

Professional Career Development Course Syllabus (PCDV 1305)



About Us

The College of Biomedical Equipment Technology is committed to meeting the education, training, and professional development needs of Healthcare Technology Management professionals. Our headquarters is in Schertz, Texas, near Joint Base San Antonio-JBSA Fort Sam Houston, the military's home for biomedical equipment technician training.

Location

Main Campus

College of Biomedical Equipment Technology (CBET)
105 Windy Meadows Drive, Bldg. 2, Ste. 201, Schertz, Texas 78154
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Mission

"The College of Biomedical Equipment Technology delivers premier education and training in Healthcare Technology Management and Information Technology to equip students to meet the evolving needs of the industries we serve."

About the Course

The Professional Career Development course is designed as an Interactive Distance Learning (IDL) course including asynchronous and synchronous live virtual instruction. The participant experience includes a self-assessment of skills and knowledge, an exploration of the HTM career field, and the development of a career ready resume.

- Skills & Knowledge Self-Assessment
- HTM Career Field Exploration
- Professional Networking
- Resume Development
- Interviewing Techniques
- Communication and Customer Service in HTM

Course Description

The Professional Career Development course is designed as an Interactive Distance Learning (IDL) course including asynchronous and synchronous live virtual instruction. The participant experience includes a self-assessment of skills and knowledge, an exploration of the HTM career field, and the development of a career ready resume. The course is designed to support a student's career readiness by developing a better understanding of the education, experience, and skills required of positions within the Healthcare Technology Management career field. Students will analyze various types of HTM technician roles and responsibilities within Healthcare Delivery Organizations (HDO), including Hospitals, Independent Service Organizations (ISO), Original Equipment Manufacturers (OEM), and other service providers. As students develop a better understanding of the HTM career field they will be encouraged to grow their professional networks. Through research and self-assessment, students will obtain a better understanding of their point of entry into the HTM career field and/or requirements for advancement as a technician and the importance of professional communication and customer service skills in the workplace. Upon completion of the course, students will create a career ready resume aligned with the education, experience, and skills required of HTM employers. As a culminating event, students will take part in a group mock interview and peer assessment designed to prepare students for an interview with an employer.

Learning Objectives

1. Evaluate HTM technician job descriptions and identify the characteristics and skills employers are seeking in qualified applicants; identify your characteristics, experience, and professional skills that align with employers in your area of interest.
2. Establish career objectives accurately aligned with your education, skills, and experience. Identify and evaluate potential employers within your job search area(s) aligned with your qualifications.
3. Research and assess professional associations, organizations, and individuals within the HTM career field to establish, expand and/or strengthen your professional network.
4. Develop an understanding of HTM-related career paths. Demonstrate an understanding of the education, certifications, and professional development requirements necessary for advancement in the HTM career field.
5. Participate in a group mock interview and demonstrate ability to apply interviewing techniques and methods, demonstrate the importance of professional communication and customer service skills and provide peer-to-peer feedback.
6. Develop a professional resume aligned with HTM career objectives and employer requirements and understand how to tailor a resume to a job posting, research, apply for HTM industry jobs.

Time-on-Task

Time on task is the total learning time spent by a student in this course, including instructional time and time spent studying and completing course assignments and other activities (e.g., reading, research, writing, individual and group projects). These activities may include:

- Attending the weekly webinars
- Reading course presentations/ "lectures"
- Reviewing course notes
- Reading assignment references, books, or other course materials
- Participation in online discussions
- Conducting research
- Writing papers or other assignments
- Completing other assignments (e.g., projects)

Instructional Team

The Professional Career Development course is led by two instructors through webinars and interactive online learning. In addition to weekly live sessions, instructors are available daily through Canvas Learning Management System (LMS) messaging and by appointment via phone or virtual meetings.



Lisa Gonzales serves as the Vice President of Student Services and Skillbridge Advisor for the College of Biomedical Equipment Technology. In her capacity as the Director of Student Services, Lisa leads all enrollment and admissions services, student professional development programs, and career services operations for the college. In addition to her role in Student Services, Lisa is one of the co-instructors for the *Professional Career Development Course* and *Communication and Customer Service in HTM Course*. Prior to joining the college, Lisa spent nearly 20- years in London as a senior executive at Thomas Miller, an international shipping and insurance company. In addition to her academic and professional background, Lisa is also a certified Resilience-Building Leadership Professional Trainer (RBLP-T). Throughout the course, Lisa can be contacted directly through CANVAS messaging or via e-mail: lgonzales@cbet.edu.

Lesley Harrington serves as the Director of Career Services for the College of Biomedical Equipment Technology. In her capacity as the Director of Career Services, Lesley works as a liaison connecting qualified students and alumni to Healthcare Technology Management (HTM) employers for training and employment opportunities. She is an integral member of the Student Services team and directly involved in supporting students preparing to enter the HTM career field. In addition to her role in Career Services, Lesley is one of the co-instructors for the *Professional Career Development Course* and *Communication and Customer Service in HTM Course*. Lesley is a proud Texas A&M University graduate who has spent most of her professional career in service to others, primarily as a volunteer coordinator at the United Service Organization (USO). In addition to her academic and professional background, Lesley is also a certified Resilience-Building Leadership Professional Trainer (RBLP-T). Lesley can be contacted directly through CANVAS messaging or via e-mail: lharrington@cbet.edu.



Instructional Methods and Activities

The student online learning environment is structured to mirror the course syllabus and includes all the information students require to successfully navigate the course. The online learning environment referred to as CANVAS, provides a means for students to engage, communicate, and learn. CBET instructors will actively engage students in CANVAS via discussion board forums and other activities designed to cultivate student engagement and participation.

Online Coursework. Students are expected to engage in CANVAS. Courses may include weekly assignments, quizzes, tests, and other requirements prescribed by the instructor(s). Students are responsible for completing weekly assignments in a timely manner as prescribed by the instructor(s). It is important to remember that in addition to the resulting grades, completion of weekly assignments is also used to measure student engagement, attendance, and participation.

Weekly live Zoom Webinars. Mandatory instructor led webinars will be conducted once per week (approximately 60 Minutes). Webinar attendance is highly encouraged; however, we understand that occasionally students may not be able to attend live. If you cannot attend a live session, please notify the instructors as soon as possible. The webinar Zoom recordings will be posted in CANVAS for review.

Additionally, PCDV students are required to have their webcam on during the live webinars, unless prior approval has been given by the instructors. PCDV students will regularly engage in discussions with industry guest speakers and being present on webcam will better prepare them for virtual interviews and other career opportunities.

Online Discussion Boards (weekly). CANVAS includes a discussion board with weekly prompts and instructions for completing discussion questions. Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement. Additionally, students are required to engage with peers by responding to at least two peer responses per week. Student participation and attendance in CANVAS is reported to the Director of Education on a weekly basis and the information is used, in part, to measure attendance and participation in the course.

Late/Make-up work. All assignments must be completed on time and as instructed to receive full credit. Make-up work shall:

1. Receive prior approval from the instructor(s) for late submission of assignments, or an alternative task aligning with course learning objectives may be assigned at the discretion of the instructor(s).
2. Ensure students exhibit the same level of knowledge or competence as if they had attended the originally scheduled class session.
3. The Canvas LMS System automatically deducts 3.33 points per day for late coursework.
4. No more than a six (6) days' worth of coursework may be made up, unless prior approval has been given by the instructor(s). All work must be completed and submitted within six (6) days of its original due date (late penalties may apply).
5. Students must request approval from their instructor(s) to submit coursework late. All requests must be submitted via Canvas messaging or emailed to lgonzales@cbet.edu and lharrington@cbet.edu

Week 1/Module 1 (HTM Career Overview)

Learning Objective 1. Evaluate HTM technician job descriptions and identify the characteristics and skills employers are seeking in qualified applicants; identify your characteristics, experience, and professional skills that align with employers in your area of interest.	
TLO 1	Through self-assessment, identify transferable skills.
TLO 2	Identify prior training, experiences, and skills that are transferable to the HTM career field.
TLO 3	Evaluate Biomedical Equipment Technician job descriptions and identify common qualifications amongst various organizations (HDO's, ISO, OEM, others).
TLO 4	Compare skills inventory with common qualifications amongst various HTM employers to obtain a better understanding of job readiness and career point of entry into the HTM career field.

Module 1 Overview. The first course module requires students to conduct a self-assessment to identify prior work experiences, education, and training that may be transferable to the Healthcare Technology Management Career Field. You will be asked to reflect on your prior skills and experiences to identify those that may be transferable to the HTM career field. Developing an understanding of your skills inventory and how previous experiences translate to HTM-related jobs is a critically important first step in creating a career ready resume.

Discussion Question (DQ) – *Introduce yourself to the class by describing your (1) professional background, (2) where you work currently, and (3) why you are interested in entering the Healthcare Technology Management (HTM) (Biomedical) career field. If you are already in the HTM Industry, describe your career objectives related to this program. Also include:*

A). If you are not in the HTM industry: identify a minimum of three (3) skills that you possess that you feel would transfer to the role of a Biomedical Equipment Technician or HTM professional. Explain why you feel these skills are important to have.

B). If you are already in the HTM industry, explain what three (3) skills you feel are the most important to have, and why.. [Minimum 200-word response plus 2 peer responses for full credit]

Webinar Session (60 Minutes). The Module 1 webinar will include a course overview students will be asked to introduce themselves and will be expected to actively participate throughout the weekly sessions. The PCDV course is oriented towards HTM career readiness and includes live interviews, so students are encouraged to have their cameras on during the webinar session and practice a professional presence. During the first week, participants will be encouraged to reflect on their own experiences and skills. Instructional focus will be oriented towards resume and Elevator Pitch development. *[Minimum 200-word response for full credit]*

Assignments

Assignment 1. Students are required to submit a PDF or Word copy of their resume in Canvas for review. If you do not have a resume, you are required to create one.

Assignment 2. Students will write an "Original Elevator Pitch" (speech) and create an updated Elevator Pitch utilizing and AI/ChatGPT platform and submit both in Canvas. The updated "Elevator Pitch" will be used to introduce yourself at the beginning of your Mock Interview session in Weeks 4, 5 or 6.

Time-on-Task. The Time-on-Task for this module is 19 hours.

Week 2/Module 2 (Communication and Customer Service in HTM)

Learning Objective 2. Establish career objectives accurately aligned with your education, skills, and experience. Identify and evaluate potential employers within your job search area(s) aligned with your qualifications.	
TLO 1	Research HTM jobs in various locations and compare salary and cost of living and an overview of the company/facility.
TLO 2	Identify the different career paths within the HTM career field and compare areas of interest and the skills, education and experience required.
TLO 3	Learn the importance of strong communication and customer service skills in the HTM career field.
TLO 4	Research HTM companies and identify important factors (mission statement, values, modalities, etc.) that align with your career path.

Module 2 Overview. During week 2 students will conduct research and participate in a webinar discussion highlighting different career paths within the HTM career field. The research is intended to guide students towards the various options available within the career field, identify employers and career opportunities aligned with their interests, education, and level of experience. Students will also engage in discussions regarding the importance of communication and customer service skills, job opportunities and salary expectations based on a wide variety of possibilities, including location, level, organization, education, and other important factors influencing compensation. Students will begin preparation for a future HTM interview.

Discussion Question (DQ) – *Discuss the importance of possessing strong customer service skills and timely communication in the HTM industry. What are some examples of how you can demonstrate/deliver excellent customer service to customers, facilities and clinical staff within the HTM industry. [Minimum 200-word response plus 2 peer responses for full credit.]*

Webinar Reflection Summary - The week 2 webinar will be focus on the importance of transferable skills in HTM, specifically communication and customer service in the HTM career field. Students will learn the importance of professional communication skills and building strong relationships, and customer focused skills to ensure success in the industry when communicating with coworkers, patients, and clinical staff. *[Minimum 200-word response for full credit]*

Assignments

Assignment 1. Submit an Interview Preparation Essay [250 words minimum].

Assignment 2. In preparation for the group Mock Interviews conducted during Week 4, 5 and Week 6, students will sign up for an interview session or choose the Alternate Essay option.

Time-on-Task. The Time-on-Task for this module is 19 hours.

Week 3/Module 3 (HTM Career Preparation and Industry Insights)

Learning Objective 3 Further research various HTM career paths, resources, potential employers, and HTM associations, and identify the important factors and considerations for job interview preparation.	
TLO 1	Identify and recognize the importance of local and regional HTM association and research the benefits of membership
TLO 2	Identify interview preparation, techniques and methods, and practice the Elevator Pitch, in preparation of a professional job interview.
TLO 3	Identify skills and characteristics you possess that translate to the HTM career field; incorporate these into your resume and interview.
TLO 4	Utilize HTM job search resources such as CBET Careers.

Module 3 Overview. Students will continue preparing for their live group Mock Interview session by reviewing key interview techniques. The discussion questions, homework assignments, and webinar session will focus on strengthening resumes and preparing students for real-world job interviews and long-term success in the HTM field. Throughout this module, students will review essential interviewing techniques and best practices while learning the qualities employers seek in strong candidates. They will explore strategies for creating a positive and professional interview environment for both in-person and remote interviews.

Students will update and refine their HTM career-ready resume, research HTM associations and professional organizations, and create a Job Seeker Profile to browse available HTM positions nationwide. This will help students stay informed about current market demand, understand employer expectations, and keep their options open for future HTM employment opportunities.

Discussion Question (DQ) –*Discuss the importance of non-verbal communication in the workplace, in such areas as meetings, customer relations, communication with coworkers/colleagues or a job interview. Identify three non-verbal forms of communication that can positively or negatively affect workplace communication and explain how it can influence workplace efficiency and customer relations. [Minimum 200-word response plus 2 peer responses for full credit]*

Webinar Reflection Summary - During Week 3, students will engage in discussions emphasizing the importance of identifying relevant skills that are transferable to the HTM career field, as well as the importance of further tailoring their resume, non-verbal communication in the workplace, and refining their interviewing preparation and techniques. *[Minimum 200-word response for full credit]*

Assignments

Assignment 1. Students will research the value of participating in and joining a Healthcare Technology Management (HTM) Association or organization. Research and identify a local, regional, or national HTM Association (students may not write about AAMI) and write a 250-word minimum essay describing the benefits of membership in that association.

Assignment 2. Create a free CBET Careers Job Seeker Profile.

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 4/Module 4 (Building My Professional Network)

Learning Objective 4. Research and assess professional associations, organizations, and individuals within the HTM career field to establish, expand and/or strengthen your professional network. Understand the importance of professional development.	
TLO 1	Understand the importance of maintaining a professional presence on personal social media sites; Facebook, LinkedIn, Instagram, as well as email and telephone.
TLO 2	Explore LinkedIn, Facebook, YouTube, and other social media sites to identify professional development resources; explain how these sorts of resources can contribute to your education and professional growth.
TLO 3	Create and optimize a professional LinkedIn profile to support career development, networking, and employment opportunities in the HTM field.
TLO 4	Use video tutorials to create and set up a professional LinkedIn account for networking and career opportunities.

Module 4 Overview. During module 4 students will conduct research and participate in a webinar discussion highlighting the different networking opportunities available within HTM career field. The research is intended to educate students on the importance of growing their professional network and as well as them identifying the different employment and professional opportunities available through these organizations and social media sites. Students will engage in research and discussions regarding their findings. Students will also identify the importance of maintaining professional communication on social media sites, the importance of professional communication through email and voice correspondence.

Discussion Question (DQ) – *Students will research and share two Healthcare Technology Management (HTM) job postings using their CBET Careers Job Seeker Profile and another source (e.g., LinkedIn, Indeed, or a hospital careers page). Each post should include details such as employer, position title, location, salary (if available), education, and skill requirements. Students will reflect on their qualifications, interest in the roles, and whether they would consider applying. [Minimum 200-word response plus 2 peer responses for full credit]*

Webinar Reflection Summary - In the Module 4 webinar, students will explore networking opportunities within the HTM field through research and webinar discussion. The session highlights professional organizations, educational resources, and the importance of building a strong professional network. Students will also learn best practices for maintaining professional communication across platforms such as LinkedIn, email, and social media. *[Minimum 200-word response for full credit]*

Assignments

Assignment 1. Students will watch a LinkedIn profile tutorial video and submit a 200-word reflection essay summarizing key tips learned on how to maximize LinkedIn for professional networking in the HTM industry.

Assignment 2. If you do not already have a LinkedIn account, create one and "connect" with your course instructors and Career Services team: Lisa Gonzales, Lesley Harrington, and Olivia Carter and "follow" the College of Biomedical Equipment Technology's LinkedIn page.

Time-on-Task. The-Time-on-Task for this module is 19 hours.

Week 5/Module 5 (Industry Certifications)

Learning Objective 5 Develop an understanding of HTM-related career paths. Demonstrate an understanding of the education, certification, and professional development requirements necessary for advancement in the HTM career field.	
TLO 1	Explore the AAMI website and identify HTM-related certifications; relate the certifications to the Biomedical Equipment Technician career path.
TLO 2	Analyze the education and experience qualifications for various HTM roles; align the Association for the Advancement of Medical Instrumentation (AAMI) Certifications with a typical Biomedical Equipment Technician career path.
TLO 3	Examine the Certified Associate in Biomedical Technology (CABT) and Biomedical Equipment Technician (CBET) certifications and identify the value of these certifications to a Biomedical Equipment Technician.
TLO 4	Create a 5 Year Career Development plan to help them develop future plans in the HTM industry.
TLO 5	Evaluate other industry recognized certifications, such as those offered by CompTIA and DNV Health; relate the value of additional industry certifications to the Biomedical Equipment Technician career path.

Module 5 Overview. During module 5 students will conduct research and participate in a webinar discussion highlighting the different certifications within the Biomedical Equipment Technicians HTM career field. Students will engage in research intended to educate them on the certifications within the HTM career field and the requirements needed to take the certifications. Students will evaluate HTM job descriptions and compare salaries based on education, location, experience, organization, certifications, and other factors that influence the compensation awarded. Students will also create a 5 Year Career Development plan to help them develop future plans in the HTM industry.

Discussion Question (DQ) –*Explain the benefits of continuing your education (AAS Degree, Bachelor's, Industry Certifications within the HTM career field and what education you will require to support your projected career path. Also, explain the difference between the AAMI Biomedical Equipment Technician Certifications vs a Certificate program from a college. [Minimum 200-word response plus 2 peer responses for full credit]*

Webinar Reflection Summary - The module 5 webinar will feature industry experts who will engage with students to discuss such topics as continuing education and professional development pathways, including professional certifications and other areas of career advancement. Additionally, students will engage in topics associated with compensation expectations based on location, experience, education, and other important factors. *[Minimum 200-word response for full credit]*

Assignments

Assignment 1. Students will sign up for a free Association for the Advancement of Medical Instrumentation (AAMI) Student Membership and submit proof of membership confirmation.

Assignment 2. Create a 5 Year Career Development plan to help you think about your future in the HTM industry and prepare for common interview questions about your long-term career goals.

Time-on-Task. The Time-on-Task for this module is 18 hours.

Week 6/Module 6 (HTM Career Readiness)

Learning Objective 6. Participate in a group interview and demonstrate ability to apply interviewing techniques and methods; demonstrate mastery by providing peer-to-peer feedback in a live interview session and how to navigate job search websites.	
TLO 1	Apply interviewing techniques in a live Group Mock Interview session.
TLO 2	Evaluate peers participating in a live Group Mock Interview session and provide constructive peer feedback.
TLO 3	Demonstrate an understanding of the importance of establishing a professional setting for remote video interviews
TLO 4	Understand how to successfully navigate a job search website and explore additional career paths and HTM employment opportunities.

Module 6 Overview. During module 6 students will continue discussion and strategies to improve their industry job search and connect with additional industry employers. Students will review and reflect on their Mock Interview participation, feedback and observations from both peers and instructors. By conducting a thorough self-reflection on their Mock Interview participation, students will make adjustments and improvements to their interviewing techniques to better prepare themselves for a future interview. Students will review the key points from the PCDV 6-week course

Discussion Question (DQ) – *For this final Discussion question, please share what you found most valuable or interesting from the PCDV course. Reflect on the professional development advice, HTM career guidance, or information you learned throughout the course that you believe will benefit you the most when starting your HTM career or seeking upward trajectory/promotion.*

Additionally, discuss the most valuable advice given by our industry guest speakers or identify which guest speaker(s) you enjoyed listening to the most and why. [Minimum 200-word response plus 2 peer responses for full credit]

Webinar Reflection Summary - During Week 6, students will engage in discussions and reflections on the Mock Interview, review interview "do's and don't's" and how to apply successful interviewing techniques. Students will have a chance to engage with industry experts to discuss the importance of tailoring a resume to a specific job posting, how to research and conduct a successful job site search. *[Minimum 200-word response for full credit]*

Assignments

Assignment 1. Students will write a Mock Interview Peer Assessment Essay by reviewing and evaluating their peers' interview performance. [Minimum 250 words for full credit]

Assignment 2. Participate in a Group Mock Interview session or submit the Alternate Essay assignment.

Time-on-Task. The Time-on-Task for this module is 19 hours.

Note: Please remember to complete the end of course survey prior to the end of the last day of class.

Course Grade Distribution

Assignments	15%
Discussion Board Requirements	20%
Weekly Webinars	20%
Assessments/Quizzes	20%
Final Project (Mock Interview)	25%

Grading Criteria

Students are required to respond to all weekly Discussion Question topics and instructor-directed assignments, and Webinar Reflections. Responses must be substantive and meet any minimum word count requirements. The Canvas LMS System automatically deducts 3.33 points per day for late coursework. Additionally, students are required to engage with peers in the Discussion Questions posts by responding to a minimum of two (2) Peer responses per week. The following rubric is used as a guide by instructors to evaluate and grade student coursework submissions:

	0-25 Points	25-50 Points	50-75 Points	75 to 100 Points
Weekly Discussion Question Responses and timely submission of assignments each week	Does not submit substantive Discussion Question (DQ) initial response in the discussion forum and/or submits substantially late work.	Contributes Discussion Question (DQ) initial response but fails to meet minimum word-count requirements and/or submits late work.	Contributes by providing Discussion Question (DQ) initial response and meets the minimum word count requirement and submits on-time and substantive work.	Must submit on-time initial post that meets or exceeds the required word count and provides a clear, substantive, and thoughtful response demonstrating understanding of weekly content.
Weekly Engagement with peers in Discussion Question boards and timely submission of assignments each week	Contributes fewer than the required peer-to-peer responses in the discussion forum and/or submits substantially late work.	Contributes 2 peer-to-peer responses in the discussion forum but fails to meet minimum word-count requirements and lacks substance and/or submits late work.	Contributes by providing 2 peer-to-peer responses and meets the minimum word count requirement for the peer-to-peer response and submits timely and substantive work.	Exceeds minimum peer-to-peer response requirements by exceeding the minimum word count requirement and providing substantive responses to peers and submits timely and substantive work.
Quality and Content of work submission and DQ Peer responses in the Discussion Forum.	Work submission and/or postings in the discussion forum are not relevant to the assigned topic, are inaccurate, or misrepresented.	Work submission and/or postings in the discussion forum address general topics, are off topic, or may contain errors.	Work submission and/or postings meet word requirement but lack professional tone or substantive content.	Work submission and/or discussion postings consistently contribute to the discussion, contain substantive comments backed by relevant references and encourage open dialogue and additional discussion in the class and/or provide helpful peer feedback.

Weekly Live Webinars

Mandatory instructor led webinars will be conducted at least once per week (60 Minutes). Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, contact your instructors prior to the start of the webinar to request access to the Zoom recording posted in CANVAS. Attendance is taken during the webinars so ensure you contact your instructors if you will not be in attendance. Instructors may assign additional assignments associated with the live webinars.

Assignments/Quizzes/Assessments

Students will be assigned coursework on a weekly basis. Coursework may include written assignments, quizzes, assessments, and other learning activities. In all cases, instructors will ensure that students have a clear understanding of the requirements and expectations.

Capstone Project/Final Project

Each course will contain a capstone project or final exam/project. Capstone and final exams/projects are worth no more than 30% of the student's overall grade in the course.

Grading System for the College of Biomedical Equipment Technology

A	90-100	4.0	F	59 & Below	0.0
B	80-89	3.0	W	Withdrawal	N/A
C	70-79	2.0			
D	60-69	1.0			

Note: A student who receives a grade of "F" must repeat the course. Failed courses will be rescheduled at the earliest available term at the discretion of the Director of Education. Students will incur any financial obligations associated with repeating a failed course..

Additional Resources and Points of Contact

Students who need administrative support related to a Leave of Absence or changes in enrollment status (part-time or full-time) should contact the CBET Student Advocate, Terri Gomez, at 210.233.1102 or via e-mail at tgomez@cbet.edu

For a complete list of administrative policies and regulations refer to the CBET Catalog at <https://cbet.edu/course-catalog>

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS and COURSE OUTLINE