











































































































































































































































COURSE NO.	COURSE TITLE	HOURS	HUMANITIES ELECTIVES	SOCIAL SCIENCE ELECTIVES	SOCIAL SCIENCE ELECTIVES continued
<b>Fall</b>			ART 111 Art Appreciation   	ANT 210 General Anthropology  	POL 120 American Government  
CIS 110	Intro to Computers   	3	ART 114 Art History Survey I   	ANT 220 Cultural Anthropology   	POL 130 State & Local Government  
CIS 115	Intro to Programming & Logic   	3	ART 115 Art History Survey II   	ANT 221 Comparative Cultures 	POL 210 Comparative Government  
MAT 161	College Algebra   	3	ART 116 Survey of American Art   	ANT 230 Physical Anthropology 	POL 220 International Relations  
MAT 161A	College Algebra Lab   	1	ART 117 Non-Western Art History  	ANT 240 Archaeology 	PSY 150 General Psychology   
NOS 110	Operating Systems Concepts 	3	ENG 131 Intro to Literature   	ECO 151 Survey of Economics 	SOC 210 Intro to Sociology   
WEB 110	Internet/Web Fundamentals 	3	ENG 231 American Literature I  	ECO 251 Prin of Microeconomics   	SOC 213 Sociology of the Family   
<b>Spring</b>			ENG 232 American Literature II  	ECO 252 Prin of Macroeconomics   	SOC 220 Social Problems  
DBA 110	Database Concepts 	3	ENG 241 British Literature I  	GEO 111 World Geography   	SOC 225 Social Diversity  
ENG 111	Expository Writing   	3	ENG 242 British Literature II  	GEO 112 Cultural Geography  	SOC 230 Race and Ethnic Relations   
NOS 130	Windows Single User	3	ENG 273 African-American Literature   	GEO 130 Physical Geography 	SOC 240 Social Psychology   
<b>Elective</b>	<b>CIT Elective*</b>	3	HUM 110 Technology and Society   	GEO 131 Physical Geography I   	
<b>Elective</b>	<b>CIT Elective*</b>	3	HUM 160 Intro to Film 	GEO 132 Physical Geography II 	
<b>Summer</b>			MUS 110 Music Appreciation   	HIS 111 World Civilizations I    	
CTS 285	Systems Analysis & Design   	3	MUS 112 Intro To Jazz 	HIS 112 World Civilizations II    	<b>CIT ELECTIVES</b>
ENG 114 OR ENG 112 OR ENG 113	Prof Research & Reporting OR Argument-Based Research OR Literature-Based Research    	3	MUS 113 American Music 	HIS 114 Comparative World History   	All CIT Electives must be chosen from only <b>ONE</b> of the following the following groups:
		MUS 210 History of Rock Music 	HIS 116 Current World Problems    		
		PHI 210 History of Philosophy    	HIS 121 Western Civilization I    		
<b>Elective</b>	<b>Humanities Elective</b>	3	PHI 215 Philosophical Issues	HIS 122 Western Civilization II    	<b>Web Group</b>
<b>Elective</b>	<b>Social Science Elective</b>	3	PHI 220 Western Philosophy I    	HIS 131 American History I    	WEB 115 Web Markup & Scripting 
<b>Fall</b>			PHI 221 Western Philosophy II    	HIS 132 American History II    	WEB 120 Intro to Multimedia   
CTS 115	Info Systems Business Concepts   	3	PHI 230 Introduction to Logic    	HIS 162 Women and History    	WEB 140 Web Development Tools    
CTS 120	Hardware/Software Support	3	PHI 240 Intro to Ethics    	HIS 211 Ancient History    	WEB 210 Web Design    
NOS 230	Windows Admin I   	3	REL 110 World Religion    	HIS 212 Medieval History    	
<b>Elective</b>	<b>CIT Elective*</b>	3	REL 111 Eastern Religion    	HIS 213 Modern Europe to 1815     	<b>Programming Group</b>
<b>Elective</b>	<b>CIT Elective*</b>	3	REL 112 Western Religion     	HIS 214 Modern Europe Since 1815                    	

## Gaston College Computer Information Technology

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs. Course work will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support. Graduates should qualify for employment in entry level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

### Occupational Outlook Handbook Information ([www.bls.gov](http://www.bls.gov))

**Education and training.** The level and type of education that employers require reflects changes in technology. Training requirements for computer systems analysts vary depending on the job, but many employers prefer applicants who have a college degree. Relevant work experience also is very important. Advancement opportunities are good for those with the necessary skills and experience. Employers often scramble to find workers capable of implementing the newest technologies. Workers with formal education or experience in information security, for example, are currently in demand because of the growing use of computer networks, which must be protected from threats.

Despite the preference for technical degrees, however, people who have degrees in other majors may find employment as systems analysts if they also have technical skills. Courses in computer science or related subjects combined with practical experience can qualify people for some jobs in the occupation. Employers generally look for people with expertise relevant to the job. For example, systems analysts who wish to work for a bank should have some expertise in finance, and systems analysts who wish to work for a hospital should have some knowledge of health management.

**Other qualifications.** Employers usually look for people who have broad knowledge and experience related to computer systems and technologies, strong problem-solving and analytical skills, and the ability to think logically. In addition, because they often deal with a number of tasks simultaneously, the ability to concentrate and pay close attention to detail is important. Although these workers sometimes work independently, they frequently work in teams on large projects. Therefore, they must have good interpersonal skills and be able to communicate effectively with computer personnel, users, and other staff who may have no technical background.

### Student Success

"Being a part-time night time student meant my two-year degree took much longer to acquire, only making me more proud of this achievement. However, it was the guidance of the Computer Information Technology Department that allowed me to maximize my experience and make things happen - at school and in the real world. The tools are all there; you just must pick them up and use them!"

Kathy Carpenter  
Customer Service Trainer, PSNC Energy

### Gaston College Graduates

Gaston College Computer Information Technology graduates have obtained employment with local employers including: Dole, Gaston College, PSNC Energy, City of Gastonia and Duke Energy.

### Contact Information

Mark Shellman, Chair  
Karen Jenkins, Admin Assistant

[shellman.mark@gaston.edu](mailto:shellman.mark@gaston.edu)  
[jenkins.karen@gaston.edu](mailto:jenkins.karen@gaston.edu)

704.922.6278  
704.922.6263

Office Location: CET 37  
Office Location: CET 34