Brown Mackie College–Findlay
1700 Fostoria Avenue
Findlay, Ohio 45840

3rd Quarter Bulletin to 2009 - 2010 Academic

This Bulletin is an integral part of Brown Mackie College – Findlay’s Academic Catalog. The information published herein becomes and remains effective January 10, 2010.

ADMINISTRATION

President ............................................................................................................................Wayne C. Korpics
Dean of Academic Affairs ..............................................................................................Lisa Rudasill
Senior Director of Admissions .......................................................................................Merrit Dain
Director of Career Services .............................................................................................Rhonda Ross
Student Accounting Supervisor .....................................................................................Heidi Bright
Registrar .........................................................................................................................Heather Elliott
Librarian ..........................................................................................................................Joyce Maltby

Additions to Campus Administration

Human Resources Coordinator Melody Stuart
Associate Dean of Academic Affairs Julie Baker
Executive Assistant to the Dean Lori Montgomery
Academic Advisor Mary Ach
Academic Advisor Angela Pezzi
Director of Student Development Anne Schroeder
Director of Admissions Julie Kiburin
Associate Director of Admissions Terry Harris
Associate Director of Re-Admissions Susan Yoakam
Enrollment Processor June Coppus
Assistant Director of Admissions Ashley Benedict

High School Assistant Director of Admissions Meg Schroeder
Assistant Director of Re-Admissions Nate Tucker
Career Services Advisor Suzanne Crouch
Director of Faculty Development Michel Calendine
Allied Health Department Chair Sara Evans
General Education Department Chair Chuck Hirschy
Criminal Justice/Paralegal Department Chair Chastity Miller
Business Program Director Steven Thomas
Practical Nursing Administrator Jennie Denker
Associate PN Administrator Connie Huston
Practical Nursing Coordinator Marty Schreiber
Clinical Coordinator Rebecca Terry
PN Administrative Assistant Chris Johnston
Director of Student Services Jennifer Opp-Jackson
Director of Financial Aid Mario Lee
Financial Aid Officers Kittie Bennett
Anthony Dickman
Jennifer Dysinger
Donna Goshe
Jenee Kohlhorst
Brandy Lanagan
Kameko Osby
Kathy Sybert

Assistant Registrar
Samantha Kerner

Records Officer
Joyce Maltby

Librarian
Sheryl Gannon

Library Assistant
Wayne Ford

Student Account Advisor
Mary Keiser

Collections Officer
Jessica Miller

Supply Store Manager

FULL-TIME FACULTY

Deborah Alesch, Math
BS, Mathematics, Bowling Green State University

Jennifer Baier-Diers, OTR/L, OTA Site Coordinator, Allied Health
B.A, Social Work, University of Findlay
B.S., Occupational Therapy, Shawnee State University

Mark Basinger, DVM., Program Director, Veterinary Technology Program, Allied Health
BS., Animal Science; The Ohio State University
DVM., Veterinary Medicine; The Ohio State University

Joseph Boyle, RPh, Pharmacy Program Director, Allied Health
B.S. Pharmacy, University of Toledo

Becky Eicholtz, RN. Practical Nursing
AAS, Rhodes College

Sara Evans, CMA  Allied Health Department Chair
Bachelor in Health Care Administration and Health Information Services, University of Phoenix
Associates Degree in General Studies, Indiana University
Medical Assisting Diploma, Professional Careers Institute

Tanya Grandillo, RN, Practical Nursing
AAS, Owens Community College
BSN, Ashland University
MSN, South University

Charles Hirschy, PhD Psychology
BFA, Creative Writing, Bowling Green State University
MAR, Pastoral Counseling, Liberty University
PhD, Clinical Christian Counseling, Cornerstone University

Mitchell Howard, Paralegal, General Education
BA, University of Toledo
JD, University of Toledo

Tisha Holman, Veterinary Technology Program, Administrative Assistant, Allied Health
BS, Biology; University of Findlay

Connie Huston, RN. Practical Nursing
BSN, Nursing, Ohio State University
Amy Kinney, RMA, LPN, Medical Assisting Program, Allied Health
  Associate Degree, Medical Assisting, Stautzenberger College

April Kesler, CST, Surgical Technology Program, Allied Health
  AAS, Surgical Technology, Owens Community College

Andrea Klorer, CST, Surgical Technology Program, Allied Health
  LPN, Northwest State
  AAS, Surgical Technology, Owens Community College

Mellissa Lewis, RVT, Veterinary Technology Program, Allied Health
  Bachelors Degree in Biology, Bowling Green University
  AAS, Veterinary Technology, Stautzenberger College

Karla Markle, RN. Practical Nursing
  AAS, Owens Community College
  BSN, Bowling Green State University

Lori Maynard, CST, Surgical Technology Program Director, Allied Health
  AAS, Surgical Technology; Owens Community College

Chastity Miller, Criminal Justice & Paralegal Department Chair
  MS, Criminal Justice
  BA, Management, Bluffton College
  AAB, Legal Administration, Wright State University

George Miller, Accounting, Business & Computer Technology
  MBA, University of Findlay
  BBA, Tiffin University

Teresa Netherton, RN. Practical Nursing
  AAS, Indiana State University
  BSN, Indiana Wesleyan University

Brent Norris, CPA, Accounting and Business
  BS, Business, Bowling Green State University
  Masters in Accountancy, Bowling Green State University

JoyceAnn Paniagua, RN. Practical Nursing
  AAS, Lima Technical College

Christine Poe, MOT, OTR/L, Occupational Therapy, Allied Health
  Master of Occupational Therapy, Medical College of Ohio
  B.S. Health, Physical Education, and Recreation, University of Findlay

Sharon Roush, RN. Practical Nursing
  AAS, Registered Nursing, Owens Community College
  BSN, South University

Marty Schreiber, RN. Practical Nursing
  AAS, Lima Technical College
  BSN, Ashland University
  MSN, South University

Rebecca Snyder, RN, Practical Nursing
  Nursing Diploma, Hocking College
BSN, University of Phoenix
MSN, University of Phoenix

Tim Snyder, English
BS, English, State University of New York College at Brockport
MA, English, State University of New York College at Brockport

Judith Steiner, Early Childhood Education, Program Director
BA, Elementary Education, Findlay College
MS, Educational Administration, University of Dayton

Joseph Stevens, CST, Surgical Technology, Allied Health
AAS, Surgical Technology; Owens Community College

Rebecca Terry, RN. Practical Nursing
BSN, Nursing, Medical College of Ohio, in conjunction with Toledo University

Steven Thomas, Business
BBA Marketing, University of Cincinnati
MBA, University of Toledo

Kelli Wealleans, RVT, Veterinary Technology Program, Clinical Coordinator, Allied Health
AAS, Veterinary Technician, Stautzenberger College

Deb Winings, RN. Practical Nursing
LPN, Diploma, Apollo JVS
AAS, Lima Technical College
BSN, South University

Darlene Wise, RN. Practical Nursing
Nursing Diploma, Providence Hospital School of Nursing
BSN, University of Iowa
MSN, South University

Adjunct Campus Faculty

Lora Ralynn Atterholt, General Education
BA, University of Findlay
MA, Old Dominion University

William Back, Criminal Justice/Paralegal
JD, Ohio Northern University, Petit College of Law
MS, Eastern Kentucky University
BS, Criminal Justice, University of Dayton

Ross Benroth, Accounting
BS, Accounting, Bowling Green State University

Stephen Boston, English
BA, Bowling Green State University
MA, Bowling Green State University

Mike Bowersock, Math
BA, Ohio Northern University

Dawn Breitigam, CMA Medical Assisting, Allied Health
AAS Medical Assisting, Stautzenberger College
Thomas Bridinger, English
BS, Temple University
MA, Heidelberg College

Kelly Burden, Criminal Justice
MS, Criminal Justice, Tiffin University

Scott Christopher, Computers
BS, Computer Information Systems, Heidelberg University

Louis Cocchiarella, General Education, Paralegal
BA, University of St. Thomas
MTS, Franciscan School of Theology, Graduate Theological Union
JD, William Mitchell Law School

Rebecca Cochran, RN. Practical Nursing
ASN, Indiana University-Purdue University

Heather Crawford, RVT, Veterinary Technology Program, Allied Health
AAS, Veterinary Technology Program, Stautzenberger

John Deidrick, Environmental Science
BS, Environmental Science, University of Findlay
MS, Environmental Management, University of Findlay

Stefanie Elwood, Psychology
BA, Ohio University
MS, Missouri State University

Venessa Fels, CST, Surgical Technology, Allied Health
AAS, Surgical Technology, Owens Community College

Mark A. Flynn, Communication/Speech
B.A. Roger Williams University, Communications
M.A. University of Rhode Island, Communications

Judith Ford, General Education
BA, Grand Valley State University
MA, Western Michigan University

Amy Frederitz, CMA, Medical Assisting, Allied Health
AAS, Medical Assisting, Stautzenberger College

Mark Friemoth, DVM, RVT, Veterinary Technology, Allied Health
DVM, Veterinary Medicine, Ohio State University
B.S., Zoology, Ohio State University
A.A.S., Veterinary Technology, Columbus State University

Alicia Green, Healthcare Administration, Allied Health
MBA in Healthcare Administration, University of Phoenix

Connie Grose, Early Childhood Education
BA, Bowling Green State University

Angelika Gulbis, Sociology
BA, University of Toledo
MA, University of Toledo

Angela Guinn, RPh, Pharmacy Technology, Allied Health
BS, Pharmacy, Ohio Northern University

Deanna Haan, Early Childhood Education
BS, Purdue University

Candace Hatmaker, Criminal Justice
MA, Criminal Justice, University of Toledo

Rick Haver, Computer Technology
BS, Computer Information Science, Coleman University
MS, Information Technology, Coleman University

Mary Hawkins, English
BS, Bowling Green State University

Connie Hentz, RN., Allied Health
BSN, Ohio State University

Paul Herman, Business
BSBA, General Business, Youngstown State University

Lolita Hoshbach, Early Childhood Education
BA, University of Toledo
MS, University of Toledo

Kasey Hovast, Doctor of Chiropractic, Allied Health
DC, Palmer College of Chiropractic

Holly Huss, RVT, Veterinary Technology, Allied Health
AAS, Veterinary Technology, Stautzenberger College

Christina Jahic, RVT, Veterinary Technology Program, Allied Health
AAS, Veterinary Technology, Macomb Community College

Barry Jennings, General Education
BA, Bluffton College
MSW, University of Cincinnati

Michael Killey, Business
BS, Business, Bowling Green State University
Masters in Accountancy, Bowling Green State University

Brad Kittle, General Education
BA, University of Toledo
MA, Ashland Theological Seminary

Kelly King, English
BS, Education, Bowling Green State University
MA, English, Bowling Green State University

Sarah Kolks, Criminal Justice
MS, Criminal Justice, University of Phoenix
BA, Criminal Justice, Ohio Northern University
Cynda Kropka, Healthcare Administration, Allied Health
MBA in Healthcare Administration, Bellevue University

Jeanette Knaggs, RMA, Medical Assisting Program, Allied Health
AAS, Medical Assisting, Stautzenberger

Glen Lause, Criminal Justice/Paralegal
JD, Ohio Northern University, Petit College of Law
MS, Military Law, Judge Advocate General’s School
MS, National Resources Strategy, Industrial College of the Armed Forces
B.A., University of Dayton

Mellissa Lewis, RVT, Veterinary Technology, Allied Health
AAS, Veterinary Technology, Stautzenberger College

Rocco Lungariello, English
BA, Southern Connecticut State University
MFA, Bowling Green State University

Samuel Lupica, Biology, Allied Health
MA in Medical Science, Medical College of Ohio

Michael Lutz, RN. Practical Nursing
AAS, Owens Community College

Rita Maag, RN. Practical Nursing
Nursing Diploma, St. Rita’s Medical Center, Lima

Matt McCurry, Math
B.S. Ohio State University, Mathematics
M.A. University of Toledo, Pure Mathematics

Amy Miller, RN. Practical Nursing
AAS, Lima Tech

Debra Miller, RN, BC, MSN, MHA, Allied Health
MSN, Nursing, University of Phoenix
MHA, Healthcare Administration, University of Phoenix
BS, Nursing, Ohio Northern University
AAS, Nursing, Owens Community College
LPN, Nursing, Bowling Green Area School of Practical Nursing

Melissa Miller, RN. Practical Nursing
LPN, Bowling Green School of Practical Nursing
AAS, Registered Nursing, Owens Community College
AAS, Criminal Justice, Tiffin University

William Miller, DVM, Veterinary Technology, Allied Health
DVM, Veterinary Medicine, Ohio State University
B.S., Agriculture, Ohio State University

David Morin, Communication
BA, University of Illinois
MA, Virginia Tech
PhD, Bowling Green State University

George Munis, Math
BA, University of Steubenville
MBA, University of Steubenville

Terra Myers, English
BA, University of Toledo
MA, University of Toledo

Debra Kay Neal, General Education
BA, Bluffton College
MS, University of Findlay
MBA, Ashland University

Kristen Obenour, Allied Health
BS, Equestrian Studies, University of Findlay

Michelle Padula, Math
BS, University of Findlay
MA, University of Findlay

Peg Phillips, CVT., RVT. Allied Health
AAS, Veterinary Technician; Stautzenberger College

Leo Pinheiro, Math
BS, The Federal University of Rio de Janeiro
MA, Bowling Green State University

Cindy Prater, RN. Practical Nursing
AAS, Owen Community College

Aaron Ried, Criminal Justice/Paralegal
JD, Cleveland-Marshall College of Law, Cleveland State University
MA, Education, St. Bonaventure University
BA, History, University of Buffalo/The State University of New York
AAS, Applied Science, Paralegal, Erie Community College

Andrea Schling, RVT, Veterinary Technology Program, Allied Health
AAS, Veterinary Technician, Stautzenberger

Jacqueline Short, Healthcare Administration, Allied Health
MS, Business Administration/Healthcare Administration, University of Findlay

Larry Shultz, D.C, Allied Health
D.C., Doctor of Chiropractic, Los Angeles College of Chiropractic

Sterling Silva, RVT, Veterinary Technology Program, Allied Health
AAS, Veterinary Technician Program, Quinnipiac College

Dionne Staley, Health Care Administration, Allied Health
BS, Technology Management- Concentration in Business Management
MBA Healthcare Administration and Finance Management

Doug Switzer, Communications
BA, Speech-Communication, Muskingum College
MA, Communication, Bowling Green State University

Sandra Tebbe, Criminal Justice, Sociology
Darlene Tesnow, CCMA, Medical Assisting, Allied Health
A.A.S, Medical Assistant, Stautzenberger College

Angel Torrez, Sociology
BS, Washburn University
MA, University of Houston at Clear Lake

Shawnda Turner-Williams, Veterinary Technology, Allied Health
AAS Veterinary Technology, Purdue University.

Brian Wagoner, DC, BAC, Allied Health
BAC, Bowling Green University
DC, Palmer College of Chiropractic

Patrick Walsh, Business
BS, Business Administration, The University of Toledo
MBA-Business, Heidelberg University

Ryan Weaver, Psychology
BA, The University of Toledo
MA, The University of Toledo

Jacqueline Westfall, Early Childhood Education
BA, Lourdes College

Faculty updated 7/10

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**Tuition and Fees**

<table>
<thead>
<tr>
<th><strong>Tuition</strong></th>
<th>$266.00 per credit hour. Applies to costs of instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical Nursing Tuition</strong></td>
<td>$325.00 per credit hour. Applies to costs of instruction.</td>
</tr>
<tr>
<td><strong>Surgical Technology Tuition</strong></td>
<td>$310.00 per credit hour. Applies to costs of instruction.</td>
</tr>
<tr>
<td><strong>Occupational Therapy Assistant (OTA) Tuition</strong></td>
<td>$266.00 per credit hour and $365 per quarter credit hour for all OT courses.</td>
</tr>
<tr>
<td><strong>General Fee</strong></td>
<td>$15.00 per credit hour except Practical Nursing which is $25.00. Applies to costs of institutional activities and services.</td>
</tr>
<tr>
<td><strong>Transcript Fee</strong></td>
<td>$5.00 per copy. Applies to costs of printing and certifying official transcripts.</td>
</tr>
<tr>
<td><strong>Textbooks/Other Instructional Materials</strong></td>
<td>Costs will vary by program.</td>
</tr>
</tbody>
</table>

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**Tuition and Fees-Effective October 4, 2010**

| **Tuition Rate** | $285.00 per credit hour. Applies to costs of instruction |
| **General Fee $15.00** | Applies to costs of institutional activities and services |
Practical Nursing Tuition  $350.00 per credit hour. Applies to costs of instruction
General Fee $25.00- Applies to costs of institutional activities and services

Occupational Therapy  $285.00 per credit hour and $390.00 per quarter credit hour for all OT courses
Assistant Tuition  General Fee $15.00- Applies to costs of institutional activities and services
(OTA students enrolled prior to July 2010)

Occupational Therapy  $350.00 per quarter credit hour and $350 per quarter credit hour
Assistant Tuition  General Fee $15
(OTA students enrolled July 2010 and beyond)

Surgical Technology Tuition  $330 per credit hour. Applies to costs of instruction
General Fee $15.00- Applies to costs of institutional activities and services

Transcript Fee  $5.00 per copy. Applies to costs of printing and certifying official transcripts.

Textbooks/Other Instructional Materials  Costs will vary by program.

A payment plan may be arranged at the time of enrollment. Monthly payments are due as agreed on the payment of schedule of the student’s installment note. Payments may be made by money order, check, VISA, MasterCard, or cash.

If payment is not made on the due date, the student may be suspended from class until the payment is made. No grade reports or transcripts will be issued to a student with a past due account.

Student-Right-to-Know Act-Effective June 15, 2010

According to regulations published by the Department of Education based on the Student Right-to-Know Act, the Student Right-to-Know (SRTK) Graduation Rate is described as follows:
It is based upon students who entered as full-time, first-time freshmen and graduated within 150% of the length of their program. For example, in regards to baccalaureate-seeking freshmen, this 150% measure describes students graduating from a four-year program within six years.
The completion/graduation rates below combine the graduation/completion data from the main school campus and all its branch campuses. The graduation/completion rates for the cohort of first-time, full-time students who entered school in Fall 2006 and who graduated/completed within 150 percent of the normal time to complete the longest program between September 1, 2008 to August 30, 2009:

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Graduates/Completers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Rate</td>
<td>2006</td>
<td>105</td>
<td>27%</td>
</tr>
</tbody>
</table>

By Gender:

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Graduates/Completers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2006</td>
<td>29</td>
<td>35%</td>
</tr>
<tr>
<td>Women</td>
<td>2006</td>
<td>69</td>
<td>27%</td>
</tr>
</tbody>
</table>

By Race/Ethnicity (if disclosed):

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Graduates/Completers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>2006</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2006</td>
<td>19</td>
<td>17%</td>
</tr>
<tr>
<td>Native Hawaiian or Other</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>2006</td>
<td>54</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Cohort</td>
<td>Graduates/Completers</td>
<td>Rate</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------</td>
<td>----------------------</td>
<td>------</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>2006</td>
<td>24</td>
<td>40%</td>
</tr>
</tbody>
</table>

By Grant/Loan Recipients:

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Graduates/Completers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>2006</td>
<td>68</td>
<td>26%</td>
</tr>
<tr>
<td>Subsidized Stafford Recipients (No Pell)</td>
<td>2006</td>
<td>21</td>
<td>35%</td>
</tr>
<tr>
<td>No Pell or Subsidized Stafford</td>
<td>2006</td>
<td>16</td>
<td>23%</td>
</tr>
</tbody>
</table>

These rates combine the graduation/completion data from Brown Mackie College-Findlay only. The graduation/completion rates for first-time, full-time students who entered school in Fall 2006 and who graduated/completed within 150 percent of the normal time to complete the program:

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Graduates/Completers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Rate</td>
<td>2006</td>
<td>51</td>
<td>25%</td>
</tr>
</tbody>
</table>

By Gender:

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Graduates/Completers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2006</td>
<td>7</td>
<td>44%</td>
</tr>
<tr>
<td>Women</td>
<td>2006</td>
<td>44</td>
<td>24%</td>
</tr>
</tbody>
</table>

By Race/Ethnicity (if disclosed):

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Graduates/Completers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>2006</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>American Indian or Alaska</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2006</td>
<td>15</td>
<td>17%</td>
</tr>
<tr>
<td>Native Hawaiian or Other</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>2006</td>
<td>30</td>
<td>31%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>2006</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>2006</td>
<td>5</td>
<td>42%</td>
</tr>
</tbody>
</table>

By Grant/Loan Recipients:

<table>
<thead>
<tr>
<th></th>
<th>Cohort</th>
<th>Graduates/Completers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Recipients</td>
<td>2006</td>
<td>35</td>
<td>23%</td>
</tr>
<tr>
<td>Subsidized Stafford Recipients (No Pell)</td>
<td>2006</td>
<td>14</td>
<td>34%</td>
</tr>
<tr>
<td>No Pell or Subsidized Stafford</td>
<td>2006</td>
<td>2</td>
<td>29%</td>
</tr>
</tbody>
</table>

Addition to section: Standards of Academic Progress, Section III, Page 68

ICR below 66.67% of the cumulative attempted course credits at the end of 18 months and every six months thereafter.

Addition to section: Academic Dismissal, Page 68

A student enrolled in a degree program will academically be dismissed for any of the following conditions:

ICR below 66.67% of the cumulative attempted course credits at the end of 18 months and every six months thereafter.
Changes to section on Page 26: *The following changes will be implemented in the Occupational Therapy Assistant curriculum effective July 6, 2010*

- MT 1800 College Algebra will replace MT 1770 College Math
- OT 2110 (formerly OT 2465) Intervention in Mental Health will be moved earlier in the OT sequence and will change from a 4 credit class to a 3 credit class.
- OT 2350 (formerly OT 1560) Intervention in Physical Rehabilitation will change from a 3 credit class to a 4 credit class.

**Occupational Therapy Assistant Program**

Course Sequence with Prerequisites (Effective July 6, 2010)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credit Hours</th>
<th>Course Name</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 1100</td>
<td>4</td>
<td>Professional Development</td>
<td>None</td>
</tr>
<tr>
<td>MC 1150</td>
<td>4</td>
<td>Introduction to Microcomputer Applications</td>
<td>None</td>
</tr>
<tr>
<td>EN 1101</td>
<td>4</td>
<td>Composition I</td>
<td>EN 0955 or placement through initial assessment</td>
</tr>
<tr>
<td>EN 1102</td>
<td>4</td>
<td>Composition II</td>
<td>EN 1101</td>
</tr>
<tr>
<td>EN 2000</td>
<td>4</td>
<td>Introduction to Literature</td>
<td>None</td>
</tr>
<tr>
<td>CM 1200</td>
<td>4</td>
<td>Effective Public Speaking</td>
<td>None</td>
</tr>
<tr>
<td>MT 1800</td>
<td>4</td>
<td>College Algebra</td>
<td>MT 0955 or placement through initial assessment</td>
</tr>
<tr>
<td>PS 1200</td>
<td>4</td>
<td>Principles of Psychology</td>
<td>None</td>
</tr>
<tr>
<td>SO 1200</td>
<td>4</td>
<td>Principles of Sociology</td>
<td>None</td>
</tr>
<tr>
<td>BI 1361</td>
<td>4</td>
<td>Anatomy and Physiology</td>
<td>None</td>
</tr>
<tr>
<td>ME 1110</td>
<td>4</td>
<td>Medical Terminology</td>
<td>None</td>
</tr>
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<td>OT 1115</td>
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<tr>
<td>OT 1315</td>
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<td>OT 2991A</td>
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OT 2990A, OT 2990B, OT 2991A & OT 2991B must be completed within 18 months of all other program coursework.
**Associate of Applied Science: OCCUPATIONAL THERAPY ASSISTANT**

The Occupational Therapy Assistant associate’s degree program is designed to provide the student with the knowledge, skills, practice, and professionalism necessary to obtain an entry-level position as an occupational therapy assistant. The objective of the program is to train the student to administer occupational therapy treatments, under the direction of an occupational therapist, to individuals who have lost functional abilities due to illness, injury, or disease. This program is designed to prepare the graduate for the National Board for Certification in Occupational Therapy (NBCOT) Certification Examination for Occupational Therapy Assistants.** The basic sequencing of occupational therapy courses, which combine classroom lecture, laboratory and clinical experiences, is supplemented with general education to enhance the student’s versatility and effectiveness in the occupational therapy profession.

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<th>Concentration</th>
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<td>Level I Fieldwork</td>
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<td>Intervention in Geriatrics</td>
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<td>EN 2000</td>
<td>Introduction to Literature*</td>
</tr>
<tr>
<td>PS 1200</td>
<td>Principles of Psychology*</td>
</tr>
<tr>
<td>SO 1200</td>
<td>Principles of Sociology*</td>
</tr>
</tbody>
</table>

*Indicates a general education course

** Brown Mackie College – Findlay does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to Brown Mackie College – Findlay.
ADDITIONAL COURSE DESCRIPTIONS:

OT 2110  Intervention in Mental Health (3 quarter credit hours)
This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of psychosocial disorders and their impact on occupational performance areas and components. Frames of reference, intervention theories, and techniques are discussed. Laboratory sessions emphasize the application of theory to treatment techniques for specific conditions. The course covers the affective and personality disorders, as seen by the occupational therapy practitioner. Students are expected to identify and describe the course and progression of psychiatric conditions throughout the lifespan. Laboratory assignments require the student to demonstrate concepts and techniques used in interventions. Students will demonstrate role appropriate collaboration with the occupational therapist in providing services from assessment to discharge.
Prerequisites: OT 1315

OT 2115  Level I Fieldwork (1 quarter credit hours)
This course is the student’s first formal exposure to the clinic. Students are assigned to a local occupational therapy service or clinic to observe for 30 hours. The student is expected to observe and record information on treatment sessions with patients. The student is encouraged to ask questions and should converse frequently with the clinical instructor regarding treatment. This fieldwork must be completed during the day from approximately 8:00 a.m. to 5:00 p.m. during one week, or as required by the cooperating facility.
Prerequisites: OT 2110

OT 2220  Intervention in Pediatric and Adolescents (4 quarter credit hours)
This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of pediatric and adolescent disorders and their impact on occupational performance areas and components. Frames of reference, intervention theories, and techniques are discussed. Laboratory sessions emphasize the application of theory to treatment techniques for specific conditions. Disabilities commonly associated with childhood and techniques used for remediation are the focus. The course will focus on the disabilities that impair function in this population and introduce the student to occupational therapy as practiced with children and adolescents.
Prerequisites: OT 2115

OT 2350  Intervention in Physical Rehabilitation (4 quarter credit hours)
This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of conditions commonly treated in physical rehabilitation and their impact on occupational performance areas and components. Frames of reference, intervention theories, and techniques are discussed. Laboratory sessions emphasize the application of theory to treatment techniques for specific conditions. The course is designed to provide the clinical knowledge and skills required to provide intervention to a variety of physical dysfunctions for diseases and disorders of the physical body systems. The principles of promoting health and independence throughout the lifespan by way of adaptation and emphasize the basic skills in the management of physical needs of the individual are also included. Students will determine adaptations in the areas of basic activities of daily living, instrumental activities of daily living, adaptive equipment, and splinting for hand injuries, in collaboration with an occupational therapist. Fine and gross motor assessment procedures will be discussed. Students are also required to provide documentation for the provision of services under simulated conditions. The lab sessions provide the student with an opportunity to practice increasingly complex treatment strategies in simulated conditions.
Prerequisites: OT 2200

OT 2360  Intervention in Neurological Rehabilitation (4 quarter credit hours)
This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of neurological disorders and their impact on occupational performance areas and components. Frames of reference, intervention theories, and techniques are discussed. Laboratory sessions emphasize the application of theory to treatment techniques for specific conditions in simulated experiences.
Prerequisites: OT 2200
OT 2470  Intervention in Geriatrics (4 quarter credit hours)
This course is designed to introduce the student to the etiology, symptoms, prognosis, and treatment of common geriatric disorders and their impact on occupational performance areas and components. Frames of reference, intervention theories, and techniques are discussed. Laboratory sessions emphasize the application of theory to treatment techniques for specific conditions. This course provides the student with a greater depth of understanding of the disabilities that affect the older adult and geriatric population, with emphasis upon assessment, treatment and remediation of those disabilities and the effects of aging. The role of the occupational therapy assistant in treatment with focus on the techniques used to modify daily functional activities through environmental assessments and modification, transfer training and the use of assistive technology are included.
Prerequisites: OT 2350, OT 2360

OT 2990A  Level II Fieldwork (5 quarter credit hours)
This course represents 4 of 16 weeks of Level II Fieldwork experience. The student will average 37.5 hours minimum a week at a fieldwork site. By the end of the course, the student must complete a minimum of 150 hours per course. The clinical instructor arranges for the student to begin direct treatment of psychosocial and physical dysfunction. Students carry out clinical techniques learned in the lecture and laboratory portion of the curriculum. The clinical instructor teaches and directly supervises any techniques. This fieldwork must be completed during the day from approximately 7:00 a.m. to 8:00 p.m. or as required by the cooperating facility. OT 2990A and OT 2990B will run consecutively to attain the minimum hours required at a fieldwork site. A student will be assessed at the end OT 2990A with a midterm grade of P or NP as defined by the Fieldwork Performance Evaluation (FPE). If the student receives a score of NP as defined by the Fieldwork Performance Evaluation, the student may advance to OT 2990B with an advisement that the student is not making progress to mastering the competencies for the course at mid-point and advisement on how to meet course expectations.
Prerequisites: Completion of all program coursework except OT 2990B, OT 2991A, OT 2991B

OT 2990B  Level II Fieldwork (5 quarter credit hours)
OT 2990B is a continuation of OT 2990A. This course represents 4 of 16 weeks of Level II Fieldwork experience. The student will average 37.5 hours minimum a week at a fieldwork site. By the end of the course, the student must complete a minimum of 150 hours per course. The clinical instructor arranges for the student to continue direct treatment of psychosocial and physical dysfunction. Students carry out clinical techniques learned in the lecture and laboratory portion of the curriculum. The clinical instructor teaches and directly supervises any techniques. This fieldwork must be completed during the day from approximately 7:00 a.m. to 8:00 p.m. or as required by the cooperating facility. A student will be assessed at the end OT 2990B with a final grade of P or NP as defined by the Fieldwork Performance Evaluation (FPE). If the student receives a grade of NP at the end of OT 2990B, as defined by the FPE, the student will be required to repeat both OT 2990A and OT 2990B.
Prerequisites: Completion of OT 2990A.

OT 2991A  Level II Fieldwork (5 quarter credit hours)
This course represents 4 of 16 weeks of Level II Fieldwork experience. The student will average 37.5 hours minimum a week at a fieldwork site. By the end of the course, the student must complete a minimum of 150 hours per course. The clinical instructor arranges for the student to begin direct treatment of psychosocial and physical dysfunction. Students carry out clinical techniques learned in the lecture and laboratory portion of the curriculum. The clinical instructor teaches and directly supervises any techniques. This fieldwork must be completed during the day from approximately 7:00 a.m. to 8:00 p.m. or as required by the cooperating facility. OT 2991A and OT 2991B will run consecutively to attain the minimum hours required at a fieldwork site. A student will be assessed at the end OT 2991A with a midterm grade of P or NP as defined by the Fieldwork Performance Evaluation (FPE). If the student receives a score of NP as defined by the Fieldwork Performance Evaluation, the student may advance to OT 2991B with an advisement that the student is not making progress to mastering the competencies for the course at mid-point and advisement on how to meet course expectations.
Prerequisites: OT 2990A and OT 2990B
OT 2991B  Level II Fieldwork (5 quarter credit hours)
OT 2991B is a continuation of OT 2991A. This course represents 4 of 16 weeks of Level II Fieldwork experience. The student will average 37.5 hours minimum a week at a fieldwork site. By the end of the course, the student must complete a minimum of 150 hours per course. The clinical instructor arranges for the student to continue direct treatment of psychosocial and physical dysfunction. Students carry out clinical techniques learned in the lecture and laboratory portion of the curriculum. The clinical instructor teaches and directly supervises any techniques. This fieldwork must be completed during the day from approximately 7:00 a.m. to 8:00 p.m. or as required by the cooperating facility. A student will be assessed at the end OT 2991B with a final grade of P or NP as defined by the Fieldwork Performance Evaluation (FPE). If the student receives a grade of NP at the end of OT 2991B, as defined by the FPE, the student will be required to repeat both OT 2991A and OT 2991B.
Prerequisites: OT 2991A

Course Description corrections beginning on page 55

VT1000   Introduction to Veterinary Technology (4 quarter credit hours)
This course provides an introduction to the roles and responsibilities of the veterinary technician and clinical competencies needed to perform front office procedures and basic nursing skills. Instruction includes veterinary ethics and law, animal safety, front office procedures, client relations, animal behavior, human-animal bond, physical exam, recordkeeping, grooming care, and drug administration.
Prerequisite: BI 2215

VT1100   Small Animal Medicine I (4 quarter credit hours)
This course is designed to provide students the knowledge of common small animal diseases including an overview of the etiology, symptoms, transmissions, basic treatment and control through preventative health care. Instruction will also include an introduction to kennel sanitation, nutrition, immunology, vaccinations, and advanced nursing skills.
Prerequisite: VT1000; VT1361

VT1100   Small Animal Medicine I (4 quarter credit hours)
This course is designed to provide students the knowledge of common small animal diseases including an overview of the etiology, symptoms, transmissions, basic treatment and control through preventative health care. Instruction will also include an introduction to kennel sanitation, nutrition, immunology, vaccinations, and advanced nursing skills.
Prerequisite: VT1000; VT1361

VT1200   Veterinary Lab Procedures I (4 quarter credit hours)
This course provides an introduction to laboratory concepts and procedures commonly experienced in the veterinary clinical setting, as well as to provide the knowledge and skills necessary to perform hematological laboratory procedures on a variety of species including dogs, cats, laboratory animals, large animals, birds and reptiles. Instruction includes laboratory safety, quality control, specimen collection and handling, basic clinical chemistry, serology, cytology and urinalysis, a study of the components of whole blood, their characteristics and function, normal values, normal and abnormal variations, and laboratory testing of these components as they relate to a variety of species.
Prerequisites: VT1000

VT 1230   Veterinary Lab Procedures III (4 quarter credit hours)
This course is designed to provide the knowledge and skills necessary to perform hematological laboratory procedures on a variety of species including dogs, cats, laboratory animals, large animals, birds and reptiles. Instruction includes a study of the components of whole blood, their characteristics and function, normal values, normal and abnormal variations, and laboratory testing of these components as they relate to a variety of species.
Prerequisite: VT1200

VT2100   Laboratory & Exotic Animals (4 quarter credit hours)
This course provides the knowledge and skills necessary to provide basic care to laboratory animals, birds and reptiles. Topics include breed recognition, restraint, basic husbandry, reproduction, diseases, and veterinary procedures associated with these animals. Students will learn aspects of animal research as well as general veterinary medicine.

**Prerequisite:** VT1220; VT1230 (replaced with BI2215); VT1100

**VT2300 Large Animal Medicine (4 quarter credit hours)**
This course provides an overview of management, diseases, veterinary care and nursing skills associated with production animals and horses. Instruction includes breed identification, nutrition, diseases, herd health management, reproduction, production practices, restraint, nursing skills and lab work associated with each breed.

**Prerequisites:** VT 1100; VT1361; VT1220; VT2000

**Addition of new program offering:**

**Associate of Applied Science:**
ARCHITECTURAL DESIGN & DRAFTING TECHNOLOGY

The associate degree program in Architectural Design & Drafting Technology is designed to prepare the graduate with the necessary technical knowledge and skills to seek entry-level positions in computer aided design and drafting operations as they support the engineering aspects of residential and commercial building design. The program is designed to provide the student with a combination of computer aided drafting and design skills using current software applications and the general education courses needed to meet the technical and professional demands for these applications in the architectural, construction, and engineering industries.

### Concentration

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<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tr>
<td>CDE 1100</td>
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<tr>
<td>CDE 1200</td>
<td>Multiview Drawing</td>
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<tr>
<td>CDE 1500</td>
<td>3-Dimensional Graphics</td>
<td>4</td>
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<tr>
<td>CDE 1850</td>
<td>Computerized Design for Structural Engineering</td>
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<tr>
<td>CDE 1860</td>
<td>Computerized Design for Mechanical Engineering</td>
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### Core Curriculum

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PHY 1100  Physics ......................................................................................................................... 4
PS  1200 Principles of Psychology* ........................................................................................... 4
SO 1200 Principles of Sociology* ............................................................................................. 4

Total Quarter Credit Hours Required 96

Architectural Design and Drafting – Course Descriptions

CDE 1500 3-Dimensional Graphic (4 quarter credit hours)
This introductory course in digital 3D graphics introduces a widely-adopted computer-aided drafting program, in which students create finished 3D scenes, including 3D geometry, simulated surface textures and colors, theatrical lighting and rendered camera views.
Prerequisite: CDE 1200

CDE 1850        Computerized Design for Structural Engineering (4 quarter credit hours)
A course in computer-aided drafting (CAD) emphasizing the production of scaled drawings for use in structural engineering, including different foundation types, framing technologies and related details. Students will combine standard architectural drafting conventions with the symbols, notation and numeracy of structural engineering to produce professional-level technical documents.
Prerequisite: CDE 1500, PHY 1100

CDE 1860             Computerized Design for Mechanical Engineering (4 quarter credit hours)
An introductory course in computer-aided drafting (CAD) using standard engineering conventions emphasizing the production of scaled drawings for use in mechanical engineering, including orthographic views, sheet design, line weights, technical lettering, notation, dimensions, symbols and schematic diagrams.
Prerequisite: CDE 1500, PHY 1100

CDE 1870             Computerized Design for Civil Engineering (4 quarter credit hours)
A course in computer-aided drafting (CAD) using standard architectural drafting conventions emphasizing the production of scaled drawings for use in civil engineering, including property description, landform, utilities, infrastructure, and related details.
Prerequisite: CDE 1500, PHY 1100

CDE 2011             Building Information Modeling I (4 quarter credit hours)
An introductory course in digital architectural visualization using a widely-adopted Building Information Modeling (BIM) software program, where students create 2D and 3D digital geometry, simulated surface textures and colors, theatrical lighting and rendered camera views.
Prerequisite: CDE 1850

CDE 2012             Building Information Modeling II (4 quarter credit hours)
An intermediate course in digital architectural visualization using a widely-adopted Building Information Modeling (BIM) software program, where students create 2D and 3D digital geometry, simulated surface textures and colors, theatrical lighting and rendered camera views.
Prerequisite: CDE 2011

CDE 2230             3 Dimensional Visualization I (4 quarter credit hours)
This is a course in digital 3D visualization using a widely-adopted computer software program, in which students create finished 3D scenes, including 3D geometry, simulated surface textures and colors, theatrical lighting and rendered camera views.
Prerequisite: CDE 2012

CDE 2240  3 Dimensional Visualization II *(4 quarter credit hours)*
This course is one in digital 3D visualization using a second widely-adopted computer software program, in which students create finished 3D scenes, including 3D geometry, simulated surface textures and colors, theatrical lighting and rendered camera views.

Prerequisite: CDE 2012

CDE 2900  Architectural Design and Drafting Externship *(4 quarter credit hours)*
Students shall be assigned to work in a suitable business that will enhance skills learned during their course of study. The students do not replace employees, but through mentorship, will gain valuable hands-on experience applying the knowledge and skills they have learned. If applicable, all financial compensation to the student while working on the externship site is solely at the discretion of the externship partner (employer).

Prerequisites: Permission from Department Chair