of a satisfactory examination score, without repeating the examination.

## OCCUPATIONAL OPPORTUNITIES

The LPN is prepared to function in a variety of situations: hospitals of all types, nursing homes, clinics, doctors' and dentists' offices and, in some localities, public health facilities. In all situations the LPN functions under supervision of a registered nurse and/or licensed physician. This supervision may be minimal in situations where the patient's condition is stable and not complex; or it may consist of continuous direction in situations requiring the knowledge and skills of the registered nurse or physician. In the latter situation, the LPN may function in an assisting role in order to avoid assuming responsibility beyond that for which the one-year program can prepare the individual.

Job requirements for the Licensed Practical Nurse include suitable personal characteristics, ability to adapt knowledge and understandings of nursing principles to a variety of situations, technical skills for performance of bedside nursing, appreciation for differences of people and for the worth of every individual, a desire to serve and help others, and readiness to conform to the requirements of nursing ethics and hospital policies.



		Class	Lab. Clinic	Cntct. Hrs. per Qtr.
<b>First Quarter</b>				
NUR 1001	Practical Nursing I	25	2	363
ECO 1000	Applied Economics	3	0	
<b>Second Quarter</b>				
NUR 1002	Practical Nursing II	12	24	396
<b>Third Quarter</b>				
NUR 1003	Practical Nursing III	12	24	396
<b>Fourth Quarter</b>				
NUR 1004	Practical Nursing IV	12	24	396
<b>TOTAL</b>				<u>1551</u>



## SURVEYING

### (Night Program)

This curriculum is designed to give the students knowledge of the fundamentals of surveying. The course covers the legal principles of boundary controls as well as practical surveying.

Plane, land, topographical, route, building and road construction surveying are covered in the course. Mapping, drafting, blueprint reading and applied mathematics are included.

### OCCUPATIONAL OPPORTUNITIES

With the tremendous growth of road construction, real estate business and industry, employment is no problem. Opportunities are found with state and federal agencies, private contractors, engineering firms, industries and private land surveyors.

This class meets two nights per week—four hours per night—plus four hours on Saturday for field work.

#### First Quarter—88 Hours

	Class	Lab	Field	Credit
DFT 1121	2	2	0	3
MAT 1120	4	0	0	4
				<u>7</u>

#### Second Quarter—110 Hours

T-MAT 101	4	0	0	4
T-CIV 101	1	3	4	3½
				<u>7½</u>

#### Third Quarter—110 Hours

T-MAT 102	4	0	0	4
T-CIV 102	1	3	4	3½
				<u>7½</u>

#### Fourth Quarter—88 Hours

T-CIV 103	1	3	4	3½
T-CIV 100	2	0	0	2
ECO 1000 Applied Economics	2	0	0	2
				<u>7½</u>
<b>TOTAL QUARTER HOURS</b>				<u>29½</u>



# School Of Technologies







# SCHOOL OF TECHNOLOGIES

The following areas of study are included in the School of Technologies:

Accounting

Business Administration

Commercial Art and Advertising Design

Executive Secretarial

General Office Technology

Legal Secretarial

Medical Secretarial

The area of study in the School of Technologies is two years in duration and will require from twenty to thirty hours per week of course work. If a student elects to enroll in the School of Technologies through extension because of his work load, the time required for completion will be doubled. The extension or evening school division will offer fifteen hours per week in an area of study.

In addition to regular classroom work each student will be required to spend additional time on outside work assignments.

The School of Technologies will require each student to become fully aware of the latest methods employed in the business world.

The contact hours shown in each curriculum are minimal. The institute may enroll students for additional hours upon request and with the approval of the Institute, in order to enrich and broaden their educational experiences. Students so enrolled will be expected to follow strictly the schedules for which enrolled.





# ACCOUNTING

The specific objectives of the Accounting Curriculum are to develop the following competencies:

1. Understanding of the principles of organization and management in business operations.
2. Understanding of the fundamentals of accounting and analysis of financial statements.
3. Understanding and skill in effective communications for business.

## OCCUPATIONAL OPPORTUNITIES

The duties and responsibilities of an accountant vary somewhat in different firms. Some of the things an accountant might do are: record transactions, render periodic reports, maintain cost records, make special reports, complete tax returns, audit the books, and advise management in areas of financial affairs.

The graduate of the Accounting Curriculum may qualify for various jobs in business and industry leading to any of the following accounting positions: accounting clerk, payroll clerk, accounting machine operator, auditor, and cost accountant. This training plus further experience should prepare them to become office managers, accounting supervisors, and to fill other responsible positions in a business firm.

### First Quarter

First Quarter			Class	Lab	Credit
T-ENG	101	Grammar	3	0	3
T-MAT	110	Business Mathematics	5	0	5
T-BUS	101	Introduction to Business	5	0	5
T-ECO	102	Economics	3	0	3
T-BUS	102	Typewriting (or elective)	2	3	3
			<hr/>	<hr/>	<hr/>
			18	3	19

### Second Quarter

T-ENG	102	Composition			
T-BUS	120	Accounting	3	0	3
T-ECO	104	Economics	5	2	6
T-BUS	115	Business Law	3	0	3
		Elective	3	0	3
			3	0	3
			<hr/>	<hr/>	<hr/>
			17	2	18

### Third Quarter

T-ENG 103	Report Writing			
T-BUS 123	Business Finance	3	0	3
T-BUS 110	Office Machines	3	0	3
T-BUS 121	Accounting	2	2	3
T-BUS 116	Business Law	5	2	6
		3	0	3
		<hr/>	<hr/>	<hr/>
		16	4	18



**Fourth Quarter**

T-ENG 204	Oral Communication	3	0	3
T-EDP 104	Intro. to Data Pro. Systems	3	2	4
T-BUS 222	Accounting	5	2	6
T-BUS 124	Business Finance	3	0	3
T-SSC 201	Social Science	3	0	3
		<hr/>	<hr/>	<hr/>
		17	4	19

**Fifth Quarter**

T-ENG 206	Business Communication	3	0	3
T-SSC 202	Social Science	3	0	3
T-BUS 223	Accounting	5	2	6
T-BUS 225	Cost Accounting	3	2	4
T-BUS 235	Business Management	3	0	3
		<hr/>	<hr/>	<hr/>
		17	4	19

**Sixth Quarter**

T-BUS 229	Taxes	3	2	4
T-BUS 269	Auditing	3	2	4
	Elective	10	0	10
		<hr/>	<hr/>	<hr/>
		16	4	18

TOTAL QUARTER HOURS

111



## BUSINESS ADMINISTRATION

The specific objectives of the Business Administration Curriculum are to develop the following competencies:

1. Understanding the principles of organization and management in business operation.
2. Understanding and skill in effective communication for business.
3. Knowledge of human relations as it applies to the successful operations in the rapidly expanding economy.

### OCCUPATIONAL OPPORTUNITIES

The graduate of the Business Administration Curriculum may enter any of a variety of career opportunities from beginning sales person or office clerk to manager trainee. The duties and responsibilities of this graduate vary in different firms. They might include: making up and filing reports, tabulating and posting data in various books, sending out bills, checking calculations, adjusting complaints, operating various office machines, and assisting manager in supervising. Positions are available in businesses such as advertising; banking; credit; finance; retailing; wholesaling; hotel, tourist, and travel industry; insurance; transportation; and communications.



First Quarter			Class	Lab	Credit
T-ENG 101	Grammar		3	0	3
T-MAT 110	Business Mathematics		5	0	5
T-BUS 101	Introduction to Business		5	0	5
T-ECO 102	Economics		3	0	3
T-BUS 102	Typewriting (or elective)		2	3	3
			<hr/> 18	<hr/> 3	<hr/> 19
Second Quarter					
T-ENG 102	Composition		3	0	3
T-BUS 120	Accounting		5	2	6
T-ECO 104	Economics		3	0	3
T-BUS 115	Business Law		3	0	3
T-BUS 232	Sales Development		3	0	3
			<hr/> 17	<hr/> 2	<hr/> 18
Third Quarter					
T-ENG 103	Report Writing		3	0	3
T-BUS 123	Business Finance		3	0	3
T-BUS 110	Office Machines		2	2	3
T-BUS 121	Accounting		5	2	6
T-BUS 116	Business Law		3	0	3
			<hr/> 16	<hr/> 4	<hr/> 18
Fourth Quarter					
T-ENG 204	Oral Communication		3	0	3
T-SSC 201	Social Science		3	0	3
T-BUS 124	Business Finance		3	0	3
T-BUS 239	Marketing		5	0	5
T-EDP 104	Intro. to Data Pro. Systems		3	2	4
			<hr/> 17	<hr/> 2	<hr/> 18
Fifth Quarter					
T-ENG 206	Business Communication		3	0	3
T-SSC 202	Social Science		3	0	3
T-BUS 236	Business Management		3	0	3
T-BUS 243	Advertising		3	2	4
	Elective		3	0	3
			<hr/> 15	<hr/> 2	<hr/> 16
Sixth Quarter					
T-BUS 229	Taxes		3	2	4
T-BUS 272	Principles of Supervision		3	0	3
T-BUS 271	Office Management		3	0	3
	Elective		10	0	10
			<hr/> 19	<hr/> 2	<hr/> 20
TOTAL QUARTER HOURS					<hr/> 109





# COMMERCIAL ART AND ADVERTISING DESIGN

This curriculum will prepare a graduate with a sound, well-rounded background for technical and creative achievement throughout his professional life. Design and illustration for commerce is continually advancing its standards; therefore, the background offered the student must be well-developed to prepare him for performance on a contemporary professional level. Graduates of this program will have an adequate background in illustration, layout and lettering, design, and production.

Equipped with professional competence and the potential for continuing growth and improvement, graduates are qualified for employment in most fields of commercial art.

## OCCUPATIONAL OPPORTUNITIES

The commercial artist or advertising designer creates and designs layouts and illustrations for printing, creates posters, signboards, billboards, and show cards. He may design and prepare charts, diagrams, sketches, and maps for publication and exhibition, perform responsible illustrative work for package design, photography, lettering, and art work for the printing processes. Opportunities for graduates of this program may be in advertising agencies, newspapers and magazines, television studios, industrial advertising departments and design studios, department stores, government agencies, or in printing and publishing houses.

First Quarter		Class	Lab	Credit
T-ENG 101	Grammar	3	0	3
T-DFT 101	Technical Drafting	0	6	2
T-CAT 101	Advertising Principles	3	0	3
T-CAT 105	Life Study	2	3	3
T-CAT 121	Commercial Art & Advertising Design	3	9	6
		<hr/> 11	<hr/> 18	<hr/> 17

Second Quarter				
T-ENG 102	Composition	3	0	3
T-DFT 102	Technical Drafting	0	6	2
T-MAT 110	Business Mathematics	5	0	5
T-CAT 106	Life Study	0	6	2
T-CAT 122	Commercial Art & Advertising Design	3	9	6
		<hr/> 11	<hr/> 21	<hr/> 18

Third Quarter				
T-ENG 103	Report Writing	3	0	3
T-CAT 110	General Illustration	2	6	4
T-CAT 116	Photography	2	6	4
T-CAT 123	Commercial Art and Advertising Design—General Layout	3	9	6
		<hr/> 10	<hr/> 21	<hr/> 17



**Fourth Quarter**

T-ENG 204	Oral Communications	3	0	3
T-CAT 205	Advertising Copywriting	3	0	3
T-CAT 212	Industrial Art & Design	1	3	3
T-CAT 224	Commercial Art & Advertising Design	3	9	2
	Elective			6
		<u>10</u>	<u>12</u>	<u>4</u>
				18

**Fifth Quarter**

T-ECO 100	Applied Economics	3	0	3
T-CAT 225	Commercial Art & Advertising Design	4	12	8
T-CAT 217	Photography	2	6	4
	Elective			4
		<u>9</u>	<u>18</u>	<u>19</u>

**Sixth Quarter**

	Social Science Elective	3	0	3
T-CAT 235	Advertising & Editorial Art Direction	5	0	5
T-CAT 226	Commercial Art & Advertising Design	4	12	8
	Elective			3
		<u>12</u>	<u>12</u>	<u>19</u>
				108

TOTAL QUARTER HOURS



## EXECUTIVE SECRETARIAL

The demand for better qualified secretaries is increasing rapidly. The purpose of this curriculum is to provide training in the accepted procedures required by the business world and to enable persons to become proficient soon after accepting employment in the business office.

### OCCUPATIONAL OPPORTUNITIES

The graduate of the Executive Secretarial Curriculum should have a knowledge of the business terminology, skill in dictation and accurate transcription of the business letters and reports. The graduate may be employed as a stenographer or a secretary. Stenographers are primarily responsible for taking dictation and transcribing letters, memoranda, and reports. The secretary, in addition to taking dictation and transcribing, is given more responsibility in connection with meeting office callers, screening telephone calls, and being an assistant to an executive. She may enter a secretarial position in a variety of offices in business such as insurance companies, banks, marketing institutions, and financial firms.

**First Quarter**

		Class	Lab	Credit
T-ENG 101	Grammar	3	0	3
T-BUS 102	Typewriting (or elective)	2	3	3
T-MAT 110	Business Mathematics	5	0	5
T-BUS 101	Introduction to Business	5	0	5
T-BUS 106	Shorthand (or elective)	3	2	4
		<u>18</u>	<u>5</u>	<u>20</u>



**Second Quarter**

T-ENG 102	Composition	3	0	3
T-BUS 103	Typewriting	2	3	3
T-BUS 107	Shorthand	3	2	4
T-BUS 120	Accounting	5	2	6
T-BUS 115	Business Law	3	0	3
		<hr/> 16	<hr/> 7	<hr/> 19

**Third Quarter**

T-ENG 103	Report Writing	3	0	3
T-BUS 104	Typewriting	2	3	3
T-BUS 108	Shorthand	3	2	4
T-BUS 110	Office Machines	2	2	3
T-BUS 112	Filing	3	0	3
T-BUS 183	Terminology and Vocabulary			
L & M	(Legal and Medical)	5	0	5
		<hr/> 18	<hr/> 7	<hr/> 21

**Fourth Quarter**

T-ENG 204	Oral Communication	3	0	3
T-BUS 206	Dictation and Transcription			
E, L, M	(Executive, Legal & Medical)	3	2	4
T-BUS 205	Advanced Typewriting	2	3	3
T-BUS 211	Office Machines	2	2	3
T-EDP 104	Intro. to Data Pro. Systems	3	2	4
		<hr/> 13	<hr/> 9	<hr/> 17

**Fifth Quarter**

T-BUS 207	Dictation and Transcription			
E, L, M	(Executive, Legal & Medical)	3	2	4
T-BUS 214	Secretarial Procedures	3	0	3
T-SSC 201	Social Science	3	0	3
T-ENG 206	Business Communication	3	0	3
T-ECO 100	Applied Economics	3	0	3
T-BUS 207E	Dictation and Transcription			
(Executive)		0	3	1
		<hr/> 15	<hr/> 5	<hr/> 17

**Sixth Quarter**

T-SSC 202	Social Science	3	0	3
T-BUS 208	Dictation and Transcription			
E, L, M	(Executive, Legal & Medical)	3	2	4
T-BUS 271	Office Management	3	0	3
Elective		10	0	10
		<hr/> 19	<hr/> 2	<hr/> 20

**TOTAL QUARTER HOURS****114**



# GENERAL OFFICE TECHNOLOGY

## GENERAL OFFICE TECHNOLOGY

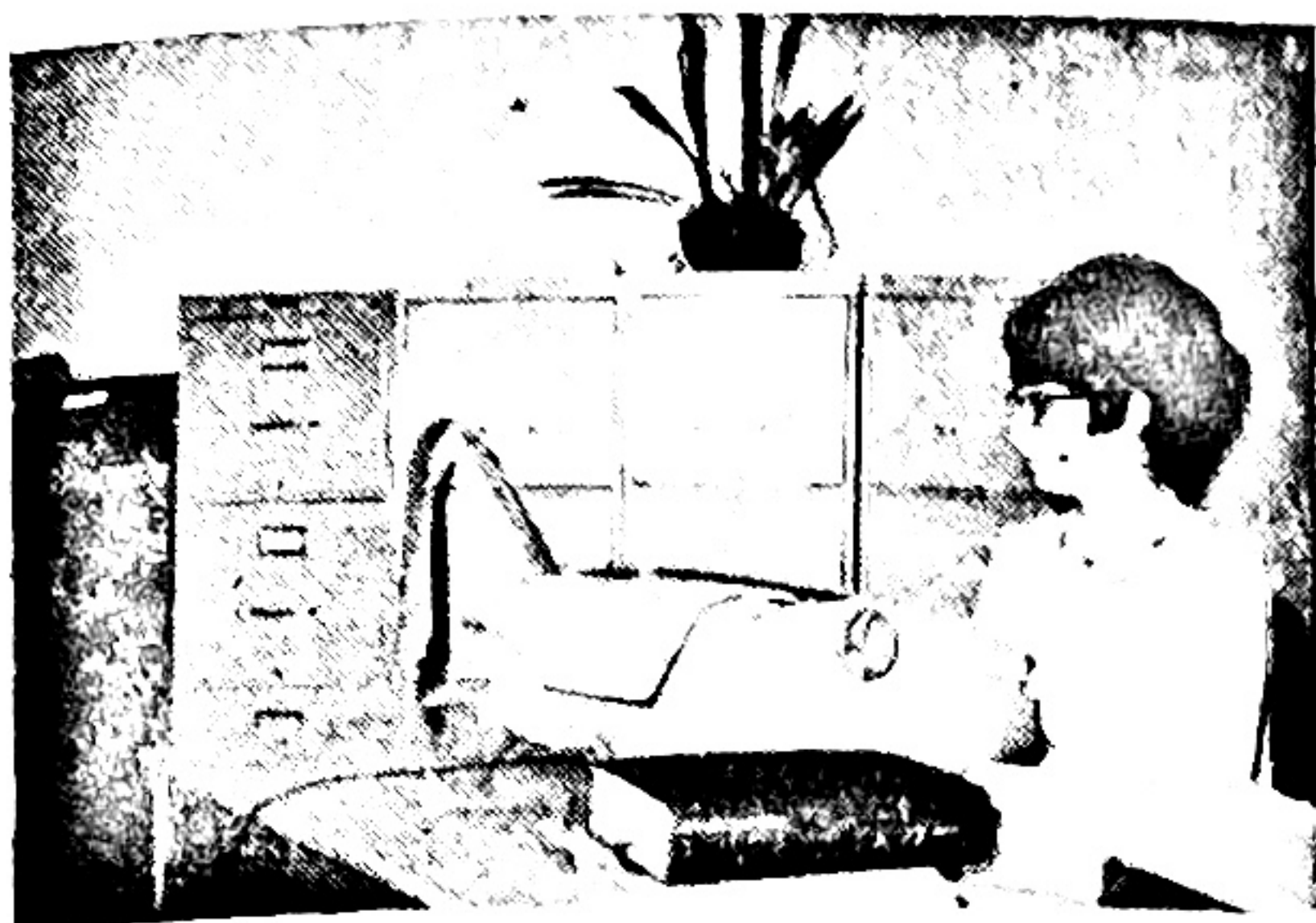
The General Office Technology curriculum is designed to develop the necessary variety of skills for employment in the business world. Specialized training in skill areas is supplemented by related courses in mathematics, accounting, business law, and applied psychology.

## OCCUPATIONAL OPPORTUNITIES

The graduate of the General Office Occupations curriculum may be employed as an administrative assistant, accounting clerk, assistant office manager, bookkeeper, file clerk, machine transcriptionist, or in a variety of other clerical related jobs. Positions are available in almost every type of business, large or small.

			Class	Lab	Credit
<b>First Quarter</b>					
T-ENG	101	Grammar	3	0	3
T-BUS	102	Typewriting (or elective)	2	3	3
T-MAT	110	Business Mathematics	5	0	5
T-BUS	101	Introduction to Business	5	0	5
T-ECO	102	Economics	3	0	3
			<hr/>	<hr/>	<hr/>
			18	3	19
<b>Second Quarter</b>					
T-ENG	102	Composition	3	0	3
T-BUS	103	Typewriting (or elective)	2	3	3
T-BUS	110	Office Machines	2	2	3
T-BUS	115	Business Law	3	0	3
T-BUS	120	Accounting	5	2	6
			<hr/>	<hr/>	<hr/>
			15	7	18
<b>Third Quarter</b>					
T-ENG	103	Report Writing	3	0	3
T-BUS	104	Typewriting	2	3	3
T-BUS	112	Filing	3	0	3
T-BUS	116	Business Law	3	0	3
T-BUS	121	Accounting	5	2	6
			<hr/>	<hr/>	<hr/>
			16	5	18
<b>Fourth Quarter</b>					
T-ENG	204	Oral Communications	3	0	3
T-BUS	205	Advanced Typewriting	2	3	3
T-BUS	211	Office Machines	2	2	3
T-BUS	232	Sales Development	3	0	3
T-BUS	212	Machine Transcription —			
		Business	1	2	2
		Elective	3	0	3
			<hr/>	<hr/>	<hr/>
			14	7	17
<b>Fifth Quarter</b>					
T-ENG	206	Business Communication	3	0	3
T-BUS	213	Office Procedures	3	2	4
T-EDP	104	Introduction to Data			
		Processing Systems	3	2	4
		Social Science Elective	3	0	3
		Elective	6	0	6
			<hr/>	<hr/>	<hr/>
			18	4	20
<b>Sixth Quarter</b>					
T-BUS	271	Office Management	3	0	3
T-BUS	229	Taxes	3	2	4
T-BUS	210E	Typing Office Practice	2	3	3
		Social Science Elective	3	0	3
		Elective	3	0	3
			<hr/>	<hr/>	<hr/>
			14	5	16
<b>TOTAL QUARTER HOURS</b>					<hr/>
					108





# LEGAL SECRETARIAL

There is a great demand for well-qualified legal secretaries. The purpose of the Legal Secretarial Curriculum is to provide specialized training in the accepted procedures required by the legal profession, and to enable persons to become proficient soon after accepting employment in the legal office.

The curriculum is designed to offer the students the necessary secretarial skills in typing, dictation, transcription, and terminology for employment in the legal profession. The special training in secretarial subjects is supplemented by related courses in mathematics, accounting, business law, and personality development.

## OCCUPATIONAL OPPORTUNITIES

The graduate of the Legal Secretarial Curriculum should have a knowledge of legal terminology, skill in dictation, and accurate transcription of legal records, reports, letters, and documents. The duties of a legal secretary may consist of: taking dictation and transcribing letters, memoranda and reports; meeting office callers and screening telephone calls; filing; and scheduling appointments. Opportunities for employment of the graduate exist in a variety of secretarial positions in the legal professions such as in lawyers' offices and state and government offices.

<b>First Quarter</b>			
T-ENG 101	Grammar	<b>Class</b> 3	<b>Lab</b> 0
T-BUS 102	Typewriting (or elective)	2	3
T-MAT 110	Business Mathematics	5	0
T-BUS 101	Introduction to Business	5	0
T-BUS 106	Shorthand (or elective)	3	2
		<hr/> 18	<hr/> 5
			<b>Credit</b> 3
			3
			5
			5
			4
			<hr/> 20
<b>Second Quarter</b>			
T-ENG 102	Composition	3	0
T-BUS 103	Typewriting	2	3
T-BUS 107	Shorthand	3	2
T-BUS 120	Accounting	5	2
T-BUS 115	Business Law	3	0
		<hr/> 16	<hr/> 7
			3
			3
			4
			6
			3
			<hr/> 19
<b>Third Quarter</b>			
T-ENG 103	Report Writing	3	0
T-BUS 104	Typewriting	2	3
T-BUS 108	Shorthand	3	2
T-BUS 110	Office Machines	2	2
T-BUS 112	Filing	3	0
T-BUS 183	Terminology & Vocabulary		
L & M	(Legal & Medical)	5	0
		<hr/> 18	<hr/> 7
			3
			3
			4
			3
			3
			<hr/> 21
<b>Fourth Quarter</b>			
T-ENG 204	Oral Communication	3	0
T-BUS 206	Dictation and Transcription		
E, L, M	(Executive, Legal & Medical)	3	2
T-BUS 205	Advanced Typewriting	2	3
T-BUS 211	Office Machines	2	2
T-EDP 104	Intro. to Data Pro. Systems	3	2
		<hr/> 13	<hr/> 9
			3
			4
			3
			3
			4
			<hr/> 17



<b>Fifth Quarter</b>				
T-ENG 206	Business Communication	3	0	3
T-BUS 207	Dictation and Transcription			
E, L, M	(Executive, Legal & Medical)	3	2	4
T-BUS 214	Secretarial Procedures	3	2	4
T-SSC 201	Social Science	3	0	3
T-BUS 207L	Dictation and Transcription (Legal)	0	3	1
T-ECO 100	Applied Economics	3	0	3
		<hr/> 15	<hr/> 5	<hr/> 17
<b>Sixth Quarter</b>				
T-SSC 202	Social Science	3	0	3
T-BUS 208	Dictation and Transcription			
E, L, M	(Executive, Legal & Medical)	3	2	4
T-BUS 271	Office Management	3	0	3
	Elective	10	0	10
		<hr/> 19	<hr/> 2	<hr/> 20
<b>TOTAL QUARTER HOURS</b>				<hr/> 114



## MEDICAL SECRETARIAL

There is a growing demand for better qualified medical secretaries. The purpose of this curriculum is to provide specialized training in the accepted procedures required by the medical profession and to enable persons to become proficient soon after accepting employment in the medical and health occupations.

The Medical Secretarial Curriculum is designed to offer the students the necessary secretarial skills in typing, dictation, transcription, and terminology for employment in the medical profession. The special training in secretarial subjects is supplemented by related courses in mathematics, accounting, business law, and personality development.

### OCCUPATIONAL OPPORTUNITIES

The graduate of the Medical Secretarial Curriculum should have a knowledge of medical terminology, skill in dictation and accurate transcription of medical records, reports and letters. The duties of a medical secretary may consist of: taking dictation and transcribing letters, memoranda and reports; meeting office callers and screening telephone calls, filing; and scheduling appointments. The graduate may enter a secretarial position in a variety of offices such as physicians', private and public hospitals, federal and state health programs, and the drug and pharmaceutical industry.

<b>First Quarter</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
T-ENG 101	Grammar	3	0	3
T-BUS 102	Typewriting (or elective)	2	3	3
T-MAT 110	Business Mathematics	5	0	5
T-BUS 101	Introduction to Business	5	0	5
T-BUS 106	Shorthand (or elective)	3	2	4
		<hr/> 18	<hr/> 5	<hr/> 20



**Second Quarter**

T-ENG 102	Composition	3	0	3
T-BUS 103	Typewriting	2	3	3
T-BUS 107	Shorthand	3	2	4
T-BUS 120	Accounting	5	2	6
T-BUS 115	Business Law	3	0	3
		<hr/> 16	<hr/> 7	<hr/> 19

**Third Quarter**

T-ENG 103	Report Writing	3	0	3
T-BUS 104	Typewriting	2	3	3
T-BUS 108	Shorthand	3	2	4
T-BUS 110	Office Machines	2	2	3
T-BUS 112	Filing	3	0	3
T-BUS 183	Terminology and Vocabulary			
L & M	(Legal & Medical)	5	0	5
		<hr/> 18	<hr/> 7	<hr/> 21

**Fourth Quarter**

T-ENG 204	Oral Communication	3	0	3
T-BUS 206	Dictation & Transcription			
E, L, M	(Executive, Legal & Medical)	3	2	4
T-BUS 205	Advanced Typewriting	2	3	3
T-BUS 211	Office Machines	2	2	3
T-EDP 104	Intro. to Data Pro. Systems	3	2	4
T-BUS 284M	Terminology & Vocabulary			
(Medical)		3	0	3
		<hr/> 16	<hr/> 9	<hr/> 20

**Fifth Quarter**

T-ENG 206	Business Communication	3	0	3
T-BUS 207	Dictation & Transcription			
E, L, M	(Executive, Legal & Medical)	3	2	4
T-BUS 214	Secretarial Procedures	3	0	3
T-SSC 201	Social Science	3	0	3
T-ECO 100	Applied Economics	3	0	3
T-BUS 207M	Dictation & Transcription			
(Medical)		0	3	1
		<hr/> 15	<hr/> 5	<hr/> 17

**Sixth Quarter**

T-SSC 202	Social Science	3	0	3
T-BUS 208	Dictation & Transcription			
E, L, M	(Executive, Legal & Medical)	3	2	4
T-BUS 271	Office Management	3	0	3
Elective		10	0	10
		<hr/> 19	<hr/> 2	<hr/> 20

**TOTAL QUARTER HOURS****117**

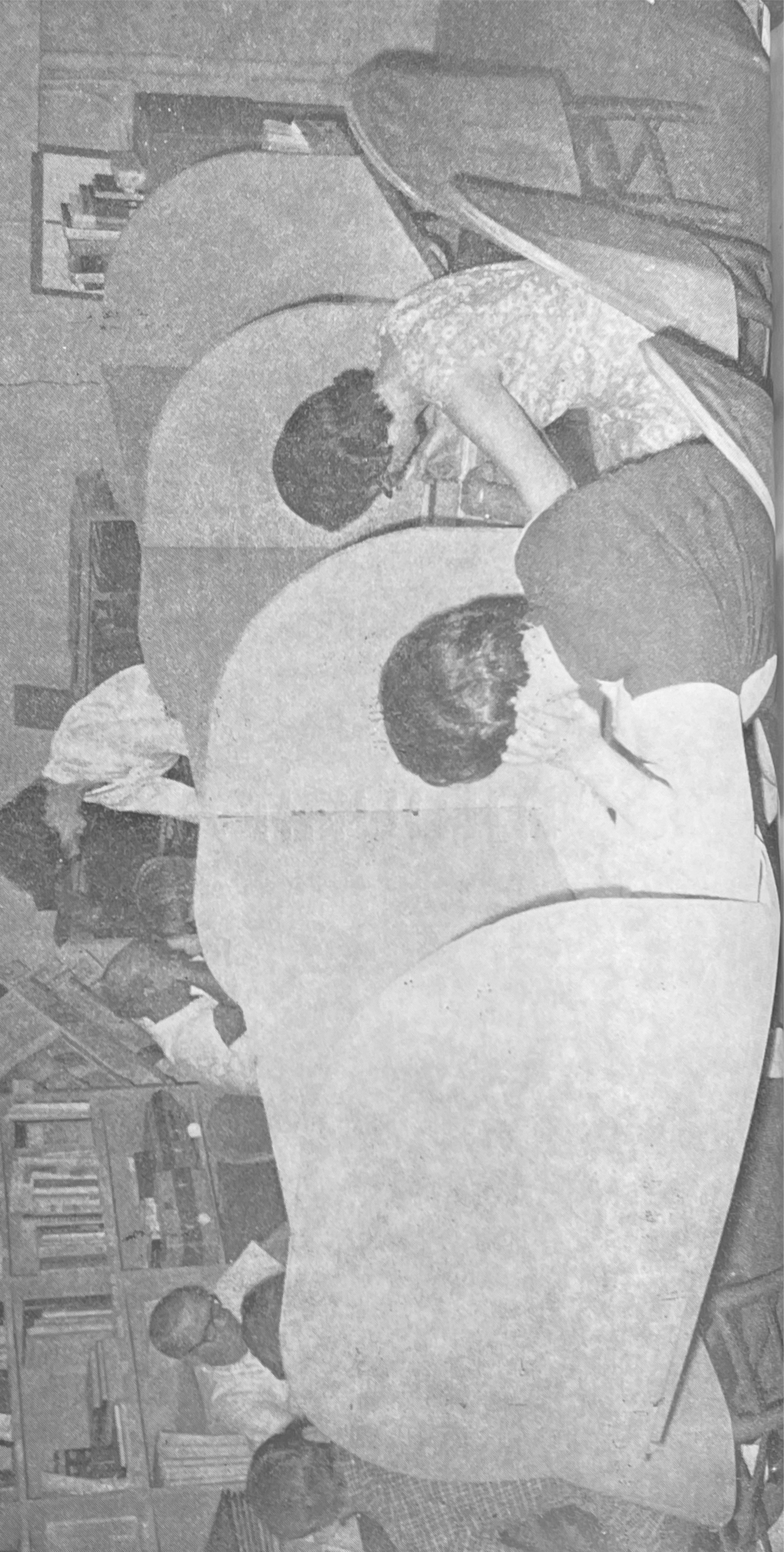






# Adult Education And Community Services







# ADULT EDUCATION

## GENERAL INFORMATION

Education is a process that continues throughout an individual's life. It is the Institute's aim to offer individuals the opportunity to develop their fullest potential in whatever areas of vocation and cultural activity they desire. In this way, the Institute helps people to meet the demands of a rapidly changing technological economy and a complex democratic society which requires the making of intelligent choices if we are to preserve what is valuable and important and change what needs changing in the culture of our society.

The Institute, through its Extension Office, offers to any adult, regardless of his educational background, an opportunity to continue learning in a wide variety of fields. Classes can be organized, either on or off campus, to teach practically any subject that is vocationally or culturally upgrading, whenever and wherever there is a need expressed by a sufficient number of interested people in any community in the primary service area of Jackson, Macon and Swain counties.

Such extension courses can be classed in two broad categories; Occupational Extension and General Adult Extension.

### Admission

The admission procedure is the same for both Occupational Extension and General Adult Extension. Any adult eighteen years of age or older may enroll in an extension class. In special cases, out-of-school youths may also be permitted to enroll at age sixteen.

### Registration

Persons interested in taking an extension class in either an area described below or some other subject of interest to them, should contact the Extension Office, and an effort will be made to organize a class. Registration for classes is held either at the Southwestern Tech campus or at designated places in the service area where a class is expected to be offered. Following registration, classes will begin as soon as an instructor is secured, if one has not already been found to meet the needs of the students enrolled. Every effort will be made to avoid conflicts and to arrange courses for the convenience of students. Students who complete registration will be notified when classes will begin.

### Costs

No tuition charges are made for enrollment in extension classes. In many cases, instructional materials are provided free; however, in some classes, especially in the area of arts and crafts, students may be expected to pay for the materials they use and keep.

### Duration of Classes

The length of an extension class is determined by the needs of the students and the content of the course. Most courses last from 18 to 144 hours and generally meet one or two times a week for sessions of 2 to 3 hours. The majority of classes are held in the evening, although daytime classes can be arranged upon demand.

### Requirements for Certificates:

Certificates are awarded on the basis of the following:

1. Official enrollment
2. Class participation, discussions, and projects
3. Regular attendance (Certificates cannot be awarded to those whose attendance is less than eighty per cent of the clock hours assigned to each course).



## OCCUPATIONAL EXTENSION

An occupational extension course is one which is a part-time course and does not count toward a diploma or degree, but for which a certificate of completion may be given. Classes are designed to meet the general or specific training or retraining needs of groups or private individuals or employees in businesses, industry, governmental agencies, and other public institutions. Most occupational extension offerings are flexible in that the length and content can be tailored to meet specific groups needs. Classes are initiated as such needs are indicated by surveys, interviews, personal requests, and enrollment in existing or proposed programs. A partial listing of classes offered in the last year includes:

### Supervisory Development Training Program

In an effort to meet the needs of North Carolina industry, a Supervisory Development Training program has been developed by the Department of Community Colleges.

The Supervisory Development Training Program is designed to train persons interested in becoming supervisors and to provide instruction for supervisors at various levels of management as preparation for advancement.

Course No.	Course Title	Classroom Hours
SDT 1	Principles of Supervision	44-46
SDT 2	Job Relations Training	10
SDT 3	Science of Human Relations	18-20
SDT 4	Art of Motivating People	22
SDT 5	Economics in Business and Industry	22
SDT 6	Effective Communications	22
SDT 7	Effective Writing	22
SDT 8	Effective Speaking	15
SDT 9	Speed Reading	20
SDT 10	Work Measurement	22
SDT 11	Job Methods	10
SDT 12	Conference Leadership Training	10
SDT 13	Instructor Training	15
SDT 14	Creative Thinking	22
SDT 15	Industrial Safety and Accident Prevention	22
SDT 16	Industrial First Aid	10
SDT 17	The Supervisor in N. C.	10
SDT 18	Job Analysis Training	12
SDT 19	Management Primer	44
SDT 20	Cost Accounting for Supervisors	14
SDT 21	Supervision in Hospitals	40

### Fire Service Training

A variety of courses are offered in cooperation with individual fire departments in the service area. Specific units of study are designed to increase the fire fighter's technical knowledge and improve his skills in fire-ground operation and may be offered in any order, according to the needs of each fire department. It is suggested, however, that a final summary course in firefighting procedures conclude any protracted program in which all of the units are studied. For a more detailed explanation of offerings, contact the Extension Office.

### Basic Peace Officers Training

A training program similar to that offered to fire departments is available to peace officers in the area. The program of study was developed by the Institute of Government at Chapel Hill. A partial listing of courses available includes:

- Elements of Offenses
- Law of Arrest and Search and Seizure
- Motor Vehicle Law
- Court Structure and Procedure
- Liquor Law
- Law Enforcement Procedures
- General Criminal Investigation

Any interested person should contact the extension office for more specific information.

### New and Expanding Industrial Training

Cooperative programs of study are organized by Southwestern Technical Institute with industries in the area, whereby, courses are designed to meet specific training needs of the individual industry and are taught on location at no cost to the industry or the trainees.



## GENERAL ADULT EXTENSION

The Institute offers a wide range of programs which are designed to provide individuals with an opportunity to attain skills and knowledge for personal use and general education. Some courses are of an academic nature while others are rational or cultural. The main goal of the general extension program is to help adults obtain a fuller life through development of their creative talents and more fruitful use of leisure time and through expanding their opportunities for greater economic well-being by improving their academic skills so that they may qualify for job promotions or more advanced vocational training. Programs offered are as follows:

### Community Service Extension Courses

Southwestern Technical Institute offers a wide variety of courses, depending upon group interests as expressed by surveys, and personal requests, which contribute to the cultural enrichment and improvement of daily living, or vocational interest of participants. Examples of these classes which were offered in the past year are:

- Consumer Education
- Creative Arts, including arts and crafts
- Personal and Home Safety
- House Working
- Income Tax
- Real Estate
- Driver Education

### Adult Basic Education

The Adult Basic Education program provides basic education to adults age 16 or over whose educational accomplishment is below the eighth grade level. Originally authorized under the Economic Opportunity Act of 1964, the program is now administered by the U. S. Office of Education. In North Carolina, the Department of Community Colleges has been designated as the agency in charge of the program.

Adult Basic Education classes are organized at several locations throughout the Southwestern Tech service area to provide free instruction on various levels from beginning reading, writing, and arithmetic, to more advanced study of English grammar and usage, mathematics, social studies, and science.

The materials used and the teaching provided are designed to meet adult interests. For example, family budgeting and preparation of income tax forms may provide practice in mathematics or social studies discussions may center around the adult's role as a citizen.

Although legally limited to grades 0-8, the program lays the groundwork for many individuals to proceed to taking the high school equivalency examinations described below. Students enrolled in the classes benefit from group discussions, teacher explanations, workbook exercises, and periodic evaluations to determine progress.

### Learning Laboratory

The purpose of the Learning Lab program is to provide an individual study situation for Southwestern Technical Institute students and the general public to meet their academic and vocational needs through self-instructional or programmed materials. Three Learning Labs are maintained: one on the main campus, and two branch labs at Bryson City in Mobile Unit 2 on the Swain County High School grounds and at Franklin in Room 216 in the Franklin High School building.

Programmed material is designed in such a manner as to aid the student in learning information in small sequences called "frames." Each frame requires an immediate response, and each response is immediately checked. If the student fails to learn, or learns incorrectly, the program makes the correction or re-teaches. In this manner the student progresses at his own rate; he neither has to wait for others to catch up nor slow down to someone else's rate.

Because the book is, in fact, the teacher, study opportunities are available in practically any field of interest anytime and at almost any level from that of the non-reader to the college graduate. As a storehouse of the wide diversity of programmed materials, the labs can ideally serve the



needs of the following groups:

1. Adults who would like to earn a high school equivalency certificate. Regardless of their previous educational experience, an individualized program of study can be arranged beginning at the student's current ability level.
2. Prospective enrollees in vocational or technical programs who need to brush-up on certain subjects before entering. Full or part-time preparatory programs are available.
3. Students planning to attend college or university, who would like to enrich their preparation.
4. Regular curriculum students in Southwestern Technical Institute programs, who need or desire remedial or supplementary work to improve their performance in their regular course work.
5. Adults having a special interest in a particular subject such as a foreign language, blueprint reading, calculus, etc.

Supervision and help are provided by the coordinator of the lab, who initially interviews students, helps them identify their goals and set up a program of study which will lead to achievement of these goals, and gives the tests which indicate that the student is making progress toward his objectives.

The lab program is very flexible. There are no regular classes; therefore each student sets his own study schedule to suit his convenience during lab hours which are:

#### **Southwestern Tech**

8:00 - 4:00 Mon. - Fri.

6:30 - 9:30 Mon. - Thurs.

#### **Franklin**

4:00 - 8:30 Mon. - Thurs.

He can begin anytime without waiting for a new quarter or class to start or having to depend on sufficient enrollment of other students in his area of interest. There is no charge for use of the Learning Lab facilities or materials.

#### **Bryson City**

3:30 - 5:30 Mon. - Thurs.

6:30 - 9:30 Mon. - Thurs.

### **General Education Development Tests**

In July, 1969, Southwestern Technical Institute became an official General Educational Development Testing Center. These tests cover five broad areas:

1. English Expression
2. Literature
3. Mathematics
4. Social Studies
5. Natural Science

Persons receiving a total passing score of 225 points with no single test score below 35 are awarded a High School Equivalency Certificate by the North Carolina Department of Public Instruction. This certificate is generally accepted on the same basis as a high school diploma for employment, job promotion, and higher education.

Preparation: A person wishing to take the GED tests should come to the institute for an initial interview and preliminary counseling. If it appears that the individual is not yet fully ready to take the tests, he can select one of two ways to complete his preparation: The Adult Basic Education program, or the Learning Lab; either of which will help him acquire the skills necessary for success on the tests.

Application requirements: In order to take the GED tests, a person must:

1. Be at least 18 years of age
2. Be a resident of North Carolina
3. File an application which is available at the institute or from his county superintendent of schools
4. Have a valid vocational, educational, or other purpose in applying
5. Pay a fee of \$3.00 at the time of application

In the event that any single test score or the total score is unsatisfactory, a retest may be taken after six (6) months of further study. There is a charge of \$1.00 for each section of the tests taken on a retest.

At the time of application, a testing date will be set up. Every effort will be made to arrange a time which will be at the convenience of the applicant so that he will not have to take time off from work or other responsibilities.



# Course Descriptions



# COURSE DESCRIPTIONS

Course descriptions are arranged alphabetically by the three-letter abbreviation used to identify the course and then by course number. The letter T preceding the three-letter abbreviation is not considered in filing and should be disregarded when looking for a course description.

## **AUT 1101—SMALL ENGINE REPAIR**

The purpose of this course is to teach the why and how of gasoline engine operations. A careful study of the theory and operating principles, plus actual practice in servicing and repairing engines will enable anyone to minimize engine troubles and to correct those troubles that do exist. The course will in general deal with small engines. Multicylinder engines will be included.

## **AUT 1111—AUTO BODY REPAIR**

Basic principles of automobile construction, design, and manufacturing. A thorough study of angles, crown, and forming of steel into the complex contour of the present day vehicles. The student applies the basic principles of straightening, aligning, and painting of damaged areas.

## **AUT 1112—AUTO BODY REPAIR**

A thorough study of the requirements for a metal worker, including the use of essential tools, forming fender flanges and beads, and straightening typical auto body damage. The student begins acquiring skills such as shaping angles, crowns, and contour of the metal of the body and fenders. Metal working and painting.

Prerequisites: AUT 1111, WLD 1101, PHY 1101, MAT 1101.

## **AUT 1113—METAL FINISHING AND PAINTING**

Development of the skill to shrink stretched metal, soldering and lead-ing, and preparation of the metal for painting. Straightening of doors, hoods, and deck lids; fitting and aligning. Painting fenders and panels, spot repairs, and complete vehicle painting; the use and application of power tools.

Prerequisites: AUT 1112, WLD 1105.

## **AUT 1114—BODY SHOP APPLICATIONS**

General introduction and instruction in the automotive frame and front end suspension systems, the methods of operation and control, and the safety of the vehicle. Unit job application covers straightening of frames and front wheel alignment. The student applies all phases of training. Repair order writing, parts purchasing, estimates of damage, and developing the final settlement with the adjuster.

Prerequisites: AUT 1115, PHY 1102, DFT 1101.

## **AUT 1115—TRIM, GLASS AND RADIATOR REPAIR**

Methods of removing and installing interior trim; cutting, sewing and installing headlinings, seat covers, and door trim panels; painting of trim parts and accessories. Glass removal, cutting, fitting, and installation. The student gains a thorough knowledge of the engine cooling system and repairs and replaces damaged cooling system components. Tests are made to insure normal engine cooling operation.

Prerequisites: AUT 1112, WLD 1105.

## **AUT 1123—AUTOMOTIVE CHASSIS AND SUSPENSION SYSTEMS**

Principles and functions of the components of automotive chassis. Practical job instruction in adjusting and repairing of suspension, and steering systems. Units to be studied will be shock absorbers, springs, steering systems, steering linkage, and front end and alignment.

Prerequisite: PME 1102.

## **AUT 1124—AUTOMOTIVE POWER TRAIN SYSTEMS**

Principles and functions of automotive power train systems, clutches, transmission gears, torque converters, drive shaft assemblies, rear axles and differentials. Identification of troubles, servicing, and repair.

Prerequisites: PHY 1102, AUT 1123.

## **AUT 1125—AUTOMOTIVE TESTING AND SERVICE**

Emphasis is on the shop procedures necessary in determining the nature of troubles developed in the various component systems of the automobile. Extensive use of testing equipment will be made on the actual problem situations. A close simulation to the actual automotive shop will be maintained and every effort will be made to give the student a full range of testing and servicing experience.

Prerequisites: AUT 1121, 1122, 1123, 1124.



## **T-BUS 101—INTRODUCTION TO BUSINESS**

A survey of the business world with particular attention devoted to the structure of the various types of business organizations, methods of financing, internal organization, and management.

## **T-BUS 102—TYPEWRITING**

Introduction to the touch typewriting system with emphasis on correct techniques, mastery of the keyboard, simple business correspondence, tabulation, and manuscripts.

## **T-BUS 103—TYPEWRITING**

Instruction emphasizes the development of speed and accuracy with further mastery of correct typewriting techniques. These skills and techniques are applied in tabulation, manuscript, correspondence, and business forms. Prerequisite: T-BUS 102 or the equivalent. Speed requirement, 30 words per minute for five minutes.

## **T-BUS 104—TYPEWRITING**

Emphasis on production typing problems and speed building. Attention to the development of the student's ability to function as an expert typist, producing mailable copies. The production units are tabulation, manuscript, correspondence, and business forms. Prerequisite: T-BUS 103 or the equivalent. Speed requirement, 40 words per minute for five minutes.

## **T-BUS 106—SHORTHAND**

A beginning course in the theory and practice of reading and writing shorthand. Emphasis on phonetics, penmanship, word families, brief forms, and phrases.

## **T-BUS 107—SHORTHAND**

Continued study of theory with greater emphasis on dictation and elementary transcription. Prerequisite: T-BUS 106 or equivalent.

## **T-BUS 108—SHORTHAND**

Theory and speed building. Introduction to office style dictation. Emphasis on development of speed in dictation and accuracy in transcription. Prerequisite: T-BUS 107.

## **T-BUS 110—OFFICE MACHINES**

A general survey of the business and office machines. Students will receive training in the techniques, processes, operation and application of the ten-key adding machines, full keyboard adding machines, and calculator.

## **T-BUS 112—FILING**

Fundamentals of indexing and filing, combining theory and practice by the use of miniature letters, filing boxes and guides. Alphabetic, Triple Check, Automatic, Geographic, Subject, Soundex and Dewey Decimal filing.

## **T-BUS 115—BUSINESS LAW**

A general course designed to acquaint the student with certain fundamentals and principles of business law, including contracts, negotiable instruments, and agencies.

## **T-BUS 116—BUSINESS LAW**

Includes the study of laws pertaining to bailments, sales, risk-bearing, partnership-corporation, mortgages, and property rights.

Prerequisite: T-BUS 115.

## **T-BUS 120—ACCOUNTING**

Principles, techniques and tools of accounting, for understanding of the mechanics of accounting. Collecting, summarizing, analyzing, and reporting information about service and mercantile enterprises, to include practical application of the principles learned. Prerequisite: T-MAT 110.

## **T-BUS 121—ACCOUNTING**

Partnership and corporation accounting including a study of payrolls, federal and state taxes. Emphasis is placed on the recording, summarizing and interpreting data for management control rather than on bookkeeping skills. Accounting services are shown as they contribute to the recognition and solution of management problems. Prerequisite: T-BUS 120.

## **T-BUS 123—BUSINESS FINANCE**

Financing of business units, as individuals, partnerships, corporations, and trusts. A detailed study is made of short-term and consumer financing.

## **T-BUS 124—BUSINESS FINANCE**

Financing federal, state, and local government and the ensuing effects upon the economy. Factors affecting supply of funds, monetary and credit policies. Prerequisite: T-BUS 123.



## **T-BUS 183 L & M—TERMINOLOGY AND VOCABULARY**

To develop an understanding of the terminology and vocabulary appropriate to the course of study, as it is used in business, technical, and professional offices. Prerequisite: T-BUS 107.

## **T-BUS 205—ADVANCED TYPEWRITING**

Emphasis is placed on the development of individual production rates. The student learns the techniques needed in planning and in typing projects that closely approximate the work appropriate to the field of study. These projects include review of letter forms, methods of duplication, statistical tabulation, and the typing of reports, manuscripts, and legal documents. Prerequisite: T-BUS 104. Speed requirements, 50 words per minute.

## **T-BUS 206 E, L, M—DICTATION AND TRANSCRIPTION**

Develops the skill of taking dictation and of transcribing at the typewriter materials appropriate to the course of study, which includes a review of the theory and the dictation of familiar and unfamiliar material at varying rates of speed. Minimum dictation rate of 100 words per minute required for five full minutes. Prerequisite: T-BUS 108.

## **T-BUS 207E—DICTATION AND TRANSCRIPTION**

Covering materials appropriate to the course of study, the student develops the accuracy, speed, and vocabulary that will enable her to meet the stenographic requirements of business and professional offices. Minimum dictation rate of 110 words per minute. Prerequisite: T-BUS 206.

## **T-BUS 207L—DICTATION AND TRANSCRIPTION**

Covering materials appropriate to the course of study, the student develops the accuracy, speed and vocabulary that will enable her to meet the stenographic requirements of business and professional offices. Minimum dictation rate of 110 words per minute required for five minutes on new material. Prerequisite: T-BUS 206.

## **T-BUS 207M—DICTATION AND TRANSCRIPTION**

Covering materials appropriate to the course of study, the student develops the accuracy, speed, and vocabulary that will enable her to meet the stenographic requirements of business and professional offices. Minimum dictation rate of 110 words per minute required for five minutes on new material. Prerequisite: T-BUS 206M.

## **T-BUS 208E—DICTATION AND TRANSCRIPTION**

Principally a speed building course, covering materials appropriate to the course of study, with emphasis on speed as well as accuracy. Minimum dictation rate of 120 words per minute. Prerequisite: T-BUS 207E.

## **T-BUS 208L—DICTATION AND TRANSCRIPTION**

Principally a speed building course, covering materials appropriate to the course of study, with emphasis on speed as well as accuracy. Minimum dictation rate of 120 words per minute required for five minutes on new material. Prerequisite: T-BUS 207.

## **T-BUS 208M—DICTATION AND TRANSCRIPTION**

Principally a speed building course, covering materials appropriate to the course of study, with emphasis on speed as well as accuracy. Minimum dictation rate of 120 words per minute required for five minutes on new material. Prerequisite: T-BUS 207.

## **T-BUS 210E—TYPING OFFICE PRACTICE**

A course designed to familiarize the student with the forms and routines found in a typical business. Emphasis is placed upon correct procedures and adaptability to varying office methods. Prerequisite: T-BUS 205.

## **T-BUS 211—OFFICE MACHINES**

Instructions in the operation of the bookkeeping-accounting machines, duplicating equipment, and the dictation and transcribing machines. Prerequisite: T-BUS 110.

## **T-BUS 212—MACHINE TRANSCRIPTION—BUSINESS**

A study and practice course in the use of transcribing machines in business dictation. Proficiency in word usage, correct grammar, and letter styles will be emphasized. Prerequisite: T-BUS 103.

## **T-BUS 213—OFFICE PROCEDURES**

Designed to acquaint the student with the responsibilities encountered by a general office worker during the work day. These include the following: receptionist duties, handling the mail, telephone techniques, travel information, telegrams, office records, purchasing of supplies, office organization, and insurance claims.



## **T-BUS 214—SECRETARIAL PROCEDURES**

Designed to acquaint the student with the responsibilities encountered by a secretary during the work day. These include the following: receptionist duties, handling the mail, telephone techniques, travel information, telegrams, office records, purchasing of supplies, office organization, and insurance claims.

## **T-BUS 222—ACCOUNTING**

Thorough treatment of the field of general accounting, providing the necessary foundation for specialized studies that follow. The course includes among other aspects, the balance sheet, income and surplus statements, fundamental processes of recording, cash and temporary investments, and analysis of working capital. Prerequisite: T-BUS 121.

## **T-BUS 223—ACCOUNTING**

Additional study of intermediate accounting with emphasis on investments, plant and equipment, intangible assets and deferred charges, long-term liabilities, paid-in capital, retained earnings, and special analytical processes. Prerequisite: T-BUS 222.

## **T-BUS 225—COST ACCOUNTING**

Nature and purposes of cost accounting; accounting for direct labor materials and factory burden; job cost and standard cost principles and procedures; selling and distribution cost; budgets, and executive use of cost figures. Prerequisite: T-BUS 121.

## **T-BUS 229—TAXES**

Application of federal and state taxes to various businesses and business conditions. A study of the following taxes: income, payroll, intangible, capital gain, sales and use, excise, and inheritance.

Prerequisite: T-BUS 121.

## **T-BUS 232—SALES DEVELOPMENT**

A study of retail, wholesale and specialty selling. Emphasis is placed upon mastering and applying the fundamentals of selling. Preparation for and execution of sales demonstrations required.

## **T-BUS 235—BUSINESS MANAGEMENT**

Principles of business management including overview of major functions of management, such as planning, staffing, controlling, directing, and financing. Clarification of the decision-making function versus the operating function. Role of management in business—qualifications and requirements.

## **T-BUS 239—MARKETING**

A general survey of the field of marketing, with a detailed study of the functions, policies, and institutions involved in such marketing process.

## **T-BUS 243—ADVERTISING**

The role of advertising in a free economy and its place in the media of mass communications. A study of advertising appeals, product and market research, selection of media, means of testing effectiveness of advertising. Theory and practice of writing advertising copy for various media.

## **T-BUS 269—AUDITING**

Principles of conducting audits and investigations, setting up accounts based upon audits, collecting data on working papers, arranging and systemizing the audit, and writing the audit report. Emphasis placed on detailed audits, internal auditing, and internal control.

Prerequisite: T-BUS 223.

## **T-BUS 271—OFFICE MANAGEMENT**

Presents the fundamental principles of office management. Emphasis on the role of office management including its functions, office automation, planning, controlling, organizing and actuating office problems.

## **T-BUS 272—PRINCIPLES OF SUPERVISION**

Introduces the basic responsibilities and duties of the supervisor and his relationship to superiors, subordinates, and the associates. Emphasis on securing effective work force and the role of the supervisor. Methods of supervision are stressed.

## **T-BUS 284M—TERMINOLOGY AND VOCABULARY**

Greater emphasis on an understanding of the terminology and vocabulary appropriate to the course of study, as it is used in business, technical, and professional offices. Prerequisite: T-BUS 183M.

## **BUS 1103—SMALL BUSINESS OPERATIONS**

An introduction to the business world, problems of small business operation, basic business law, business forms and records, financial problems, ordering and inventorying, layout of equipment and offices, methods of improving business, and employer-employee relations.



## **T-CAT 101—ADVERTISING PRINCIPLES**

A comprehensive survey of the history and development of advertising including a discussion of its economic and social values. An introduction to advertising media and current publications in the field.

## **T-CAT 105—LIFE STUDY**

Basic drawing in charcoal from the live model with emphasis on proportions, bone structure, muscles and main body masses.

## **T-CAT 106—LIFE STUDY**

A continuation and application of basic life study. Action and motion of figure, study of character, expression and the draped figure. Introducing various drawing techniques such as pen & ink, wash, pastels and paint. Prerequisite: T-CAT 105.

## **T-CAT 110—GENERAL ILLUSTRATION**

Study of creative methods and rendering techniques used in the illustration field. Editorial illustration, advertising spots, cartooning, fashion and retail product. Black and white and color problems will be assigned, using various media and materials. Emphasis on good drawing and research.

## **T-CAT 116—PHOTOGRAPHY**

An introduction to the field of photography, photographic equipment and materials. A study of the fundamental techniques of the camera and its expressive possibilities in relation to the field of design and visual communications. Assigned camera projects, darkroom procedures and equipment.

## **T-CAT 121—COMMERCIAL ART & ADVERTISING DESIGN**

Basis design fundamentals. Emphasis is on form, line, dimension and composition. The relation of nature and fine art to commercial art and design. Basic lettering form and style. Rough and finished lettering techniques.

## **T-CAT 122—COMMERCIAL ART & ADVERTISING DESIGN**

Basic color fundamentals and principals. The color wheel. Introduction of color into basic design problems. Typography: background, faces, uses, terms and specifying. Typographic design, indication and layout for type-setter. Prerequisite: T-CAT 121.

## **T-CAT 123—COMMERCIAL ART & ADVERTISING DESIGN—**

### **General Layout**

Professional approach to advertising and editorial layout. The indicating of finished art concepts, visuals and ideas. Pencil roughs, colored sketches and comprehensive layouts. Prerequisites: T-CAT 122, T-DFT 102.

## **T-CAT 205—ADVERTISING COPYWRITING**

A study of the techniques used in creating effective advertising copy for various types of media; purposes and duties of the copywriter and legal problems encountered in copywriting. Theory and practice will be given in writing copy for the various media including retail and fashion copy, mail order, direct mail, business, publications, radio and television. Prerequisite: T-ENG 103.

## **T-CAT 212—INDUSTRIAL ART & DESIGN**

A study of art and design for industry and business. Forms, charts and graphs, letterhead, trademarks and company publications. Use of the airbrush, photo retouching and airbrush art. Handling of annual reports. Prerequisite: T-CAT 123.

## **T-CAT 217—PHOTOGRAPHY**

Advanced photographic techniques and materials. Participation in studio and laboratory procedures illustrating the various applications and creating possibilities of photography in advertising.

Prerequisite: T-CAT 116.

## **T-CAT 224—COMMERCIAL ART & ADVERTISING DESIGN**

A thorough background in production methods for various media. Study of printing and engraving processes. Color separation process. Assignments in art mechanicals, reproduction methods and printing paper qualities and selection. Trips to printing, engraving and paper plants. Prerequisite: T-CAT 123.

## **T-CAT 225—COMMERCIAL ART & ADVERTISING DESIGN**

First phase of a course providing simulated professional working conditions. The student will utilize all previous instruction "job" assignments. Work will start the students individual portfolio of professional samples. There will be class critique and discussion of assignments and solutions.



## **T-CAT 226—COMMERCIAL ART & ADVERTISING DESIGN**

Second phase of course providing simulated professional working conditions. Advanced "job" problems. Emphasis on self expression and originality. The student will complete his professional portfolio. Prerequisite: T-CAT 225.

## **T-CAT 235—ADVERTISING & EDITORIAL ART DIRECTION**

A study of the art director's profession. The creating and coordinating of effective advertising campaigns and editorial designs for both national and local markets. The practical considerations, procedures and job opportunities, restrictions. Media selection, frequency of insertion, direct mail and response. The value of market research. Emphasis on dealing with professionals in related fields.

## **T-CIV 100—BOUNDARY CONTROL**

The course covers the legal principles of boundary control to acquaint the student with the correct interpretations of deed description.

## **T-CIV 101—SURVEYING I**

Care and use of instruments; theory and practice of plane surveying including taping, differential and profile leveling, transit, stadia, and transit-tape surveys.

## **T-CIV 102—SURVEYING II**

Triangulation of ordinary precision, use of plane table, calculation of areas of land, land surveying, topographic surveys and mapping.

## **T-CIV 103—SURVEYING III**

Route surveys by ground and aerial methods; simple, compound, reverse parabolic and spiral curves; geometric design of highways, highway surveys and plans including mass diagrams.

## **COS 1101—INTRODUCTION TO COSMETOLOGY**

Designed to give the student a background for the profession and an understanding of the laws and civic responsibilities involved.

## **COS 1102—BACTERIOLOGY, SANITATION, AND FIRST AID**

A study of bacteriology to prevent the spread of disease in the shops, and instructions in sanitary measures and laws. Emphasis is placed on safety and methods of rendering first aid. Also instruction in health needs and habits of an individual.

## **COS 1103—SHAMPOO AND RINSE**

This course covers the theory and practical training necessary to develop the manipulative skill for shampooing. Emphasis is placed on composition and application of various rinses.

## **COS 1105—FINGER WAVING AND PIN CURLING**

A study of hair, use of comb, fingers, and waving lotion to produce a wave. The different styles of finger waving, pin curling, and roller curl are studied to enable the student to make application of finger waving and pin curling to various hair styles.

## **COS 1106—HAIR SHAPING**

Skill in the use of scissors and razor for shaping the hair is developed in this course. The student becomes familiar with various methods of cutting hair which may be applied to specific hairstyling and permanent waving.

## **COS 1107—MANICURING**

The care of the hands and nails with emphasis on correct procedures, techniques, materials, and equipment used in giving a manicure. Also attention devoted to developing an understanding of the relationship between customer and operator.

## **COS 1110—PERMANENT WAVING — COLD AND HEAT WAVE**

This course is designed to provide a foundation for the practical art of permanent waving. Such topics as types of permanent waves, texture and elasticity of hair, and shaping of hair are included. Also the methods of permanent waving are taught.

## **COS 1111—HAIR STYLING AND WIG CARE**

This course deals with the fundamental principles of hair styling and wig care. Through study of contour of the head and face a student learns to see the relationship of these features to various hair styles. Also extensive practice in the proper use of sculpture curls, brushing, and combing are included.

## **COS 1112—PERSONALITY**

Designed to develop a pleasing personality, charm, and poise necessary to everyone in the beauty field.



## **COS 1115—TINTING AND BLEACHING**

A study of techniques and applications involved in giving hair tints and bleaches; reaction of chemicals to certain textures of hair; composition, merits and limitations of softeners, developers, hair tints, and bleaches.

## **COS 1116—SCALP TREATMENTS**

A study of the principles, techniques, materials, supplies and applications used in giving scalp treatments.

## **COS 1118—ANATOMY**

The structure and function of the bones, muscles, and nerves with particular emphasis upon their application to cosmetology.

## **COS 1119—ANATOMY**

A continuation of Anatomy with additional emphasis on the structure and functions of bones, muscles, and nerves as applied to the work of the cosmetologist. Prerequisite: COS 1118.

## **COS 1120—FACIALS**

Designed to aid in the understanding of the principles, techniques, purposes, application and benefits of facial massage and cosmetic use. The various types of facials appropriate for different types of skin are studied.

## **COS 1121—DISORDERS OF SKIN, NAILS AND HAIR**

The cause, identification, and treatment of common skin disorders and scalp diseases.

## **COS 1122—ELECTRICITY**

Designed to acquaint the student with electricity in its different phases as applied to cosmetology. Such topics as wallplate, high frequency and electrodes are studied and discussed.

## **COS 1123—CHEMISTRY**

Designed to give the student an understanding of the basic principles of chemistry as they apply to the field of cosmetology. The major areas of work studied in this course are: fundamentals of chemistry, chemistry of soaps, hair preparations, nail preparations, deodorant preparations, creams and lotions, and facial preparations.

## **COS 1124—OPERATIONAL MANAGEMENT**

Designed to give the student an understanding of the principles relating to the operation of a beauty shop. Emphasis on equipment, finance, and management.

## **T-DFT 101—TECHNICAL DRAFTING**

The field of drafting is introduced as the student begins study of drawing principles and practices for print reading and describing objects in the graphic language. Basic skills and techniques of drafting included are: use of drafting equipment, lettering, freehand orthographic and pictorial sketching, geometric construction, orthographic instrument drawing of principal views, and standards and practices of dimensioning. The principles of isometric, oblique and perspective are introduced.

## **T-DFT 102—TECHNICAL DRAFTING**

The application of orthographic projection principles to the more complex drafting problems, primary and secondary auxiliary views, simple and successive revolutions, and sections and conventions will be studied. Most important is the introduction of the graphical analysis of space problems. Problems of practical design elements involving points, lines, planes, and a combination of these elements shall be studied. Dimensioning practices for "details" and "working drawings" approved by the American Standards Association will also be included. Introduction is given to intersections and developments of various types of geometrical objects.

Prerequisite: T-DFT 101.

## **DFT 1101—SCHEMATICS AND DIAGRAMS: POWER MECHANICS**

Interpretation and reading of schematics and diagrams. Development of ability to read and interpret blueprints, charts instruction and service manuals, and wiring diagrams. Information on the basic principles of lines, views, dimensioning procedures, and notes.

## **DFT 1121—DRAFTING**

An introduction to drafting and the study of drafting practices. Instruction is given in the selection, use and care of instruments, single stroke lettering, applied geometry, freehand sketching consisting of orthographic and pictorial drawings. Orthographic projection, reading and instrument drawing of principal views, single auxiliary views (primary), and double (oblique) auxiliary views will be emphasized. Dimensioning and note practices will be studied with reference to the American Standards Association practices. Methods of reproducing drawings will be included at the appropriate time.



## **T-ECO 100—APPLIED ECONOMICS**

A practical course in applied economics as it relates to man and his efforts to make a living. These economic endeavors will include forms of money, kinds of wages, uses of purchasing power, basic types of insurance, the importance of the effects of the business cycle, and the relationship of value to price based on the laws of supply and demand.

The role of government in the economy, a look at such problems as governmental services, governmental controls over such agencies as banking and credit institutions, and the justification of government spending will be undertaken.

Free enterprise and its place among world economic systems will also be examined.

## **T-ECO 102—ECONOMICS**

The fundamental principles of economics including the institutions and practices by which people gain a livelihood. Included is a study of the laws of supply and demand and the principles bearing upon production, exchange, distribution and consumption both in relation to the individual enterprise and to society at large.

## **T-ECO 104—ECONOMICS**

Greater depth in principles of economics, including a penetration into the composition and pricing of national output, distribution of income, international trade and finance, and current economic problems.

Prerequisite: T-ECO 102.

## **ECO 1000—APPLIED ECONOMICS**

Designed to help the student understand present-day economic problems. Topics include: production, consumption, exchange and distribution, money and credit, business fluctuations, labor and management relations, and challenges to our system of free enterprise.

## **T-EDP 104—INTRODUCTION TO DATA PROCESSING SYSTEMS**

Fundamental concepts and operational principles of data processing systems, as an aid in developing a basic knowledge of computers, prerequisite to the detail study of particular computer problems. This course is prerequisite for all programming courses.

## **EDU 1001—THE NATURE & SCOPE OF DAY CARE FOR YOUNG CHILDREN**

Designed to promote understanding of the role and responsibilities of day care workers. Classroom activities include study of personal adjustment, the developmental sequence in infancy and childhood, and needs of young children for optimal intellectual, emotional, and social development. The importance of the adult-child relationship is emphasized throughout the course.

## **EDU 1002—HEALTH AND SAFETY OF YOUNG CHILDREN**

Designed to promote understanding of factors which influence physical and emotional health during infancy and childhood. Classroom activities focus on practices and procedures for promoting good health among children in group care. The influence of child care workers on health and safety and on the teaching of health habits is emphasized throughout the course. Prerequisite: EDU 1001.

## **EDU 1003—CREATIVE ACTIVITIES FOR YOUNG CHILDREN**

Designed to promote appreciation for the importance of a varied program of activities for young children and to develop understanding of types of activities which should be provided in a group care facility. Classroom activities include discussion of media and techniques, experimentation with various media, and participation in planning activity programs for different age groups. Prerequisite: EDU 1002.

## **EDU 1004—FIELD EXPERIENCE IN CHILD CARE FACILITIES**

Designed to provide opportunities for students to apply classroom learnings to observation of young children and to participate in their care under the supervision of the teacher. Experience in various types of child care facilities will be related to classroom learnings through assignments, group discussions, and conferences. This course is intended to indicate the experiences needed to reinforce learnings of EDU 1001, EDU 1002, and EDU 1003. Satisfactory performance in EDU 1004 is required for completion of the basic pre-employment course for child care workers.

Prerequisite: EDU 1003.



### **EDU 1005—WORKING WITH THE YOUNG CHILD**

An introduction to the relationships of developmental stages to behavior patterns, with emphasis on those methods of interacting with children which promote healthy progress from one developmental stage to the next. Discussions and assignments are designed to develop insight into the student's own attitudes and biases, as a basis for self-understanding and increased capacity for relating to children and adults effectively.

Prerequisite: EDU 1001.

### **EDU 1006—COMMUNICATING EFFECTIVELY WITH THE YOUNG CHILD**

Study of language developments in relation to adult models and the child's early experiences. Remedial approaches to improving the student's oral communication, in order to serve as an effective model. Case studies provide opportunities to analyze problems of adult-child communication and to derive guidelines for establishing effective communication patterns with young children. Prerequisite: EDU 1001.

### **EDUC 1007—MUSIC IN THE EARLY CHILDHOOD PROGRAM**

Study of music which is appropriate for young children and ways of integrating music into the total program of activities. Students learn to utilize a wide variety of materials for rhythm, instrumental performance, and dramatic play. Laboratory sessions provide opportunities for learning songs and developing extensive files; field experience provides opportunities to participate in and evaluate music activities for various age groups.

Prerequisite: EDU 1003.

### **EDU 1008—SCIENCE IN THE EARLY CHILDHOOD PROGRAM**

Study of those scientific facts, concepts, and phenomena that are of interest to young children. Laboratory experiences provide opportunities to carry out simple experiments in which young children could participate. Each student will plan a science program which could be used as an integral component of the overall program for young children in group care.

Prerequisite: EDU 1003.

### **EDU 1009—ART IN THE EARLY CHILDHOOD PROGRAM**

Study of art media in relation to the creative process in young children, of the educational component that each medium reinforces, and of the ways a variety of low-cost art activities can be incorporated into a program for young children. Laboratory sessions provide first-hand experience with all of the media, opportunities to explore the uses of each, and practice in the care and storage of materials. Each student will plan a meaningful sequence of art activities which could be incorporated into a program for young children. Prerequisite: EDU 1003.

### **EDU 1010—WORKING WITH THE YOUNG CHILD WITH PROBLEMS**

Further study of behavior in relation to developmental stages, with emphasis on behavior which is symptomatic of emotional or physical handicaps. Case studies and field observations are utilized for analysis of problems commonly encountered in group situations. Effective interaction and other types of remedial help are explored. Behavior of the child care worker is analyzed as a possible factor in contributing to or alleviating maladjustment, with focus on the importance of constructively utilizing an analytic approach to self-development and to improved interpersonal skills.

Prerequisite: EDU 1005.

### **EDU 1011—CONCEPTUAL AND LANGUAGE DEVELOPMENT**

Study of means for helping children develop in their ability to communicate and to formulate concepts about their environment. Emphasis is on utilization of all facets of the program to reinforce concept development and to increase vocabulary through stimulation of oral communication. Reading assignments and recordings of children's speech provide opportunities to study speech development, to establish realistic expectations and to identify children with needs for special attention to language development.

Prerequisite: EDU 1006.

### **EDU 1012—LITERATURE IN THE EARLY CHILDHOOD PROGRAM**

Study of literature for young children, with emphasis on criteria for evaluating the literary value of children's books. Extensive reading and development of a topical file provide resources for selection of appropriate materials to use in field practice, to develop skill in oral reading and in story telling. Prerequisite: EDU 1006.



### **EDU 1013—PARENT EDUCATION**

Designed to develop understanding of the rewards and difficulties of parents. Role playing provides opportunities to practice ways of working with parents through home visits, individual conferences, informal conversations and group meetings. The relationship of the child care facility to other community agencies is explored, including ways each can best serve children and their families. Emphasis is given to the responsibility of child care workers to know about community resources, to be sensitive to needs of parents, and to help parents become aware of and utilize services of the community. Prerequisite: EDU 1001.

### **EDU 1014—ADMINISTRATION AND SUPERVISION IN A PRESCHOOL FACILITY**

Designed to assist students to develop a philosophy of preschool education which can serve as a guide in establishing policies and procedures for the operation of a center for group care of young children. Emphasis is given to principles of supervision and techniques for promoting acceptance of a philosophy by the total staff. Prerequisite: EDU 1001.

### **EDU 1015—GROUP CARE OF INFANTS**

Study of development from birth to age three and of the problems specific to group care of children under 3. Each student will develop a plan of care for a group of 5 children; the plan must reflect concern for the child's total development and show procedures for dealing with the practical problems of providing safe care for infants and toddlers.

Prerequisites: EDU 1001 and EDU 1002.

### **ELC 1112—DIRECT AND ALTERNATING CURRENT**

A study of the electrical structure of matter and the electron theory, the relationship between voltage, current and resistance in series, parallel and series-parallel circuits. Time will be devoted to the analysis of direct current circuits by Ohm's law and Kirchoff's law; time will be allotted for the study of sources of direct potentials. Fundamental concepts of alternating current flow; a study of reactance, impedance, phase angle, power and resonance. Time will be allotted for alternating current circuit analysis.

### **T-ELN 101—ELECTRONIC INSTRUMENTS AND MEASUREMENTS**

A study of basic electronic instruments, their theory of operation, function, tolerances, and calibration. Both service and laboratory instruments will be studied. Laboratory experience will provide application of each type instrument studied.

### **T-ELN 105—CONTROL DEVICES**

A study in depth of the electrical characteristics of vacuum tubes and transistors. Basic parameters and applications of each type device to the three configurations of a three terminal two port system will be included.

### **ELN 1000—FCC RULES AND REGULATIONS**

A study of Federal Communication Rules and Regulations, as well as Federal laws pertaining to operation of wireless communication equipment.

### **ELN 1122—VACUUM TUBES AND CIRCUITS**

An introduction to vacuum tubes and their development; the theory, characteristics and operation of vacuum tubes, semi-conductor diodes, rectifier circuits, filter circuits, triodes and simple voltage amplifier circuits.

### **ELN 1123—AMPLIFIER SYSTEMS**

An introduction of commonly used servicing techniques as applied to monophonic and stereophonic high fidelity amplifiers and auxiliary equipment. The operation and servicing of intercommunication amplifiers and switching circuits will also be taught.

### **ELN 1126—TRANSISTOR THEORY AND CIRCUITS**

Transister theory, operation, characteristics and their application to audio and radio frequency amplifier and oscillator circuits.

### **ELN 1128—TELEVISION RECEIVER CIRCUITS**

A study of principles of television receivers, alignment of radio and intermediate frequency amplifiers, adjustment of horizontal and vertical sweep circuits will be taught.

### **ELN 1130—TWO-WAY MOBILE MAINTENANCE**

A course to acquaint the student with the theory and maintenance of fixed station and mobile station transmitters and receivers. Except for radio laws, sufficient information will be given to qualify the student to take the FCC second class radio-telephone license examination.

### **T-ENG 101—GRAMMAR**

Designed to aid the student in the improvement of self-expression in grammar. The approach is functional with emphasis on grammar, diction, sentence structure, punctuation, and spelling. Intended to stimulate students in applying the basic principles of English grammar in their day-to-day situations in industry and social life.



## **T-ENG 102—COMPOSITION**

Designed to aid the student in the improvement of self-expression in business and technical composition. Emphasis is on the sentence, paragraph and whole composition. Prerequisite: T-ENG 101.

## **T-ENG 103—REPORT WRITING**

The fundamentals of English are utilized as a background for the organization and techniques of modern report writing. Exercises in developing typical reports using writing techniques and graphic devices are completed by the students. Practical application in the preparation of a full-length report is required of each student at the end of the term. This report must have to do with something in his chosen curriculum. Prerequisite: T-ENG 102.

## **T-ENG 204—ORAL COMMUNICATION**

A study of basic concepts and principles of oral communications to enable the student to communicate with others. Emphasis is placed on the speaker's attitude, improving diction, voice, and the application of particular techniques of theory to correct speaking habits and to produce effective oral presentation. Particular attention given to conducting meetings, conferences, and interviews. Prerequisite: T-ENG 101.

## **T-ENG 206—BUSINESS COMMUNICATION**

Develops skills in techniques in writing business communications. Emphasis is placed on writing action-getting sales letters and prospectuses. Business reports, summaries of business conferences, letters involving credit, collections, adjustments, complaints, orders, acknowledgements, remittances, and inquiry. Prerequisite: T-ENG 102.

## **ENG 1101—READING IMPROVEMENT**

Designed to improve the student's ability to read rapidly and accurately. Special machines are used for class drill to broaden the span of recognition, to increase eye coordination and word group recognition and to train for comprehension in larger units.

## **ENG 1102—COMMUNICATION SKILLS**

Development of the student's ability to communicate effectively with other individuals through the medium of good language usage in speaking and writing, to think more clearly, and to reason more forcefully in work problems pertaining to his job.

## **MAS 1000—MASONRY**

History of brick and block laying, fundamental skills, laying to line, use and care of tools and equipment. Mortar mixing techniques and general masonry procedures.

## **MAS 1001—MASONRY**

Mathematics and blueprint reading directly related to masonry. Estimating quantities and calculating dimensions from plans.

## **MAS 1002—MASONRY**

Advanced blueprint reading and mathematics related to estimating.

## **MAS 2000—MASONRY**

Development of fundamental skills, bond layout, projects with various types of masonry units, fireplaces, ornamental work, recent developments in the masonry field.

## **T-MAT 101—TECHNICAL MATHEMATICS**

The real number systems is developed as an extension of natural numbers. Number systems of various bases are introduced. Fundamental algebraic operations, the rectangular coordinate system, as well as fundamental trigonometric concepts and operations are introduced. The application of these principles to practical problems is stressed.

## **T-MAT 102—TECHNICAL MATHEMATICS**

A continuation of T-MAT 101. Advanced algebraic and trigonometric topics including quadratics, logarithms, determinants, progressions, the binomial expansion, complex numbers, solutions of oblique triangles and graphs of the trigonometric functions are studied in depth.

Prerequisite: T-MAT 101.

## **T-MAT 110—BUSINESS MATHEMATICS**

This course stresses the fundamental operations and their application to business problems. Topics covered include payrolls, price marking, interest and discount, commission, taxes, and pertinent uses of mathematics in the field of business.

## **MAT 1101—FUNDAMENTALS OF MATHEMATICS**

Practical number theory. Analysis of basic operations: addition, subtraction, multiplication and division. Fractions, decimals, powers and roots, percentages, ratio and proportion. Plane and solid geometric figures used in industry; measurement of surfaces and volumes. Introduction to algebra used in trades. Practice in depth.



### **MAT 1115—ELECTRICAL MATHEMATICS AND SLIDE RULE**

An introductory algebra course with trigonometry and vectors needed in alternating current; algebraic operations of addition, subtraction, multiplication and division; use of letters and signs, grouping, factoring; exponents, ratios and proportions; algebraic and graphic solutions of first-degree equations; introduction to trigonometric functions, their graphs and applications to right triangles. Addition, subtraction and resolution of vector quantities.

### **MAT 1116—ELECTRICAL MATHEMATICS**

A working knowledge of the powers of 10, Ohm's Law for series and parallel circuits, quadratic equations, Kirchoff's Laws, trigonometric functions, plane vectors, alternating currents, vector algebra and logarithms. Prerequisite: MAT 1115.

### **MAT 1120—FUNDAMENTALS OF MATHEMATICS**

Practical number theory. Analysis of basic operations: addition, subtraction, multiplication and division. Fractions, decimals, powers and roots, percentages, ratio and proportion. Plane and solid geometry; measurement of surfaces and volumes. Introduction to algebra. Practice in depth.

### **NUR 1001—PRACTICAL NURSING I**

Designed to assist students in acquiring the knowledge, understandings, appreciations, and attitudes basic to effective nursing of patients of all ages and backgrounds. Emphasis is on nursing needs arising both from the individuality of the patient and from inability for self-care as a result of a health deviation. Patient-centered studies include analysis of patient needs, both through classroom study of hypothetical patient situations and through planned experiences in the clinical environment. Beginning skills in nursing methods are developed through planned laboratory practice and supervised patient care.

### **NUR 1002—PRACTICAL NURSING II**

Designed to introduce the student to deviations from normal, to nursing methods and therapeutic procedures, and to the clinical specialties. Continued patient-centered study, with introduction of the illness condition as an additional source of nursing needs. Increased emphasis on clinical activities and selected patient care.

### **NUR 1003—PRACTICAL NURSING III**

Designed to acquaint the student with common illness conditions, related nursing needs and therapeutic methods, and role of the practical nurse in care of patients with specific conditions. Learning situations are selected to illustrate commonalities with a wide variety of similar conditions and to promote student awareness of similarities and differences. Clinical practice emphasizes student experience in care of subacutely ill patients with a wide variety of illnesses, correlated with classroom studies insofar as possible.

### **NUR 1004—PRACTICAL NURSING IV**

Designed to introduce the student to care of patients with complex nursing needs and to the assisting role of the practical nurse in situations requiring judgments based on depth of knowledge. Clinical practice includes supervised care of labor patients and seriously ill adults and children.

### **PHY 1101—APPLIED SCIENCE**

An introduction to physical principles and their application in industry. Topics in this course include measurements; properties of solids, liquids, and gases; basic electrical principles.

### **PHY 1102—APPLIED SCIENCE**

The second in a series of courses of applied physical principles. Topics introduced in this course are heat and thermometry and principles of force, motion, work, energy, and power. Prerequisite: PHY 1101.

### **PHY 1103—APPLIED SCIENCE**

The third in a series of courses of applied physical principles. Topics include basic principles of electricity, types of electricity, and its production, transmission, and transformation. The electron theory, electrical measurements, magnetism, electromagnetism, and the magnetic effects of electricity are also studied. Prerequisite: PHY 1102.

### **PME 1101—INTERNAL COMBUSTION ENGINE**

Development of a thorough knowledge and ability in using, maintaining, and storing the various hand tools and measuring devices needed in engine repair work. Study of the construction and operation of components of internal combustion engines. Testing of engine performance; servicing and maintenance of pistons, valves, cams and camshafts, fuel and exhaust systems, cooling systems; proper lubrication; and methods of testing, diagnosing and repairing.



## **PME 1102A—ENGINE ELECTRICAL AND FUEL SYSTEMS**

A thorough study of the electrical and fuel systems of the automobile. Battery cranking mechanism, generator, ignition, accessories and wiring; fuel pumps, carburetors, and fuel injectors. Characteristics of fuels, types of fuel systems, special tools, and testing equipment for the fuel and electrical system. Prerequisite: PME 1101.

## **PME 1102D—DIESEL ENGINE ELECTRICAL AND FUEL SYSTEMS**

Diesel fuel systems, principles of carburetion and fuel injection systems. Various types of carburetors and fuel injectors are studied and adjusted. A study of the fundamentals of electricity and magnetism as applied to engines. Includes elements of circuitry, batteries and charging circuits, cranking motors and ignition. Diagnosis of trouble, disassembly, inspection, repair and reassembly of components and engines.

## **PME 1103—DIESEL ENGINE SERVICING**

A study and practice in the servicing and repair of diesel engines and components. A study of fuels and special handling precautions, diesel fuel systems, injectors, pumps and controls. An advanced study of diesel engine principles, design, construction, reboring and installing of cylinder sleeves, and the operation of auxiliary engine controls.

## **PME 1123—HYDRAULIC AND CABLE CONTROLS**

Review of fundamental hydraulic laws and practical application in rebuilding hydraulic systems, relining and adjusting brakes. Heavy duty brakes, vacuum assist and air brakes are emphasized. Theory and practice concerned with size and strength of cable and controls used in the various earthmoving equipment including proper usage of greases and lubricants.

## **PME 1144—POWER TRAINS**

A study is made of types of gears, gear reduction ratios, gear combinations, bearings, types of clutches, drive lines, universals, and hydraulics as applied to power transmissions. Laboratory instruction is offered in the repair and servicing of clutches, fluid couplings and torque converters, standard power overdrive, multiple and automatic transmissions, drive lines and universal joints, and single speed and multi-speed final drive assemblies.

## **PME 1145—CHASSIS AND SUSPENSION SYSTEMS**

The principles involved in frame design, types of suspension, load weight distribution, types of steering, wheel alignment, and wheel balance are studied. The laboratory offers instruction in disassembly, inspection, reassembly, and adjustment of the components of frame and suspension systems.

## **PSY 1101—HUMAN RELATIONS**

A study of basic principles of human behavior. The problems of the individual are studied in relation to society, group membership, and relationships within the work situation.

## **T-SSC 201—SOCIAL SCIENCE**

An integrated course in the social sciences drawing from the fields of anthropology, psychology, history, and sociology.

## **T-SSC 202—SOCIAL SCIENCE**

A further study of social sciences with emphasis on economics, political science, and social problems as they relate to the individual.

Prerequisite: T-SSC 201.

## **WLD 1101—BASIC GAS WELDING**

Welding demonstrations by the instructor and practice by students in the welding shop. Safe and correct methods of assembling and operating the welding equipment. Practice will be given for surface welding, bronze welding, silver-soldering, and flame-cutting methods applicable to mechanical repair work.

## **WLD 1105—AUTO BODY WELDING**

Welding practices on material applicable to the installation of body panels and repairs to doors, fenders, hoods and deck lids. Student runs beads, does butt and fillet welding. Performs tests to detect strength and weaknesses of welded joints. Safety procedures are emphasized throughout the course. Prerequisite: WLD 1101.

## **WLD 1112—WELDING**

Demonstration by the instructor and practice by the student in the welding shop. Safe and correct methods of assembly and operating the welding outfit will be emphasized. Practice will be given for surface welding, bronze welding, silver brazing, and flame cutting methods applicable to mechanical repair work.