

# Sampson Community College

2011-2013

Catalog



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Clinton, North Carolina 28329-0318  
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(910) 592-8084 Student Services and Admission  
(910) 592-7176 Continuing Education  
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### **EQUAL OPPORTUNITY RESPONSIBILITY STATEMENT**

The Board of Trustees, faculty, and staff of Sampson Community College recognize their responsibility to ensure that access, opportunities, and services for students, employees, and the public are made without regard to an individual's race, color, national origin, religion, gender, age, disability, political belief or affiliation.

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## *From the President....*

The purpose in the *Sampson Community College Catalog* is to communicate to the public information about the college. It is a pleasure to have the opportunity to serve the public and help individuals make decisions about their education.

Our primary goal at Sampson Community College is to ensure that people achieve success in and out of the classroom. The College has a wide range of programs and services designed to help students in a variety of areas. We at Sampson Community College are constantly looking for ways to expand course offerings and programs that will address students' academic, career, and lifelong learning goals; students are an integral part in this process.



The College is willing to assist you in the learning process; faculty and staff are available to help you at all times. We encourage students to make the most of their time at Sampson Community College by building relationships with the entire campus community.

Thank you for your interest in Sampson Community College. We hope you will become a part of the Sampson Community College family.

*William C. Aiken*  
William C. Aiken, President

## DIRECTORY OF INFORMATION

Inquiries concerning aspects of the college's operations and policies should be addressed to the officials listed below:

*For Information About Write or Call:*

General Matters .....	President
Curriculum.....	Vice President of Academic Affairs
Faculty .....	Vice President of Academic Affairs
Student Services.....	Dean of Student Services
Fiscal and Business Operations .....	Vice President of Finance
Admissions .....	Director of Admissions
Student Records .....	Registrar
Financial Aid/Veterans Affairs .....	Director of Financial Aid
Library .....	Director of Library Services
Evening Programs .....	Director of Evening Programs
Continuing Education .....	Dean of Continuing Education
Testing .....	Director of Admissions
Student Activities .....	Coordinator of Student Activities

Address inquiries to:

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Post Office Box 318  
Clinton, North Carolina 28329-0318  
[www.sampsoncc.edu](http://www.sampsoncc.edu)

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Continuing Education (910) 592-7176

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# ACADEMIC CALENDAR

## Summer 2010

May 15	Graduation
May 16	Registration
May 17	Schedule Adjustment
May 18	Classes Begin
May 30	Memorial Day Holiday
July 1, 4-5	July 4 <sup>th</sup> Break
July 26-28	Final Exams
July 28	Semester Ends
July 29	Grades Due

## Fall 2011

August 8	Faculty Work Day/Pell Charges in Bookstore
August 9-10	Registration
August 11	Schedule Adjustment
August 12	Faculty Work Day
August 15	Classes Begin
September 5	Labor Day Holiday
*October 10-11	Fall Break
November 23-25	Thanksgiving Holiday
December 6-9, 12	Final Exams
December 12	Semester Ends
December 13	Grades Due

\*Inclement Weather

## **Spring 2012**

January 3	Pell Charges in Bookstore
January 4	Registration
January 5	Schedule Adjustment
January 6	Faculty Work Day
January 9	Classes Begin
January 16	Martin Luther King Holiday
*March 1-2	Spring Break
April 6	Easter Holiday
April 9-13	Easter Break
May 4, 7- 10	Final Exams
May 10	Semester Ends
May 11	Grades Due 9 a.m.
May 19	Graduation

\*Inclement Weather

## **Summer 2012**

May 21	Registration
May 22	Schedule Adjustment
May 23	Classes Begin
May 28	Memorial Day Holiday
July 4-6	July 4 <sup>th</sup> Break
July 31	Final Exams
August 1-2	Final Exams
August 2	Semester Ends
August 3	Grades Due 9 a.m.

## **Fall 2012**

August 9	Pell Charges in Bookstore
August 9-10	Faculty Work Day
August 13-14	Registration
August 15	Schedule Adjustment
August 16	Classes Begin
September 3	Labor Day Holiday
*October 8-9	Fall Break
November 22-23	Thanksgiving Holidays
December 6-7, 10-12	Final Exams
December 12	Semester Ends
December 13	Grades Due 9 a.m.

\*Inclement Weather

## **Spring 2013**

January 2	Faculty Work Day/Pell Charges in Bookstore
January 3	Registration
January 4	Schedule Adjustment
January 7	Classes Begin
January 21	Martin Luther King Holiday
*February 28-March 1	Spring Break
March 29	Easter Holiday
April 1-5	Easter Break
May 3, 6-9	Final Exams
May 9	Semester Ends
May 10	Grades Due 9 a.m.
May 18	Graduation

\*Inclement Weather

## **Summer 2013**

May 20	Registration
May 21	Schedule Adjustment
May 22	Classes Begin
May 27	Memorial Day Holiday
July 4-5	July 4 <sup>th</sup> Break
July 29-31	Final Exams
July 31	Semester Ends
August 1	Grades Due 9 a.m.

## DIRECTORY

<b>BOARD OF TRUSTEES</b>	<b>TERM EXPIRES</b>
Mr. Larry Barnes (Chair).....	2014
Mr. Willie Jacobs (Vice-Chair) .....	2011
Mr. Douglas Daughtry .....	2013
Ms. Betty Jo Faircloth.....	2014
Ms. Barbara Faison.....	2012
Mr. Chris Fann.....	2013
Ms. Fay Gaddy.....	2011
Mr. Randy Jacobs .....	2013
Mr. Russell Pat Jones .....	2014
Ms. Norma Naylor .....	2012
Ms. Carole Robinson .....	2011
Mr. Robert Sanderson.....	2012
Mr. Gregory Frederick (SGA) .....	2010-2011

## ADMINISTRATION

William C. Aiken.....	President
	BA - Tennessee Wesleyan College
	MS - The University of Tennessee
	EdD - The University of Tennessee
Ann Butler .....	Dean of Continuing Education
	BS - East Carolina University
Virginia S. Lucas.....	Vice President of Finance
	BS - Fayetteville State University
	MBA - Fayetteville State University
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	BS - Radford University
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	MAE - East Carolina University
	EdD - North Carolina State University
R. Tim Wright.....	Vice President of Academic Affairs
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## INSTRUCTIONAL FACULTY

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Susan M. Baxter..... Division Chair - Education  
BS - California University of PA  
MAEd - East Carolina University

Robin C. Bradshaw.....Coordinator/Instructor  
Unlicensed Health Care Programs  
AAS - Sampson Community College

Ken Braswell.....Instructor, Ammonia Refrigeration  
BS - University of North Carolina at Chapel Hill  
MBA - Wake Forest University

Susan Burns.....Science Coordinator/Biology  
BS - UNC-Pembroke  
MS - Fayetteville State University

Wanda H. Capps.....Division Chair - Health Programs, Dept. Chair-Nursing  
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MSN - East Carolina University

Reuben Cashwell.....Instructor, Industrial Systems  
AAS - Sampson Community College

Torwana Coe .....Instructor - Early Childhood Education  
BS - Mount Olive College  
MS - Nova Southeastern University

Bronda Cooper.....Instructor - Cosmetology  
AAS - Sampson Community College

Bruce Creech.....Instructor, Business  
BS - University of Phoenix  
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Jennifer Eavenson.....Math Instructor - Arts & Sciences  
BS - Methodist College  
MA - North Carolina State University

Lee Anne Edmonds.....Instructor - Science  
BS - North Carolina State University  
MS - North Carolina State University

James Ezzell.....Instructor - Basic Skills  
BA - North Carolina Central University

Melissa Ezzell.....Instructor - Developmental  
BS - University of North Carolina at Wilmington  
MS - University of North Carolina at Wilmington

LaVoice Faison-Stevens.....Instructor - Basic Skills  
BA - Winston Salem State University  
MS - North Carolina State University

Alisha Frederick.....Instructor, Clinical Nursing  
BA - East Carolina University  
BSN - East Carolina University

James M. Gillispie.....Division Chair,  
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BA - James Madison University  
MA - James Madison University  
PhD - University of Mississippi

Harold Godwin.....Director of Developmental Studies/Instructor  
BS - Chicago State University

Barney D. Grady.....Department Chair - Construction Trades Technology  
AS - James Sprunt Community College  
BS - East Carolina University

Lewis P. Gravis.....Instructor - Sociology/Director of Distance Learning  
BS - Ball State University  
MA - Ball State University

Laurie P. Hamilton.....Instructor - Livestock and Poultry  
BS - North Carolina State University  
DVM - North Carolina State University

Benita Hayes.....Instructor, Office/Medical Office Administration  
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MIT - American InterContinental University

Eddie Hines.....Instructor - Developmental  
BA - University of North Carolina at Chapel Hill

Britt Honeycutt .....English Instructor - Arts & Sciences  
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MA - University of North Carolina at Wilmington

C. Dianne Hudson.....Instructor - Nursing  
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MSN - East Carolina University

Donald Jacobs.....Instructor - Compensatory Education  
AAS - Sampson Community College  
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Dale C. Johnson.....Instructor - Compensatory Education  
BBA - Campbell University

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 BS - Campbell University  
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 MS - East Carolina University  
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 MSN - East Carolina University  
 J. Steve Matthis.....Dean of Occupational Programs/  
 Division Chair - Agricultural and Industrial Programs  
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 Med - North Carolina State University  
 EdD - North Carolina State University  
 Rex Matthis.....Chair - Welding Technology  
 AAS - Sampson Community College  
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 Carol McLamb.....Instructor, Nursing  
 BSN - Widener University  
 April Melvin.....Instructor - Basic Skills  
 BS - UNC - Charlotte  
 Dana Meredith.....Chair - Industrial Systems Technology  
 BS - Mount Olive College  
 M.Ed - Strayer University  
 David Miller.....Instructor - Cosmetology  
 AAS - Sampson Community College  
 Michele Moore.....Chair - Community Spanish Interpreter  
 BS - Tulane University  
 MS - University of North Carolina at Wilmington  
 Nancy Olsen .....Chair - Horticulture  
 BS - Kansas State University  
 MS - Kansas State University

Kimberly Philpott.....Student Support Services Counselor/  
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BS - Virginia Tech  
MS - Virginia Tech

Carole Phipps.....Instructor - Math  
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MA - University of North Carolina at Pembroke

Kristina Quay.....Instructor - Early Childhood Education  
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MA - Monmouth University

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BSN - Medical College of Georgia  
MSN - University of South Alabama

Joy Rogers.....Instructor, Computer Information  
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MS - East Carolina University

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MS - East Carolina University

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PhD - Medical College of Virginia

Diana Shipp.....Instructor - Nursing  
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MSN - East Carolina University

Darren Smith.....Instructor, Biology  
BSE - The University of Michigan  
MS - Western Michigan University

Lisa S. Smith.....Instructor - Nursing  
BSN - Barton College  
MSN - East Carolina University

Al Spraker.....Instructor - Information Systems Technology  
BA - Wayland Baptist College  
MS - Webster College

Fred Stamey.....Instructor - Truck Driving Training

Veronica Stevens.....Instructor - Nursing  
BSN - East Carolina University  
MSN - East Carolina University  
FNP - East Carolina University

Candace C. Taylor.....Director of Basic Skills  
BS - Mercer University  
MS - North Carolina State University

Mike Traylor.....Instructor - Developmental  
BS - Fayetteville State University

Patricia D. Welfare.....Chair - Accounting/Business Administration  
B.A.S - Guilford College  
MBA - University of North Carolina at Greensboro

Rex West.....Instructor, Truck Driver Training

Susan Westerbeek.....Principal - ECHS  
BS - UNC - Chapel Hill  
MSA - East Carolina University

Paul J. Wolf.....Instructor - Psychology  
BA - UNC - Chapel Hill  
MS - North Carolina State University

Teresa Wolf.....Instructor-Early Childhood Education and Psychology  
BS - Campbell University  
MS - Campbell University

## STAFF

Sallie Adams.....Assistant Payroll Officer/General Bookkeeper  
Gay Bass..... Receptionist  
Matthew J. Bauer..... Network Administrator  
Sherry B. Best.....Library Services Coordinator  
Anita Boney..... Library Technical Assistant  
Peggy S. Brewer..... Coordinator/Recruiter - Compensatory Education  
Delsey C. Brewington..... Assistant to the Registrar  
Katie Brown.....Director of Customized Training  
Melita Butler.....Specialist Continuing Education  
Lynn Cavenaugh.....Secretary - Nursing  
Beth F. Daughtery..... Secretary - Faculty  
Kimberly Davis..... Enrollment Management Assistant  
Lisa Dobson..... Director - Student Support Services  
Perry Gillespie..... Professional Development Coordinator  
Nydia Gonzalez..... Coordinator of Basic Skills  
Janet Hill..... Cashier/Business Office Assistant  
Lisa Horne.....Secretary-Agricultural and Industrial Programs  
Adriene Howard.....Basic Skills/HRD Data Specialist  
Betty Hudson.....Assistant Printing Technician/  
Assistant Equipment Coordinator  
Clif Ireland.....Director - Small Business Center  
Cheryl Jackson.....Cashier/Business Office Assistant  
Kelly Jackson.....Director of Budgeting and Internal Control  
Erica Jones..... TV Production Coordinator/PIO  
Nicole Jordan..... Bookkeeper of Accounts Payable  
Bill Kemmer..... Computer Systems Assistant  
Toledo Kemmer..... Career Readiness Specialist  
Wanda Kenny..... Computer Lab Coordinator  
Shelby W. Kidd.....Printing Technician/Equipment Coordinator  
Billy Langston.....Coordinator of Auxiliary Services  
Sharon Leggett..... Counselor  
Helen McKenzie.....Secretary - Student Support Services  
Tracy Moore..... Assistant Admissions Director  
Kenneth Oates.....Security  
Tammy Oliver..... Foundation Assistant  
Donnette Pope.....GED Examiner  
Kay J. Pope.....Bookstore Clerk/Assistant Printing Technician  
Marion Pope.....Distance Learning Assistant  
Marleen Powell.....Financial Aid Assistant  
Denise Q. Rackley.....Registrar  
Oscar Rodriguez.....Director - Admissions  
Edith A. Rogers..... Secretary - Faculty



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# GENERAL INFORMATION

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## **MISSION**

Sampson Community College, founded as an extension unit of the Goldsboro Industrial Education Center, was chartered as an independent member institution of the North Carolina Community College System in 1967. The College operates as a comprehensive two-year public community college serving adult students of Sampson and surrounding counties. Consistent with the historical traditions of North Carolina's community colleges, the College affirms its belief in the incomparable worth of all students and its commitment to open-door student admissions. Central to this commitment, the College recruits and retains outstanding faculty members who support this mission and are dedicated to the art of teaching and advising students from all backgrounds and at all levels of educational preparation.

The College's educational programs are comprehensive, ranging from instruction in basic skills through collegiate studies at the sophomore level. A principal focus of the College's curricular programs is to provide occupational education at the certificate, diploma, and degree levels in programs of study that lead to meaningful employment for students in southeastern and central North Carolina. The College also provides opportunities for students to complete general collegiate studies in the arts and sciences leading to associate degrees that qualify them for admission and success in senior institutions. The College endeavors to provide access to educational programs and services at times, places, and costs that meet the needs of adult students. Faculty are encouraged to utilize available technologies to improve classroom teaching and learning and to facilitate distance learning opportunities across all programs.

As part of its commitment to lifelong learning, the College offers continuing education to adult students including opportunities to acquire basic skills, to complete the GED, and to participate in non-credit academic and personal enrichment classes. The College recognizes its obligation to work cooperatively with local business and industry, public schools, professional and trade associations, and community organizations to develop and deliver a comprehensive educational program that meets the needs of these constituents. The College supports local and regional economic development efforts and provides industries with access to specialized state-sponsored training and financial incentive programs.

In recognition of the increasing globalization of all economic activity, the College seeks to develop student multi-cultural awareness through classroom instruction and enrichment programs available to the entire campus community. The College acknowledges its responsibility to continually evaluate both the quality and relevance of all educational programs.

In support of its educational mission and undergirding philosophy, the College recruits and retains qualified individuals for admission and employment without regard to their race, color, sex, national origin, religion, age, disability, political belief, or affiliation consistent with state and federal law.

**Approved by the Board of Trustees November 11, 2003**

## HISTORY

Sampson Community College, one of the fifty-eight institutions in the North Carolina System of Community Colleges, was established in September 1965, under the provisions of Chapter 115-A of the General Statutes of North Carolina as an extension unit of Goldsboro Industrial Education Center (now Wayne Community College). The first institutional site was one office and one classroom located in the Sampson County Board of Education Building on Rowan Road. The institution moved from temporary offices in June 1966 to an old elementary school on Highway 421, six miles north of Clinton, and began the first curriculum programs in September of the same year. By an act of the 1967 General Assembly, the college became an independent unit and was called "Sampson Technical Institute." The first Board of Trustees was appointed in February 1968. As the institution grew, the need for a new campus with modern facilities was realized.

A \$500,000 bond issue was approved by Sampson County voters in April 1972. A vocational storage building was occupied on the Highway 24 campus in July 1974, and the main building on this new campus, the North Building, was occupied in January 1976. A new vocational shop building, East Building, was occupied in the fall of 1977 allowing for the expansion of several vocational programs. In 1979, through enabling legislation of the General Assembly, the Board of Trustees approved the school's name change to "Sampson Technical College." The College added additional facilities in 1982 with the construction of a 6,000 sq. ft. vocational shop building on the main campus and the county's provision of 8,000 sq. ft. in the new Courthouse Annex for the Continuing Education Division. In August 1987 the college completed construction of the West Building, and began erecting a new Student Center/Adult Education Building, the South Building, which was occupied in September 1988. In October 1987, the College changed its name to "Sampson Community College." The Board of Trustees approved changing the name of West Building to W.W. Kitchin Hall on August 21, 1989, and South Building to the Robert D. Warren Student Center on June 10, 1997. In the fall of 1998, two new buildings, the Technology Center and the Activities Center, were occupied. The Occupational Building, along with renovations to the East Building, was completed in the fall of 2005 adding an additional 36,031 square feet to the College Campus structures. In the fall of 2008, the Board of Trustees named the Occupational Building in honor of the current president Dr. William C. Aiken. In the summer of 2010, the College enrolled the first group of students in occupational classes in the Ammonia Refrigeration Training Center. The specialized shop and classroom building includes 5,000 sf of space designed to support specialized training in the use of ammonia refrigeration in the food processing industry.

Revised: July 2010

## **ACCREDITATION**

Sampson Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Sampson Community College.

## SAMPSON EARLY COLLEGE HIGH SCHOOL

Sampson Community College High School operates as a Learn & Earn public high school of choice in partnership with Sampson Community College, Clinton City Schools, and Sampson County Schools. SECHS is reinventing the secondary high school setting by providing a meaningful high school experience on the college campus. Student success is supported through academic rigor, enhanced through relevant internships, and bonded by adult-student relationships using innovating teaching methods.

Potential high school students currently enrolled in the 8<sup>th</sup> grade who resides in Sampson County are eligible to interview and apply. Students must enter the program as a high school freshman – fall semester of the 9<sup>th</sup> grade year. SECHS is a school for students who have possessed good discipline throughout their school experience. Students with poor discipline records will not be eligible for attendance. Accepted applicants must be self-motivated with a sincere interest in academics and be able to fit into an adult environment.

### Sampson Community College

#### Performance Measures and Standards

#### Critical Success Factors for the North Carolina Community College System Status of Sampson Community College in Meeting the Performance Standards

Performance Measures		Standard Met	
		08/09	09/10
Measure A	Progress of Basic Skills Students	Met	Met
Measure B	Passing Rates for Licensure and Cert. Exams	Met	Met
Measure C	Performance of College Transfer Students	Did not Meet	Met
Measure D	Passing Rates of Students in Developmental Courses	Met	Met
Measure E	Success Rate of Developmental Students in College Level Courses	Met	Met
Measure F	Student Satisfaction of Program Completer and Non-Completers	Met	Met
Measure G	Curriculum Student Retention and Graduation	Met	Met
Measure H	Client Satisfaction with Customized Training	Did not Meet	Met
Total Standards Met or Significant Improved		<b>6</b>	<b>8</b>
Total Performance Funding Standards Met or Significant Improvement		<b>6</b>	<b>8</b>

*Revised: June 2011*

## **Student Right-to-Know Act**

This act requires colleges to report completion rates of students.

In compliance with the Student Right-to-Know Act, Sampson Community College discloses a graduation/completion rate of 22% and a transfer-out rate of 4% for the 2009 cohort of full-time, first-time degree/ diploma/certificate seeking students.

## **EVENING PROGRAMS**

The college offers an extensive evening program that includes many of the credit courses offered in the daytime as well as noncredit courses for adults and special community organizations, businesses, and industries.

The availability of credit courses in the evening allows working students to coordinate their school activities with employment. Students may enroll for both evening and daytime classes.

In some programs it is possible to complete all requirements for graduation by attending evening classes only. The rate of progress will depend upon the number of courses taken each semester. A reduced load will require a longer period before completing requirements for graduation.

## **FACILITIES**

### **Description of Campus and Location**

The main campus of Sampson Community College is located on Highway 24 West in Clinton, North Carolina, near the center of Sampson County. The main campus consists of seven academic buildings and two shop buildings located on a fifty-five acre site.

### **Library**

The Library offers the following two major services:

1. **Library Services** - The library houses books, pamphlets, electronic media and other materials that support the program offerings of the college. The library is fully automated.
2. **Audiovisual Services** - Audiovisual services include both materials and equipment. These services are available at the circulation desk in the library area. Various types of materials are available on many subjects. Patrons are encouraged to consult the Library Catalog for a listing of available equipment and materials.

The Library is located on the first floor of the Kitchin Building and is open from 8:00 a.m. to 9:00 p.m., Monday through Thursday and from 8:00 a.m. to 4:00 p.m. on Friday. The schedule may vary during the summer term. The Library staff is available to help all patrons. For further information, please consult the Library Handbook or call a member of the Library staff.

### **Bookstore**

The bookstore stocks textbooks and supply items needed for study at the college. Hours of operation are posted at the store entrance. The bookstore expands its hours during the registration period.

### **Snack Bar – Vending**

A Snack Bar is available for soft drinks, coffee, sandwiches, and plate lunches. This service is located on the ground floor of the Warren Student Center. During fall and spring semesters, the hours of operation on Monday - Thursday begin at 7:30 a.m. and run through early evening. Hours of operation on Fridays are from 7:30 a.m. through lunch. Beverage and snack vending machines are available at all hours of operation. (During the summer term, the snack bar will be closed on Friday unless otherwise notified.)

### **Student Center**

The Student Center, located on the first floor of the Warren Student Center Building, houses the student lounge, bookstore, game room, and the SGA offices. Food service and TV viewing are available in the student lounge. The game room provides video games, billiards, ping-pong, and other forms of recreation and relaxation as well as additional dining facilities and TV viewing.

### **Closing of School Due to Inclement Weather**

As approved by the President of the College in consultation with senior staff, class meetings cancelled due to inclement weather will be made up by outside and/or online assignments; by adding time to remaining class meetings; or by rescheduling class meetings on other days, possibly including days originally designated as holidays or breaks.

## **Student Housing**

Sampson Community College is a commuter institution and does not operate dormitories. The individual student is responsible for finding housing. Students desiring housing in the local area may request assistance in locating housing and estimates of off-campus living costs from the student services division. A list of approved housing facilities is not maintained by the college.

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# ADMISSIONS

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## ADMISSIONS INFORMATION

Sampson Community College subscribes to an *Open Door* admissions policy. Admissions requirements are consistent for all students seeking to enter courses or programs offered by the college. Graduation from High School or a High School Equivalency Diploma (GED) is required for admission to all Associate Degree and Diploma programs. While SCC advises all prospective students to earn a High School Diploma or GED, non-graduates may be admitted to certificate programs or a limited number of courses. The college reserves the right to place students on the basis of counseling, assessments, interviews, and previous academic achievement.

Applicants currently under suspension or expulsion from any other community college, university, or educational institution may be refused admission to Sampson Community College for the duration of the suspension period or expulsion. This policy has been adopted by the Board of Trustees pursuant to 23 NCAC 2C.0301(c) of the NC Administrative Code.

### REQUIREMENTS FOR GENERAL ADMISSIONS

1. **Application for Admission:** Prospective students must complete an application for admission, including a residency statement. Applications can be mailed to: SCC Admissions Office, Post Office Box 318, Clinton, NC 28329. SCC admissions applications also can be completed and submitted online at: [www.cfnc.org](http://www.cfnc.org).
2. **Official Transcripts:** Applicants should request for complete transcripts be sent to the SCC Admissions Office at the address listed above.
  - a. **High School Graduates:** Applicants who have graduated from high school should submit an official transcript showing all course work completed and the date of graduation. High school seniors may submit an official partial transcript showing their current courses and the intended date of graduation. It is the student's responsibility to submit a final high school transcript prior to admission to an Associate Degree or Diploma program.
  - b. **High School Diploma Equivalency (GED):** Applicants who have successfully completed the GED program should request for their scores be sent to the SCC Admissions Office. Students who earned the GED in North Carolina can request an official copy of their scores by submitting a request to: the North Carolina State GED Center, 5024 Mail Service Center, Raleigh, NC 27699.
  - c. **Transfer Applicants:** Applicants seeking to transfer from another college or university must follow the established procedures for general admission and meet all requirements. Official transcripts showing high school graduation or GED completion and all colleges

attended are required before admission to degree or diploma programs can be granted.

3. **Placement Testing:** SCC requires all diploma and degree seeking students to complete the COMPASS placement test. Test results are used to assist students in selecting the appropriate courses and program of study. There is no charge for taking the placement test. Students who meet the acceptable criteria for a waiver may be exempt from taking the test (See section Placement Testing). Prospective students who have not completed the COMPASS or other North Carolina Community College System approved entry assessment (ASSET or ACCUPLACER) within the past three years, must contact the Admissions office at: (910) 592-8084 to schedule a test date.
4. **Admissions Interview:** Students are required to meet with a counselor for an admissions interview prior to acceptance at the college. The purpose of the interview is to review placement test scores and determine a course of study appropriate to students' interests and aptitude levels. Admissions interviews are scheduled after students complete the placement test or by appointment.
5. **Medical History Form:** All new and readmitted students are required to submit a medical history form prior to enrollment. Students are asked to confirm their physical and mental health status. In addition, students should disclose any medical conditions or potential health concerns. All student health records are kept confidential.

## **Readmission to the College**

Previous students who withdraw from the college for one calendar year or longer will be readmitted under the catalog that is current at the time of readmission. Students who withdraw from the college must complete the following requirements before being admitted:

1. Complete an updated application for admission, including a residency statement.
2. Complete an updated Medical History Form.
3. Meet with a counselor for an admissions interview.
4. Submit official transcripts from other colleges and universities, if not already on file.

## **Conditionally Admitted Students**

Any students admitted on a conditional basis must meet all admission requirements within the *first semester* of enrollment. Conditionally admitted students are not eligible to receive financial aid, including veteran's education benefits. All conditional admissions are granted on a provisional basis and final acceptance is dependent upon completion of all requirements. Students failing to fulfill the requirements for conditional admittance within the specified time will not be allowed to register for another semester.

## **Special Students**

Special students are enrolled in curriculum courses for credit but are not working toward earning a degree, diploma, or certificate. Special students must have met all prerequisites before registering for a course. If a special student decides to earn a degree, diploma, or certificate, he or she must complete all requirements for general admission. Special students may receive credit toward graduation for 15 credit hours completed prior to acceptance into a curriculum program. Additional credit hours may be accepted at the discretion of the department chair of the program the student plans to enter.

## **Visiting Students**

Students enrolled at another college or university who wish to take one or more courses at SCC must meet the following requirements:

1. Complete an application for admission.
2. Submit official transcripts showing courses completed.
3. Submit written permission from their home institution.

## **Home School Students**

Home school graduates must adhere to the established procedures for general admission and present the following documentation prior to admission to a degree or diploma programs:

1. Present an inspection verification certificate with the official North Carolina seal OR a copy of the Notice of Intent with the name and address of the home school and the name of the school's chief administrator.
2. Provide a transcript documenting high school credit earned and the date of graduation. Official transcripts must be issued by the chief administrator of the home school and show the school's name and address.

Home school students seeking to take curriculum courses before graduation should contact the Admissions Office to obtain information on Concurrent Enrollment requirements and procedures.

### **Concurrently Enrolled High School Students - Huskins Bill Program**

Through the Huskins Bill Program, SCC offers selected college-level courses tuition free for qualified high school juniors and seniors. High school students seeking to take both high school and college courses must be at least 16 years of age and meet all pre-requisites before registering for curriculum courses. Prospective students must meet general admission requirements including satisfactory performance on placement assessments or other appropriate examinations recognized by the college. Concurrent enrollment students must meet the following requirements to be eligible for general admission:

1. Complete an application for admission.
2. Submit an official high school transcript showing work completed.
3. Obtain approval from high school principal.
4. Obtain approval from SCC Director of Admissions.

### **Concurrent Enrollment Requirements for College Transfer Courses**

The college offers selected courses that are approved to satisfy the Comprehensive Articulation Agreement for transferability to four-year colleges or universities. In order to demonstrate a level of academic and behavioral maturity sufficient to enroll in College Transfer courses, high school students should meet ONE of the following criteria prior to enrollment:

1. Achieve a combined SAT score of approximately 920 (Critical Reading 480; Math 440) or higher and an overall “B” average (GPA of 2.63 or higher) on completed high school work.
2. Achieve a composite ACT score of 19 (Verbal 19; Math 19) or higher and an overall “B” average (GPA of 2.63 or higher) on completed high school work.
3. Complete the COMPASS placement test or other North Carolina Community College System approved entry assessment (ASSET or ACCUPLACER) with scores satisfactory to be placed in college level courses.

The college reserves the right to place students on the basis of counseling, assessments, interviews, and previous academic achievement. Students interested in concurrent enrollment may contact the SCC Admissions Office or their high school guidance counselor for more information on requirements and registration procedures.

## Transfer Students

Transfer students should follow the admission procedures established for regular students listed in the Admissions section of the catalog.

### Admission Non-High School Graduates

Sampson Community College subscribes to an *Open Door* admission policy. While SCC advises all prospective students to earn a high school diploma or GED prior to enrollment, non-graduates **who are at least 18 years of age may be admitted to certificate programs** with the approval of the appropriate division chair. Students who have not completed a high school diploma or GED **will not be eligible to receive financial aid**. The college reserves the right to place students in certificate programs on the basis of counseling, assessments, interviews, and previous academic achievement. Completion of high school or GED is required for certificate completers who wish to enter diploma or degree programs.

## PLACEMENT TESTING

Sampson Community College administers the COMPASS Placement Test as a standard part of the admissions process. COMPASS is an untimed, computerized test that evaluates academic competency in three areas; reading, writing, and math. The test is designed to help place entering students in courses and programs that are appropriate to individual aptitudes and abilities. Because students achieve at varying proficiency levels, developmental courses may be required during the first one to two semesters of enrollment. Prospective students who have completed the COMPASS or other North Carolina Community College System approved entry assessment (ASSET or ACCUPLACER) within the past three years may have their official test scores sent to the SCC Admissions Office.

### Test Waiver

Applicants who present proof of having met ONE of the following criteria may be exempted from taking the placement test:

1. Completion of a college level Mathematics and English course with a grade of “C” or higher.
2. Achieved a combined Scholastic Aptitude Test (SAT) score of approximately 920 (Critical Reading 480; Math 440) or higher. SAT scores over four years old are not accepted by the college.
3. Achieved a composite American College Test (ACT) score of 19 (Verbal 19; Math 19) or higher. ACT scores over four years old are not accepted by the college.

4. Graduation from an accredited institution with an associate degree or higher.

### **Disability Accommodations for Placement Testing**

Students who have a documented disability or handicap that prevents them from taking the placement test under standard conditions may request reasonable accommodations. Requests for special arrangements or audio/visual implements should be presented to the Disability Services Coordinator at least two weeks prior to the date scheduled for testing.

### **Retest Policy**

The college allows students to retake the COMPASS Placement Test one time within a semester. There is a two-week minimum waiting period between the initial attempt and any scheduled retest. The waiting period may be waived at the discretion of the Director of Admissions if extenuating circumstances warrant a retest. The following conditions apply to retesting:

1. Students may elect to retake the entire COMPASS test or individual sections (reading, writing, or math) where college-level placement was not achieved. If the retest is for two sections, i.e. reading and math only, both tests must be completed during the same session.
2. Only one attempt is allowed for each subject area. The highest scores earned in each section from the initial test and the retest will be used for placement.
3. No second retest will be granted unless a documented technical failure such as a power outage interferes with the testing process.
4. Students who have not been enrolled in any college classes for three years or more may request to retake the COMPASS placement test.

### **PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS**

All prospective students must meet the general admissions requirements of the college to be eligible for enrollment. In order to ensure compliance with state and local standards, certain curriculum programs have specific requirements beyond those established for general admission.

### **Admission Requirements for the Basic Law Enforcement Training Program**

Applicants who wish to become a certified law enforcement officer may enroll in the Basic Law Enforcement Training program. To be admitted, applicants must complete the following admission requirements.

1. Submit an application for admissions.

2. Obtain a sponsorship from a law enforcement agency.
3. Complete a standard medical history statement (F1) and a medical examination report (F2). A medical doctor must complete the medical examination report (F2) no more than thirty days before the beginning of the course. Sampson Community College does not schedule or pay for physical examinations.

### **Admission Requirements for the Cosmetology Instructor Training Program**

Applicants applying for admission to the Cosmetology Instructor training program must meet general admission requirements and specific program requirements. Each applicant must complete requirements listed below:

1. Submit an application for admissions.
2. Provide proof of work experience as a cosmetologist.
3. Submit a copy of current cosmetology license.
4. Submit an official high school transcript or GED scores.
5. Complete a medical history form.
6. Request college transcript to be sent to the Admissions Office.
7. Schedule an information session with the Department Chair of the Cosmetology program.

### **Admission Requirements for Nursing Programs**

Sampson Community College uses special admission procedures for nursing programs. Applicants who wish to enter the Associate Degree Nursing or the Practical Nursing programs must meet additional admission requirements beyond those established for general college admission. Students interested in enrolling in one of the nursing programs must complete the admissions requirements below by March 15 of the year in which entry is desired. *The college reserves the right to extend the application period when warranted.*

## **Additional Admissions Requirements for Nursing Programs**

1. Evidence of successful completion of *ALL* prerequisite courses with a grade of “C” or better. Prerequisite courses are high school or college *Chemistry (CHM 092 or higher) and Biology (BIO 110 or higher) with respective labs and Algebra (MAT 070)*. Each of these should be completed within the past ten years (if high school courses, 10 years by graduation date). **For nursing students, Chemistry and Biology are required prior to enrolling in BIO 168 and BIO 169.**
2. Interview with an admissions counselor.
3. Completion of the Test of Essential Academic Skills V Test (TEAS V) within three years of the proposed admission. Applicants may take the TEAS V only after all prerequisites have been met. One retake per year is permitted. This is true regardless of testing site. Applicants must obtain an Academic Preparedness level of Proficient, Advanced, or Exemplary to be eligible for admission.
4. Applicants must have successfully completed a North Carolina approved Certified Nurse Aid I program and be currently listed on the North Carolina Nurse Aide I Registry with no substantiated findings. The Certified Nurse Aid I Training Program must include theory, lab and clinical components. If an applicant has taken the Certification in Nurse Aide I program in a state other than North Carolina, this will be considered on an individual basis if the student is listed on the North Carolina Nurse Aide I Registry with no substantiated findings. CPR must be current upon admission to the Nursing Program. **Note:** Certification in CPR must remain current throughout the nursing curriculum.
5. Current CPR Certification – American Heart Association or American Red Cross.
6. Students who have completed courses within their program study (Associate Degree Nursing or Practical Nursing) prior to entering nursing must have a grade of “C” or higher to be considered for acceptance into the Nursing Program.
7. A student may have two admissions into the ADN program, the PNE program or the Advancement Placement.

## **The Application Process**

Students desiring admission into the nursing program (Associate Degree Nursing or Practical Nursing) will need to complete the following steps by March 15 to be considered for the Fall semester. The Nursing Admissions committee reviews all applications meeting the minimum stated requirements for consideration after March 15. Applicants completing all requirements after the deadline will be considered by the Admissions Committee until the program is filled.

1. Students who have completed all the prerequisites and obtained the required TEAS V scores must bring their TEAS V scores to the nursing department.
2. Obtain and complete the Admissions Requirements Course Checklist with a nursing faculty signature.
3. The Admissions Requirements Course Checklist is submitted by the student to the Director of Admissions.
4. Applicants from previous years who met the minimum qualifications will need to resubmit the Admissions Requirements Course Checklist to the Director of Admissions.

### **The Application Review Process**

Admission into the Nursing Programs is a competitive selection process for a limited number of students. Fully qualified students will be ranked based on a point system. Points will be awarded for the Test of Essential Academic Skills (TEAS V) and other criteria. Using a formula that assigns numerical values to specific criteria, all applicants will be ranked. Acceptance into the ADN or PNE programs will be based upon the *highest cumulative* scores. In case of a tie, the earliest date of the submission of the Admissions Requirements Course Checklist to the Director of Admissions will be used to select applicants for admission to the program.

### **Point System for Associate Degree Nursing/Practical Nursing Applicants:**

1. **Points for Test of Essential Academic Skills V Test.** All applicants will be required to complete the TEAS V within three years prior to their formal admission into the program.
2. **Points for College Course Work.** Applicants who have completed nine or more hours of ADN curriculum course work or six or more hours of PN curriculum course work will be awarded points for admission based upon the grades received. For purposes of this computation, the GPA will be calculated based on all related courses attempted within the curriculum. **Note:** *Developmental course work is excluded from this computation of points.*

Students will submit to criminal background checks and drug screening upon admission to the program and random drug screening, as directed by affiliating clinical agencies. The results of the background check and drug screen may determine if a student is eligible to enter clinical agencies. Students are responsible for the cost of the background check and drug screen. Applicants should be aware that a student must be able to enter and/or

remain in all clinical agencies to progress within the program. If a clinical site denies a student placement in their facility, the student would be unable to complete the required clinical components of the course. In this case, the student will be withdrawn from all NUR courses and will not be allowed to progress in the program. The background check and drug screening must be completed by the specified date. Failure to complete the process as specified will jeopardize enrollment in the program.

### **Advanced Placement (Transition to the Associate Degree Nursing)**

Licensed Practical Nurses may be granted advanced placement into the third semester (summer) of the Associate Degree Nursing program under the following conditions:

1. Candidates must show evidence of a current unencumbered North Carolina license to practice as an LPN. License must remain unencumbered while enrolled in the nursing program.
2. Candidates must show evidence of successful employment experience if applicable. *A letter of reference or an evaluation from your current employer will be adequate.*
3. Complete an application to the college.
4. Submit official transcripts from all previous schools, including high school, to the Admissions Office.
5. Complete all first-year related course work for the Associate Degree Nursing program with a cumulative GPA of 2.00 or above (ACA 111, BIO 168, BIO 169, PSY 150, PSY 241). Preference will be given to students who have completed all related courses with a GPA of 2.50 or better. Refer to the Associate Nursing program brochure for a list of related courses.
6. Submit the Advanced Placement Testing Request Form to the Division Chair of Nursing by December 1. The form may be obtained from the Division Secretary and/or SCC website.
7. Upon Admission to the Associate Degree Program, complete an SCC Health History and Physical Examination Form and Dental Form (supplied by the nursing department), including the practitioner's examination section.
8. Students will submit to criminal background checks and drug screening upon admission to the Associate Degree program and random drug screenings, as directed by affiliating clinical agencies. The results of the background and drug screen may determine if a student is eligible to enter clinical agencies. Students are responsible for the cost of the background check and drug screen. Applicants should be aware that a student must be able to enter and/or remain in all clinical agencies to progress within the program. If a clinical site

denies a student placement in their facility, the student would be unable to complete the required clinical component of the course; therefore, the student will be withdrawn from all NUR courses and will not be allowed to progress in the program. The background check and drug screening must be completed by the specified date. Failure to complete the process as specified will jeopardize enrollment in the program.

9. Applicants to the nursing program should be aware that if they have pled guilty to or have been convicted of a felony or misdemeanor (other than a minor traffic violation), the NC Board of Nursing may restrict or deny licensure. The NC Board of Nursing requires criminal history checks for each person applying to practice in the state of North Carolina.

## **Validation and Transfer**

In addition to general admission requirements, students requesting admission to the Associate Degree Nursing program will be required to validate their nursing knowledge and skills. Students must make a minimum score of 60 on the PN STEP (Specialized Testing to Evaluate Preparedness) to be eligible for advance placement. The cost of the exams is the responsibility of the applicant and is set by the company. Advanced placement in the Associate Degree Nursing program is a competitive process based on available spaces in the Associate Degree Nursing program.

## **RESIDENCY**

The tuition charge for students who qualify as legal residents of the State of North Carolina is less than the charge for non-residents. All applicants to the college are required to provide a statement regarding the length of their residency in North Carolina. To qualify for in-state tuition, as specified in North Carolina General Statute 116-143.1, a legal resident must have maintained his or her domicile (residence) in North Carolina for **at least twelve months** immediately prior to his or her classification as a resident for tuition purposes. In order to be eligible for such classification, the individual must establish that his or her presence in the state during such twelve month period was for the purpose of maintaining a bona fide domicile rather than for the purpose of mere temporary residence incident to enrollment in an institution of higher education. Further (1) if the parent(s) or court-appointed legal guardian(s) of the individual seeking resident classification is (are) bona fide domiciliaries, this fact shall be prima facie evidence of domiciliary status of the individual applicant (2) if such parents or guardians are not bona fide domiciliaries of this state, this fact shall be prima facie evidence of non-domiciliary status of the individual.

The residency classification of a student, for purposes of applicable tuition rates, is required to be changed if his or her state of legal residence has changed since establishment of the student's original classification. Failure to provide requested documentation for residency classification may result in the student's classification as a non-resident for tuition purposes. Students who believe they have been erroneously classified are permitted to appeal the case in accordance with the procedure outlined by the State Residence Committee. Each enrolled student is responsible for knowing the controlling administrative statement of policy on this subject. Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.* Copies of the manual are available for student inspection in the SCC Admissions Office. **Residency requirements are established by the North Carolina State Legislature and are subject to change without notice.**

### **Out-of-State Tuition Waivers**

Students who meet specific requirements in accordance with North Carolina General Statutes may be eligible for in-state tuition waivers under the following conditions:

1. When an employer (other than the armed services) pays the full tuition for an employee who works at a North Carolina business location to attend a community college, the employer may be charged the in-state tuition rate in accordance with G.S. 115D-39(a) even when the employee does not meet the requirements for in-state tuition.
2. Out-of-state members of the armed forces and the dependant relatives of such members who are stationed at a North Carolina base are eligible to be charged the in-state tuition rate under G.S. 116-143.3. The student must submit appropriate documentation prior to initial enrollment and re-enrollment each successive academic year.

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# FINANCES

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## **BUSINESS OFFICE**

The Business Office is responsible for the collection of all tuition, fees, fines, and other educational cost borne by the student. In addition, the Business Office distributes all financial aid and work study checks. The Business Office is located on the first floor of the North Building. The office is open to students between the hours of 8:00 a.m. and 5:00 p.m., Monday through Thursday and 8:00 a.m. to 4:00 p.m. on Friday and other published periods for registration.

### **FEES**

#### **Tuition**

**Tuition for FALL, SPRING, and SUMMER SEMESTERS** for in-state curriculum students is \$56.50 per credit hour, not to exceed \$904.00 per semester. Tuition for out-of-state students is \$248.50 per credit hour, not to exceed \$3,976.00 per semester. The College shall charge for each credit hour taken up to 16. All credit hours taken during the semester that exceed 16 will be at no cost.

Students enrolled for twelve (12) or more credit hours are considered full-time. North Carolina residents age 65 or older may enroll tuition free in curriculum courses.

Fees are due and payable prior to the student's entering the first scheduled class. The Registration Receipt Form which is validated by the Business Office upon collection of tuition and fees at registration shall be required to enter any class.

**NOTE:** Tuition is set by state policy and is subject to change without notice.

#### **Special Supply and Uniform Costs**

Students in some curricula are required to purchase special supplies or clothing. Example of charges:

Cosmetology Kit, plus books \$750.00 estimated

Nursing Uniforms - \$200.00 estimated

Students should consult with their department chair for special supplies required in their curriculum.

#### **Technology Fee**

Each student enrolled for twelve semester hours or more (full-time) will pay \$16.00 per semester technology fee. Part-time students will pay technology fees according to the following schedule:

1-5 semester hours \$ 8.00

6-11 semester hours \$12.00  
12 or more semester hours \$16.00

Fees may be changed by action of the Board of Trustees. The maximum technology fee is set by state policy and is subject to change without notice.

### **Activity Fee**

Each student enrolled for twelve semester hours or more (full-time) will pay \$12.00 per semester student activity fee. This fee is for the cost of student publications, dances, social events, and other activities. This fee is refundable if the conditions for tuition refund apply. Effective Spring 2008, students will pay activity fees according to the following schedule:

1-5 semester hours \$8.00  
6-11 semester hours \$12.00  
12 or more semester hours \$16.00

### **Vehicle Registration and Parking Regulations - Parking Fees**

All students who operate motor vehicles on campus must register their vehicle(s) with the Security Officer. The college enforces parking regulations. Violations of the parking and registration regulations will result in fines, towing, or loss of parking privileges. A \$5.00 parking fee is charged each semester. Fees may be changed by action of the Board of Trustees.

### **Insurance Fee**

A student accident insurance policy designed for the students of North Carolina Community Colleges is required for all curriculum students at a nominal cost per semester. For information concerning coverage and benefits, contact the Business Office. A copy of the insurance plan is distributed to each student at registration. Nursing students are required to purchase professional liability insurance at an approximate cost of \$20.00 per year.

### **Breakage Fee**

Breakage, damage, or loss due to negligence, carelessness, or other mishandling of school supplies, materials, or equipment by a student is the responsibility of the student. The student will be required to pay for such items.

## **PAYMENT OF FEES**

The North Carolina Community College System has established the following policies:

1. Tuition and fees for each semester are payable on the date of registration.
2. A student who has an outstanding balance is not eligible for registration. This includes any outstanding balance at another institution of the North Carolina Community College System.
3. No student will be allowed to graduate, receive a diploma or certificate, or a transcript of his or her record, nor will any information concerning his or her record be forwarded to another institution or other person so long as the delinquent account is outstanding.

## **REFUND POLICY**

### **Tuition**

Students who find it necessary to withdraw from a course or the college during the semester must complete the following procedures to officially withdraw from classes and be eligible for any refund of tuition and fees.

1. Obtain a withdrawal form (Registration Change Notice Form) from Student Services or from the student's advisor;
2. Have the form signed by the instructor(s) for the class(es) from which the student is withdrawing;
3. Submit the completed form to Student Services for final approval.

The withdrawal form should be completed within ten (10) calendar days of the first day of class and prior to or on the 10% point of the semester. Withdrawals that are not processed by these staff and subsequently signed by the student are unofficial and are not eligible for refunds.

The college's tuition refund policy is established by the North Carolina State Board of Community Colleges. Tuition refund for students shall not be made except under the following circumstances:

1. (A) 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to "make" due to insufficient enrollment.  
(B) 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester.

- (C) For classes beginning at times other than the first week (seven calendar days of the semester), a 100 percent refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.
2. To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule.
  3. Where a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

**NOTE:** The tuition refund policy is set by the state and is subject to change without notice.

### **Military Tuition Refund**

Upon request of the student, each college shall:

1. Grant a full refund of tuition and fees to military reserve and National Guard personnel called to active duty or active duty personnel who have received temporary or permanent reassignments as a result of military operations then taking place outside the state of North Carolina that make it impossible for them to complete their course requirements; and
2. Buy back textbooks through the colleges' bookstore operations to the extent possible. Colleges shall use distance learning technologies and other educational methodologies to help these students, under the guidance of faculty and administrative staff, complete their course requirements.

### **Activity/Parking Fees/Technology Fee**

A 100 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent of the semester. For classes beginning at times other than the first week (seven calendar days of the semester), a 100 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class.

### **Insurance Fees**

A 100 percent refund shall be made under the following circumstances.

1. A student officially withdraws from class(es) or from the college prior to the first day of class(es).
  2. A student is enrolled in one or more classes subject to an institutional error.
  3. A student is enrolled in class(es) subsequently canceled by the college.
- Otherwise, the insurance fee is non-refundable.

### **RETURN OF TITLE IV FUNDS**

When a student withdraws during a semester, the amount of Title IV assistance (Federal Pell Grant) earned up to the date of withdrawal is determined by a formula specified by 34 CRF part 668.22. If the student received less assistance than the amount earned, a disbursement may be made after withdrawal. If the student received more assistance than earned, the excess funds must be returned.

If there are funds that must be returned, the school must return a portion equal to the lesser of institutional charges multiplied by the unearned percentage of funds or the entire amount of the excess funds. If the school is not required to return all of the excess funds, the student must return 50 percent of the remaining amount.

Details of this policy are available in the Financial Aid Office.

### **TEXTBOOKS**

Students are required to provide or purchase their own textbooks. The college operates a bookstore located on the first floor of the Warren Student Center. The bookstore stocks the necessary books and materials for the courses currently offered by the college. The cost of books and other items varies with the program of instruction.

### **BOOK REFUND AND EXCHANGE POLICY**

Books may be exchanged or returned with a 100 percent refund given if the student officially withdraws from the class prior to or on the official 10 percent of the semester. For classes beginning at times other than the first week (seven calendar days of the semester), a 100 percent refund shall be made if the student officially withdraws from the class prior to or on the 10 percent point of the class. REFUNDS OR EXCHANGES WILL NOT BE ALLOWED FOR TEXTBOOKS THAT HAVE BEEN SOILED, WRITTEN IN, OR SHRINK WRAP HAS BEEN REMOVED. NO REFUNDS ARE ALLOWED ON SUPPLY ITEMS. STUDENTS MUST SHOW A VALID ID AND A CASH RECEIPT WHEN RETURNING BOOKS.

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# STUDENT SERVICES

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## **GENERAL INFORMATION**

The Student Services Division of Sampson Community College is committed to supporting the academic, personal, and professional growth of all students. The objective of Student Services is to assist students in realizing their educational and professional goals while developing self-direction and independence. Student Services Staff are available to guide students through decision-making and problem-solving throughout their educational experience at the college. Various offices within the Division are open Monday through Thursday, 8:00 a.m. to 8:00 p.m. and Friday, 8:00 a.m. to 4:00 p.m. with the exception of scheduled breaks and holidays.

## **COUNSELING SERVICES**

Counselors in the Student Services Division are available to provide academic, career, and personal counseling from pre-admission through graduation. Counseling services are free of charge for all prospective and current students as well as graduates of the college. Students are encouraged to schedule appointments whenever possible, but walk-ins are welcome.

### **Academic Advising**

The college's academic advising system is an essential part of the student's educational experience. It is intended to include the entire academic community in order to facilitate communication between students, faculty, and student services staff. Upon admission to the college, students meet with a counselor to select a program of study that is appropriate to each individual's aptitudes and interests. Once a program is selected, all curriculum students are assigned a faculty advisor who assists with course planning, registration, and documenting academic progress. Counseling also is available for students seeking to transfer to a four-year college or university upon graduation. Progress conferences may be scheduled at any time throughout the year. Academic advisors and counselors make every effort to provide effective guidance, but the student bears the final responsibility for ensuring that all academic requirements are satisfied for the selected program.

### **Career Planning**

A Career Services Coordinator is available in Student Services to aid students and graduates as they search for career opportunities and transition from the educational environment to the workplace. Planning and guidance is provided to help students determine the educational requirements associated with their chosen career path. Other services include assistance with resume

writing, job application, job search referrals, and interview preparation. Through collaboration with local businesses, industrial firms, and public agencies, the college posts current job opportunities on a regular basis. Students may contact the Career Services Coordinator at (910) 592-8084, extension 2025 for additional information.

## **Personal Counseling**

Students are encouraged to visit a counselor when personal or social problems interfere with their ability to perform academically. Counselors are available to assist students in working through personal issues that may negatively impact their ability to succeed in the educational setting. Students may visit with a counselor at any time during the normal operating hours of the Student Services Division and by appointment. Faculty members also may refer students for counseling. Referrals to outside agencies are provided to students who may benefit from ongoing counseling services. Any information discussed during counseling is kept strictly confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.

## **STUDENT SUPPORT SERVICES**

The Federal Trio STUDENT SUPPORT SERVICES program is designed to help students who have a need for academic support to successfully complete college. Participants must be dedicated to achieving their educational potential and must qualify by meeting one or more of the guidelines established by the U. S. Department of Education. The purpose of the program is to assure that eligible students have the assistance needed to overcome the obstacles that often prevent them from completing or benefiting from their educational experience. A student must be enrolled at the college or accepted for enrollment before being invited to join the program. Students are identified and contacted each semester, and participation is voluntary. Students interested in enrolling in the Student Support Services program should contact the Student Support Services office.

## **DISABILITY SERVICES**

The Disability Services Office assists in adapting general services offered by the college for the individual and specialized needs of students with health conditions, disabilities, or other limitations. The goal of Disability Services is to provide equal opportunity and access to the programs and facilities of the college in accordance with Section 504 of the Rehabilitation Acts of 1973 and the Americans with Disabilities Act of 1990. Questions

pertaining to disability services may be directed to the Disability Services Coordinator at (910)592-8084, extension 2025. TTY users may call (910) 596-0406.

Any student seeking reasonable accommodations due to a temporary or permanent disability should observe the following:

1. Information regarding an individual's disability is not collected during the admissions process. Therefore it is the student's responsibility to initiate contact with the Disability Services Coordinator. Requests for reasonable accommodations should be disclosed in a timely manner prior to the beginning of each semester. Any information provided by the student is strictly voluntary and is kept confidential and separate from academic records.
2. Current documentation of a disabling condition must be presented to the Disability Services Office prior to the implementation of any accommodations. Documentation must be submitted from a qualified professional and should include a clear diagnosis of the student's current needs and ability to function in the educational environment. Questions regarding acceptable documentation should be directed to the Disability Services Coordinator.
3. The student is responsible for requesting disability accommodations prior to the beginning of each semester of enrollment. The student is also responsible for maintaining regular contact with the Disability Services Coordinator and requesting changes or modifications to existing accommodations.

### **CHILD CARE SERVICES**

Any student who has child care concerns should contact the Child Care Coordinator located in the Student Services Division. While the college does not provide a child care facility, it does offer a limited amount of child care awards to offset child care costs incurred while students attend college. Also, a current list of licensed day care centers and day care homes is available to students. Students are made aware of other subsidized child care resources programs and are referred to apply for assistance.

To qualify to apply for a child care award, applicants must be in good academic standing. Priority is given to single parents, homemakers lacking job skills, and displaced homemakers. Awards are based on student need and the availability of funds.

### **FINANCIAL AID**

The student financial aid program at Sampson Community College is designed to assist deserving students in meeting the costs of attending college. The program consists of three major types of aid: grants,

scholarships, and student employment. An eligible student may receive one or more of these types of financial aid. Sampson Community College does not participate in the Federal Stafford Loan Program.

In making award decisions, the Financial Aid Office first determines the student's financial need for college attendance. The need is the difference between the resources of the student and his parents and the costs of attending school. Any student who has completed the financial aid application procedures is considered for all types of financial aid without regard to the student's sex, race, color, or national origin. In all financial aid awards, the student has the right to accept, reject, or appeal the aid he has been offered. Students are required to meet the Satisfactory Academic Progress Standards for Financial Aid as defined on pages **73-74** of this catalog.

### **Eligibility**

All students may be eligible for some type of financial aid and all are encouraged to apply.

### **Application Procedures**

1. Complete and submit the SCC Admissions Application.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). IMPORTANT: Students are required to provide the same name, address, date of birth on the FAFSA as listed on the SCC Admissions Application.
3. Enter Sampson Community College's code (007892).
4. For assistance in completing the FAFSA, or for students that do not have internet access, call the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243).
5. FAFSA's should be completed online as soon as the federal tax return(s) are completed or by at least eight weeks prior to enrollment.
6. The Financial Aid Office will give written notice of eligibility.
7. Scholarship applications are available in September from the Financial Aid Office, the high school guidance offices, and the College website.
8. Scholarship applications must be received by the Financial Aid Office by March 15.
9. Scholarships are awarded for the Fall and Spring Semesters.

### **Types of Aid**

1. Federal Pell Grant Program - The Pell Grant is a federal aid program which provides awards ranging from \$400 to \$5,550 per year, based on eligibility as determined by the U.S. Department of Education. All

students must apply for this grant in order to be considered for other financial aid. Currently all Associate Degree and Diploma programs are eligible, but only certain certificate programs meet the eligibility criteria. The certificates must **contain at least 16 credit hours to be eligible for federal aid.**

2. Federal Work-Study Program - The Federal Work-Study Program provides part-time jobs to students who demonstrate financial need. Application for Work-Study is made by completing the FAFSA and an application for Work-Study obtained from the Financial Aid Office.
3. Federal Supplemental Opportunities Grant Program - The Federal Supplemental Opportunities Grant Program (FSEOG) is designed to provide grants to exceptionally needy students. Application for this grant is made by completing the FAFSA.
4. NC Community College Grant (NCCC Grant) - The NCCC Grant provides assistance for students that are eligible for only a reduced amount of Pell Grant or no Pell Grant based on their estimated family contribution as determined on the Student Aid Report. Eligible students must be North Carolina residents enrolled for at least six (6) credit hours per semester in a curriculum program. Applicants must complete the Free Application for Federal Student Aid (FAFSA) which is used to also qualify for Federal Pell Grant. These funds are contingent on funding from the State of North Carolina.
5. NC Education Lottery Scholarship - A North Carolina resident who files the FAFSA and demonstrates need may be eligible for these funds. Need based awards ranging from \$800 to \$3200 are awarded in conjunction with the Federal Pell Grant and the North Carolina Community College Grant. These funds are contingent on funding from the State of North Carolina.
6. NC Prospective Teachers' Scholarship/Loan - A North Carolina student who plans a teaching career in the state may wish to apply for a Prospective Teachers' Scholarship-Loan. The award is valued at \$2,000 per year, and each year's stipend may be canceled by a year of public school teaching in North Carolina. Information and an application form may be obtained from the Department of Public Instruction, Raleigh, NC or [www.cfnc.org](http://www.cfnc.org)
7. NC Student Loan Program for Health Science and Mathematics – A North Carolina student who plans a career in a health-related field and who intends to practice his or her specialty in the state may apply for financial assistance from the state. Information can be obtained from the Division of Facility Services, Department of Human Resources, Raleigh, NC, or [www.cfnc.org](http://www.cfnc.org)
8. NC Veterans' Affairs Scholarship - The Department of Veterans' Affairs offers scholarship assistance to North Carolina Children of

- deceased or disabled veterans or of certain veterans who were listed in a POW/MIA status. An eligible student should write to the NC Department of Veterans' Affairs, Raleigh, NC, for information.
9. Sampson Community College Foundation Work-Study Program This program provides part-time jobs on campus for students who may not qualify for Federal Aid.
  10. Local Scholarships - A partial list of scholarship programs administered by SCC follows. For information on additional scholarships and application procedures, contact the Financial Aid Office.
    - N.C. Nurse Education Scholarship Loan Program
    - North Carolina Nurse Scholars Program
    - SCC Foundation Academic Scholarships
    - SCC Foundation Endowed Scholarships
    - SCC Foundation General Scholarships
    - State Employees Credit Union Scholarship
    - State Employees Association of N.C. Scholarship
  11. Loans - Sampson Community College provides small, short-term loans for students who are expecting other financial aid or who have emergencies while enrolled. Applications for these loans are available in the Financial Aid Office and are limited by availability of funds.
  12. Other - Sampson Community College cooperates with other federal, state, and local agencies for other types of assistance. Students may check their college email throughout the semester to learn of other financial aid opportunities. For information, contact the agency or the SCC Financial Aid Office: Sampson County Department of Social Services, Sampson County Office of Employment and Training, and Telamon.

## **VETERANS AFFAIRS**

The Veterans' Benefits Law provides financial assistance to any veteran who is eligible for benefits under the G.I. Bill. When veterans enroll in an approved curriculum, they must provide the Department of Veterans Affairs with records of attendance and must maintain satisfactory academic progress, attendance, and conduct for continuing eligibility for payments.

To initiate application procedures for Veterans' Educational Benefits, the student veterans should contact the Director of Financial Aid at the school, who coordinates matters on campus pertaining to educational benefits from the Department of Veterans Affairs. For more information on education veteran assistance, please visit the GI Bill Website at [www.gibill.va.gov](http://www.gibill.va.gov).

## **STUDENT RECORDS**

Upon receipt of an application for admission, a student record is established and maintained in the Student Services Division. The contents of student records may include but are not limited to the following: admissions application; transcripts of previous educational records; placement test results; medical history; and other documents related to admissions, academics, or disciplinary action. This record is used to collect and retain pertinent data throughout the student's enrollment. The contents of student records are property of Sampson Community College and are maintained in accordance with FERPA regulations.

### **Release of Information**

Sampson Community College supports the rights and privacies afforded each student by the Family Educational Rights and Privacy Act of 1974 and is in compliance with its provisions.

The statute governs access to records maintained by certain educational institutions and the release of such records. In brief, the statute provides:

1. That such institution must provide student access to official records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate.
2. That institution must obtain the written consent of the student before releasing personally identifiable data about the student with the exception of directory information.

Directory information is defined as the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, degrees and awards received, class schedule, and the most recent previous educational agency or institution attended by the students.

Any student who does not wish the college to release any or all of the information designated as directory information without the student's written consent must notify the Registrar's Office in the Student Services Division.

### **Transcripts**

Upon written request, the college will provide an official transcript of the student's educational record. A release statement must be signed by the student before a transcript or any other non-directory information can be provided to the student, educational institution, other individuals, firms, or

agencies. Transcripts are provided free of charge; however, a 24-hour notice is required for preparation of official transcripts. No transcripts or student records will be released until all financial obligations to the college have been paid in full and the student's account is cleared with the Business Office. Transcript request forms are available online at: <http://www.sampsoncc.edu/TranscriptRequestHome.asp> and in the Student Services Division. Completed forms may be returned to SCC by fax at: (910) 592-8048.

## **Change of Information**

When a student's pertinent information such as name, address, or telephone number changes, he or she is responsible for notifying Student Services of this change in writing in a timely manner. Changes of Information forms are available in the Student Services Division. Picture identification and/or other documentation must be provided before student information can be updated.

## **Retention of Records**

Permanent records of curriculum students are housed in the Student Services Division and are protected against fire, theft, destruction, and other hazards. Incomplete or inactive records of students who have never enrolled at the college are destroyed after two years.

# **PUBLICATIONS**

## **Student Handbook**

The SCC Student Handbook is provided as a guide to inform students of the policies, procedures, and regulations of the college. It is the responsibility of all currently enrolled students to become familiar with the contents of the handbook and know their rights and responsibilities as students of the college. The Student Handbook is accessible through the College website at: [www.sampsoncc.edu](http://www.sampsoncc.edu) . Copies of the SCC Student Handbook are available in the Student Services Division and the Student Activities Coordinator's Office. In addition to general policies and procedures, the following information is published in the handbook:

- Campus Safety and Security Information
- Academic Policies and Procedures
- Student Code of Conduct and Due Process Information
- Sexual Harassment Policy and Grievance Procedures
- Constitution of the Student Government Association

## **Student Newsletter**

*The Viking Voice* is a monthly student newsletter that features of interest to the general student body and includes information regarding special events and activities on campus. The newsletter is edited and published by the Student Activities Coordinator in accordance with guidelines set forth by the college administration.

## **STUDENT IDENTIFICATION CARDS**

All students enrolled in courses or programs offered by the college (curriculum, basic skills, GED) must obtain a student identification card within the first week of classes. An ID card station is set up on curriculum registration days. Student identification cards are issued by the Student Activities Coordinator in the Student Services Division during the rest of the semester. Students are required to have their Student ID at all times on campus and must present it for access to SCC facilities, services, and activities. Student ID cards are valid from the semester of entry until graduation, but must be validated with a color-coded label for each semester of enrollment. A receipt showing payment of fees must be presented when an ID card is issued. Broken ID cards will be replaced at no charge when the damaged portion is presented. A replacement fee of \$5.00 must be paid to the Business Office for ID cards that are lost.

Students enrolled in Continuing Education courses are issued temporary student ID's through the Division of Continuing Education. Continuing Education students who require a standard student ID must have authorization from their instructor prior to obtaining an ID card. All other requests for Student ID cards should be directed to the Student Activities Coordinator at (910) 592-8081 ext. 2030.

## **PARKING PERMITS**

Currently enrolled students who drive to campus should obtain a student parking permit within the first week of class. The parking permit should be clearly displayed in the lower portion of the windshield on the passenger side of the vehicle. The permit entitles students to park in any campus lot designated for student parking. Students who park in unauthorized areas and/or do not have a permit properly displayed may receive a parking ticket from the college. Parking fines are \$5.00 per ticket. Students who have unpaid fines will not be allowed to register for courses in subsequent semesters and may not obtain transcripts or educational records from the college until the student's account is cleared with the Business Office.

## **STUDENT ACTIVITIES**

Student activities are an integral part of the total development of the individual. The Student Government Association (SGA) Constitution provides for these events through standing committees. The Student Activities Coordinator assists students in the coordination of events. All students are encouraged to participate in the planning and evaluation of activities by interest/evaluation surveys passed out during registration. In addition to these surveys, the SGA has a summer committee whose responsibility is to evaluate the previous year's activities and implement a calendar of activities for the upcoming year. Financing of student activities is derived primarily from the budget adopted annually by the SGA Senate.

### **Student Government Association**

The Student Government Association was organized in 1968 under a student government constitution. The purpose of this organization is to preserve an atmosphere of free discussion, inquiry and self-expression, cultural enrichment, and to insure the personal freedom and general welfare of the members of the student body. The SGA develops students' awareness of personal capabilities and assists in personal and leadership development. All curriculum students who pay activity fees are members of the SGA. Officers are elected each year and include a president, vice-president, and secretary.

## **STUDENT CLUBS**

### **Cosmetology Alliance Club**

The purpose of the Cosmetology Alliance Club is to provide activities for students in addition to general classroom instruction that will enhance their knowledge of the art of cosmetology. As members, students are offered special training sessions which enable them to gain additional experience in current hair designing. The club also provides assistance for students who are financially unable to participate in these activities.

### **Criminal Justice Club**

The Criminal Justice Club was organized in March of 1983. The objectives of the organization are to encourage/support:

- Harmony among the students in the Criminal Justice curriculum.
- Support for the Criminal Justice program at the College.
- A good working relationship through individual output and training.
- Assistance to students who are financially unable to attend projects and field trips.

- Participation and involvement in the N. C. Criminal Justice Association of Educators.

### **Horticulture Club**

The Horticulture Club was formed to offer students in the Horticulture program additional opportunities to study plant materials that are not growing on our campus. The club conducts projects to raise money for educational field trips to nursery shows and gardens for horticulture students.

### **Livestock and Poultry Technology**

The Livestock and Poultry Technology Club was established to promote better relationships between students and the livestock industry in Sampson County. The club will promote harmony among program students and involve them in extracurricular activities such as fundraisers and projects. Club participation will enhance a student's awareness of the college, county, and career opportunities available in the livestock industry.

### **SCC Association of Nursing Students**

The purpose of SCCANS is to foster responsibility and concern for nursing as a profession. The club promotes the highest level of wellness for all individuals. Ongoing educational programs are scheduled to promote interest in professional organizations and to keep the student informed about professional issues and current trends in the health care field. SCCANS provides avenues of communication with nursing students from other schools. Legislative issues which affect health care are of primary concern. Activities are designed to promote individual growth and maturity.

### **Phi Theta Kappa**

The purpose of Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunities for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence. To be eligible, a student must be enrolled in a regionally accredited institution offering associate degree programs. In addition to meeting membership eligibility requirements as stated in Article IV and Chapter 1 of the Phi Theta Kappa Constitution and By-laws, each candidate for membership must have completed 12 semester hours of associate degree

course work, with a Grade Point Average of 3.5 on a 4.0 scale, adhere to the Sampson Community College conduct code, and possess recognized qualities of citizenship.

### **Practical Nursing Student Association**

The purpose of PNSA is:

- To assume responsibility for contributing to nursing education and influence the educational process.
- To provide programs representative of fundamental and current professional interest and concerns.
- To aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people of all walks of life.

### **Future Business Leaders of America-Phi Beta Lambda**

Future Business Leaders of America-Phi Beta Lambda (PBL) of America is a national nonprofit, educational association made up of students pursuing careers in business or business education. Phi Beta Lambda is open to all students enrolled in business courses at the College. The objectives of Phi Beta Lambda are to:

- Develop character and self-confidence.
- Provide competent, aggressive business leaderships.
- Foster an understanding of the American free enterprise.
- Help students establish career goals.
- Develop character and self-confidence.

### **Sampson Community College Early Childhood Educators**

The SCCECE club was established to offer enrichment activities to those students who are pursuing a degree in the education field. The club hopes to facilitate lasting relationships between future educators, the school, and the community. The club participates in a variety of educational opportunities related to teaching and working with children. Community service projects that help young children and state educational meetings and trips are two of the opportunities available to club members.

## **CONDUCT**

All students at the college are considered responsible individuals. It is expected that they will conduct themselves in accordance with generally accepted standards of behavior and will fulfill the responsibilities incumbent upon a society that guarantees the freedom of each individual. In the interest

of all students, the college reserves the right to decline admission, to reprimand, to place on probation, to suspend, or to require withdrawal of a student when such action is deemed to be for just cause and in the best interest of the college. In all cases, the right of due process is the student's prerogative.

Students have a legal and moral right to know prohibited conduct and to be judged impartially if charged with violating regulations. These regulations are outlined in detail in the SCC Student Handbook, along with the procedures pertaining to their enforcement.

## **VISITORS**

Sampson Community College welcomes visitors. Campus tours are provided upon request for prospective students and may be scheduled with the Admissions Office. Visitors should check in at the receptionist's desk in the main administration (North) building upon their arrival. Visitors are asked to sign in stating their intended purpose on campus and are issued temporary Visitor's ID badges to be worn for the duration of their visit. A Visitor's ID badge is required to use library services and other public resources on campus. Persons on campus without legitimate reasons consistent with the mission of the college are considered to be loitering which is strictly prohibited on the college campus.

### **Unattended Minors on Campus**

Minor children (under the age of 18) are not allowed to accompany a parent to class or to be left unattended anywhere on the college campus. The college assumes no liability for injuries incurred by minors on campus.

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# ACADEMIC INFORMATION

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## **ACADEMIC STANDARDS**

### **ASSOCIATE DEGREE, DIPLOMAS, AND CERTIFICATES**

Sampson Community College is authorized by the North Carolina State Board of Community Colleges to award the following degrees, diplomas, and certificates to students who have completed all program requirements consistent with the provisions of this catalog.

**ASSOCIATE IN APPLIED SCIENCE DEGREE:** The Associate in Applied Science degree is awarded upon completion of the course requirements for most two-year programs.

**ASSOCIATE IN ARTS DEGREE:** The Associate in Arts degree is awarded upon completion of the course requirements of the college transfer associate in arts program. This curriculum is designed for students desiring to pursue a four-year baccalaureate degree in the liberal arts at a senior college or university.

**ASSOCIATE IN SCIENCE DEGREE:** The Associate in Science degree is awarded upon completion of the course requirements for the college transfer associate in science program. This curriculum is designed for students desiring to pursue a four-year baccalaureate degree in the sciences at a senior college or university.

**ASSOCIATE IN GENERAL EDUCATION DEGREE:** The Associate in General Education Degree is awarded upon completion of the course requirements for the general education program. This curriculum is designed for students desiring post-secondary courses in the liberal arts or occupational fields but may not desire to follow specific professional requirements.

**DIPLOMAS AND CERTIFICATES:** Diploma and Certificate programs consist of a series of courses that are designed to prepare an individual for employment in a specific occupation. These programs consist of a sequence of courses that generally can be completed in one year or less by a full-time student. Successful completion of these curriculum programs leads to a diploma or certificate. In some programs, students who successfully complete a minimum of 12 credit hours in a series of courses approved by the Department Chair may be issued a certificate.

## SEMESTER SYSTEM AND CREDIT HOURS

Beginning with the summer of 1997, all credits in the North Carolina Community College System are earned in semester hours. Students who have attended Sampson Community College or another North Carolina community college under the quarter system should have their transcript evaluated for conversion of quarter credits to the semester system under the most recent crosswalk. The latest revised quarter-to-semester crosswalk will be used for transcript evaluations. The college's academic year is comprised of two sixteen-week semesters and one ten-week summer session.

### REGISTRATION

One or more registration days are provided for students prior to the first day of classes for each semester. Pre-registration is generally scheduled for students already in attendance at the college. Students are requested to register at the specified times listed in the college's academic calendar. The last day to register for each term is the schedule adjustment date listed on the academic calendar.

### ORIENTATION

All new students enrolled in diploma or degree programs are required to complete **ACA 111 - College Student Success or ACA 122 - College Transfer Success for transfer students**. This course is designed to assist students in establishing and successfully meeting academic goals. Areas addressed in the course include college information, study skills, library skills, test taking skills, interpersonal skills, and time management.

The objectives of the orientation course are to:

1. Acquaint students with the physical, academic, and social environment of the college.
2. Present college policies, regulations, and procedures to students.
3. Assist the student in taking full advantage of the opportunities offered by the college.
4. ACA 122: Prepare the student to transition successfully to a four year college.

### COURSE AUDITS

Students who wish to audit courses must follow regular registration procedures and indicate their intention to audit the class when registering. Students auditing a course receive no credit but are encouraged to attend classes regularly and participate in all class activities. Students auditing will be charged the same fee as students taking the course for credit.

Students with a recorded "Audit" for a course may repeat the course one time on an "Audit" basis. Students desiring to change from "Credit" to "Audit" or from "Audit" to "Credit" must do so during the schedule adjustment period.

## COURSE LOAD

The normal student course load is 12-15 credit hours each semester. To be considered full-time, a student must register for 12 credit hours during the Fall and Spring semesters and for 9 hours during the Summer semester. The normal maximum course load is 18 semester hours.

Students may enroll in only those courses approved by the student's advisor. Students on academic probation may be required to register for a reduced course load according to limitations imposed by the student's advisor. The permission of the student's advisor and the Vice President of Academic Affairs must be obtained for a student to enroll in more than 18 semester hours during a semester.

A student attending more than one community college concurrently may not enroll in more than 18 credit hours per semester without prior approval of the student's advisor and the Vice President of Academic Affairs. Any student enrolled in two or more colleges concurrently during a semester will give each college complete enrollment information including the name of each college in which enrolled, the number of credit hours enrolled, the class schedules, and other relevant information.

## GRADING SYSTEM

Grading the performance of students in course work is the responsibility of individual faculty members. Departments have adopted standardized grading scales to provide uniformity within curriculum programs. Students should consult with their advisor or the chair of the department to receive copies of these scales.

The categories of institutional grades and the corresponding symbols for students who have met minimum course requirements are:

Superior	A
superior academic performance	
Good	B
good academic performance	
Average	C
average academic performance	
Passing	D
below average academic performance	
Satisfactory	S
used in selected lab courses to indicate that the student has satisfactorily completed course requirements	

Credit by Examination	CE
credit earned by examination procedures of the college	
Experiential Learning	EC
credit earned under the experiential learning policy of the college	
Transfer Credit	TR
credit earned from courses taken at other accredited educational institutions.	
Audit	AU
participation as an auditor of a course.	
Advanced Credit	AC
credit earned under the articulation agreement with public schools	

Transfer Developmental	TD
used to indicate developmental courses taken at other accredited educational institutions	

Credit Placement	CP
used to indicate developmental courses when students test out	

The categories of institutional grades and symbols for students who have not met minimum course requirements are:

Unsatisfactory	U
used in selected lab courses to indicate that student performance is judged to require repetition of the course	

Failure to Meet Course Requirements	F
student performance is judged to require repetition of the course. Used to indicate a student withdrew or was withdrawn after the 70% date of the semester	

Withdrawal	W
used to indicate a student withdrew from a course prior to the 70% date of the semester	

No Grade	NG
used to indicate a student failed to attend any classes.	

Incomplete

I

used when the instructor determines that at least the minimum course requirements may be met by a student during the next consecutive semester without repeating the course.

### **CREDIT BY EXAMINATION**

The College recognizes standardized and challenge examination programs through which students may receive credit in lieu of course work and earn course credits toward the completion of a certificate, diploma, or degree. These examination programs are subject to the following conditions:

1. Credit will not be awarded when equivalent degree credit has been granted for regular course work.
2. Credit by examination may not be attempted if the student has acceptable college credit for more advanced courses or for courses whose content includes material similar to a course for which college credit has already been received.
3. No more than 25 percent of the required course work for completion of a selected curriculum may be earned by examinations.
4. Students successfully completing a proficiency examination will have a grade of "CE" recorded on the official transcript. (The grade of "CE" earns credit hours toward graduation but does not earn grade points.)
5. The course(s) must be a curriculum course listed in the Registrar's Office as a challengeable course.
6. Courses for which credit by exam is permitted must be approved by the Vice President of Academic Affairs and kept on file in the Registrar's office.

### **STANDARDIZED EXAMINATIONS**

Sampson Community College participates in the advanced placement programs of the College Entrance Examination Board. An entering student who scores 3 or above on the Advanced Placement (AP) test will receive appropriate course credit. Students taking Advanced Placement tests should have the score reports sent to the Registrar's Office for evaluation concerning placement and credit. Students who are talented and well prepared may also receive credit for a variety of courses by achieving a passing score on one of the College-Level Examination Program (CLEP) tests. Students interested in receiving further information concerning these examinations, required minimum scores, course equivalents, and credits awarded should contact the Director of Admissions.

## **CHALLENGE EXAMINATIONS**

The college recognizes that exceptional students, by means of special studies or experiences, may already have achieved the objectives of certain courses in a selected curriculum. Students may petition to receive credit in selected courses by special examinations referred to as challenge examinations developed by the faculty.

Students interested in this opportunity must submit a completed application request form to their department chair and schedule the examination. A student may challenge a course only once. Unsuccessful attempts are not recorded on the transcript.

## **EXPERIENTIAL LEARNING POLICY**

When a student has experienced learning through employment and training and/or has earned certifications provided by non-collegiate institutions such as public and/or military services that parallels course work included in the student's degree program of study, he/she may request experiential learning credit. SCC will evaluate and award credits toward degree completion for prior experiential learning in those instances where there is sufficient documentation that demonstrates that the student has achieved all outcomes for specific courses in a degree program. No more than 25 percent of credits toward graduation may be awarded for experiential learning. The Experiential Learning Policy is reviewed bi-annually and, therefore, is subject to change.

Enrolled associate degree seeking students may be awarded credits for prior experiential learning toward degree completion requirements, under the following conditions:

1. The student submits a written request for experiential credits to the appropriate Department Chair. The request must include the specific courses and sufficient justification for each course for which the student seeks experiential credit. The request must be supported by a portfolio of documentation that includes copies of certificates, licenses, job descriptions, letters from supervisors and/or former employers, and any other documentation deemed appropriate.
2. The department chair will review the student's request as well as all supporting documents and will meet with the student as needed to conduct the review and evaluation. Evaluation of supporting documents will include a comparison of submitted data with the course description and the course's syllabus content and competencies. If the department chair recommends that credits be awarded, the student's request along with all supporting documents and the department chair's statement of rationale for awarding credits will be forwarded to the Division Chair (if applicable) and then to the

- Vice President of Academic Affairs for further review.
3. When approved by the Vice President of Academic Affairs, the student's request, all supporting documents, and department chair's rationale statement along with the Vice President's validation statement documenting the basis for awarding credit will be routed to the Registrar for filing and posting to the student's transcript record, with an assigned grade of "EC" (experiential credit). A copy of all data also will be sent to the student.
  4. If the Vice President of Academic Affairs or the department chair disapproves the student's request, the student's written request along with an explanation of the reason(s) for disapproval will be routed to the Registrar for filing, and the supporting documents will be returned to the student.
  5. Experiential credits awarded do not earn quality points. Grades of "EC" will count only toward meeting curriculum completion requirements for graduation. Grades of "EC" awarded in one curriculum may not be transferred to another curriculum, unless recommended by the department chair and approved by the Vice President of Academic Affairs, as per steps 1-3 above.
  6. Upon request from another institution, a copy of the Vice President's validation statement can be released to substantiate the "EC" grade. If necessary, copies of the documentation (with the student's permission) may be sent to the requesting institution.

### **REMOVAL OF INCOMPLETE GRADES**

Faculty members may assign a grade of "I" to students when, in the judgment of the faculty member, the student is making satisfactory progress at the end of the semester but, because of extenuating circumstances, is unable to complete the course requirements. To remove the incomplete, a student must satisfactorily complete all work by the end of the following semester. At that time, the incomplete will be changed to the appropriate letter grade by the instructor of record or, when necessary, by the faculty member's department chair. Students who fail to complete the work by the end of the following semester will be assigned the letter grade of "F" for the course. Students who receive an "I" during the Spring semester and are not enrolled during the following Summer term will have until the end of the next Fall semester to remove the incomplete.

## COURSE PREREQUISITES

Sampson Community College conforms to the provision of NCAC 2(E).204(1)(C). All courses, e.g. pre- and co-requisites, are consistent with the Common Course Library of the North Carolina Community College System.

- A. For All STATE prerequisites, the following stipulation applies: 1) ALL STATE prerequisites must be honored.
- B. For LOCAL prerequisites, a memo requesting a waiver must be submitted to the Vice President of Academic Affairs for approval (see No. 9 below). The following stipulations apply.
  - 1) A student's acceptable SAT (Verbal 480; Math 440) or ACT (Verbal and Math 19) score can be used for placement in lieu of testing. Consequently, any developmental prerequisite can be satisfied based on the SAT or ACT scores.
  - 2) A developmental prerequisite may be satisfied if the student meets the ASSET or COMPASS placement test cut-off scores.
  - 3) Successful completion of a higher-level course in the same content area as the prerequisite may be used to satisfy the prerequisite. For example, a student who tests into MAT 070 but who has successfully completed a course such as MAT115 or MAT 140 may have the MAT 070 prerequisite waived for this course only. This stipulation applies to all situations before or after approval of this policy.
  - 4) "Credit by Exam" (CE) may be used to award credit for selected prerequisite courses.
  - 5) "Consent of instructor (or department/division chair)" cannot be used to waive a **state** prerequisite. However, the statement may be used to waive an SCC-imposed prerequisite, and the statement may be added as an additional prerequisite to a state prerequisite (See No. 8).
  - 6) When a student tests into a higher-level developmental course, a "CP" code (credit by placement test) will be assigned for all courses that are lower level in that developmental sequence.
  - 7) If a student tests at another college and transfers placement scores in, the "CP" code will be assigned for each course for which the student tests out. If a student transfers developmental courses (with at least a
  - 8) grade of "C") to Sampson Community College, the TD code (transfer developmental) will be assigned to each developmental course transferred.
  - 9) Huskins and concurrently (dual) enrolled students are considered native students and must meet all course prerequisites.

- 10) A waiver of any prerequisite must be based on more than an opinion or a conversation with the student.
- 11) Appropriate documentation (*test scores, credit by exam form, transcript, transcript indicating the successful completion of a higher-level course, a copy of the "consent of instructor memo," or any other comparable objective measure*) to support any acceptable waiver must be submitted to the Vice President of Academic Affairs' office and filed in the student's file in the Registrar's office.

## **COURSE WAIVERS AND SUBSTITUTIONS**

Waivers and substitutions of courses, other degree requirements, and academic regulations may be made only with adequate cause when such actions do not compromise the attainment of the educational objectives of a student's program of study. Exemptions from, or substitutions for, requirements established for a program of study must be recommended by the department chair and have the approval of the appropriate division chair and the Vice President of Academic Affairs. All waiver and substitution approvals must be filed with the Registrar's Office.

## **GRADE POINT AVERAGES (GPA)**

Cumulative grade point averages and program grade point averages are computed for students enrolled in a degree, diploma, or certificate program. A student's program grade point average is computed on only those courses included with their declared program of study. Program grade point averages are used for determining satisfactory academic progress and for graduation readiness. A student's cumulative grade point average includes all college-level courses attempted in which grades of A, B, C, D, and F are assigned. This average may be requested by employers or receiving institutions. Grades on developmental courses are included in the cumulative grade point average but are not included in the program grade point average (GPA). Grade point averages are based on quality points assigned as follows:

<b>Grade</b>	<b>Quality Points</b>
A	4
B	3
C	2
D	1
F	0

For students who repeat a course and receive a higher grade in accordance with the curriculum course repeat policy, only the higher grade will be counted in determining the hours earned and the grade point average. Credit

hours and quality points earned under the quarter system will be converted to their semester equivalents in the calculation of student grade point averages.

### **COURSE REPETITION**

A student who has successfully completed a course and received credit may repeat the course one time in an effort to earn a higher grade or to add to their mastery of course content. A student who has not received credit for a course (developmental or curriculum) may not repeat the course more than two times in order to earn a passing grade. (A passing grade is defined as a grade of “C” or better for developmental courses and courses within the Associate Degree Nursing and Practical Nursing Education programs that require grades of “C” or better for passing.)

### **STANDARDS FOR ACADEMIC PROGRESS**

All curriculum students are expected to meet institutional standards of academic progress and show evidence that they are making satisfactory progress toward the completion of their program. In addition, students receiving financial aid are required to meet standards of progress established to comply with federal regulations. Students enrolled as special students are exempt from these policies.

#### **Satisfactory Progress**

To remain in good academic standing, all students must maintain a cumulative GPA of 2.0 or higher. The total number of hours transferred from another institution or transferred within the college will be considered in determining the required GPA for meeting minimum standards to remain in good academic standing.

#### **Academic Warning**

Students who do not meet the required GPA may continue their enrollment at the college but will receive a notice of academic warning. This warning will indicate that the student is not making adequate academic progress and may be subject to further academic sanctions if the student fails to achieve a satisfactory GPA in the next term of enrollment.

## **Academic Probation**

If the required GPA is not attained by the end of the academic warning term, the student will be on academic probation and will be referred to Student Services to determine available alternatives. These alternatives may include a reduction in academic load, a change of program, withdrawal from the college, or a continuation of full-time status with approval of the department chair, the division chair, and the Vice President of Academic Affairs. If a program change is determined to be the best alternative and the student is eligible, the student will enroll under academic warning and will be required to meet the minimum GPA at the end of the probationary term.

## **Suspension**

Students who fail to meet the cumulative grade point average requirements after one term of academic probation will be academically suspended. After one semester of suspension, students may apply for readmission and, if admitted, take courses approved by their counselor. Readmitted suspended students are placed on probation during the semester in which they re-enroll. Failure of readmitted suspended students to demonstrate substantial academic improvement in the semester in which they re-enroll will result in suspension from the curriculum.

## **Appeal**

Students who have a legitimate reason for not meeting one or all the academic standards may appeal their status in writing to the Academic Affairs Committee. Waiver of academic standards may be granted for death of an immediate relative of the student, injury or illness of the student, or other special circumstances. Appropriate documentation must accompany the appeal. If a student's appeal is successful, then the student is still considered to be maintaining satisfactory progress. The student will be notified in writing of the committee's decision.

# STANDARDS OF ACADEMIC PROGRESS FOR FINANCIAL AID RECIPIENTS

## Satisfactory Progress - Financial Aid

Federal regulations require minimum standards of satisfactory progress that students must meet in order to receive financial assistance from Title IV programs. Title IV programs include Federal PELL Grant, Federal Work-Study, North Carolina Student Incentive Grant and Federal Family Educational Loans (subsidized and unsubsidized Stafford loans). To be eligible to receive financial aid, a student must comply with the following conditions:

1. To remain in good academic standing, a student must maintain a cumulative 2.0 grade point average (GPA).
2. A minimum of 70 percent of the attempted credit hours must be completed each semester. Attempted hours will include all developmental courses, all withdrawals, incompletes, and repeated courses. See the following example:

Credit Hours Enrolled (After Drop/Add)	Minimum Credit Successfully Completed
15	11
11	7
6	4

3. Maximum time frame allowed to complete degree, diploma, and certificate requirements will be 150 percent of the required credit hours. See the following example:

	<u>Total Sem. Hrs</u>	<u>150% of Sem. Hrs</u>
Associate in Arts	65	98
Information Systems – Degree	68	102
Welding – Diploma	37	56
Early Childhood Certificate	18	27

\*Students required to take developmental courses will have those hours added to their attempted hours allowed. However, students may not receive federal financial aid for more than 30 semester hours of developmental courses.

## Academic Warning - Financial Aid

Students who do not meet the required GPA or who do not pass the required number of credit hours attempted in a semester may continue receiving their financial aid but will receive a notice of academic warning.

This warning will indicate that the student is not making adequate academic progress and may be subject to further academic sanctions and loss of financial aid if the student fails to complete the required credit hours and achieve a satisfactory GPA in the next semester of enrollment.

### **Academic Probation - Financial Aid**

If the required GPA is not attained or if the required number of credit hours is not passed by the end of the academic warning term, the student will be placed on academic probation. Students are not eligible for federal financial assistance as long as they are on academic probation.

### **Appeal - Financial Aid**

A student may appeal their academic standing to the Vice President of Academic Affairs consistent with the provisions under “Appeal” in the previous section.

## **TRANSCRIPTS AND GRADE REPORTING**

Records of progress are maintained by the college on all students. These records are confidential and are released only upon written request from the student or for academic advising. All student obligations to the college must be completed before a transcript is released.

Grade reports will be mailed to the student’s most recent address of record at the end of each semester. Final grades will be withheld until all student obligations to the college are met.

## **WITHDRAWAL FROM THE COLLEGE**

Students may withdraw from a course(s) or the college up to the 70 percent date of the semester and receive a grade(s) of W. After the advertised 70 percent point of the semester, a student will receive a grade of F. Students who quit attending a class will be withdrawn administratively when the student violates the attendance policy. For courses that do not meet for a sixteen-week period, the 70 percent date will be the class period in which the 70 percent point occurs.

For nontraditional courses, including but not limited to internet-based courses, the withdrawal date for the course will be the date the student last completed an academic-related activity verifiable by the instructor.

Students who register but fail to attend class(es) will receive a grade of “NG”; a student who registers and withdraws during the registration period will receive no grade indication. Students with documented medical or other emergency reasons may request approval to withdraw at any time through the

Vice President of Academic Affairs. A student will receive a grade of “W” for course(s) withdrawn by the Vice President.

## **GRADUATION REQUIREMENTS**

Graduation exercises are conducted once a year usually at the conclusion of the Spring semester. Students who anticipate completing all requirements in their program of study prior to graduation must file an application for graduation with the Registrar’s Office.

Students completing the requirements for a diploma or degree are eligible for award of the highest academic credential completed at that time. Separate certificates, diplomas, and/or degrees in one curriculum program will not be issued unless earned in a progressive manner (i.e. the student completes the requirements for a certificate, then diploma, then degree.)

Students in continuous enrollment in the same program (defined as enrolling Fall and Spring semesters) may elect to complete the requirements of that curriculum as stated in the catalog at the time of their admission. Students who interrupt their study or are suspended from a program or the college are required to complete the program requirements effective at the time of readmission.

The college attempts to ensure the relevance of each program through ongoing revision in course offerings and curriculum requirements. In addition, the college may alter its programs through actions taken by the North Carolina State Board of Community Colleges. In general, students in continuous enrollment in a program may elect to complete the course requirements of the curriculum as stated in the college’s catalog at the time of their admission. Students who interrupt their studies will be required to complete the program requirements effective at the time of their readmission.

When an educational program has been revised or replaced by a new curriculum or degree program, students may elect to complete the program requirements as stated in the catalog in effect at the time of admission. Students admitted after the adoption of a revised program are eligible for graduation from only the revised program.

The following institutional requirements for graduation must be met:

1. All course requirements for the student's selected curriculum must be successfully completed with at least 25 percent of the curriculum requirements completed through Sampson Community College.
2. No more than 25 percent of the curriculum course requirements must be gained through proficiency examinations or experiential learning credit.
3. A GPA of 2.00 ("C") must be attained for courses with the student's program of study.
4. All financial obligations and library obligations at the college must be met.

## **ACADEMIC HONORS**

### **Dean's List**

The Dean's List, issued each semester, is composed of students who attain a minimum grade point average of 3.50 with no letter grade below "C" while earning 12 or more credit hours in a degree or diploma program.

### **President's List**

The President's List, issued each semester, is composed of students who attain a grade point average of 4.00 while earning 12 or more credit hours in a degree or diploma program.

### **Graduation with Honors**

A graduating student who has earned a grade point average of 3.50 in a degree or diploma program with no letter grade below "C" will be graduated with Honors. Graduates in a degree or diploma program who have earned a GPA of 4.00 will be graduated with High Honors. Recognition of these candidates will be made by attaching an Honors seal or High Honors seal as appropriate to the diploma or degree.

## **CHANGE OF PROGRAM**

Students are permitted to change curriculum programs in response to changes in their educational and career objectives. Students who wish to change programs are required to consult with a college counselor concerning their educational plans and to secure approval for the program change from the department chair of the receiving program.

Students may change from their initial program of study to a second program without restriction provided appropriate consultation with a counselor

is completed. Students who seek subsequent changes in their program must have a minimum cumulative grade point average of 2.0 to be eligible for any further program changes.

All requests for changes in programs should be initiated at least four weeks prior to the date of registration. Curriculum courses previously passed are evaluated for purposes of transfer credit to the student's new program of study. Previously earned credit hours approved for transfer are granted toward completion of the graduation requirements for the new program of study.

Students are admitted into a program of study under the requirements of the College catalog current at the time of admission. Students who fail to complete any course credits for a calendar year or longer after admission must complete program requirements current at the time of reenrollment or readmission. No student may remain under any catalog for more than five years.

## **TRANSFER CREDIT POLICY**

### **Transfer of Credits to Sampson Community College**

An applicant who previously enrolled in any other college, university, or post-secondary institution is considered a transfer student and must furnish the Director of Admissions official transcripts of all work previously earned or attempted.

Credits earned at other accredited institutions in comparable courses or programs may be credited toward graduation requirements in a certificate, diploma or degree program at Sampson Community College. Credits for all courses with a grade of "C" or better, applicable to the student's entering program at SCC, will be eligible for transfer. Transfer credits from non-regionally accredited institutions will be evaluated by the appropriate Department Chair, the Registrar, and the Vice President of Academic Affairs, and approved or disapproved by them on the basis of level, content, quality, comparability, and degree of program relevance.

Credit for course work completed with a grade of "C" or better within ten (10) years prior to admission may be accepted after evaluation and approval of the chair of the program in which the applicant wishes to enroll and the Registrar. However, the acceptance of courses completed beyond the ten-year period must be approved by the Department Chair, the Vice President of Academic Affairs, and the Registrar. A student may be required to repeat courses in their program's major area of concentration when changes in technology and current practices indicate new competencies must be acquired.

Transfer credit courses are not used in the computation of the student's grade point average in the student's program at SCC. All transfer students are admitted in good academic standing. However, the total number of hours transferred from other institutions will be considered in determining the

required GPA for meeting minimum required standards to remain in good academic standing. Transfer students admitted on provisional or conditional status must complete all admissions requirements within the first semester of attendance. At least 25 percent of the curriculum requirements must be completed through SCC.

### **Transfer of Credits within Sampson Community College**

Courses transferred within the college from one curriculum to another should be for applicable courses with a grade of “C” or better. However, at the discretion of the department chair, courses with a grade of “D” may be transferred from one level to another within the same program. (Example – transferring from Diploma in Early Childhood Education to degree in Early Childhood Education). When a student transfers from one curriculum program to another, all applicable courses with grades of “C” or better taken within ten (10) years may be transferred to the new program and included in the computation of the student’s grade point average. However, the acceptance of courses completed beyond the ten-year period must be approved by the Department Chair, the Vice President of Academic Affairs, and the Registrar.

### **Transfer of Credits from Sampson Community College**

Transfer counselors in Student Services and the student’s faculty advisor will provide assistance in course planning for the student who wishes to transfer to another institution. However, it is the student’s responsibility to indicate the intent to transfer and to initiate contact with the counselor and the faculty advisor. Students should obtain a current catalog and application form from their selected institution and use this information when selecting courses. Transfer counselors are available to assist in consultation with other institutions to determine the receiving institution’s policies on acceptance of SCC courses.

Credits earned at Sampson Community College may be transferred to other institutions in the North Carolina Community College System and most four-year colleges and universities. Students wishing to transfer these credits must complete a college transcript request form in Student Services for an official transcript to be forwarded to the receiving institution.

## **ATTENDANCE POLICY**

All students are expected to attend every scheduled class. Attendance is computed beginning with the first scheduled class meeting. If an emergency prevents a student from attending class, the student should notify the instructor as soon as possible.

In the event that a student does not attend at least 85 percent of all

scheduled contact hours, the instructor may drop the student. If there are extenuating circumstances, the instructor has the authority to make an exception to the Attendance Policy. Students are expected to report to class on time. Specific guidelines regarding attendance and tardiness are referenced in course syllabi.

### **RELIGIOUS OBSERVANCE POLICY**

In accordance with North Carolina Administrative Code, Sampson Community College will grant any student of the College two excused absences each academic year of religion observances required by the faith of the student. An academic year is defined as beginning on July 1 in one year and ending on June 30 in the following year. The two excused absences may be taken at any time during the academic year either on separate days or on two consecutive days. The excused absences shall be taken within the absences allowed in the College's attendance policy as published in the SCC Catalog and the Student Handbook.

The student must submit a written request to the Dean of Student Services or his/her designee for the excused absences at least two (2) weeks prior to the date the student intends to be absent for the religious observance. A request form may be obtained in Student Services. Appropriate faculty will be notified within 72 hours of receiving the request. Students granted an excused absence for the purpose of religious observance will be given the opportunity to make up any work or test missed due to an excused absence. No more than two tests per day may be given to a student who is making up a test or tests due to the absence(s) excused for the purpose of the religious observance. Instructors are prohibited from implementing unnecessary sanctions, requiring additional work, or making unreasonable requests of student who are duly granted excused absences for religious observance.

### **ACADEMIC FORGIVENESS POLICY**

Students may apply for the removal of grades earned (or transfer credit awarded) at Sampson Community College under the provision of the College's Academic Forgiveness Policy. Although the courses will not be removed from the student's cumulative record, the grades no longer will be calculated into the student's major or cumulative grade point average and no longer will apply toward the fulfillment of any College requirement. Students who would like specific information concerning the Academic Forgiveness Policy should contact their advisor.

## **INDEPENDENT STUDY**

Under unusual circumstances a student may have a need to enroll in a course on an independent study basis under the guidance of an instructor. Students who wish to register for a course under this policy should contact their advisor and complete an application for independent study. All requests for independent study must be approved by the Vice President of Academic Affairs and filed with the Registrar's Office. Students receiving federal financial aid including veterans' benefits are not eligible for courses delivered under this policy.

## **DISTANCE LEARNING**

The Distance Learning program provides access to quality education and instruction for both traditional and non-traditional students through various distance learning methods, i.e., North Carolina Video over Internet Protocol (NCVIP) interactive television, hybrid, and online courses.

Distance Learning typically refers to the delivery of instruction in a non-traditional format in which the instructor and student are separated by physical distance. Sampson Community College students have the option to take full-credit college courses without the typical restrictions of time and location. Online courses provide educational opportunities that can mitigate conflicts with work, child-care, and/or transportation.

NCVIP courses are traditional in the sense that they meet at a specific time and physical location. NCVIP classrooms are equipped with cameras, flat-panel wall mounted televisions, microphones, and speakers that allow for live, real-time interaction with instructors and students at one or more remote locations. NCVIP courses that are transmitted to Sampson Community College from a remote site allow students to view the lecture live on televisions in the classroom. NCVIP courses that are broadcast from Sampson Community College to one or more locations are typically very similar to traditional classes. The instructor is present at Sampson Community College, but the class involves interaction with other students at one or more sites partnered for the course. Trained personnel facilitate all NCVIP courses. Students enrolled in NCVIP courses at Sampson Community College are fully oriented to all classroom procedures and guidelines on the first day of class.

Online courses provide access to both college credit and non-credit courses via the Internet. Sampson Community College students enrolled in online courses interact and communicate with the instructor and classmates via e-mail, discussion forums, and chat rooms as well as other traditional methods such as the telephone and snail mail. Online course materials will be posted in

Blackboard or Moodle, which are learning management systems that provide students direct access to course content, communication tools, and numerous other resources. Course content is typically presented in a text-based format; online courses are reading intensive and require a great deal of self-motivation from the student. Class assignments, discussion board posts, projects, and exams are due at specific times, but coursework can be completed at the student's convenience and any location with access to the Internet rather than at a specific time and place. A scavenger hunt assignment must be completed by the ten-percent point in the semester. Optional orientation sessions are open to students at the beginning of the semester. All online courses at Sampson Community College are password protected ensuring that all personal information is secure.

Hybrid courses combine face-to-face instruction with other distance learning delivery methods. A hybrid course provides increased scheduling flexibility coupled with personal interaction in the classroom. Students enrolled in hybrid courses meet on campus at scheduled times. Additional assignments and activities are completed online. Hybrid courses may also combine other distance learning delivery methods such as class meeting in an NCVIP format. Students taking online and hybrid courses must have regular access to a personal computer with a minimum 56K modem connection to the Internet with broadband Internet connectivity being preferred. Internet browsers such as Internet Explorer (8.0 or higher) or Mozilla Firefox (3.6 or higher) are essential for students' success in utilizing either Blackboard or Moodle for online and/or hybrid courses. Microsoft Word is required for all online and hybrid courses offered at Sampson Community College. Documents saved in Microsoft Works, Word Perfect, and other non-Microsoft Word applications are incompatible with Blackboard and Moodle and are inaccessible by Sampson Community College faculty teaching online or hybrid courses. Microsoft Office 2007 or higher (includes MS Word, PowerPoint, Excel, and Access) is a requirement for all CIS 110 online courses at the College. Software versions and requirements are periodically subject to change.

A Blackboard help desk [bbhelpdesk@samsoncc.edu](mailto:bbhelpdesk@samsoncc.edu) is available for students needing assistance with Blackboard and a Moodle help desk [moodlehelpdesk@sampsoncc.edu](mailto:moodlehelpdesk@sampsoncc.edu) is available for students needing assistance with Moodle.

All currently enrolled students at Sampson Community College are issued SCC Gmail, a.k.a. Google mail, accounts each semester. Students are strongly encouraged to log into Gmail on the first day of classes, and daily thereafter, in order to keep up to date on important course and/or College-related information. Sampson Community College students will use their Gmail accounts to communicate with instructors, classmates, and also receive

important information from Financial Aid, Student Services, Student Government Association, and the Sampson Community College Library. A Gmail help desk [sccgmailhelpdesk@mail.sampsoncc.edu](mailto:sccgmailhelpdesk@mail.sampsoncc.edu) is available for students needing assistance with Gmail.

The Distance Learning Computer Lab, located in T-207, is open for all students and is an ideal lab for students enrolled in distance learning courses. Assistance and printer access is provided at all times during lab hours. The Distance Learning Computer Lab schedule and other pertinent distance learning information are located on the Sampson Community Colleges website at <http://www.sampsoncc.edu/> under the Distance Learning link.

All online and hybrid courses offered at Sampson Community College will require a mandatory graded assignment for students that must be completed by the ten (10) percent point of the semester. The ten (10) percent point of the semester will be calculated for all online and hybrid courses beginning on the first day of campus curriculum scheduled courses, and for all hybrid courses on the first scheduled class meeting. Information highway-hybrid courses received from other community colleges are excluded from this requirement. The required online/hybrid assignment will consist of a Learning Management System (LMS) scavenger hunt in which students will be required to complete and electronically submit their assignment. The assigned scavenger hunt will be required for every online/hybrid course taken each semester, with no exception or exemptions.

Distance learning students have access to the same quality of instruction and support services as traditional students. Registration for distance learning courses at Sampson Community College takes place during normal registration periods. Students pay tuition and apply for financial aid on site for distance learning courses offered by the College.

Specific distance learning guidelines and policies are available in both the printed Distance Learning Handbook or online at the College's website under the Distance Learning link.

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# DEVELOPMENTAL EDUCATION PROGRAM

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## DEVELOPMENTAL EDUCATION PROGRAM

### Non-Credit Courses Preparing Students for College Entry

New student applicants are required to take a standardized placement examination prior to enrollment in curriculum degree or diploma programs. Test results will be used to determine which (if any) developmental courses may need to be completed prior to enrollment in college courses. Students who are not proficient in keyboarding will be required to enroll in OST 080 before taking any computer course.

Sampson Community College has established placement standards. Required scores on the ASSET or Compass Placement Tests indicate an applicant's readiness to begin curriculum-level courses. Students who score below this level or lack documented proficiency in certain required courses have the opportunity to strengthen reading, English, math, chemistry, and keyboarding skills by taking Developmental Education courses.

The time required for completion of developmental courses varies from person to person. For most students, one to three semesters of study provides adequate preparation. Developmental Education courses are offered to help assure student success and to meet specific course prerequisite requirements and are available to all students who plan to enter diploma or degree programs. **Developmental courses do not offer college credit.** A schedule which includes Developmental courses is developed for each student to suit his/her academic needs. Developmental requirements may extend the total time for graduation by one or two semesters for full-time students.

## **CURRICULUM**

Prefix #	Title	CL	LA	CR
BIO 090	Foundations of Biology	3	2	4
CHM 092	Fundamentals of Chemistry	3	2	4
ENG 080	Writing Foundations	3	2	4
ENG 090	Composition Strategies	3	0	3
ENG 090 0A	Composition Strategies Lab	0	2	1
MAT 050	Basic Math Skills	3	2	4
MAT 060	Essential Mathematics	3	2	4
MAT 070	Introductory Algebra	3	2	4
MAT 080	Intermediate Algebra	3	2	4
OST 080	Keyboarding Literacy	1	2	2
RED 080	Intro to College Reading	3	2	4
RED 090	Improving College Reading	3	2	4

BIO 090 or high school biology, CHM 092 or high school chemistry, and MAT 070 are prerequisites for the Nursing curricula.

### **Exit Criteria and Tutorial Assistance**

The college recommends that students enrolled in developmental courses seek tutorial assistance if they receive any grade below a “B”. The grade required to pass all developmental courses is a “C” or better. This criteria for course exit is consistent with the definition of “passing” for a developmental course as defined by the North Carolina Community College System.

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# CURRICULA

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## ASSOCIATE IN ARTS A10100

This program is designed for students who intend to transfer courses or the degree in its entirety to a four-year college or university in pursuit of a Bachelor of Arts degree.

### **GENERAL EDUCATION CORE (44 SHC)\***

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. The curriculum provides opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

#### **English Composition (6 SHC)**

**Humanities/Fine Arts (12 SHC)** Select **four core** courses from at least **three** of the following discipline areas: art, communication, foreign languages, interdisciplinary humanities, literature, music, philosophy, and religion. **At least one course must be a literature course and one course must be a COM course.**

**Social/Behavioral Sciences (12 SHC)** Select **four core** courses from at least **three** of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course.**

#### **Natural Sciences/Mathematics (14 SHC)**

*Natural Sciences (8 SHC):* **Two core** courses, including accompanying laboratory work, from the biological and physical science disciplines are required. *Mathematics (6 SHC):* At least one course in introductory mathematics is required, and one course must be CIS 110.

### **OTHER REQUIRED HOURS (20-21 SHC)**

Other required hours include additional general education and professional courses from the Comprehensive Articulation Agreement transfer course list.

## COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>General Education Core (44 SHC)</b>			
<b>English Composition (6 SHC)</b>			
ENG 111 Expository Writing	3	0	3
ENG 113 Literature-Based Research	3	0	3
or			
ENG 114 Professional Research and Reporting	3	0	3
<b>Humanities/Fine Arts (12 SHC)</b>			
<i>(Select <b>four</b> courses from at least <b>three</b> of the following discipline areas: art, communication, foreign languages, interdisciplinary humanities, music, literature, philosophy, and religion. At least one course must be a literature course and one course must be a COM course).</i>			
ART 111 Art Appreciation	3	0	3
ART 114 Art History Survey I	3	0	3
ART 115 Art History Survey II	3	0	3
ART 116 Survey of American Art	3	0	3
COM 110 Introduction to Communication	3	0	3
COM 231 Public Speaking	3	0	3
ENG 231 American Literature I	3	0	3
ENG 232 American Literature II	3	0	3
ENG 241 British Literature I	3	0	3
ENG 242 British Literature II	3	0	3
ENG 261 World Literature I	3	0	3
ENG 262 World Literature II	3	0	3
HUM 211 Humanities I	3	0	3
HUM 212 Humanities II	3	0	3
MUS 110 Music Appreciation	3	0	3
PHI 210 History of Philosophy	3	0	3
PHI 215 Philosophical Issues	3	0	3
PHI 220 Western Philosophy I	3	0	3
PHI 221 Western Philosophy II	3	0	3
PHI 240 Introduction to Ethics	3	0	3
REL 110 World Religions	3	0	3
REL 111 Eastern Religions	3	0	3
REL 112 Western Religions	3	0	3
REL 211 Introduction to Old Testament	3	0	3
REL 212 Introduction to New Testament	3	0	3
REL 221 Religion in American	3	0	3
SPA 111 Elementary Spanish I	3	0	3
SPA 112 Elementary Spanish II	3	0	3
SPA 211 Intermediate Spanish I	3	0	3
SPA 212 Intermediate Spanish II	3	0	3

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
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**Social/Behavioral Sciences (12 SHC)**  
*(Select **four** courses from at least **three** of the following discipline areas: economics, history, political science, psychology, and sociology. At least one course must be a history course.)*

ANT 221	Comparative Cultures	3	0	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
GEO 111	World Regional Geography	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 110	Introduction to Political Science	3	0	3
POL 120	American Government	3	0	3
POL 220	International Relations	3	0	3
PSY 150	General Psychology	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3

**Natural Sciences/Mathematics (14 SHC)**

*Natural Sciences (8 SHC): Select **two** courses, including accompanying laboratory work, from among the biological and physical science disciplines.*

BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4

*Mathematics (6 SHC): Select at least **one** course in introductory mathematics; the other course must be CIS 110.*

CIS 110	Introduction to Computers	2	2	3
MAT 140	Survey of Mathematics	3	0	3
MAT 151	Statistics I	3	0	3

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 161	College Algebra	3	0	3
MAT 162	College Trigonometry	3	0	3
MAT 171	Precalculus Algebra	3	0	3
MAT 172	Precalculus Trigonometry	3	0	3
MAT 263	Brief Calculus	3	0	3
MAT 271	Calculus I	3	2	4

**Other Required Courses \*(21 SHC)** *Select 20 hours from the following list or any of the above listed core courses not used to meet minimum block requirements. Students should consult with their advisor to determine the appropriate elective to complete based upon the requirements of the selected four-year institution and the student's intended major. Student must complete ACA 122.*

ACA 122	College Transfer Success	1	0	1
ACC 120	Principles of Accounting I	3	2	4
ACC 121	Principles of Accounting II	3	2	4
ART 131	Drawing I	0	6	3
ART 240	Painting I	0	6	3
BIO 168	Anatomy and Physiology I	3	3	4
BIO 169	Anatomy and Physiology II	3	3	4
BIO 173	Microbes in World Affairs	3	0	3
BIO 180	Biological Chemistry	2	2	3
BIO 250	Genetics	3	3	4
BIO 271	Pathophysiology	3	0	3
BIO 275	Microbiology	3	3	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
CIS 115	Introduction to Prog & Logic	2	2	3
CJC 111	Introduction to Criminal Justice	3	0	3
CJC 121	Law Enforcement Operations	3	0	3
CJC 141	Corrections	3	0	3
EDU 216	Foundations of Education	3	2	4
ENG 274	Literature by Women	3	0	3
HEA 110	Personal Health/Wellness	3	0	3
HEA 112	First Aid & CPR	1	2	2
HIS 221	African-American History	3	0	3
HIS 226	The Civil War	3	0	3
HIS 228	History of the South	3	0	3
HIS 229	History of the Old South	3	0	3
HIS 236	North Carolina History	3	0	3
MAT 140A	Survey of Mathematics Lab	0	2	1
MAT 151A	Statistics I Lab	0	2	1

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 161A	College Algebra Lab	0	2	1
MAT 162A	College Trigonometry Lab	0	2	1
MAT 171A	Precalculus Algebra Lab	0	2	1
MAT 172A	Precalculus Trigonometry Lab	0	2	1
MAT 263A	Brief Calculus Lab	0	2	1
PED 110	Fit and Well for Life	1	2	2
PED 111	Physical Fitness I	0	3	1
PED 113	Aerobics I	0	3	1
PED 115	Step Aerobics I	0	3	1
PED 117	Weight Training I	0	3	1
PED 125	Self-Defense Beginning	0	2	1
PED 126	Self-Defense Intermediate	0	2	1
PED 128	Golf-Beginning	0	2	1
PED 130	Tennis-Beginning	0	2	1
PED 132	Racquetball-Beginning	0	2	1
PED 152	Swimming-Beginning	0	2	1
PED 155	Water Aerobics	0	3	1
PED 216	Indoor Cycling	0	3	1
PHS 110	Basic Physical Science	3	2	4
PSY 263	Educational Psychology	3	0	3
SOC 244	Sociology of Death and Dying	3	0	3
SPA 141	Culture and Civilization	3	0	3
SPA 161	Cultural Immersion	2	3	3
SPA 181	Spanish Lab	0	2	1
SPA 182	Spanish Lab 2	0	2	1
SPA 221	Spanish Conversation	3	0	3
SPA 231	Reading and Composition	3	0	3
SPA 281	Spanish Lab 3	0	2	1
SPA 282	Spanish Lab 4	0	2	1

**Total Semester Credit Hours**

**65**

**Approved for Awarding**

**AA**

- \* Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.
- \*\* Pre-major credit at select institutions only.

### **Transfer Core Diplomas (D10100 and D10400)**

The 44-hour general education core (GEC) for either the Associate in Arts (AA) or the Associate in Science (AS) degree will transfer as a block to all UNC universities, whether or not the student has earned the associate degree.

Students who complete the GEC will be considered to have satisfied the UNC

Minimum Course Requirements in effect at the time of their graduation from high school.

Students with GEC will be considered to have fulfilled the lower-division general education requirements of the receiving UNC university. A student must have an overall GPA of at least 2.0 on a 4.0 scale at the time of transfer and a grade of “C” or better in all core courses.

The transcripts of students who transfer before completing the GEC will be evaluated on a course-by-course basis by the receiving university. Transferring students who have not completed the GEC must meet the receiving university’s general education requirements.

### **Associate in Arts General Education Core Diploma D10100**

#### **English Composition (6 SHC)**

**Humanities/Fine Arts (12 SCH)** Select four core courses from at least three of the following discipline areas: art, communication, foreign language, interdisciplinary humanities, literature, music, philosophy, and religion. **At least one course must be a literature course and one course must be a COM course.**

**Social/Behavioral Science (12 SHC)** Select four core courses from a least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course.**

#### **Natural Science/Mathematics (14SHC)**

**Natural Science (8SHC):** Two core courses, including accompanying laboratory work, from the biological and physical science disciplines are required.

**Mathematics (6SHC):** **At least one course in introductory mathematics is required, and one course must be CIS 110.**

Total Hours: 44

**PRE-MAJOR ASSOCIATE IN ARTS  
BUSINESS ADMINISTRATION  
A1010B**

This program is designed for students who intend to transfer courses and major in Business Administration. Students who successfully complete this course of study and meet the requirements for admission to a four-year college or university may be eligible to apply for admissions to the major with junior standing.

**GENERAL EDUCATION CORE (44 SHC)\***

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. The curriculum provides opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

**English Composition (6 SHC)**

**Humanities/Fine Arts (12 SHC)** Select **four** courses from at least **three** of the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. **At least one course must be a literature course.**

**Social/Behavioral Sciences (12 SHC)** Select **four** courses from at least **three** of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course and one course must be ECO 251.**

**Natural Sciences/Mathematics (14-16 SHC)**

*Natural Sciences (8 SHC):* Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required.

*Mathematics (6-8 SHC):* The following courses are required:

Choose One:

- MAT 161 College Algebra (3 SHC) or
- MAT 171 Pre-Calculus Algebra (3 SHC) or
- MAT 175 Pre-Calculus (4 SHC)

Choose One:

- MAT 163 Brief Calculus (3 SHC) or
- MAT 271 Calculus I (4 SHC)

**OTHER REQUIRED HOURS (20 SHC)**

**The following courses are required (14 SHC):**

- ACC 120 Principles of Financial Accounting (4 SHC)
- ACC 121 Principles of Managerial Accounting (4 SHC)
- CIS 110 Introduction to Computers (3 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)

**One of the following is required (3 SHC):**

MAT 151 Statistics I (3 SHC) or

MAT 161 College Algebra or

MAT 162 College Trigonometry

**Three additional hours of approved college transfer courses are required.**

**COURSE AND HOUR REQUIREMENTS**

Title	Class	Lab	Credit
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**General Education Core (44 SHC)**

**English Composition (6 SHC)**

ENG 111	Expository Writing	3	0	3
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ENG 113	Literature-Based Research	3	0	3
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or

ENG 114	Professional Research and Reporting	3	0	3
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**Humanities/Fine Arts (12 SHC)**

*Select **four** courses from at least **three** of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.*

ART 111	Art Appreciation	3	0	3
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ART 114	Art History Survey I	3	0	3
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ART 115	Art History Survey II	3	0	3
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ART 116	Survey of American Art	3	0	3
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COM 110	Introduction to Communication	3	0	3
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COM 231	Public Speaking	3	0	3
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ENG 231	American Literature I	3	0	3
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ENG 232	American Literature II	3	0	3
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ENG 241	British Literature I	3	0	3
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ENG 242	British Literature II	3	0	3
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ENG 261	World Literature I	3	0	3
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ENG 262	World Literature II	3	0	3
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HUM 211	Humanities I	3	0	3
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HUM 212	Humanities II	3	0	3
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MUS 110	Music Appreciation	3	0	3
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PHI 210	History of Philosophy	3	0	3
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PHI 215	Philosophical Issues	3	0	3
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PHI 220	Western Philosophy I	3	0	3
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PHI 221	Western Philosophy II	3	0	3
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PHI 240	Introduction to Ethics	3	0	3
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REL 110	World Religions	3	0	3
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REL 111	Eastern Religions	3	0	3
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REL 112	Western Religions	3	0	3
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REL 211	Introduction to Old Testament	3	0	3
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		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in American	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3
SPA 211	Intermediate Spanish I	3	0	3
SPA 212	Intermediate Spanish II	3	0	3

### **Social/Behavioral Sciences (12 SHC)**

Select **four** courses from at least **three** of the following discipline areas: economics, history, political science, psychology, and sociology. **At least one course must be a history course, and one course must be ECO 251.**

ANT 221	Comparative Cultures	3	0	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
GEO 111	World Regional Geography	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 110	Introduction to Political Science	3	0	3
POL 120	American Government	3	0	3
POL 220	International Relations	3	0	3
PSY 150	General Psychology	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3

### **Natural Sciences/Mathematics (14 SHC)**

**Natural Sciences (8 SHC):** Select **two** courses, including accompanying laboratory work, from among the biological and physical science disciplines

BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CHM 131 Introduction to Chemistry	3	0	3
CHM 131A Introduction to Chemistry Lab	0	3	1
CHM 151 General Chemistry I	3	3	4
CHM 152 General Chemistry II	3	3	4

**Mathematics (6-8 SHC):**

**One of the following courses is required**

- MAT 161 College Algebra (3 SHC) or
  - MAT 171 Pre-Calculus Algebra (3 SHC) or
  - MAT 175 Pre-Calculus (4 SHC)
- Choose One:
- MAT 163 Brief Calculus (3 SHC) or
  - MAT 271 Calculus I (4 SHC)

**Other Required Courses \*(20 SHC)**

**The following courses are required (14 SHC):**

- ACA 122 College Transfer Success (1 SHC)
- ACC 120 Principles of Financial Accounting (4 SHC)
- ACC 121 Principles of Managerial Accounting (4 SHC)
- CIS 110 Introduction to Computers (3 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)
- EDU 144 Child Development I (3 SHC)
- EDU 216 Foundations of Education (4 SHC)
- HEA 112 First Aid & CPR (2 SHC)
- SPA 141 Culture and Civilization (3SHC)
- SPA 161 Cultural Immersion (3SHC)
- SPA 181 Spanish Lab (1 SHC)
- SPA 182 Spanish Lab 2 (1 SHC)
- SPA 221 Spanish Conversation (3SHC)
- SPA 231 Reading and Composition (3SHC)
- SPA 281 Spanish Lab 3 (1SHC)
- SPA 282 Spanish Lab 4 (1SHC)

**One of the following is required (3 SHC):**

- BUS 228 Business Statistics (3 SHC) or
- MAT 151 Statistics I (3 SHC) or
- MAT 155 Statistical Analysis (3 SHC)

**Three additional hours of approved college transfer courses are required.**

**Total Semester Hours Credit (SHC) 64-65**

**Approved for Awarding AA**

**PRE-MAJOR ASSOCIATE IN ARTS  
BUSINESS EDUCATION AND MARKETING EDUCATION  
A1010C**

This program is designed for students who intend to transfer courses and major in Business Education. Students who successfully complete this course of study and meet the requirements for admission to a four-year college or university may be eligible to apply for admissions to the major with junior standing.

**GENERAL EDUCATION CORE (44 SHC)\***

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. The curriculum provides opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

**English Composition (6 SHC)**

**Humanities/Fine Arts (12 SHC)**

Select **four** courses from at least **three** of the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. **At least one course must be a literature course.**

**Social/Behavioral Sciences (12 SHC)**

Select **four** courses from at least **three** of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course and one course must be ECO 251.**

**Natural Sciences/Mathematics (14-16 SHC)**

**Natural Sciences (8 SHC):**

Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required.

**Mathematics (6-7 SHC):**

**The following courses are required:**

- CIS 110 Introduction to Computers (3 SHC)
- CIS 115 Intro. to Programming & Logic (3 SHC)

**One of the following courses is required:**

- MAT 161 College Algebra (3 SHC) or
- MAT 171 Precalculus Algebra (3 SHC) or
- MAT 175 Pre-Calculus (4 SHC)

### Other Required Hours (19-21 SHC)

The following courses are required (14 SHC):

ACC 120 Principles of Financial Accounting (4 SHC)

ECO 252 Principles of Macroeconomics (3 SHC)

**Nine to ten additional hours of approved college transfer courses are required to total 64 SHC of transferable courses.**

## COURSE AND HOUR REQUIREMENTS

### General Education Core (44 SHC)

#### English Composition (6 SHC)

		Class	Lab	Credit
ENG 111	Expository Writing	3	0	3
ENG 113	Literature-Based Research	3	0	3
or				
ENG 114	Professional Research and Reporting	3	0	3

#### Humanities/Fine Arts (12 SHC)

Select **four** courses from at least **three** of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. **At least one course must be a literature course.**

ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
ART 116	Survey of American Art	3	0	3
COM 110	Introduction to Communication	3	0	3
COM 231	Public Speaking	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
HUM 211	Humanities I	3	0	3
HUM 212	Humanities II	3	0	3
MUS 110	Music Appreciation	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 210	History of Philosophy	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 221	Western Philosophy II	3	0	3
PHI 240	Introduction to Ethics	3	0	3
REL 110	World Religions	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in American	3	0	3

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3
SPA 211	Intermediate Spanish I	3	0	3
SPA 212	Intermediate Spanish II	3	0	3

### **Social/Behavioral Sciences (12 SHC)**

*Select **four** courses from at least **three** of the following discipline areas: economics, history, political science, psychology, and sociology. **At least one course must be a history course, and one course must be ECO 251.***

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ANT 221	Comparative Cultures	3	0	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
GEO 111	World Regional Geography	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 110	Introduction to Political Science	3	0	3
POL 120	American Government	3	0	3
POL 220	International Relations	3	0	3
PSY 150	General Psychology	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3

### **Natural Sciences/Mathematics (14 SHC)**

***Natural Sciences (8 SHC):** Select **two** courses, including accompanying laboratory work, from among the biological and physical science disciplines*

BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4

Mathematics (6-7 SHC):

**The following courses are required:**

- CIS 110 Introduction to Computers (3 SHC)
- CIS 115 Intro. to Programming & Logic (3 SHC)

**One of the following courses is required:**

- MAT 161 College Algebra (3 SHC) or
  - MAT 171 Pre-Calculus Algebra (3 SHC) or
  - MAT 175 Pre-Calculus (4 SHC)
- Choose One:
- MAT 163 Brief Calculus (3 SHC) or
  - MAT 271 Calculus I (4 SHC)

**Other Required Courses (19-21 SHC)**

**The following courses are required (14 SHC):**

- ACA 122 College Transfer Success (1 SHC)
- ACC 120 Principles of Financial Accounting (4 SHC)
- ECO 252 Principles of Macroeconomics (3 SHC)
- EDU 144 Child Development I (3 SHC)
- EDU 216 Foundations of Education (4 SHC)

- HEA 112 First Aid & CPR (2 SHC)
- SPA 141 Culture and Civilization (3SHC)
- SPA 161 Cultural Immersion (3SHC)
- SPA 181 Spanish Lab (1 SHC)
- SPA 182 Spanish Lab 2 (1 SHC)
- SPA 221 Spanish Conversation (3SHC)
- SPA 231 Reading and Composition (3SHC)
- SPA 281 Spanish Lab 3 (1SHC)
- SPA 282 Spanish Lab 4 (1SHC)

**Nine to ten additional hours of approved college transfer courses are required to total 64 SHC of transferable courses.**

**Total Semester Hours Credit (SHC) in Program 64-65**

**Approved for Awarding AA**

## **ASSOCIATE IN GENERAL EDUCATION A10300**

This program is designed principally for students who desire two years of general education beyond the high school level.

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English/communications. The curriculum includes opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

### **English/Communications (6 SHC)**

#### **Humanities/Fine Arts (3 SHC)**

Select courses from the following discipline areas: art, foreign languages, interdisciplinary humanities, literature, music, philosophy and religion.

#### **Social/Behavioral Sciences (3 SHC)**

Select courses from the following discipline areas: economics, history, political science, psychology and sociology.

#### **Natural Sciences/Mathematics (3 SHC)**

##### *Mathematics*

Select courses from the following discipline areas: college algebra, trigonometry, calculus, computer science, and statistics.

*or*

##### *Natural Sciences*

Select courses from the following discipline areas: astronomy, biology, chemistry, earth sciences, physics, and/or general science.

### **OTHER REQUIRED HOURS (49-50 SHC)**

Other required hours include additional general education and professional courses. A maximum of 7 SHC in health, physical education, college orientation, and/or study skills may be included as other required hours, one hour of which must be ACA 111, College Student Success or ACA 122, College Transfer Success. Three semester hours (3 SHC) must be CIS 110 and three semester hours (3 SHC) must be any core COM course.

### **TOTAL HOURS**

**65**

## ASSOCIATE IN SCIENCE A10400

This program is designed for students who intend to transfer courses or the degree in its entirety to a four-year college or university in pursuit of a Bachelor of Science degree.

### **GENERAL EDUCATION CORE (44 SHC)\***

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. The curriculum provides opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

#### **English Composition (6 SHC)**

#### **Humanities/Fine Arts (9 SHC)**

Select **three core** courses from at least **three** of the following discipline areas: art, communication, foreign languages, interdisciplinary humanities, music, literature, philosophy, and religion. **At least one course must be a core literature course and one course must be a core COM course.**

#### **Social/Behavioral Sciences (9 SHC)**

Select **three core** courses from at least **three** of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course.**

#### **Natural Sciences/Mathematics (20 SHC)**

*Natural Sciences (8 SHC minimum):* A **two-course** core sequence in general biology, general chemistry or general physics is required.

*Mathematics (6 SHC minimum):* At least **one core** course in mathematics at the precalculus algebra level (MAT 171) or above is required, and one course must be CIS 110. Other units may be selected from higher level mathematics or from among other quantitative subjects, such as computer science and statistics.

#### **OTHER REQUIRED HOURS (20-21 SHC)**

An additional 14 SHC minimum in mathematics, natural sciences, and computer science. The remaining hours may be selected from elective transfer courses.

## COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit	
<b>General Education Core (44 SHC)*</b>				
<b>English Composition (6 SHC)</b>				
ENG 111	Expository Writing	3	0	3
ENG 113	Literature-Based Research	3	0	3
or				
ENG 114	Professional Research & Reporting	3	0	3
<b>Humanities/Fine Arts (9 SHC)</b>				
<i>(Select <b>three</b> courses from at least <b>three</b> of the following discipline areas: art, communication, foreign languages, interdisciplinary humanities, music, literature, philosophy, and religion. At least one course must be a literature course, and one course must be a COM course.)</i>				
ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
ART 116	Survey of American Art	3	0	3
COM 110	Introduction to Communication	3	0	3
COM 231	Public Speaking	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
HUM 211	Humanities I	3	0	3
HUM 212	Humanities II	3	0	3
MUS 110	Music Appreciation	3	0	3
PHI 210	History of Philosophy	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 221	Western Philosophy II	3	0	3
PHI 240	Introduction to Ethics	3	0	3
REL 110	World Religions	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in America	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3
SPA 211	Intermediate Spanish I	3	0	3
SPA 212	Intermediate Spanish II	3	0	3

### **Social/Behavioral Sciences (9 SHC)**

(Select **three** courses from at least **three** of the following discipline areas: economics, history, political science, psychology, and sociology. **At least one course must be a history course.**)

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ANT 221	Comparative Cultures	3	0	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
GEO 111	World Regional Geography	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 110	Introduction to Political Science	3	0	3
POL 120	American Government	3	0	3
POL 220	International Relations	3	0	3
PSY 150	General Psychology	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3

### **NATURAL SCIENCES/MATHEMATICS (20 SHC)**

**Natural Sciences (8 SHC minimum):** Select a **two-course** sequence in general biology, general chemistry or general physics.

BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4

**Mathematics (6 SHC minimum):** Select at least **one** course in mathematics at the precalculus algebra level (MAT 171) or above; **one course must be CIS 110**. Other units may be selected from higher level mathematics or from among other quantitative subjects, such as computer science and statistics.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CIS 110	Introduction to Computers	2	2	3
CIS 115	Introduction to Prog and Logic	2	2	3
MAT 151	Statistics I	3	0	3
MAT 171	Precalculus Algebra	3	0	3
MAT 172	Precalculus Trigonometry	3	0	3
MAT 263	Brief Calculus	3	0	3
MAT 271	Calculus I	3	2	4

## OTHER REQUIRED HOURS (21 SHC)

*Other required hours must include ACA 122 and an additional 14 SHC in mathematics, natural sciences, computer sciences, and/or other pre-major courses. The remaining six hours may be selected from the following list or from any of the above listed core courses not used to meet minimum block requirements. Students should consult with their advisor to determine the appropriate elective to complete based upon the requirements of the selected four-year institution and the student's intended major.*

ACA 122	College Transfer Success	1	0	1
ACC 120	Principles of Accounting I	3	2	4
ACC 121	Principles of Accounting II	3	2	4
ART 131	Drawing I	0	6	3
ART 240	Painting I	0	6	3
BIO 120	Introductory Botany	3	3	4
BIO 130	Introductory Zoology	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
BIO 168	Anatomy and Physiology I	3	3	4
BIO 169	Anatomy and Physiology II	3	3	4
BIO 173	Microbes in World Affairs	3	0	3
BIO 180	Biological Chemistry	2	2	3
BIO 250	Genetics	3	3	4
BIO 271	Pathophysiology	3	0	3
BIO 275	Microbiology	3	3	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CJC 111	Introduction to Criminal Justice	3	0	3
CJC 121	Law Enforcement Operations	3	0	3
CJC 141	Corrections	3	0	3
EDU 216	Foundations of Education	3	2	4
ENG 274	Literature by Women	3	0	3
HEA 110	Personal Health/Wellness	3	0	3
HEA 112	First Aid & CPR	1	2	2
HIS 221	African-American History	3	0	3
HIS 226	The Civil War	3	0	3
HIS 228	History of the South	3	0	3
HIS 229	History of the Old South	3	0	3
HIS 236	North Carolina History	3	0	3
MAT 140	Survey of Mathematics	3	0	3
MAT 140A	Survey of Mathematics Lab	0	2	1
MAT 151A	Statistics Lab	0	2	1

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
MAT 161	College Algebra	3	0	3
MAT 161A	College Algebra Lab	0	2	1
MAT 162	College Trigonometry	3	0	3
MAT 162A	College Trigonometry Lab	0	2	1
MAT 171A	Precalculus Algebra Lab	0	2	1
MAT 172A	Precalculus Trigonometry Lab	0	2	1
MAT 263A	Brief Calculus Lab	0	2	1
PED 110	Fit and Well for Life	1	2	2
PED 111	Physical Fitness I	0	3	1
PED 113	Aerobics I	0	3	1
PED 115	Step Aerobics I	0	3	1
PED 117	Weight Training I	0	3	1
PED 125	Self-Defense Beginning	0	2	1
PED 126	Self-Defense Intermediate	0	2	1
PED 128	Golf Beginning	0	2	1
PED 130	Tennis Beginning	0	2	1
PED 132	Racquetball-Beginning	0	2	1
PED 152	Swimming-Beginning	0	2	1
PED 155	Water Aerobics	0	3	1
PED 216	Indoor Cycling	0	3	1
PHS 110	Basic Physical Science	3	2	4
PSY 263	Educational Psychology	3	0	3
SOC 244	Sociology and Death and Dying	3	0	3
SPA 141	Culture and Civilization	3	0	3
SPA 161	Cultural Immersion	2	3	3
SPA 181	Spanish Lab	0	2	1
SPA 182	Spanish Lab 2	0	2	1
SPA 221	Spanish Conversation	3	0	3
SPA 231	Reading and Composition	3	0	3
SPA 281	Spanish Lab 3	0	2	1
SPA 282	Spanish Lab 4	0	2	1

**Total Semester Credit Hours**

**65**

**Approved for Awarding**

**AS**

\* Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

\*\* Pre-major credit at select institutions only.

## Associate in Science General Education Core Diploma (D10400)

### English Composition (6 SHC)

**Humanities/Fine Arts (9 SHC)** Select three core courses from at least three of the following discipline areas: art, communication, foreign languages, interdisciplinary humanities, music, literature, philosophy, and religion. At least one course must be a literature course and **one course must be a core COM course.**

**Social/Behavioral Sciences (9SHC)** Select three core courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course.**

### Natural Science/Mathematics (20 SHC)

*Natural Sciences (8SHC minimum):* A two-course core sequence in general biology, general chemistry or general physics is required.

*Mathematics (6 SHC minimum):* At least one core course in mathematics at the precalculus algebra level (MAT 171) or above is required, **and one course must be CIS 110.** Other units may be selected from higher level mathematics or from among other quantitative subjects, such as computer science and statistics.

Total Hours: 44

## ACCOUNTING A25100

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

### COURSE AND HOUR REQUIREMENTS

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>General Education Courses</b>				
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
	Humanities/Fine Arts Elective	3	0	3
MAT 115	Mathematical Models	2	2	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
ACC 120	Principles of Financial Accounting	3	2	4
ACC 121	Principles of Managerial Accounting	3	2	4
ACC 220	Intermediate Accounting I	3	2	4
ACC 226	Advanced Managerial Accounting	3	0	3
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
<b>Required Subject Areas</b>				
<b>Taxes</b>				
ACC 131	Federal Income Taxes	2	2	3
<b>Economics: Select two:</b>				
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
<b>Computers</b>				
CIS 110	Introduction to Computers	2	2	3

<b>Other Major Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 140	Payroll Accounting	1	2	2
ACC 150	Accounting Software Applications	1	2	2
BUS 240	Business Ethics	3	0	3
BUS 260	Business Communications	3	0	3
BUS 110	Introduction to Business	3	0	3
BUS 116	Business Law II	3	0	3
BUS 153	Human Resource Management	3	0	3
CTS 130	Spreadsheet	2	2	3

**Electives: Select One:**

BUS 121	Business Math	2	2	3
MKT 120	Principles of Marketing	3	3	3

**Other Required Courses**

ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1

**Total Semester Credit Hours** **72**

**Approved for Awarding** **AAS**

**ACCOUNTS RECEIVABLE/ACCOUNTS PAYABLE CLERK  
C25100AC**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Work Experience</b>	<b>Credit</b>	
ACC 120	Principles of Financial Acct.	3	2	0	4
BUS 121	Business Math	2	2	0	3
CIS 110	Introduction to Computers	2	2	0	3
ACC 150	Accounting Software Appls.	1	2	0	2
ACC 121	Principles of Managerial Acct.	3	2	0	4

**Select One:**

CTS 130	Spread sheet	2	2	0	3
BUS 240	Business Ethics	3	0	0	3
BUS 260	Business Communications	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3

**Total Semester Credits** **19**

**Approved for Awarding** **Certificate**

**PAYROLL CLERK CERTIFICATE  
C25100PC**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Work Experience</b>	<b>Credit</b>
ACC 120	Principles of Financial Acct.	3	2	0	4
BUS 121	Business Math	2	2	0	3
CIS 110	Introduction to Computers	2	2	0	3
ACC 150	Accounting Software Appls	1	2	0	2
ACC 140	Payroll Accounting	1	2	0	2
ACC 121	Principles of Managerial Acct.	3	2	0	4
<b>Total Semester Credits</b>					<b>18</b>
<b>Approved for Awarding</b>					<b>Certificate</b>

# APPLIED ANIMAL SCIENCE TECHNOLOGY

## A15280

The Livestock and Poultry Technology curriculum is designed to prepare students for careers in the production, processing, and distribution of livestock and poultry and their products according to scientific principles essential to efficient and profitable operation.

Students should learn skills necessary for the operation of efficient and profitable livestock enterprises. Coursework includes production practices, animal health, nutrition, reproduction, and management.

Graduates are qualified for entry-level jobs as herd or flock managers, field service persons, feed salespersons, equipment salespersons, feed mill workers, and buyers of poultry and livestock.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Experience	Credit	
<b>General Education Courses</b>					
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research and Reporting	3	0	0	3
<b>OR</b>					
ENG 113	Literature-Based Research	3	0	0	3
	Humanities/Fine Arts Elective	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
<b>OR</b>					
BIO 110	Principles of Biology	3	3	0	4
	Social/Behavioral Science Elective	3	0	0	3
<b>Major Courses</b>					
<b>Required Major Courses</b>					
ANS 110	Animal Science	3	0	0	3
ANS 115	Animal Feeds and Nutrition	2	2	0	3
ANS 120	Beef Production	2	2	0	3
ANS 130	Poultry Production	2	2	0	3
ANS 140	Swine Production	2	2	0	3
ANS 150	Animal Health Management	3	0	0	3
<b>Other Major Courses</b>					
AGR 110	Agricultural Economics	3	0	0	3
AGR 150	Ag-O-Metrics	3	0	0	3
AGR 226	Maintenance and Service of of Production Facilities	2	2	0	3
ANS 141	Swine Herd Management	2	0	0	2
ANS 160	Animal Waste Management	3	0	0	3
ANS 170	Sheep and Goat Production	2	2	0	3
ANS 193	Selected Topics in Animal Science	2	2	0	3

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Work Experience</b>	<b>Credit</b>
ANS 210	Livestock Production Issues	3	0	0	3
ANS 212	Livestock Records and Analysis	3	0	0	3
ANS 213	Animal Reproduction	2	2	0	3
CIS 111	Basic PC Literacy	1	2	0	2
<b>OR</b>					
CIS 110	Introduction to Computers	2	2	0	3
BUS 137	Principles of Management	3	0	0	3
<b>OR</b>					
ANS 116	Intro to the Equine Industry	3	0	0	3
<b>Other Required Courses</b>					
ACA 111	College Student Success	1	0	0	1
COE 110	World of Work	1	0	0	1

**Total Semester Credit Hours**

**68 or 69**

**Approved for Awarding**

**AAS**

**APPLIED ANIMAL SCIENCE TECHNOLOGY  
D15280**

**Course and Hour Requirements**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>General Education Courses</b>					
ENG 111	Expository Writing	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
<b>OR</b>					
BIO 110	Principles of Biology	3	3	0	4
<b>Required Major Courses</b>					
ANS 110	Animal Science	3	0	0	3
ANS 115	Animal Feeds and Nutrition	2	2	0	3
ANS 120	Beef Production	2	2	0	3
ANS 130	Poultry Production	2	2	0	3
ANS 140	Swine Production	2	2	0	3
ANS 150	Animal Health Management	3	0	0	3
<b>Complete 12 SHC from the courses listed below:</b>					
AGR 110	Agricultural Economics	3	0	0	3
AGR 150	Ag-O-Metrics	3	0	0	3
AGR 226	Maintenance and Service of Production Facilities	2	2	0	3
ANS 141	Swine Herd Management	2	0	0	2
ANS 160	Animal Waste Management	3	0	0	3
ANS 170	Sheep and Goat Production	2	2	0	3
ANS 193	Selected Topics in Animal Science	2	2	0	3
ANS 210	Livestock Production Issues	3	0	0	3

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
ANS 212	Livestock Records & Analysis	3	0	0	3
ANS 213	Animal Reproduction	2	2	0	3
CIS 111	Basic Computer Literacy	1	2	2	2
<b>OR</b>					
CIS 110	Introduction to Computers	2	2		3
BUS 137	Principles of Management	3	0	0	3
<b>OR</b>					
ANS 116	Intro to Equine Industry	3	0	0	3
<b>Other Required Courses</b>					
ACA 111	College Student Success	1	0	0	1
COE 110	World of Work	1	0	0	1

**Total Semester Credit Hours** **38**

**Approved for Awarding** **Diploma**

**APPLIED ANIMAL SCIENCE TECHNOLOGY  
CERTIFICATE C15280  
COURSE AND HOUR REQUIREMENTS**

Select **12** SHC from the following courses:

ANS 120	Beef Production	2	2	0	3
ANS 130	Poultry Production	2	2	0	3
ANS 140	Swine Production	2	2	0	3
AGR 226	Maintenance and Service of Production Facilities	2	2	0	3
AGR 110	Agriculture Economics	3	0	0	3
AGR 150	Ag-O-Metrics	3	0	0	3
ANS 110	Animal Science	3	0	0	3
ANS 115	Animal Feeds and Nutrition	2	2	0	3
ANS 141	Swine Herd Management	2	0	0	2
ANS 150	Animal Health Management	3	0	0	3
ANS 160	Animal Waste Management	3	0	0	3
ANS 170	Sheep and Goat Production	2	2	0	3
ANS 193	Selected Topics in Animal Science	2	2	0	3
ANS 210	Livestock Production Issues	3	0	0	3
ANS 212	Livestock Records & Analysis	3	0	0	3
ANS 213	Animal Reproduction	2	2	0	3
ANS 116	Intro to Equine Industry	3	0	0	3

**Total Semester Credit Hours** **12**

**Approved for Awarding** **Certificate**

## ASSOCIATE DEGREE NURSING A45110

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Clinical	Credit
<b>General Education Courses</b>				
ENG 111 Expository Writing	3	0	0	3
ENG 113 Literature Based Research	3	0	0	3
<b>OR</b>				
ENG 114 Professional Research and Reporting	3	0	0	3
Humanities/Fine Arts Elective	3	0	0	3
PSY 150 General Psychology	3	0	0	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
NUR 111 Intro to Health Concepts	4	6	6	8
NUR 112 Health Illness Concepts	3	0	6	5
NUR 113 Family Health Concepts	3	0	6	5
NUR 114 Holistic Health Concepts	3	0	6	5
NUR 211 Health Care Concepts	3	0	6	5
NUR 212 Health System Concepts	3	0	6	5
NUR 213 Complex Health Concepts	4	3	15	10
<b>Other Major Courses</b>				
BIO 168 Anatomy and Physiology I	3	3	0	4
BIO 169 Anatomy and Physiology II	3	3	0	4
PSY 241 Developmental Psychology	3	0	0	3
CIS 110 Introduction to Computers	2	2	0	3
<b>OR</b>				
CIS 111 Basic PC Literacy	1	2	0	2

<b>Other Required Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
ACA 111	College Student Success	1	0	0	1
COE 110	World of Work	1	0	0	1
<b>Total Semester Credit Hours</b>					<b>70-71</b>
<b>Approved for Awarding</b>				AAS	

## PRACTICAL NURSING D45660

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students will participate in assessment, planning, implementing, and evaluating nursing care.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physician's offices.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Clinical	Credit
<b>General Education Courses</b>				
ENG 111 Expository Writing	3	0	0	3
PSY 150 General Psychology	3	0	0	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
NUR 101 Practical Nursing I	7	6	6	11
**NUR 102 Practical Nursing II	8	0	12	12
NUR 103 Practical Nursing III	6	0	12	10
<b>Other Major Hours</b>				
BIO 168 Anatomy & Physiology I	3	3	0	4
BIO 169 Anatomy & Physiology II	3	3	0	4
<b>Other Required Courses</b>				
ACA111 College Student Success	1	0	0	1
<b>Total Semester Credit Hours</b>				<b>48</b>
<b>Approved for Awarding</b>				<b>Diploma</b>

\*\*Upon completion of NUR 102, the student is eligible to be listed as NA II.

## BUILDING CONSTRUCTION TECHNOLOGY A35140

The Building Construction Technology curriculum is designed to provide students with an overview of the building construction industry. Construction labs/lecture courses and other related classes, provide students with up-to-date knowledge on materials, trends, and techniques of the ever-changing construction industry.

Course work includes basic construction concepts such as general construction, blueprint reading, construction estimating, and project management. Students will also diversify their knowledge of construction in other areas like electrical wiring, construction surveying, plumbing, statics/strength of materials, and HVAC.

Graduates should qualify for entry-level jobs in any general construction setting and be able to advance quickly to management positions such as supervisors, superintendents, project coordinators, project planners, estimators, and inspectors.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>General Education Courses</b>			
COM 110 Intro to Communication	3	0	3
<b>OR</b>			
COM 231 Public Speaking	3	0	3
ENG 111 Expository Writing	3	0	3
MAT 115 Mathematical Models	2	2	3
<b>OR</b>			
MAT 140 Survey of Mathematics	3	0	3
<b>OR</b>			
MAT 161 College Algebra	3	0	3
Humanities/Fine Arts Elective	3	0	3
Social/Behavior Science Elective	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
BPR 130 Blueprint Reading/Construction	1	2	2
CST 131 OSHA/Safety/Certification	2	2	3
CST 221 Statics/Structures	3	3	4
CST 241 Planning/Estimating I	2	2	3
CAR 111 Carpentry I	3	15	8
<b>Other Major Courses</b>			
CAR 110 Introduction to Carpentry	2	0	2
CAR 112 Carpentry II	3	15	8
CAR 113 Carpentry III	3	9	6
CAR 114 Residential Building Codes	3	0	3

	<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CIS 110	Intro to Computers	2	2	3
<b>OR</b>				
CIS 111	Basic P.C. Literacy	1	2	2

**Other Required Courses**

ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1

**Major Electives: Select 12 SHC from the list below**

AHR 110	Intro to Refrigeration	2	6	5
AHR 120	HVAC Maintenance	1	3	2
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
BUS 121	Business Math	2	2	3
BUS 137	Principles of Management	3	0	3
COE 111	Co-op Work Experience I	0	10	1
COE 121	Co-op Work Experience II	0	10	1
COE 112	Co-op Work Experience I	0	20	2
DFT 119	Basic CAD	1	2	2
ECO 151	Survey of Economics	3	0	3
ECO 251	Prin of Microeconomics	3	0	3
ECO 252	Prin of Macroeconomics	3	0	3
ELC 111	Intro to Electricity	2	2	3
ELC 113	Basic Wiring I	2	6	4
PLU 111	Intro to Basic Plumbing	1	3	2
WLD 110	Cutting Process	1	3	2
WLD 112	Basic Welding Process	1	3	2
WLD 115	SMAW (Stick) Plate	2	9	5
WLD 121	GMAW (MIG) FCAW/Plate	2	6	4

**Total Semester Credit Hours**

**70 or 71**

**Approved for Awarding**

**AAS**

\*Students seeking the associate's degree in Building Construction Technology can count no more than nine (9) credit hours of any single course prefix (such as BUS or WLD) toward the Major Electives requirement.

**BUILDING CONSTRUCTION TECHNOLOGY  
D35140**

Title	Class	Lab	Credit
<b>General Education Courses</b>			
COM 110 Intro to Communication	3	0	3
<b>OR</b>			
COM 231 Public Speaking	3	0	3
MAT 115 Mathematical Models	2	2	3
<b>OR</b>			
MAT 161 College Algebra	3	0	3
<b>OR</b>			
MAT 140 Survey of Mathematics	3	0	3
PSY 150 General Psychology	3	0	3

**Major Courses**

**Required Core Courses**

BPR 130 Blueprint Reading/Construction	1	2	2
CAR 111 Carpentry I	3	15	8
CST 241 Planning/Estimating I	2	2	3

**Other Major Courses**

ACA 111 College Student Success	1	0	1
CAR 110 Introduction to Carpentry	2	0	2
CAR 112 Carpentry II	3	15	8
CAR 113 Carpentry III	3	9	6
CAR 114 Residential Building Codes	3	0	3
CIS 110 Introduction to Computers	2	2	3
<b>OR</b>			
CIS 111 PC Literacy	1	2	2

**Other Major Courses**

**Select one from the following:**

CST 131 OSHA/Safety/Certification	2	2	3
CST 211 Construction Surveying	2	3	3
CST 221 Statics/Structures	3	3	4
ELC 111 Intro to Electricity	2	2	3
ELC 113 Basic Wiring I	2	6	4
PLU 111 Intro to Basic Plumbing	1	3	2
WLD 110 Cutting Process	1	3	2
WLD 112 Basic Welding Process	1	3	2

**Other Required Courses**

**Total Semester Credit Hours**

**44-49**

**Approved for Awarding**

**Diploma**

**BUILDING CONSTRUCTION TECHNOLOGY**  
**Carpentry Certificate**  
**C35140CA**  
**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CAR 110	Introduction to Carpentry	2	0	2
CAR 111	Carpentry I	3	15	8

**Select one of the following:**

BPR 130	Blueprint Reading/Construction	1	2	2
CAR 114	Residential Building Codes	3	0	3
CST 131	OSHA/Safety/Certification	2	2	3

**Total Semester Credits** **12-13**

**Approved for Awarding** **Certificate**

**BUILDING CONSTRUCTION TECHNOLOGY**  
**General Contractor's License Preparation Certificate**  
**C35140GC**  
**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CAR 110	Introduction to Carpentry	2	0	2
BPR 130	Blueprint Reading/Construction	1	2	2
CAR 114	Residential Building Codes	3	0	3
CST 131	OSHA/Safety/Certification	2	2	3
CST 241	Planning/Estimating I	2	2	3

**Total Semester Credits** **13**

**Approved for Awarding** **Certificate**

## BUSINESS ADMINISTRATION A25120

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

### COURSE AND HOUR REQUIREMENTS

Title		Class	Lab	Credit
<b>General Education Courses</b>				
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research and Writing	3	0	3
	Humanities/Fine Arts Elective	3	0	3
MAT 115	Mathematical Models	2	2	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
ACC 120	Principles of Financial Accounting	3	2	4
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
MKT 120	Principles of Marketing	3	0	3
<b>Required Subject Area:</b>				
<b>Economics: Select two:</b>				
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
<b>Computer Applications</b>				
CIS 110	Introduction to Computers	2	2	3
<b>Other Major Courses</b>				
ACC 140	Payroll Accounting	1	2	2
<b>OR</b>				
ACC 150	Accounting Software Applications	1	2	2
ACC 121	Principles of Managerial Accounting	3	2	4
ACC 131	Federal Income Taxes	2	2	3

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
BUS 121	Business Math	2	2	3
BUS 110	Introduction to Business	3	0	3
BUS 153	Human Resource Management	3	0	3
BUS 116	Business Law II	3	0	3
BUS 240	Business Ethics	3	0	3
BUS 260	Business Communications	3	0	3
BUS 193	Seminar/Selected Topics	3	0	3
<b>OR</b>				
BUS 152	Human Relations	3	0	3
CTS 130	Spreadsheet	2	2	3
<b>Other Required Courses</b>				
ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1
<b>Total Semester Credit Hours</b>				<b>69</b>
<b>Approved for Awarding</b>				<b>AAS</b>

**HUMAN RESOURCE MANAGER  
CERTIFICATE C25120HR**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Work Exper.</b>	<b>Credit</b>
ACC 120	Principles of Financial Accounting	3	2	0	4
CIS 110	Basic PC Literacy	2	2	0	3
BUS 137	Principles of Management	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
BUS 110	Introduction to Business	3	0	0	3
<b>Select One:</b>					
BUS 121	Business Math	2	2	0	3
CTS 130	Spreadsheets	2	2	0	3
BUS 240	Business Ethics	3	0	0	3
BUS 260	Business Communication	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
<b>Total Semester Credit Hours</b>					<b>19</b>

**Approved for Awarding** **Certificate**

**OFFICE MANAGER CERTIFICATE  
C25120OM**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACC 120	Principles of Financial Accounting	3	2	4
BUS 121	Business Math	2	2	3
BUS 110	Introduction to Business	3	0	3
CIS 110	Introduction to Computers	2	2	3
BUS 137	Principles of Management	3	0	3
<b>OR</b>				
BUS 153	Human Resource Management	3	0	3
<b>Total Semester Credit Hours</b>				<b>16</b>

**Approved for Awarding** **Certificate**

## COMMUNITY SPANISH INTERPRETER A55370

The Community Spanish Interpreter curriculum prepares individuals to work as entry-level bilingual professionals who will provide communication access in interview and interactive settings. In addition, this curriculum provides educational training for working professionals who want to acquire Spanish language skills.

Coursework includes the acquisition of Spanish: grammar, structure, and sociolinguistic properties, cognitive processes associated with interpretation between Spanish and English; the structure and character of the Hispanic community; and acquisition of communication skills.

Graduates should qualify for entry-level jobs as para-professional bilingual employees in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/free-lance positions, or apply language skills to other human service related areas.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>General Education Courses</b>			
ENG 111 Expository Writing	3	0	3
MAT 140 Survey of Mathematics	3	0	3
CIS 110 Introduction to Computers	2	2	3
SOC 210 Introduction to Sociology	3	0	3
PSY 150 General Psychology	3	0	3
Humanities/Fine Arts Elective	3	0	3
<b>Communication: Select two courses from the following communications courses</b>			
COM 110 Introduction to Communication	3	0	3
COM 231 Public Speaking	3	0	3
ENG 114 Professional Research & Reporting	3	0	3
<b>Required Courses</b>			
SPA 111 Elementary Spanish I	3	0	3
SPA 112 Elementary Spanish II	3	0	3
SPA 120 Spanish for the Workplace	3	0	3
SPA 141 Culture and Civilization	3	0	3
SPA 161 Cultural Immersion	2	3	3
SPA 181 Spanish Lab 1	0	2	1
SPA 182 Spanish Lab 2	3	0	3
SPA 211 Intermediate Spanish I	3	0	3
SPA 212 Intermediate Spanish II	3	0	3
SPA 215 Spanish Phonetics and the Structure of Language	3	0	3
SPA 221 Spanish Conversation	3	0	3
SPA 231 Reading and Composition	3	0	3
SPA 281 Spanish Lab 3	0	2	1
SPA 282 Spanish Lab 4	0	2	1

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SPI 113	Intro to Spanish Interpret.	3	0	3
SPI 114	Analytical Skills for Spanish Interpretation	3	0	3
SPI 213	Review of Grammar	3	0	3
SPI 214	Intro to Translation	3	0	3
COE 115	Work Experience Seminar I	1	0	1

**Other Required Courses**

ACA 111	College Student Success	1	0	1
COE 111	Coop Work Experience	0	10	1

**Total Semester Credit Hours** **73**

**Approved for Awarding** **AAS**

**COMMUNITY SPANISH INTERPRETER  
C55370SI  
COURSES AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SPA 211	Intermediate Spanish I	3	0	3
SPA 212	Intermediate Spanish II	3	0	3
SPA 120	Spanish for the Workplace	3	0	3
SPI 113	Introduction to Spanish Interpreting	3	0	3
SPI 114	Analytical Skills for Spanish Interpreting	3	0	3
SPI 214	Introduction into Translation	3	0	3

**Total Semester Credit Hours** **18**

**Approved for Awarding** **Certificate**

**COMMUNITY SPANISH FACILITATOR FOR  
NATIVE ENGLISH SPEAKERS  
C55370NE**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
SPA 221	Spanish Conversation	3	0	3
SPI 113	Introduction to Spanish Interpreting	3	0	3
SPI 213	Review of Grammar	3	0	3
SPA 231	Spanish Reading and Composition	3	0	3
SPI 114	Analytical Skills for Spanish Interpreting	3	0	3
SPI 214	Introduction to Translation	3	0	3

**Total Semester Credit Hours** **18**

**Approved for Awarding** **Certificate**

**COMMUNITY SPANISH FACILITATOR FOR  
NATIVE SPANISH SPEAKERS  
C55370NS**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 111 Expository Writing	3	0	3
COM 231 Public Speaking	3	0	3
<b>OR</b>			
ENG 114 Prof Research and Reporting	3	0	3
SPI 113 Introduction to Spanish Interpreting	3	0	3
SPA 211 Intermediate Spanish I	3	0	3
SPI 114 Analytical Skills for Spanish Interpreting	3	0	3
SPI 214 Introduction into Translation	3	0	3
<b>Total Semester Credit Hours</b>			<b>18</b>
<b>Approved for Awarding</b>			<b>Certificate</b>

## COMPUTER INFORMATION TECHNOLOGY A25260

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.

### COURSE AND HOUR REQUIREMENTS

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>General Education Courses</b>			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Research and Reporting	3	0	3
<b>OR</b>			
ENG 113 Literature-Based Research	3	0	3
MAT 115 Reporting Mathematical Models	2	2	3
Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
CIS 115 Intro to Programming & Logic	2	3	3
	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CTS 120 Hardware/Software Support	2	3	3
CTS 285 Systems Analysis & Design	3	0	3
CTS 289 Systems Support Project	1	4	3
DBA 110 Database Concepts	2	3	3
NOS 110 Operating System Concepts	2	3	3
NOS 130 Windows Single User	2	2	3
NOS 230 Windows Admin I	2	2	3
SEC 110 Security Concepts	3	0	3
<b>Required Subject Areas</b>			
CIS 110 Introduction to Computer	2	2	3
BUS 110 Introduction to Business	3	0	3
NET 125 Networking Basics	1	4	3

**Other Major Courses**

NET 126	Routing Basics	1	4	3
SEC 150	Secure Communications	2	2	3
NOS 120	Linux/UNIX Single User	2	2	3
SEC 160	Secure Admin I	2	2	3
SEC 210	Intrusion Detection	2	2	3

**Other Required Courses**

ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1

**Total Semester Credit Hours** **68**

**Approved for Awarding** **AAS**

**COMPUTER INFORMATION TECHNOLOGY  
D25260**

**COURSE AND HOUR REQUIREMENTS**

Title		Class	Lab	Credit
<b>General Education Course</b>				
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematical Models	2	2	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
CIS 115	Introduction to Programming and Logic	2	2	3
CTS 120	Hardware/Software Support	2	3	3
DBA 110	Database Concepts	2	3	3
NOS 110	Operating Systems Concepts	2	3	3
NOS 130	Windows Single User	2	2	3
NOS 230	Windows Admin I	2	2	3
		Class	Lab	Credit
<b>Required Subject Area</b>				
CIS 110	Introduction to Computers	2	2	3
NET 125	Networking Basics	1	4	3
<b>Other Major Hours</b>				
NET 126	Routing Basics	1	4	3
NOS 120	Linux/UNIX Single User	2	2	3
<b>Other Required Hours</b>				
ACA 111	College Student Success	1	0	1
COE 110	World of Works	1	0	1
<b>Total Semester Credit Hours</b>				<b>38</b>
<b>Approved for awarding</b>			<b>Diploma</b>	

**COMPUTER INFORMATION TECHNOLOGY**  
**Certificate in PC Repair Technology**  
**C25260PC**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACA 111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
NOS 110	Operating System Concepts	2	3	3
NOS 130	Windows Single User	2	2	3
NOS 230	Windows Admin I	2	2	3
CTS 120	Hardware/Software Support	2	3	3

**Total Semester Credit Hours** **16**

**Approved for Awarding** **Certificate**

## COSMETOLOGY A55140

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>General Education Courses</b>			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Research and Writing	3	0	3
MAT 115 Mathematical Models	2	2	3
Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
COS 111 Cosmetology Concepts I	4	0	4
COS 112 Salon I	0	24	8
COS 113 Cosmetology Concepts II	4	0	4
COS 114 Salon II	0	24	8
COS 115 Cosmetology Concepts III	4	0	4
COS 116 Salon III	0	12	4
COS 117 Cosmetology Concepts IV	2	0	2
COS 118 Salon IV	0	21	7
<b>Other Major Courses</b>			
COS 223 Contemporary Hair Coloring	1	3	2
COS 240 Contemporary Design	1	3	2
CIS 111 Basic PC Literacy	1	2	2
<b>OR</b>			
CIS 110 Introduction to Computers	2	2	3
BUS 121 Business Math	2	2	3
<b>Other Required Courses</b>			
ACA 111 College Student Success	1	0	1
COE 110 World of Work	1	0	1
<b>Total Semester Credit Hours in Program</b>			<b>67-68</b>
<b>Approved for Awarding</b>			<b>AAS</b>

# COSMETOLOGY

## Diploma

D55140

### COURSE AND HOUR REQUIREMENTS

Title		Class	Lab	Credit
<b>General Education Courses</b>				
ENG 111	Expository Writing	3	0	3
	Social/Behavioral Science Elective	3	0	3
<b>Major Courses Required Core Courses</b>				
COS 111	Cosmetology Concepts I	4	0	4
COS 112	Salon I	0	24	8
COS 113	Cosmetology Concepts II	4	0	4
COS 114	Salon II	0	24	8
COS 115	Cosmetology Concepts III	4	0	4
COS 116	Salon III	0	12	4
<b>Other Major Courses</b>				
COS 223	Contemporary Hair Coloring	1	3	2
CIS 110	Introduction to Computers	2	2	3
<b>OR</b>				
CIS 111	Basic PC Literacy	1	2	2
<b>Other Required Courses</b>				
COE 110	World of Work	1	0	1
ACA 111	College Student Success	1	0	1
COS 240	Contemporary Design	1	3	2
<b>Total Semester Credit Hours</b>				<b>46 or 47</b>
<b>Approved for Awarding</b>				<b>Diploma</b>

**COSMETOLOGY**  
**Certificate**  
**C55140**

After successfully completing the following required courses, graduates will qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued an apprentice license. A six-month apprenticeship in a licensed beauty salon or re-enrollment in Cosmetology for an additional 300 hours is required.

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>Required Core Courses</b>			
COS 111    Cosmetology Concepts I	4	0	4
COS 112    Salon I	0	24	8
COS 113    Cosmetology Concepts II	4	0	4
COS 114    Salon II	0	24	8
COS 115    Cosmetology Concepts II	4	0	4
COS 116    Salon III	0	12	4
COS 223    Contemporary Hair Coloring I	1	3	2
<b>OR</b>			
COS 240    Contemporary Design	1	3	2
<b>Total Semester Credit Hours</b>			<b>34*</b>

**Approved for Awarding**

**Certificate\***

\*C55140 meets the requirements for a certificate at SCC and North Carolina State Board of Cosmetic Art.

\*Students is required to attend at least 1200 contact hours to meet the North Carolina state Board of Cosmetic Art requirements.

**COSMETOLOGY INSTRUCTOR  
C55160**

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts.

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business.

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
COS 271	Instructor Concepts I	5	0	5
COS 272	Instructor Practicum I	0	21	7
COS 273	Instructor Concepts II	5	0	5
COS 274	Instructor Practicum II	0	21	7
<b>Total Semester Credit Hours</b>				<b>24*</b>

**Approved for Awarding**

**Certificate\***

\* North Carolina State Board of Cosmetic Arts requirement for a certificate in Cosmetology Instructor.

**MANICURING INSTRUCTOR  
C55380**

The manicuring instructor training program provides a course of study for learning the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetic Arts.

Course work includes all phases of Manicuring theory lab instruction.

Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam upon passing and be qualified for employment in a cosmetology or manicuring school.

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>Required Core Courses</b>			
COS 251    Manicure Instructor Concepts	8	0	8
COS 252    Manicure Instructor Practicum	0	15	5
<b>Total Semester Credit Hours</b>			<b>13*</b>
<b>Approved for Awarding</b>			<b>Certificate*</b>

\*North Carolina State Board of Cosmetic Art requirement for a certificate in Manicuring Instructor.

## MANICURING/NAIL TECHNOLOGY C55400

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, and in related businesses.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>Required Core Courses</b>			
COS 121 Manicure/Nail Technology I	4	6	6
COS 222 Manicure/Nail Technology II	4	6	6
<b>Total Semester Credit Hours in Program</b>			<b>12*</b>
<b>Approved for Awarding</b>			<b>Certificate*</b>

\*North Carolina State Board of Cosmetic Art requirement for a certificate in Manicuring/Nail Technology.

## CRIMINAL JUSTICE TECHNOLOGY A55180

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics and community relations. Additional study may include issues and concepts of government, counseling communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>General Education Courses</b>			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Research and Writing	3	0	3
Humanities/Fine Arts Elective	3	0	3
MAT 115 Mathematical Models <b>OR</b>	2	2	3
MAT 140 Survey of Mathematics	3	0	3
Social Science Elective	3	0	9
<b>Major Courses</b>			
<b>Required Core Courses</b>			
CJC 111 Introduction to Criminal Justice	3	0	3
CJC 112 Criminology	3	0	3
CJC 113 Juvenile Justice	3	0	3
CJC 131 Criminal Law	3	0	3
CJC 212 Ethics and Community Relations	3	0	3
CJC 221 Investigative Principles	3	2	4
CJC 231 Constitutional Law	3	0	3
<b>Other Major Courses</b>			
CIS 111 Basic PC Literacy <b>OR</b>	1	2	2
CIS 110 Intro. to Computers	2	2	3
CJC 121 Law Enforcement Operations	3	0	3
CJC 132 Court Structure and Evidence	3	0	3
CJC 141 Corrections	3	0	3
CJC 215 Organization and Administration	3	0	3
CJC 225 Crisis Intervention	3	0	3

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CJC 222 Criminalistics	3	0	3
PED 110 Fit and Well for Life	1	2	2
<b>Other Required Courses</b>			
ACA111 College Student Success	1	0	1
COE 110 World of Work	1	0	1
<b>Total Semester Credit Hours in Program</b>			<b>67</b>
<b>Approved for Awarding</b>			<b>AAS</b>

**CRIMINAL JUSTICE TECHNOLOGY  
D55180**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>General Education Courses</b>			
ENG 111 Expository Writing	3	0	3
Social Science Elective	3	0	3
<b>Major Courses</b>			
CIS 111 Basic PC Literacy <b>OR</b>	1	2	2
CIS 110 Intro. to Computers	2	2	3
CJC 111 Introduction to Criminal Justice	3	0	3
CJC 112 Criminology	3	0	3
CJC 131 Criminal Law	3	0	3
CJC 113 Juvenile Justice	3	0	3
CJC 132 Court Procedure and Evidence	3	0	3
CJC 141 Corrections	3	0	3
CJC 221 Investigative Principles	3	2	4
CJC 231 Constitutional Law	3	0	3
<b>Other Required Hours</b>			
ACA111 College Student Success	1	0	1
COE 110 World of Work	1	0	1
<b>Total Semester Credit Hours</b>			<b>36</b>
<b>Approved for Awarding</b>			<b>Diploma</b>

**CRIMINAL JUSTICE TECHNOLOGY  
C55180**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
CJC 131	Criminal Law	3	0	3
CJC 132	Court Procedure and Evidence	3	0	3
CJC 221	Investigative Principles	3	2	4
CJC 231	Constitutional Law	3	0	3
<b>Total Semester Credit Hours</b>				<b>13</b>
<b>Approved for Awarding</b>				<b>Certificate</b>

**BASIC LAW ENFORCEMENT TRAINING  
C55120**

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

This program utilizes state-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>Required Core Courses</b>				
CJC 100	Basic Law Enforcement Training	9	30	19
<b>Total Semester Credit Hours</b>				<b>19</b>
<b>Approved for Awarding</b>				<b>Certificate</b>

## EARLY CHILDHOOD EDUCATION A55220

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Work Experience	Credit
<b>General Education Courses</b>				
ENG 111 Expository Writing	3	0	0	3
ENG 114 Professional Research and Reporting <b>OR</b>	3	0	0	3
ENG 113 Literature Based Research	3	0	0	3
MAT 115 Mathematical Models <b>OR</b>	2	2	0	3
MAT 140 Survey of Mathematics	3	0	0	3
PSY 150 General Psychology	3	0	0	3
Humanities/Fine Arts Elective	3	0	0	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
EDU 119 Intro to Early Child Ed.	4	0	0	4
EDU 131 Child, Family & Community	3	0	0	3
EDU 146 Child Guidance	3	0	0	3
EDU 221 Children with Exceptionalities	3	0	0	3
EDU 151 Creative Activities	3	0	0	3
EDU 153 Health, Safety, & Nutrition	3	0	0	3
EDU 271 Educational Technology	2	2	0	3
EDU 280 Language & Literacy Exp.	3	0	0	3
EDU 284 Early Child Capstone Prac	1	9	0	4

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Work Experience</b>	<b>Credit</b>	
<b>Child Development</b>					
EDU 144	Child Development I	3	0	0	3
EDU 145	Child Development II	3	0	0	3
<b>Other Major Hours</b>					
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
EDU 235	School-age Development and Programs	3	0	0	3
EDU 251	Exploration Activities	3	0	0	3
EDU 261	Early Childhood Admin. I	3	0	0	3
EDU 262	Early Childhood Admin. II	3	0	0	3
COE 110	World of Work	1	0	0	1
EDU 188	Issues in Early Child Ed.	2	0	0	2
EDU 157	Active Play	2	2	0	3
EDU 259	Curriculum Planning	3	0	0	3
<b>Other Required Hours</b>					
ACA 111	College Student Success	1	0	0	1
<b>Total Semester Credit Hours</b>				<b>75</b>	
<b>Approved for Awarding</b>				<b>AAS</b>	

**EARLY CHILDHOOD EDUCATION  
D55220**

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Work Experience</b>	<b>Credit</b>
<b>General Education Courses</b>				
ENG 111 Expository Writing	3	0	0	3
ENG 114 Professional Research and Reporting <b>OR</b>	3	0	0	3
ENG 113 Literature Based Research	3	0	0	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
EDU 119 Intro to Early Child Ed.	4	0	0	4
EDU 131 Child, Family & Community	3	0	0	3
EDU 146 Child Guidance	3	0	0	3
EDU 221 Children with Exceptionalities	3	0	0	3
EDU 151 Creative Activities	3	0	0	3
EDU 153 Health, Safety, and Nutrition	3	0	0	3
EDU 284 Early Child Capstone Prac	1	9	0	4
<b>Child Development</b>				
EDU 144 Child Development I	3	0	0	3
EDU 145 Child Development II	3	0	0	3
<b>Other Major Courses</b>				
COE 110 World of Work	1	0	0	1
EDU 235 School-Age Development and Programs	3	0	0	3
EDU 259 Curriculum Planning	3	0	0	3
EDU 271 Educational Technology	2	2	0	3
<b>Other Required Courses</b>				
ACA 111 College Student Success	1	0	0	1
<b>Total Semester Credit Hours</b>				<b>46</b>
<b>Approved for Awarding</b>				<b>Diploma</b>

**EARLY CHILDHOOD EDUCATION  
CHILD CARE CERTIFICATE  
C55220CC**

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Work Experience</b>	<b>Credit</b>
EDU 119 Early Childhood Ed.	4	0	0	4
EDU 144 Child Development I	3	0	0	3
EDU 145 Child Development II	3	0	0	3
EDU 146 Child Guidance	3	0	0	3
EDU 151 Creative Activities	3	0	0	3

**Total Semester Credit Hours** **16**

**Approved for Awarding** **Certificate**

**EARLY CHILDHOOD EDUCATION  
SCHOOL-AGE CERTIFICATE  
C55220SA**

EDU 119	Early Childhood Ed.	4	0	0	4
EDU 145	Child Development II	3	0	0	3
EDU 146	Child Guidance	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 235	School-Age Dev & Program	3	0	0	3

**Total Semester Credit Hours** **16**

**Approved for Awarding** **Certificate**

**EARLY CHILDHOOD EDUCATION  
INFANT/TODDLER CARE CERTIFICATE  
C55220IT**

EDU 119	Early Childhood Education	4	0	0	4
EDU 144	Child Development I	3	0	0	3
EDU 234	Infants, Toddlers & Twos	3	0	0	3
EDU 131	Child, Family & Community	3	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	3

**Total Semester Credit Hours** **16**

**Approved for Awarding** **Certificate**

**SCHOOL-AGE EDUCATION DEGREE  
A55440**

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practices in actual settings with school-age children under the supervision of qualified teachers.

Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional positions in public/private schools, recreational centers, and other programs that work with school-age populations.

**COURSE AND HOURS REQUIREMENTS**

<b>Title</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>General Education Courses</b>			
ENG 111 Expository Writing	3	0	3
PSY 150 General Psychology	3	0	3
ENG 114 Prof. Research & Rep	3	0	3
<b>OR</b>			
ENG 113 Literature Based Research	3	0	3
MAT 115 Mathematical Models	3	0	3
<b>OR</b>			
MAT 140 Survey of Mathematics	3	0	3
HUM 211 Humanities I	3	0	3
<b>OR</b>			
HUM 212 Humanities II	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
EDU 131 Child, Family & Commun	3	0	3
EDU 163 Classroom Mgt. Instruct	3	0	3
EDU 271 Educational Technology	3	0	3
EDU 285 Internship Exp-School-Age	4	0	4
EDU 289 Adv. Issues/School Age	2	0	2
EDU 144 Child Development I	3	0	3

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
EDU 145 Child Development II	3	0	3
EDU 221 Children with Exceptional	3	0	3
EDU 216 Foundations of Education	4	0	4
<b>Other Major Hours</b>			
BIO 110 Principles of Biology	4	0	4
COE 110 World of Work	1	0	1
COM 231 Public Speaking	3	0	3
EDU 235 School-Age Dev & Program	3	0	3
EDU 250 Praxis I Preparation	1	0	1
EDU 280 Lang & Literacy Exp	3	0	3
HIS 111 World Civilizations	3	0	3
HIS 131 American History I	3	0	3
<b>OR</b>			
HIS 132 American History II	3	0	3
MAT 161 College Algebra	3	0	3
MAT 161A College Algebra Lab	2	0	1
PED 110 Fit and Well for Life	2	0	2
<b>Other Required Hours</b>			
ACA 111 College Student Success	1	0	1
<b>Total Semester Credit Hours</b>			<b>71</b>
<b>Approved for Awarding</b>			<b>AAS</b>

## HORTICULTURE TECHNOLOGY A15240

The Horticulture Technology curriculum is designed to prepare individuals for various careers in horticulture. Classroom instruction and practical laboratory applications of horticultural principles and practices are included in the program of study.

Course work includes plant science, plant materials, propagation, soils, fertilizers, and pest management. Also included are courses in plant production, landscaping, and the management and operation of horticulture businesses.

Graduates should qualify for employment opportunities in nurseries, garden centers, greenhouses, landscape operations, gardens, and governmental agencies. Graduates should also be prepared to take the North Carolina Certified Plant Professional Examination, Commercial Pesticide Applicators License, and Certified Technician Examination.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>General Education Courses</b>			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Research and Reporting	3	0	3
Humanities/Fine Arts Elective	3	0	3
MAT 115 Mathematical Models <b>OR</b>	2	2	3
BIO 110 Principles of Biology	3	3	4
Social/Behavioral Science Elective	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
HOR 160 Plant Materials I	2	2	3
HOR 162 Applied Plant Science	2	2	3
HOR 164 Horticultural Pest Management	2	2	3
HOR 166 Soils and Fertilizers	2	2	3
HOR 168 Plant Propagation	2	2	3
<b>Other Major Courses</b>			
CIS 111 Basic PC Literacy	1	2	2
HOR 112 Landscape Design I	2	3	3
HOR 124 Nursery Operations	2	3	3
HOR 134 Greenhouse Operations	2	2	3
HOR 170 Horticulture Computer Applications	1	3	2
HOR 215 Landscape Irrigation	2	2	3
HOR 225 Nursery Production	2	2	3
HOR 235 Greenhouse Production	2	2	3
HOR 253 Horticulture Turfgrass	2	2	3
HOR 152 Horticultural Practices	0	3	1
HOR 260 Plant Materials II	2	2	3
HOR 273 Horticulture Management and Marketing	3	0	3
HOR 213 Landscape Design II	2	2	2
AGR 150 Ag-O-Metrics	3	0	3

<b>Other Required Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1
<b>Total Semester Credit Hours</b>				<b>70</b>
				(71 SHC if BIO 110 is taken)
<b>Approved for Awarding</b>				<b>AAS</b>

**HORTICULTURE TECHNOLOGY  
D15240**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>General Education Courses</b>				
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematical Models <b>OR</b>	2	2	3
BIO 110	Principles of Biology	3	3	4
<b>Required Major Courses</b>				
HOR 160	Plant Materials I	2	2	3
HOR 162	Applied Plant Science	2	2	3
HOR 164	Horticultural Pest Management	2	2	3
HOR 166	Soils and Fertilizers	2	2	3
HOR 168	Plant Propagation	2	2	3
<b>Other Major Courses</b>				
<b>Complete 20 SHC from the courses listed below:</b>				
AGR 150	Ag-0-Metrics	3	0	3
CIS 111	Basic PC Literacy	1	2	2
HOR 112	Landscape Design I	2	3	3
HOR 124	Nursery Operations	2	3	3
HOR 134	Greenhouse Operations	2	2	3
HOR 152	Horticulture Practices	0	3	3
HOR 213	Landscape Design II	2	2	3
HOR 225	Nursery Production	2	2	3
HOR 253	Horticulture Turfgrass	2	2	3
<b>Other Required Courses</b>				
ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1
<b>Total Semester Credit Hours</b>				<b>43</b>
				(44 SHC if BIO 110 is taken)
<b>Approved for Awarding</b>				<b>Diploma</b>

**HORTICULTURE**  
**Plant Production Certificate**  
**C15240PP**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HOR 162	Applied Plant Science	2	2	3
HOR 168	Plant Propagation	2	2	3
HOR 235	Greenhouse Production	2	2	3
HOR 134	Greenhouse Operations	2	2	3
HOR 225	Nursery Production	2	2	3
<b>Total Semester Credit Hours</b>				<b>15</b>
<b>Approved for Awarding</b>			<b>Certificate</b>	

**HORTICULTURE**  
**General Landscape Certificate**  
**C15240LS**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HOR 162	Applied Plant Science	2	2	3
HOR 160	Plant Materials I	2	2	3
HOR 164	Horticulture Pest Management	2	2	3
HOR 215	Landscape Irrigation	2	2	3
HOR 253	Horticulture Turfgrass	2	2	3
<b>Total Semester Credit Hours</b>				<b>15</b>
<b>Approved for Awarding</b>			<b>Certificate</b>	

**HORTICULTURE**  
**Landscape Design Certificate**  
**C15240LD**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HOR 112	Landscape Design I	2	3	3
HOR 213	Landscape Design II	2	2	3
HOR 152	Horticulture Practices	0	3	1
HOR 170	Horticulture Computer Applications	1	3	2
HOR 160	Plant Materials I	2	2	3
<b>Total Semester Credit Hours</b>				<b>12</b>

**Approved for Awarding** **Certificate**

**HORTICULTURE**  
**Turfgrass Certificate**  
**C15240TG**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
HOR 253	Horticulture Turfgrass	2	2	3
HOR 166	Soil & Fertilizers	2	2	3
HOR 215	Landscape Irrigation	2	2	3
AGR 150	Ag-O-Metrics	2	2	3
<b>Total Semester Credit Hours</b>				<b>12</b>

**Approved for Awarding** **Certificate**

## INDUSTRIAL SYSTEMS TECHNOLOGY A50240

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learners.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>General Education Courses</b>			
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Research and Reporting	3	0	3
Humanities/Fine Arts Elective	3	0	3
MAT 115 Mathematical Models	2	2	3
Social/Behavioral Science Elective	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
BPR 111 Blueprint Reading	1	2	2
ELC 111 Introduction to Electricity	2	2	3
HYD 110 Hydraulics/Pneumatics	2	3	3
MEC 111 Machine Processes I	1	4	3
MNT 110 Intro to Maintenance Procedures	1	3	2
WLD 112 Basic Welding Processes	1	3	2
ISC 112 Industrial Safety	2	0	2
<b>Other Major Courses</b>			
AHR 110 Introduction to Refrigeration	2	6	5
CIS 111 Basic PC Literacy	1	2	2
<b>OR</b>			
CIS 110 Intro to Computers	2	2	3
ELC 113 Basic Wiring I	2	6	4
MNT 111 Maintenance Practices	2	2	3
MNT 150 Basic Building Maintenance	1	3	2
MNT 220 Rigging and Moving	1	3	2
DFT 119 Basic CAD	1	2	2
MEC 130 Mechanisms	2	2	3
AHR 120 HVAC Maintenance	1	3	2

			Work		
		Class	Lab	Exp	Credit
MEC 112	Machine Processes II	2	3	0	3
<b>OR</b>					
ELC 128	Intro to PLC	2	3	0	3
MNT 230	Pumps and Piping Systems	1	3	0	2
PLU 111	Introduction to Basic Plumbing	1	3	0	2

**Electives: Select 4 SHC from the list below**

BPR 115	Elc/Fluid Power Diagrams	1	2	0	2
BPR 130	Blueprint Reading Const.	1	2	0	2
COE 111	Coop Work Experience	0	0	10	1
WLD 131	GTAW (TIG) Plate	2	6	0	4
AGR 226	Maint & Serv of Prod Faci	2	2	0	3

**Other Required Courses**

ACA 111	College Student Success	1	0	0	1
COE 110	World of Work	1	0	0	1

**Total Semester Credit Hours**

**70 or 71**

**Approved for Awarding**

**AAS**

**INDUSTRIAL SYSTEMS TECHNOLOGY  
D50240**

**COURSE AND HOUR REQUIREMENTS**

Title		Class	Lab	Credit
<b>General Education Courses</b>				
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematical Models	2	2	3
<b>Major Courses Required</b>				
<b>Core Courses</b>				
BPR 111	Blueprint Reading	1	2	2
ELC 111	Introduction to Electricity	2	2	3
HYD 110	Hydraulics/Pneumatics	2	3	3
MEC111	Machine Processes I	1	4	3
MNT 110	Introduction to Maintenance Procedures	1	3	2
WLD 112	Basic Welding Processes	1	3	2
<b>Other Major Courses</b>				
ELC 113	Basic Wiring I	2	6	4
ISC 112	Industrial Safety	2	0	2
MNT 111	Maintenance Practices	2	2	3
MNT 150	Basic Building Maintenance	1	3	2
MNT 220	Rigging and Moving	1	3	2
PLU 111	Introduction to Basic Plumbing	1	3	2

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
DFT 119	Basic CAD	1	2	2
<b>Other Required Courses</b>				
MEC 130	Mechanisms	2	2	3
ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1
CIS 111	Basic PC Literacy	1	2	2
<b>OR</b>				
CIS 110		2	2	3
<b>Total Semester Credit Hours</b>				<b>45 or 46</b>
<b>Approved for Awarding</b>				<b>Diploma</b>

**INDUSTRIAL SYSTEMS TECHNOLOGY**  
**Machine Operator I**  
**C50240MA**

**COURSE AND HOUR REQUIREMENTS**

**Major Courses**

BPR 111	Blueprint Reading	1	2	2
DFT 119	Basic CAD	1	2	2
ISC 112	Industrial Safety	2	0	2
MEC111	Machine Processes I	1	4	3
MEC 112	Machine Processes II	2	3	3
<b>Total Semester Credit Hours</b>				<b>12</b>
<b>Approved for Awarding</b>				<b>Certificate</b>

**INDUSTRIAL SYSTEMS TECHNOLOGY**  
**Maintenance Operations**  
**C50240MT**

**COURSE AND HOUR REQUIREMENTS**

**Major Courses**

BPR 111	Blueprint Reading	1	2	2
ISC 112	Industrial Safety	2	0	2
MNT 110	Introduction to Maintenance Procedures	1	3	2
MNT 111	Maintenance Practices	2	2	3
MNT 150	Basic Building Maintenance	1	3	2
MNT 220	Rigging and Moving	1	3	2
<b>Total Semester Credit Hours</b>				<b>13</b>
<b>Approved for Awarding</b>				<b>Certificate</b>

**INDUSTRIAL SYSTEMS TECHNOLOGY**  
**Electrical**  
**C50240EL**

**COURSE AND HOUR REQUIREMENTS**

**Major Courses**

BPR 115	Elc/Fluid Power Diagrams	1	2	2
ELC 111	Introduction to Electricity	2	2	3
ELC 113	Basic Wiring I	2	6	4
ELC 128	Introduction to PLC	2	3	3
ISC 112	Industrial Safety	2	0	2

**Total Semester Credit Hours** **14**

**Approved for Awarding** **Certificate**

**INDUSTRIAL SYSTEMS TECHNOLOGY**  
**Agricultural Building Maintenance**  
**C50240AB**

**COURSE AND HOUR REQUIREMENTS**

**Major Courses**

ISC 112	Industrial Safety	2	0	2
ELC 113	Basic Wiring I	2	6	4
WLD 112	Basic Welding Process	1	3	2
MNT 110	Intro To Maint Procedures	1	3	2
AGR 226	Maint & Serv of Prod Faci	2	2	3

**Total Semester Credit Hours** **13**

**Approved for Awarding** **Certificate**

**INDUSTRIAL SYSTEMS TECHNOLOGY**  
**Commercial Building Maintenance**  
**C50240CB**

**COURSE AND HOUR REQUIREMENTS**

**Major Courses**

ISC 112	Industrial Safety	2	0	2
BPR 130	Blueprint Reading/Const.	1	2	2
ELC 113	Basic Wiring I	2	6	4
AHR 120	HVACR – Maintenance	1	3	2
MNT 150	Basic Building Maintenances	1	3	2
PLU 111	Intro to Basic Plumbing	1	3	2

**Total Semester Credit Hours** **14**

**Approved for Awarding** **Certificate**

**INDUSTRIAL SYSTEMS TECHNOLOGY**  
**Industrial Maintenance**  
**C50240IM**

**COURSE AND HOURS REQUIREMENT**

**Major Courses**

ISC 112	Industrial Safety	2	0	2
MEC 111	Machine Processes I	1	4	3
HYD 110	Hydraulics/Pneumatics I	2	3	3
BPR 115	Elc/Fluid Power Diagrams	1	2	2
ELC 111	Intro to Electricity	2	2	3
WLD 131	GMAW (TIG) Plate	2	6	4

**Total Semester Credit Hours** **17**

**Approved for Awarding** **Certificate**

## INFORMATION SYSTEMS SECURITY A25270

Information Systems Security covers a broad expanse of technology concepts. This curriculum provides individuals with the skills required to implement effective and comprehensive information security controls.

Course work includes networking technologies, operating systems administration, information policy, intrusion detection, security administration, and industry best practices to protect data communication.

Graduates should be prepared for employment as security administrators. Additionally, they will acquire the skills that allow them to pursue security certifications.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit	
<b>General Education Courses</b>				
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research and Reporting	3	0	3
	Humanities/Fine Arts Elective	3	0	3
MAT 115	Mathematical Models	2	2	3
	Social/Behavioral Science Elective	3	0	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
CIS 115	Intro to Programming and Logic	2	3	3
DBA 110	Database Concepts	2	3	3
NET 125	Networking Basics	1	4	3
NET 126	Routing Basics	1	4	3
NOS 110	Operating System Concepts	2	3	3
NOS 130	Windows Single User	2	2	3
SEC 110	Security Concepts	3	0	3
SEC 150	Secure Communications	2	2	3
SEC 160	Secure Admin I	2	2	3
SEC 210	Intrusion Detection	2	2	3
SEC 220	Defense-in-Depth	2	2	3
SEC 289	Security Capstone Project	1	4	3
<b>Required Subject Area</b>				
CIS 110	Introduction to Computers	2	2	3
BUS 110	Introduction to Business	3	0	3
NOS 230	Windows Admin I	2	2	3

<b>Other Major Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
NOS 120	Linux/UNIX Single User	2	2	3
CTS 120	Hardware/Software Support	2	3	3

**Other Required Courses**

ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1

**Total Semester Credit Hours** **68**

**Approved for Awarding** **AAS**

**INFORMATION SYSTEMS SECURITY  
Network Security Certificate  
C25270NS**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>Major Courses</b>				
ACA 111	College Student Success	1	0	1
NOS 111	Operating System Concepts	2	3	3
SEC 110	Security Concepts	3	0	3
NET 125	Networking Basics	1	4	3
NOS 130	Windows Single User	2	2	3
SEC 150	Secure Communications	2	2	3

**Total Semester Credit Hours** **16**

**Approved for Awarding** **Certificate**

**INFORMATION SYSTEMS SECURITY  
Network Technology Certificate  
C25270NT**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>Major Courses</b>				
ACA 111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
NOS 110	Operating System Concepts	2	3	3
NET 125	Networking Basics	1	4	3
NOS 130	Windows Single User	2	2	3
NET 126	Routing Basics	1	4	3

**Total Semester Credit Hours** **16**

**Approved for Awarding** **Certificate**

## MEDICAL OFFICE ADMINISTRATION A25310

This curriculum prepares individuals for employment in medical and other health-care related offices. Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

### COURSE AND HOUR REQUIREMENTS

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>General Education Courses</b>			
Humanities/Fine Arts Elective	3	0	3
Social/Behavior Science			
MAT 115 Mathematical Models	2	2	3
<b>OR</b>			
MAT 140 Survey of Mathematics	3	0	3
ENG 111 Expository Writing	3	0	3
ENG 114 Professional Research and Reporting	3	0	3
<b>OR</b>			
ENG 113 Literature-Based Research	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
OST 148 Medical Coding, Billing & Insur	3	0	3
OST 149 Med Legal Issues	3	0	3
OST 243 Med Office Simulation	2	2	3
<b>Required Subject Area</b>			
CIS 111 Basic PC Literacy	1	2	2
<b>OR</b>			
CIS 110 Intro to Computers	2	2	3
OST 132 Keyboarding Skill Building	1	2	2
OST 136 Word Processing	2	2	3
OST 141 Med Terms I-Med Office	3	0	3
OST 142 Med Terms II-Med Office	3	0	3
OST 164 Text Editing Applications	3	0	3
OST 289 Admin Office Management	2	2	3

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>Other Major Courses</b>				
ACC 120	Principles of Fin Acct	3	2	4
BUS 260	Business Communication	3	0	3
OST 133	Advanced Keyboard Skill Bldg	1	2	2
OST 134	Text Entry & Formatting	2	2	3
OST 184	Records Management	2	2	3
OST 223	Admin Office Transcription I	2	2	3
OST 236	Adv Word/Information Proc	2	2	3
<b>Other Required Courses</b>				
ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1
<b>Total Semester Credit Hours</b>				<b>66- 68</b>
<b>Approved for Awarding</b>				<b>AAS</b>

**MEDICAL OFFICE  
D25310  
COURSE AND HOUR REQUIREMENTS**

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>General Education Courses</b>			
ENG 111 Epository Writing	3	0	3
ENG 114 Prof Research and Reporting	3	0	3
<b>OR</b>			
ENG 113 Literature-Based Research	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
OST 148 Medical Coding, Billing & Insur	3	0	3
OST 149 Med Legal Issues	3	0	3
<b>Required Subject Area</b>			
OST 132 Keyboarding Skill Building	1	2	2
OST 136 Word Processing	2	2	3
OST 141 Med Terms I-Med Office	3	0	3
OST 142 Med Terms II-Med Office	3	0	3
OST 164 Text Editing Application	3	0	3
OST 243 Med Office Simulation	2	2	3
OST 289 Admin Office Management	2	2	3
CIS 110 Introduction to Computers	2	2	3
<b>Other Major Courses</b>			
OST 133 Advanced Keyboard Skill Bldg	1	2	2
OST 134 Text Entry & Formatting	2	2	3
OST 184 Records Management	2	2	3
OST 223 Admin Office Transcription I	2	2	3
<b>Other Required Courses</b>			
ACA 111 College Student Success	1	0	1
COE 110 World of Work	1	0	1
<b>Total Semester Credit Hours</b>			<b>48</b>
<b>Approved for Awarding</b>			<b>Diploma</b>

**MEDICAL ADMINISTRATIVE SPECIALIST CERTIFICATE  
C25310MA  
COURSE AND HOUR REQUIREMENTS**

**Major Courses**

OST 132	Keyboarding	1	2	2
OST 141	Medical Terminology I	3	0	3
OST 142	Medical Terminology II	3	0	3
OST 148	Medical Coding, Billing and Insur	3	0	3
OST 149	Medical Legal Issues	3	0	3
OST 243	Medical Office Simulation	3	0	3

**Total Semester Credit Hours** **17**

**Approved for awarding** **Certificate**

## OFFICE ADMINISTRATION DEGREE REQUIREMENTS A25370

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

### COURSE AND HOUR REQUIREMENTS

Title	Class	Lab	Credit
<b>General Education Courses</b>			
Humanities/Fine Arts Elective	3	0	3
Social/Behavioral Science Elective	3	0	3
MAT 115 Mathematical Models	2	2	3
<b>OR</b>			
MAT 140 Survey of Mathematics	3	0	3
ENG 111 Expository Writing	3	0	3
ENG 113 Professional Research and Reporting	3	0	3
<b>OR</b>			
ENG 114 Literature-Based Research	3	0	3
<b>Major Courses</b>			
<b>Required Core Courses</b>			
OST 164 Text Editing Applications	3	0	3
OST 184 Records Management	2	2	3
<b>Required Subject Area</b>			
OST 134 Text Entry and Formatting	2	2	3
OST 137 Office Software Applications	2	2	3
OST 289 Office Systems Management	2	2	3
<b>Other Major Courses</b>			
ACC 120 Prin. of Financial Accounting	3	2	4
BUS 121 Business Math	2	2	3
BUS 260 Business Communication	3	0	3
OST 132 Keyboard Skill Building	1	2	2
OST 133 Advanced Keyboard Skill Bldg	1	2	2
OST 136 Word Processing	2	2	3

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 223	Machine Transcription I	2	2	3
OST 236	Adv Word/Information Proc	2	2	3
OST 286	Professional Development	3	0	3

**Other Required Courses Title**

ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1

**Electives: Select 9 SHC from list below**

ACC 121	Principles of Managerial Act.	3	2	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
BUS 152	Human Relations	3	0	3
BUS 153	Human Resource Mgt.	3	0	3
BUS 240	Business Ethics	3	0	3
CIS 110	Introduction to Computers	2	2	3
CTS 130	Spreadsheet	2	2	3
DBA 110	Database Management	2	2	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Prin of Microeconomics	3	0	3
ECO 252	Prin of Macroeconomics	3	0	3
MKT 120	Prin of Marketing	3	0	3
NET 125	Networking Basics	1	4	3
OST 141	Med Terms I-Med Office	3	0	3
OST 142	Med Terms II-Med Office	3	0	3
OST 148	Medical Coding, Billing, and Insur	3	0	3
OST 149	Med Legal Issues	3	0	3
OST 243	Med Office Simulation	2	2	3
PSY 241	Developmental Psychology	3	0	3
SPA 111	Elementary Spanish I	3	0	3

**Total Semester Credit Hours**

**64-70**

**Approved for Awarding**

**AAS**

**OFFICE ADMINISTRATION  
D25370  
COURSE AND HOUR REQUIREMENTS**

<b>General Education Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 111	Expository Writing	3	0	3
ENG 114	Profess Research and Reporting	3	0	3
<b>OR</b>				
ENG 113	Literature-Based Research	3	0	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
OST 164	Text Editing Applications	3	0	3
OST 184	Records Management	2	2	3
<b>Required Subject Area</b>				
OST 134	Text Entry and Formatting	2	2	3
OST 137	Office Software Applications	2	2	3
OST 289	Office Systems Management	2	2	3
<b>Other Major Courses</b>				
ACC 115	College Accounting	3	2	4
<b>OR</b>				
ACC 120	Prin. of Financial Accounting	3	2	4
OST 132	Keyboard Skill Building	1	2	2
OST 133	Advanced Keyboard Skill Building	1	2	2
OST 136	Word Processing	2	2	3
OST 223	Machine Transcription I	2	2	3
OST 236	Advanced Word/ Information Processing	2	2	3
OST 286	Professional Development	3	0	3
<b>Other Required Hours</b>				
ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1
<b>Electives: Select 4 SHC from list below</b>				
ACC 121	Principles of Managerial Act.	3	2	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
BUS 137	Principles of Management	3	0	3
BUS 152	Human Relations	3	0	3
BUS 153	Human Resource Mgt.	3	0	3
BUS 240	Business Ethics	3	0	3
CIS 110	Introduction to Computers	2	2	3
CTS 130	Spreadsheet	2	2	3

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
DBA 110	Database Management	2	2	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Prin of Microeconomics	3	0	3
ECO 252	Prin of Macroeconomics	3	0	3
MKT 120	Prin of Marketing	3	0	3
NET 125	Networking Basics	1	4	3
OST 141	Med Terms I-Med Office	3	0	3
OST 142	Med Terms II-Med Office	3	0	3
OST 148	Med Coding, Billing & Insur	3	0	3
OST 149	Med Legal Issues	3	0	3
OST 243	Med Office Simulation	2	2	3
PSY 241	Developmental Psychology	3	0	3
SPA 111	Elementary Spanish I	3	0	3
	Introduction to Office Systems	2	2	3

**Total Semester Credit Hours**

**46- 47**

**Approved for Awarding**

**Diploma**

**OFFICE ADMINISTRATION  
C25370  
COURSE AND HOUR REQUIREMENTS**

<b>Major Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 136	Word Processing	2	2	3
CTS 130	Spreadsheet	2	2	3
OST 137	Office Software Applications (PowerPoint)	2	2	3
OST 286	Professional Development	3	0	3
ACC 120	Prin. Of Financial Accounting	3	2	4

**Total Semester Credit Hours**

**16**

**Approved for Awarding**

**Certificate**

**OFFICE ADMINISTRATION  
MEDICAL CERTIFICATE  
C253700M**

**COURSE AND HOUR REQUIREMENTS**

**Major Courses**

OST 131	Keyboarding	1	2	2
<b>OR</b>				
OST 132	Keyboarding Skill Building	1	2	2
OST 141	Medical Terminology I	3	0	3
OST 289	Office Systems Management	2	2	3
OST 142	Medical Terminology II	3	0	3
OST 148	Medical Coding, Billing, and Insur	3	0	3

**Select One:**

OST 134	Text Entry and Format	<b>OR</b>	2	2	3
OST 136	Word Processing		2	2	3
OST 164	Text Editing Applications		3	0	3

**Total Semester Credit Hours** **17**

**Approved for Awarding** **Certificate**

**OFFICE ADMINISTRATION  
MEDICAL TRANSCRIPTION  
C25370MT**

**COURSE AND HOUR REQUIREMENTS**

<b>Major Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
OST 141	Medical Terminology I	3	0	3
<b>OR</b>				
Med 120	Medical Terminology	2	0	2
OST 142	Medical Terminology II	3	0	3
OST 136	Word Processing	2	2	3
OST 164	Text Editing Applications	3	0	3
OST 223	Machine Transcription	2	2	3
BUS 260	Business Communication	3	0	3

**Total Semester Credit Hours** **17 or 18**

**Approved for Awarding** **Certificate**

## WELDING TECHNOLOGY A50420

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry-standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metal working industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

### COURSE AND HOUR REQUIREMENTS

<b>General Education Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research and Reporting	3	0	3
	Humanities/Fine Arts Elective	3	0	3
MAT 115	Mathematical Models	2	2	3
	Social/Behavioral Science Elective	3	0	3

#### Major Courses

##### Required Core Courses

WLD 110	Cutting Process	1	3	2
WLD 115	SMAW (Stick) Plate	2	9	5
WLD 121	GMAW (MIG) FCAW/Plate	2	6	4
WLD 131	GTAW (TIG) Plate	2	6	4
WLD 141	Symbols and Specifications	2	2	3

##### Other Major Courses

WLD 116	SMAW (Stick) Plate	1	9	4
ISC 112	Industrial Safety	2	0	2
WLD 261	Certification Practices	1	3	2
WLD 262	Testing and Inspection	2	2	3
WLD 122	GMAW (MIG) Plate/Pipe	1	6	3
WLD 132	GTAW (Plate) (Pipe)	1	6	3
CIS 111	Basic PC Literacy	1	2	2
WLD 151	Fabrication I	2	6	4
WLD 215	SMAW (Stick) Pipe	1	9	4
WLD 221	SMAW (MIG) Pipe	1	6	3
WLD 145	Thermoplastic Welding	1	3	2

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>	
<b>Other Required Courses</b>				
ACA 111	College Student Success	1	0	1
COE 110	World of Work	1	0	1
<b>Total Semester Credit Hours</b>			<b>67</b>	
<b>Approved for Awarding</b>			<b>AAS</b>	

**WELDING TECHNOLOGY  
D50420**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>General Education Courses</b>				
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematical Models	2	2	3
<b>Major Courses</b>				
<b>Required Core Courses</b>				
WLD 110	Cutting Process	1	3	2
WLD 115	SMAW (Stick) Plate	2	9	5
WLD 121	GMAW (Mig) FCAW/Plate	2	6	4
WLD 131	GTAW (TIG) Plate	2	6	4
WLD 141	Symbols and Specifications	2	2	3
<b>Other Major Courses</b>				
ISC 112	Industrial Safety	2	0	2
WLD 116	SMAW (Stick) Plate	1	9	4
WLD 261	Certification Practices	1	3	2
WLD 262	Testing and Inspection	2	2	3
COE 110	World of Work	1	0	1
<b>Other Required Courses</b>				
ACA 111	College Student Success	1	0	1
<b>Total Semester Credit Hours</b>			<b>37</b>	
<b>Approved for Awarding</b>			<b>Diploma</b>	

**WELDING TECHNOLOGY  
MIG  
C50420MG**

**COURSE AND HOUR REQUIREMENTS**

<b>Title</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>Major Courses</b>				
WLD 110	Cutting Process	1	3	2
WLD 115	SMAW (Stick) Plate	2	9	5
WLD 121	GMAW (MIG) FCAW/Plate	2	6	4
WLD 122	GMAW (MIG) Plate/Pipe	1	6	3
<b>Total Semester Credit Hours</b>				<b>14</b>
<b>Approved for Awarding</b>				<b>Certificate</b>

**WELDING TECHNOLOGY  
TIG  
C50420TG**

**COURSE AND HOUR REQUIREMENTS**

<b>Major Courses</b>		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 110	Cutting Process	1	3	2
WLD 115	SMAW (Stick) Plate	2	9	5
WLD 131	GTAW (TIG) Plate	2	6	4
WLD 132	GTAW (TIG) Plate/Pipe	1	6	3
<b>Total Semester Credit Hours</b>				<b>14</b>
<b>Approved for Awarding</b>				<b>Certificate</b>

**WELDING TECHNOLOGY  
SMAW (Stick)  
C50420SK**

**COURSE AND HOUR REQUIREMENTS**

<b>Major Courses</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 110 Cutting Process	1	3	2
WLD 115 SMAW (Stick) Plate	2	9	5
WLD 116 SMAW (Stick) Plate/Pipe	1	9	4
WLD 215 SMAW (Stick) Pipe	1	9	4
<b>Total Semester Credit Hours</b>			<b>15</b>
<b>Approved for Awarding</b>			<b>Certificate</b>

**WELDING TECHNOLOGY  
SYMBOLS AND SPECIFICATIONS  
C50420SS**

**COURSE AND HOUR REQUIREMENTS**

<b>Major Courses</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
WLD 110 Cutting Process	1	3	2
WLD 115 SMAW (Stick) Plate	2	9	5
WLD 141 Symbols & Specifications	2	2	3
ISC 112 Industrial Safety	2	0	2
<b>Total Semester Credit Hours</b>			<b>12</b>
<b>Approved for Awarding</b>			<b>Certificate</b>

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# CURRICULUM COURSE DESCRIPTIONS

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## ACADEMIC RELATED

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ACA 111</b>	<b>College Student Success</b>	<b>1</b>	<b>0</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communications. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

<b>ACA 122</b>	<b>College Transfer Success</b>	<b>1</b>	<b>0</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

# ACCOUNTING

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ACC 115</b>	<b>College Accounting</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic accounting principles for a sole proprietorship. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization. *This course is intended for those who have not received credit for ACC 120.*

<b>ACC 120</b>	<b>Principles of Financial Acct.</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>ACC 121</b>	<b>Prin. of Managerial Acct.</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: ACC 121				
Corequisites: None				

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ACC 122</b>	<b>College Transfer Success</b>	<b>1</b>	<b>0</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communication skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirements.

<b>ACC 131</b>	<b>Federal Income Taxes</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use of technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.

<b>ACC 140</b>	<b>Payroll Accounting</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: ACC 115 or ACC 120				
Corequisites: None				

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ACC 150</b>	<b>Accounting Software Appl.</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: ACC 115 or ACC 120				
Corequisites: None				

This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts pay-able, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

<b>ACC 220</b>	<b>Intermediate Accounting I</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: ACC 120				
Corequisites: None				

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analysis of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

<b>ACC 226</b>	<b>Advanced Managerial Acct</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ACC 121				
Corequisites: None				

This course is designed to develop an appreciation for the uses of cost information in the administration and control of business organizations. Emphasis is placed on how accounting data can be interpreted and used by management in planning and controlling business activities. Upon completion, students should be able to analyze and interpret cost information and present this information in a form that is usable by management.

# AGRICULTURE

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AGR 110</b>	<b>Agricultural Economics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an introduction to basic economic principles in agriculture. Topics include supply and demand, the role of agriculture in the economy, economic systems, and micro- and macroeconomics. Upon completion, students should be able to explain economic systems, interpret supply and demand curves, and complete cost and revenue production schedules.

<b>AGR 150</b>	<b>Ag-O-Metrics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic calculations for agricultural applications. Topics include the metric system, land measurement, feed efficiency, rate of gain, chemical calibration, and payroll. Upon completion, students should be able to perform calculations that pertain to agricultural production.

<b>AGR 226</b>	<b>Maint &amp; Serv of Prod Faci</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides a detailed look at maintaining and servicing of production facilities. Emphasis is placed on maintaining electrical equipment, plumbing systems, mechanical equipment and basic welding and cutting practices. Upon completion, students should be able to troubleshoot and repair ventilation equipment, pumps and plumbing, feed lines, curtain controls, and basic electrical controls.

## **AIR CONDITIONING, HEATING AND REFRIGERATION**

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AHR 110    Intro to Refrigeration</b>	<b>2</b>	<b>6</b>	<b>5</b>
Prerequisites: None			
Corequisites: None			

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

<b>AHR 120    HVACR Maintenance</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None			
Corequisites: None			

This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

## **ANIMAL SCIENCE**

<b>ANS 110    Animal Science</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None			
Corequisites: None			

This course introduces the livestock industry. Topics include nutrition, re-production, production practices, diseases, meat processing, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock in North Carolina.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ANS 115</b>	<b>Animal Feeds &amp; Nutrition</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements, digestion, feed formulation, and classification. Upon completion, students should be able to demonstrate a knowledge of nutritional requirements and feeding practices of farm animals.

<b>ANS 116</b>	<b>Intro to Equine Ind</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an introduction to the equine industry. Topics include history, breeds, discipline, economic impact, and career opportunities within the industry. Upon completion, students should be able to demonstrate a basic understanding of the equine industry and as it relates to animal science, production, and management.

<b>ANS 120</b>	<b>Beef Production</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an introduction to the beef cattle industry. Topics include reproduction, cattle management, marketing, anatomy and physiology, and pasture management. Upon completion, students should be able to demonstrate a basic understanding of beef cattle production practices and the economic impact of the beef cattle industry in North Carolina.

<b>ANS 130</b>	<b>Poultry Production</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an introduction to the poultry industry. Topics include anatomy and physiology, reproduction, incubation, and husbandry. Upon completion, students should be able to demonstrate a basic understanding of poultry production and the economic impact of the poultry industry in North Carolina.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ANS 140</b>	<b>Swine Production</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an introduction to the swine industry. Topics include basic skills for breeding, farrowing, nursery, and grower/finisher. Upon completion, students should be able to demonstrate a basic understanding of swine production practices and the economic impact of the swine industry in North Carolina.

<b>ANS 141</b>	<b>Swine Herd Management</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: ANS 140				
Corequisites: None				

This course is designed to expand topics covered in ANS 140. Emphasis is placed on management techniques as they relate to breeding, farrowing, nursery, and grower/finisher. Upon completion, students should be able to analyze and respond to management and production problems as they occur on the farm.

<b>ANS 150</b>	<b>Animal Health Management</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces animal diseases and health management. Topics include identification, prevention, control, and treatment of diseases. Upon completion, students should be able to recognize disease symptoms, recommend treatments, identify preventive steps, and develop biosecurity procedures.

<b>ANS 160</b>	<b>Animal Waste Management</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces proper animal waste management. Emphasis is placed on waste management practices, environmental laws and issues relating to animal waste, soil and water conservation, and dead animal disposal. Upon completion, students should be able to calculate proper application rates, apply best management practices, and identify methods of animal waste collection, storage, and utilization.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ANS 170</b>	<b>Sheep &amp; Goat Production</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an introduction to sheep and goat production. Topics include reproduction, marketing, and production practices specific to each species. Upon completion, students should be able to demonstrate a basic understanding of sheep and goat production practices and the economic impact of each.

<b>ANS 193</b>	<b>Selected Topics in Animal Science</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: Permission of department chair				
Corequisites: None				

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

<b>ANS 210</b>	<b>Livestock Production Issues</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course explores areas associated with livestock production. Emphasis is placed on monthly work schedules; qualities of a successful manager; and recruiting, motivating, and retaining employees. Upon completion, students should be able to prepare a livestock management program, write a resume, complete an interview, and identify ways to improve community relations.

<b>ANS 212</b>	<b>Livestock Records &amp; Analy</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces records and record keeping systems utilized in the livestock industry. Topics include heritability, cattle performance data, swine performance data, and poultry production. Upon completion, students should be able to select animals based on performance records, evaluate performance of operations, and complete production records.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ANS 213</b>	<b>Animal Reproduction</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers principles of reproductive physiology and their practical farm applications. Emphasis is placed on cattle and swine reproduction. Upon completion, students should be able to recognize reproductive anatomy, describe hormone function, and be able to breed animals naturally and artificially.

## **ART**

<b>ART 111</b>	<b>Art Appreciation</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>ART 114</b>	<b>Art History Survey I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ART 115</b>	<b>Art History Survey II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate a historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>ART 116</b>	<b>Survey of American Art</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>ART 131</b>	<b>Drawing I</b>	<b>0</b>	<b>6</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ART 240</b>	<b>Painting I</b>	<b>0</b>	<b>6</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

## **BIOLOGY**

<b>BIO 090</b>	<b>Foundations of Biology</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: None				
Corequisites: RED 090				

This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organ-isms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses.

<b>BIO 110</b>	<b>Principles of Biology</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 111</b>	<b>General Biology I</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<b>BIO 112</b>	<b>General Biology II</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: BIO 111				
Corequisites: None				

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organism and ecological levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<b>BIO 120</b>	<b>Introductory Botany</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: BIO 110 or BIO 111				
Corequisites: None				

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and nonseed plants. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 130</b>	<b>Introductory Zoology</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: BIO 110 or BIO 111				
Corequisites: None				

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<b>BIO 140</b>	<b>Environmental Biology</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.*

<b>BIO 140A</b>	<b>Environmental Biol Lab</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: None				
Corequisites: BIO 140				

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 168</b>	<b>Anatomy and Physiology I</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites:	High School Biology and Chemistry or BIO 110 and CHM 092			

Corequisites: None

**\*NOTE:** Pre-Nursing and Nursing students should refer to page 37 for Additional Admissions Requirements for Nursing Programs.

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationship. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>BIO 169</b>	<b>Anatomy and Physiology II</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites:	BIO 168			
Corequisites:	None			

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 173</b>	<b>Microbes in World Affairs</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: BIO 110 or BIO 111				
Corequisites: None				

This course provides an integrated and comprehensive study of the microbial world and its influences on global events and human affairs. Topics include plants and animal diseases caused by viral, bacterial, and fungal pathogens and their impacts on history, industrial microbiology, biotechnology, and microbial ecology. Upon completion, students should be able to demonstrate an understanding of the importance of microbes in human and world affairs. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>BIO 180</b>	<b>Biological Chemistry</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an introduction to basic biochemical processes in living systems. Topics include properties of carbohydrates, lipids, proteins, nucleic acids, vitamins, and buffers, with emphasis on biosynthesis, degradation, function, and equilibrium. Upon completion, students should be able to demonstrate an understanding of fundamental biochemical concepts. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>BIO 250</b>	<b>Genetics</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: BIO 112				
Corequisites: None				

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 271</b>	<b>Pathophysiology</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: BIO 163 or BIO 166 or BIO 169				
Corequisites: None				

This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>BIO 275</b>	<b>Microbiology</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: BIO 110 or BIO 111 or BIO 168				
Corequisites: None				

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>BIO 280</b>	<b>Biotechnology</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: BIO 111 or CHM 131 or CHM 151				
Corequisites: None				

This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

## BLUEPRINT READING

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BPR 111</b>	<b>Blueprint Reading</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

<b>BPR 115</b>	<b>Elc/Fluid Power Design</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate and understanding of, and draw sketches and schematics commonly used in industry.

<b>BPR 130</b>	<b>Blueprint Reading/Const</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

## BUSINESS

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BUS 110</b>	<b>Introduction to Business</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>BUS 115</b>	<b>Business Law I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>BUS 116</b>	<b>Business Law II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: BUS 115				
Corequisites: None				

This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BUS 121 Business Math</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None			
Corequisites: None			

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

<b>BUS 137 Principles of Management</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None			
Corequisites: None			

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. *This course is also available through the Virtual Learning Community (VLC). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

<b>BUS 152 Human Relations</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None			
Corequisites: None			

This course introduces the concepts of effective human interaction in the business work environment. Topics include effective communication techniques, motivation, ego states, stress, and conflict. Upon completion, students should be able to explain the importance of human relations, apply motivational techniques, and implement strategies for resolving work-related conflicts.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BUS 153</b>	<b>Human Resource Mgt</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

<b>BUS 193</b>	<b>Selected Topics in Business Administration</b>	<b>3</b>	<b>0</b>	<b>3</b>
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Prerequisites: None  
Corequisites: None

This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

<b>BUS 240</b>	<b>Business Ethics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BUS 260</b>	<b>Business Communication</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG 111 and one of the following: OST 080, OST 132, CIS 110, or CIS 111			
Corequisites:	None			

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the workplace.

## **CARPENTRY**

<b>CAR 110</b>	<b>Introduction to Carpentry</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites:	None			
Corequisites:	None			

This course introduces the student to the carpentry trade. Topics include duties of a carpenter, hand and power tools, building materials, construction methods, and safety. Upon completion, students should be able to identify hand and power tools, common building materials, and basic construction methods.

<b>CAR 111</b>	<b>Carpentry I</b>	<b>3</b>	<b>15</b>	<b>8</b>
Prerequisites:	None			
Corequisites:	None			

This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision. This is a diploma-level course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CAR 112</b>	<b>Carpentry II</b>	<b>3</b>	<b>15</b>	<b>8</b>
Prerequisites: CAR 111				
Corequisites: None				

This course covers the advanced theory and construction methods associated with the building industry including framing and exterior finishes. Topics include safety, hand/power tool use, measurement and layout, construction framing, exterior trim and finish, and other related topics. Upon completion, students should be able to safely frame and apply exterior finishes to a residential building with supervision.

<b>CAR 113</b>	<b>Carpentry III</b>	<b>3</b>	<b>9</b>	<b>6</b>
Prerequisites: CAR 111				
Corequisites: None				

This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision.

<b>CAR 114</b>	<b>Residential Bldg Codes</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers building codes and the requirements of state and local construction regulations. Emphasis is placed on the minimum requirements of the North Carolina building codes related to residential structures. Upon completion, students should be able to determine if a structure is in compliance with North Carolina building codes.

## **CHEMISTRY**

<b>CHM 092</b>	<b>Fundamentals of Chemistry</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: MAT 070				
Corequisites: None				

This course covers fundamentals of chemistry with laboratory applications. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts and demonstrate basic laboratory skills necessary for success in college level science courses.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CHM 131</b>	<b>Introduction to Chemistry</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites:	None			
Corequisites:	None			

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<b>CHM 131A</b>	<b>Intro to Chemistry Lab</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites:	None			
Corequisites:	CHM 131			

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. *This course has been approved to satisfy the Comprehensive Agreement general education core requirement in natural sciences/mathematics.*

<b>CHM 151</b>	<b>General Chemistry</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisite:	None			
Corequisite:	None			

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermo chemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CHM 152    General Chemistry II</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: CHM 151			
Corequisites: None			

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

## **COMPUTER INFORMATION TECHNOLOGY**

<b>CIS 110    Introduction to Computers</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None			
Corequisites: None			

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completions, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (quantitative options).*

<b>CIS 111    Basic PC Literacy</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: Keyboarding competency level establish by department			
Corequisites: None			

This course provides a brief overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CIS 115</b>	<b>Intro to Prog &amp; Logic</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: MAT 070				
Corequisites: None				

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language, Visual BASIC. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (quantitative option).*

<b>CTS 120</b>	<b>Hardware/Software Support</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: CIS 110 or CIS 111				
Corequisites: None				

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

<b>CTS 130</b>	<b>Spreadsheet</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: CIS 110 or CIS 111 or OST 137				
Corequisites: None				

This course introduces basic spreadsheet design and development. Topics include writing formulas, using function, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CTS 285</b>	<b>Systems Analysis &amp; Design</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: CIS 115				
Corequisites: None				

This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

<b>CTS 289</b>	<b>System Support Project</b>	<b>1</b>	<b>4</b>	<b>3</b>
Prerequisites: CTS 285				
Corequisites: None				

This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

### **CRIMINAL JUSTICE**

<b>CJC 100</b>	<b>Basic Law Enforcement</b>	<b>9</b>	<b>30</b>	<b>19</b>
Prerequisites: None				
Corequisites: None				

This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. *This is a certificate-level course.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CJC 111</b>	<b>Intro to Criminal Justice</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>CJC 112</b>	<b>Criminology</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

<b>CJC 113</b>	<b>Juvenile Justice</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CJC 121</b>	<b>Law Enforcement Oper</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces fundamental law enforcement operations. Topics include the contemporary evaluation of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>CJC 131</b>	<b>Criminal Law</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

<b>CJC 132</b>	<b>Court Procedure &amp; Evid</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CJC 141</b>	<b>Corrections</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>CJC 212</b>	<b>Ethics &amp; Comm Relations</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

<b>CJC 215</b>	<b>Organizational &amp; Admin</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CJC 221</b>	<b>Investigative Principles</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

<b>CJC 222</b>	<b>Criminalistics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

<b>CJC 225</b>	<b>Crisis Intervention</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous or problem-solving citizens contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incident that require field analysis and/or resolution.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CJC 231</b>	<b>Constitutional Law</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to con-temporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

## **COOPERATIVE EDUCATION**

		<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>COE 110</b>	<b>World of Work</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethics, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

<b>COE 111</b>	<b>Co-op Work Exp I</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

		<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>COE 112</b>	<b>Co-op Work Exp I</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

<b>COE 115</b>	<b>Work Exp Seminar I</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Prerequisites: None					
Corequisites: COE 111, COE 112					

This course covers basic knowledge necessary for gaining and maintaining employment in the Community Spanish Interpreter Program. Topics include job search and interviewing skills, work ethic, employer expectations, workplace safety, human relations, and interpreting skills. Upon completion, students should be able to successfully complete the cooperative work assignments involved in the Community Spanish Interpreter Program utilizing both Spanish and English speaking skills.

<b>COE 121</b>	<b>Co-op Work Exp II</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

		<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>COE 122</b>	<b>Co-op Work Exp II</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

<b>COE 131</b>	<b>Co-op Work Exp III</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>1</b>
Prerequisites: None					
Corequisites: None					

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

<b>COE 132</b>	<b>Co-op Work Exp III</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

## COMMUNICATION

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COM 110</b>	<b>Introduction to Communication</b>	<b>3</b>	<b>0</b>	<b>3</b>

Prerequisites: None

Corequisites: None

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.*

<b>COM 231</b>	<b>Public Speaking</b>	<b>3</b>	<b>0</b>	<b>3</b>
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Prerequisites: None

Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audio-visual support. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.*

# COSMETOLOGY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 111</b>	<b>Cosmetology Concepts I</b>	<b>4</b>	<b>0</b>	<b>4</b>
Prerequisites: None				
Corequisites: COS 112				

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

<b>COS 112</b>	<b>Salon I</b>	<b>0</b>	<b>24</b>	<b>8</b>
Prerequisites: None				
Corequisites: COS 111				

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

<b>COS 113</b>	<b>Cosmetology Concepts II</b>	<b>4</b>	<b>0</b>	<b>4</b>
Prerequisites: COS 111 and COS 112				
Corequisites: COS 114				

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

<b>COS 114</b>	<b>Salon II</b>	<b>0</b>	<b>24</b>	<b>8</b>
Prerequisites: COS 112				
Corequisites: COS 113				

This course provides experience in simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 115</b>	<b>Cosmetology Concepts III</b>	<b>4</b>	<b>0</b>	<b>4</b>
Prerequisites:	COS 111 and COS 112			
Corequisites:	COS 116			

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

<b>COS 116</b>	<b>Salon III</b>	<b>0</b>	<b>12</b>	<b>4</b>
Prerequisites:	COS 112			
Corequisites:	COS 115			

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

<b>COS 117</b>	<b>Cosmetology Concepts IV</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites:	COS 113 and COS 115			
Corequisites:	COS 118			

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

<b>COS 118</b>	<b>Salon IV</b>	<b>0</b>	<b>21</b>	<b>7</b>
Prerequisites:	COS 114 and COS 116			
Corequisites:	COS 117			

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 121</b>	<b>Manicure/Nail Tech I</b>	<b>4</b>	<b>6</b>	<b>6</b>
Prerequisites: None				
Corequisites: None				

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

<b>COS 222</b>	<b>Manicure/Nail Tech II</b>	<b>4</b>	<b>6</b>	<b>6</b>
Prerequisites: COS 121				
Corequisites: None				

This course covers advanced techniques of nail technology and hand and arm massage. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.

<b>COS 223</b>	<b>Contemporary Hair Coloring</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: COS 111 and COS 112				
Corequisites: None				

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

<b>COS 240</b>	<b>Contemporary Design</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: COS 111 & COS 112				
Corequisites: None				

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design concepts.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 251</b>	<b>Manicure Instr Concepts</b>	<b>8</b>	<b>0</b>	<b>8</b>
Prerequisites:	NC Cosmetology or Manicurist License and six months work experience in a cosmetic arts salon			
Corequisites:	COS 252			

This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.

<b>COS 252</b>	<b>Manicure Instr Practicum</b>	<b>0</b>	<b>15</b>	<b>5</b>
Prerequisites:	NC Cosmetology or Manicurist License and six months work experience in a cosmetic arts salon			
Corequisites:	COS 251			

This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.

<b>COS 271</b>	<b>Instructor Concepts I</b>	<b>5</b>	<b>0</b>	<b>5</b>
Prerequisites:	Cosmetology License and six months experience as a licensed cosmetologist			
Corequisites:	COS 272			

This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 272</b>	<b>Instructor Practicum I</b>	<b>0</b>	<b>21</b>	<b>7</b>
Prerequisites:	Cosmetology License and six months experience as a licensed cosmetologist			
Corequisites:	COS 271			

This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

<b>COS 273</b>	<b>Instructor Concepts II</b>	<b>5</b>	<b>0</b>	<b>5</b>
Prerequisites:	COS 271 and COS 272			
Corequisites:	COS 274			

This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.

<b>COS 274</b>	<b>Instructor Practicum II</b>	<b>0</b>	<b>21</b>	<b>7</b>
Prerequisites:	COS 271 and COS 272			
Corequisites:	COS 273			

This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. *This is a certificate-level course.*

# CONSTRUCTION

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CST 131</b>	<b>OSHA/Safety/Certification</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the concepts of work site safety. Topics include OSHA regulations, tool safety, and certifications which relate to the construction industry. Upon completion, students should be able to identify and maintain a safe working environment based on OSHA regulations and maintain proper records and certifications.

<b>CST 221</b>	<b>Statics/Structures</b>	<b>3</b>	<b>3</b>	<b>4</b>
Prerequisites: MAT 115 or MAT 120 or MAT 161 or MAT 171 or CAR 112				
Corequisites: None				

This course covers the principles of statics and strength of materials as applied to structural building components. Topics include forces on columns, beams, girders, and footings and connection points when timber, steel, and concrete members are used. Upon completion, students should be able to accurately analyze load conditions present in structural members.

<b>CST 241</b>	<b>Planning/Estimating I</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: BPR 130 or MAT 120 or MAT 121				
Corequisites: None				

This course covers the procedures involved in planning and estimating a residential structure. Topics include labor and equipment with emphasis placed on quantity take-off of materials necessary to construct a residential structure. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs and plan the labor to construct a residential structure.

## DATABASE MANAGEMENT

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DBA 110</b>	<b>Database Concepts</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

## DRAFTING

<b>DFT 117</b>	<b>Technical Drafting</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic drafting practices for non-drafting majors. Emphasis is placed on instrument use and care, shape, and size description, sketching, and pictorials. Upon completion, students should be able to produce drawings of assigned parts.

<b>DFT 119</b>	<b>Basic CAD</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

# ECONOMICS

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ECO 151</b>	<b>Survey of Economics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>ECO 251</b>	<b>Prin of Microeconomics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces economic analysis of individuals, businesses, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to effectively achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>ECO 252</b>	<b>Prin of Macroeconomics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought, aggregate supply and demand, economic measures, fluctuations, and growth, money and banking, stabilization techniques, and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

## EDUCATION

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 119</b>	<b>Intro to Early Childhood Ed</b>	<b>4</b>	<b>0</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. *This course is also available through the Virtual Learning Community (VLC).*

<b>EDU 131</b>	<b>Child, Family, &amp; Comm</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 080				
Corequisites: None				

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, and maintaining respectful, collaborative relationships, between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. *This course is also available through the Virtual Learning Community (VLC).*

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 144      Child Development I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 080			
Corequisites: None			

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on development sequences in physical/motor, social, emotional, cognitive, and language domains and the impact of multiple influences on development and learning of the whole child. Upon completion, students should be able to compare/contrast typical/atypical characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

<b>EDU 145      Child Development II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 080			
Corequisites: None			

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domain and the impact of multiple influences on development and learning. Upon completion, students should be able compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course is also available through the Virtual Learning Community (VLC). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 146      Child Guidance</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 080			
Corequisites: None			

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. *This course has been approved through the Virtual Learning Community (VLC). This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

<b>EDU 151      Creative Activities</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 080			
Corequisites: None			

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments. *This course is also available through the Virtual Learning Community (VLC).*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 153</b>	<b>Health, Safety, &amp; Nutrition</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 080				
Corequisites: None				

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations. *This course is also available through the Virtual Learning Community (VLC).*

<b>EDU 157</b>	<b>Active Play</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: ENG 080, RED 080				
Corequisites: None				

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

<b>EDU 163</b>	<b>Classroom Mgt &amp; Instruct</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080, RED 080				
Corequisites: None				

This course covers management and instructional techniques with school-age population. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 188</b>	<b>Issues in Early Child Ed</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: ENG 080, RED 080				
Corequisites: None				

This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 216</b>	<b>Foundations of Education</b>	<b>4</b>	<b>0</b>	<b>4</b>
Prerequisites: RED 090, ENG 090				
Corequisites: None				

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

<b>EDU 221</b>	<b>Children with Exceptionalities</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090, EDU 144, EDU 145				
Corequisites: None				

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professional to plan/implement and promote best practices. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 234</b>	<b>Infants, Toddlers &amp; Twos</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090, EDU 119				
Corequisites: None				

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

<b>EDU 235</b>	<b>School-Age Dev &amp; Program</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090				
Corequisites: None				

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principle of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

<b>EDU 250</b>	<b>Praxis I Preparation</b>	<b>1</b>	<b>0</b>	<b>1</b>
Prerequisites: ENG 090, RED 090				
Corequisites: None				

This course is designed to prepare potential teachers for the Praxis I exam that is necessary to enter the field of education. Emphasis is placed on content specifications of the PRAXIS I exam, study skills and simulated examinations. Upon completion, students should be able to demonstrate an understanding of the content necessary for successful completion of the PRAXIS I exam.

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 251 Exploration Activities</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090			
Corequisites: None			

This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

<b>EDU 259 Curriculum Planning</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090, EDU 119			
Corequisites: None			

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environment.

<b>EDU 261 Early Childhood Admin I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090			
Corequisites: EDU 119			

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include programs structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. *This course is also available through the Virtual Learning Community (VLC).*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 262</b>	<b>Early Childhood Admin II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090, EDU 261				
Corequisites: EDU 119				

This course focuses on advocacy/leadership, public relations/community outreach and research and program quality/evaluation for diverse early childhood programs. Topics include program evaluations/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. *This course is also available through the Virtual Learning Community (VLC).*

<b>EDU 271</b>	<b>Educational Technology</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: ENG 090, RED 090				
Corequisites: None				

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

<b>EDU 280</b>	<b>Language &amp; Literacy Exp</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090, RED 090				
Corequisites: None				

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 284</b>	<b>Early Child Capstone Prac</b>	<b>1</b>	<b>9</b>	<b>4</b>
Prerequisites:	ENG 090, RED 090, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151			
Corequisites:	None			

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

<b>EDU 285</b>	<b>Internship Expo-School Age</b>	<b>1</b>	<b>9</b>	<b>4</b>
Prerequisites:	ENG 090, RED 090, EDU 144, EDU 145 EDU 163, EDU 216			
Corequisites:	None			

This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing, and evaluating developmentally appropriate activities and environment for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicted by assignments and onsite faculty visits.

<b>EDU 289</b>	<b>Adv Issues/School Age</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites:	ENG 090, RED 090			
Corequisites:	None			

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

# ELECTRICITY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ELC 111</b>	<b>Intro to Electricity</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

<b>ELC 113</b>	<b>Basic Wiring I</b>	<b>2</b>	<b>6</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring and electrical distribution equipment associated with basic electrical installations.

<b>ELC 128</b>	<b>Intro to PLC</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

## ENGLISH

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ENG 080</b>	<b>Writing Foundations</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified coherent paragraph. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111.*

<b>ENG 090</b>	<b>Composition Strategies</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 080				
Corequisites: ENG 090A				

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. *This course satisfies the developmental writing requirement for ENG 111.*

<b>ENG 090A</b>	<b>Composition Strategies Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: ENG 080				
Corequisites: ENG 090				

This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completions, students should be able to compose a variety of paragraphs and a unified, coherent essay.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ENG 111</b>	<b>Expository Writing</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 090 and RED 090				
Corequisites: None				

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

<b>ENG 113</b>	<b>Literature-Based Research</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111				
Corequisites: None				

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading, and thinking and the analysis and interpretation of prose, poetry, and drama; plot, characterization, theme, cultural, context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

<b>ENG 114</b>	<b>Prof Research &amp; Reporting</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111				
Corequisites: None				

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ENG 231</b>	<b>American Literature I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG 113 or ENG 114			
Corequisites:	None			

This course covers selected works in American literature from its beginning to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>ENG 232</b>	<b>American Literature II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG 113 or ENG 114			
Corequisites:	None			

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>ENG 241</b>	<b>British Literature I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites:	ENG 113 or ENG 114			
Corequisites:	None			

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ENG 242</b>	<b>British Literature II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 113 or ENG 114				
Corequisites: None				

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>ENG 261</b>	<b>World Literature I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 113 or ENG 114				
Corequisites: None				

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginning through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>ENG 262</b>	<b>World Literature II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 113 or ENG 114				
Corequisites: None				

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ENG 274 Literature by Women</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 113 or ENG 114			
Corequisites: None			

This course provides an analytical study of the works of several women authors. Emphasis is placed on historical and cultural context, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

## **GEOGRAPHY**

<b>GEO 111 World Regional Geography</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None			
Corequisites: None			

This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

## **HEALTH**

	<b>Class</b>	<b>Lab</b>	<b>Clinic</b>	<b>Credit</b>
<b>HEA 110 Pers Health/Wellness</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Clinic</b>	<b>Credit</b>
<b>HEA112</b>	<b>First Aid &amp; CPR</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: None					
Corequisites: None					

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

## **HISTORY**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HIS 111</b>	<b>World Civilizations I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences.*

<b>HIS 112</b>	<b>World Civilizations II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HIS 121</b>	<b>Western Civilization I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in Western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>HIS 122</b>	<b>Western Civilization II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>HIS 131</b>	<b>American History I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HIS 132</b>	<b>American History II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socio-economic, and cultural developments in American history since the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences.*

<b>HIS 221</b>	<b>African-American History</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>HIS 226</b>	<b>The Civil War</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course examines the social, political, economic, and ideological forces that led to the Civil War and the Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the war's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HIS 228</b>	<b>History of the South</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the origin and development of the South as a distinct region of the United States. Emphasis is placed on Southern identity and its basis in cultural, social, economic, and political developments during the 19th and 20th centuries. Upon completion, students should be able to identify and analyze the major cultural, social, economic, and political developments in the South. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

<b>HIS 229</b>	<b>History of the Old South</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a study of the development of the South from European settlement through the Civil War. Topics include the multi-ethnic character of colonization, the plantation economy, relations between social classes, the nature of slavery, and issues leading to the Civil War. Upon completion students should be able to analyze significant political, socioeconomic, and cultural developments in the antebellum South. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

<b>HIS 236</b>	<b>North Carolina History</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds, colonial, antebellum, and Reconstruction periods, party politics, race relations, and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

## HORTICULTURE

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HOR 101</b>	<b>Pract Greenhouse Skills</b>	<b>1</b>	<b>9</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course covers general principles and applications of greenhouse operations. Topics include greenhouse materials, production, sales, and other related topics. Upon completion, students should be able to identify common greenhouse plant materials, demonstrate customer services skills, demonstrate propagation practices and understand greenhouse and related structures.

<b>HOR 112</b>	<b>Landscape Design I</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers landscape principles and practices for residential and commercial sites. Emphasis is placed on drafting, site analysis, and common elements of good design, plant material selection, and proper plant utilization. Upon completion, students should be able to read, plan, and draft a landscape design.

<b>HOR 124</b>	<b>Nursery Operations</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers nursery site and crop selection, cultural practices, and production and marketing methods. Topics include site considerations, water availability, equipment, irrigation, fertilization, containers, media, and pest control. Upon completion, students should be able to design and implement a nursery operation and grow and harvest nursery crops.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HOR 134</b>	<b>Greenhouse Operations</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, record keeping, scheduling, and production practices. Upon completion, students should be able to produce greenhouse crops.

<b>HOR 152</b>	<b>Horticultural Practices</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course covers the maintenance of ornamental plantings and production areas. Topics include maintenance of flower beds, vegetable gardens, greenhouses, and container and field nursery stock using sound horticultural practices. Upon completion, students should be able to apply the principles and practices of maintaining ornamental landscape plantings.

<b>HOR 160</b>	<b>Plant Materials I</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers identification, culture, characteristics, and use of plants. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials. *This course is also available through the Virtual Learning Community (VLC).*

<b>HOR 162</b>	<b>Applied Plant Science</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HOR 164</b>	<b>Hort Pest Management</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the identification and control of plant pests including insects, diseases, and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators license.

<b>HOR 166</b>	<b>Soils &amp; Fertilizers</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media.

<b>HOR 168</b>	<b>Plant Propagation</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.

<b>HOR 170</b>	<b>Hort Computer Apps</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces computer programs as they apply to the horticulture industry. Emphasis is placed on applications of software for plant identification, design, and irrigation. Upon completion, students should be able to use computer programs in horticultural situations.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HOR 213</b>	<b>Landscape Design II</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: HOR 112				
Corequisites: None				

This course covers residential and commercial landscape design, cost analysis, and installation. Emphasis is placed on job cost estimates, installation of the landscape design, and maintenance techniques. Upon completion, students should be able to read landscape design blueprints, develop cost estimates, and implement the design.

<b>HOR 215</b>	<b>Landscape Irrigation</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic irrigation design, layout, and installation. Topics include site analysis, components of irrigation systems, safety, types of irrigation systems, and installation techniques. Upon completion, students should be able to design and install basic landscape irrigation systems.

<b>HOR 225</b>	<b>Nursery Production</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers all aspects of nursery crop production. Emphasis is placed on field production and covers soils, nutrition, irrigation, pest control, and harvesting. Upon completion, students should be able to produce a marketable nursery crop.

<b>HOR 235</b>	<b>Greenhouse Production</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the production of greenhouse crops. Emphasis is placed on product selection and production based on market needs and facility availability, including record keeping. Upon completion, students should be able to select and make production schedules to successfully produce greenhouse crops.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HOR 253</b>	<b>Horticulture Turfgrass</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: HOR 162 or HOR 166				
Corequisites: None				

This course covers information and skill development necessary to establish and manage landscape turfgrasses. Topics include grass identification, establishment, cultural requirements, application of control products, fertilization, and overseeding techniques. Upon completion, students should be able to analyze a landscape site and determine those cultural and physical activities needed to establish or manage a quality turf.

<b>HOR 260</b>	<b>Plant Materials II</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a continuation of HOR 160 and covers additional plants. Emphasis is placed on reinforcement of skills and the introduction of additional plants. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials.

<b>HOR 273</b>	<b>Hort Mgmt &amp; Marketing</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the steps involved in starting or managing a horticultural business. Topics include financing, regulations, market analysis, employer/employee relations, formulation of business plans, and operational procedures in horticultural business. Upon completion, students should be able to assume ownership or management of a horticultural business.

<b>LSG 121</b>	<b>Fall Gardening Lab</b>	<b>0</b>	<b>6</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course provides hands-on experience in fall gardening techniques. Emphasis is placed on pruning, irrigation, planting, fertilizing, pest control, equipment operation, and turf maintenance. Upon completion, students should be able to perform various techniques essential to maintaining the fall landscape.

## HUMANITIES

**HUM 115 Critical Thinking** 3 0 3  
Prerequisites: ENG 090 and RED 090  
Corequisites: None

This course introduces the use of thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs.*

**HUM 211 Humanities I** 3 0 3  
Prerequisites: ENG 111  
Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of completion; students should be able to identify significant figures and cultural contributions of the periods studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**HUM 212 Humanities II** 3 0 3  
Prerequisites: ENG 111  
Corequisites: None

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education course requirement in humanities/fine arts.*

## HYDRAULICS

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HYD 110</b>	<b>Hydraulics/Pneumatics I</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

## INDUSTRIAL SCIENCE

<b>ISC 112</b>	<b>Industrial Safety</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. *This course is also available through the Virtual Learning Community (VLC).*

# MATHEMATICS

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 050</b>	<b>Basic Math skills</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisite:	None			
Corequisite:	None			

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

<b>MAT 060</b>	<b>Essential Mathematics</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites:	MAT 050			
Corequisites:	None			

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and application of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

<b>MAT 070</b>	<b>Introductory Algebra</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites:	MAT 060			
Corequisites:	RED 080			

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. *This course satisfies the developmental math prerequisite for MAT 115 and MAT 140.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 080</b>	<b>Intermediate Algebra</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: MAT 070				
Corequisites: RED 080				

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; in-equalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

<b>MAT 115</b>	<b>Mathematical Models</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: MAT 070				
Corequisites: None				

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

<b>MAT 140</b>	<b>Survey of Mathematics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 070				
Corequisites: None				

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 140A Survey of Mathematics Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: MAT 070			
Corequisites: MAT 140			

This course is a laboratory for MAT 140. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>MAT 151 Statistics I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 080			
Corequisites: None			

This course provides a project-based approach to the study of basic probability, descriptive, and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<b>MAT 151A Statistics I Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: MAT 080			
Corequisites: MAT 151			

This course is a laboratory for MAT 151. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 161</b>	<b>College Algebra</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 080				
Corequisites: None				

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on equations and inequalities; polynomials, rationales, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<b>MAT 161A</b>	<b>College Algebra Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: MAT 080				
Corequisites: MAT 161				

This course is a laboratory of MAT 161. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>MAT 162</b>	<b>College Trigonometry</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 161				
Corequisites: None				

This course provides an integrated technological approach to trigonometry and its applications. Topics include trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 162A College Trig Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: MAT 161			
Corequisites: MAT 162			

This course is a laboratory for MAT 162. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>MAT 171 Precalculus Algebra</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 080			
Corequisites: None			

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions, (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<b>MAT 171A Precalculus Algebra Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: MAT 080			
Corequisites: MAT 171			

This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 172</b>	<b>Precalculus Trigonometry</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 171				
Corequisites: None				

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<b>MAT 172 A</b>	<b>Precalculus Trig Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: MAT 171				
Corequisites: MAT 172				

This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>MAT 263</b>	<b>Brief Calculus</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: MAT 161				
Corequisites: None				

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 263A</b>	<b>Brief Calculus Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: MAT 161				
Corequisites: MAT 263				

This course is a laboratory for MAT 263. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>MAT 271</b>	<b>Calculus I</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: MAT 172				
Corequisites: None				

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

## **MECHANICAL**

<b>MEC 111</b>	<b>Machine Processes I</b>	<b>1</b>	<b>4</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely machine simple parts to specified tolerances.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MEC 112</b>	<b>Machine Processes II</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: MEC 111				
Corequisites: None				

This course covers advanced use of milling machines and lathes. Emphasis is placed on safety and compound setup of milling machines and lathes for manufacture of projects with a specified fit. Upon completion, students should be able to demonstrate proper procedures for manufacture of assembled parts.

<b>MEC 130</b>	<b>Mechanisms</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.

## **MEDICAL**

<b>MED 120</b>	<b>Survey of Med Terminology</b>	<b>2</b>	<b>0</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.

## MARKETING AND RETAILING

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MKT 120</b>	<b>Principles of Marketing</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

## MAINTENANCE

<b>MNT 110</b>	<b>Intro to Maint Procedures</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

<b>MNT 111</b>	<b>Maintenance Practices</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides in-depth theory and practical applications relating to predictive and preventive maintenance programs. Emphasis is placed on equipment failure analysis, maintenance management software, and techniques such as vibration and infrared analysis. Upon completion, students should be able to demonstrate an understanding of modern analytical and documentation methods.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MNT 150</b>	<b>Basic Building Maintenance</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces the basic skills of building maintenance. Topics include basic carpentry and masonry skills including forming, framing, laying block to a line, repairing, and other related topics. Upon completion, students should be able to perform basic carpentry and masonry skills in a maintenance setting.

<b>MNT 220</b>	<b>Rigging &amp; Moving</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course covers the principles of safe rigging practices for handling, placing, installing, and moving heavy machinery and equipment. Topics include safety, weight and dimensional estimation, positioning of equipment slings, rollers, jacks, levers, dollies, ropes, chains, padding, and other related topics. Upon completion, students should be able to safely relocate and set up equipment using accepted rigging practices.

<b>MNT 230</b>	<b>Pumps &amp; Piping Systems I</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course covers pump installation and maintenance and related valves and piping systems. Topics include various types of pump systems and their associated valves, piping requirements, and other related topics. Upon completion, students should be able to select and install pump and piping systems and demonstrate proper maintenance and troubleshooting procedures.

## MUSIC

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MUS 110</b>	<b>Music Appreciation</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

The course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

## NETWORKING TECHNOLOGY

<b>NET 125</b>	<b>Networking Basics</b>	<b>1</b>	<b>4</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology and models, media, Ethernet, subnetting, and TCP/IP Protocols.

<b>NET 126</b>	<b>Routing Basics</b>	<b>1</b>	<b>4</b>	<b>3</b>
Prerequisites: NET 125				
Corequisites: None				

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

## NETWORK OPERATING SYSTEM

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>NOS 110</b>	<b>Operating System Concepts</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

<b>NOS 120</b>	<b>Linux/UNIX Single User</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: NOS 110				
Corequisites: None				

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

<b>NOS 130</b>	<b>Windows Single Use</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: NOS 110				
Corequisites: None				

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>NOS 230</b>	<b>Windows Admin I</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: NOS 130				
Corequisites: None				

This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.

## NURSING

		<b>Class</b>	<b>Lab</b>	<b>Clinic</b>	<b>Credit</b>
<b>NUR 101</b>	<b>Practical Nursing I</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>11</b>
Prerequisites: Admission to the Practical Nursing Program					
Corequisites: BIO 168, PSY 150, ACA 111					

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

<b>NUR 102</b>	<b>Practical Nursing II</b>	<b>8</b>	<b>0</b>	<b>12</b>	<b>12</b>
Prerequisites: NUR 101					
Corequisites: BIO 169, ENG 111					

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

		<b>Class</b>	<b>Lab</b>	<b>Clinic</b>	<b>Credit</b>
<b>NUR 103</b>	<b>Practical Nursing III</b>	<b>6</b>	<b>0</b>	<b>12</b>	<b>10</b>
Prerequisites: NUR 102					
Corequisites: None					

This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

<b>NUR 111</b>	<b>Into to Health Concepts</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>8</b>
Prerequisites: Admission to the Associate Degree Nursing Program					
Corequisites: ACA 111, BIO 168, PSY 150					

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>NUR 112</b>	<b>Health-Illness Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
Prerequisites: NUR 111, NUR 113					
Corequisites: BIO 169, PSY 241					

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-based, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

		<b>Class</b>	<b>Lab</b>	<b>Clinic</b>	<b>Credit</b>
<b>NUR 113</b>	<b>Family Health Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
Prerequisites: NUR 111					
Corequisites: BIO 169, PSY 241					

This course is designed to further develop the concept within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>NUR 114</b>	<b>Holistic Health Concept</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 211					
Corequisites: ENG 111, CIS 110 or CIS 111, COE 110					

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>NUR 211</b>	<b>Health Care Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
Prerequisites: NUR 111, NUR 112, NUR 113					
Corequisites: None					

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

		<b>Class</b>	<b>Lab</b>	<b>Clinic</b>	<b>Credit</b>
<b>NUR 212</b>	<b>Health System Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211					
Corequisites: ENG 111, CIS 110 or CIS 111, COE 110					

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>NUR 213</b>	<b>Complex Health Concepts</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>10</b>
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212					
Corequisites: ENG 113 or ENG 114, Humanities/Fine Arts Elective					

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

## **NURSING ASSISTANT**

<b>NAS 101</b>	<b>Nursing Assistant I</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>6</b>
Prerequisites: High School Diploma or GED					
Corequisites: None					

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. *This is a certificate-level course.*

		<b>Class</b>	<b>Lab</b>	<b>Clinic</b>	<b>Credit</b>
<b>NAS 102</b>	<b>Nursing Assistant II</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>6</b>
Prerequisites: High School Diploma or GED and currently listed as NA I with State of North Carolina					

Corequisites: None

This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. *This is a certificate-level course.*

<b>NAS 103</b>	<b>Home Health Care</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
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Prerequisites: High School Diploma or GED

Corequisites: None

This course covers basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. *This is a certificate-level course.*

## **OFFICE SYSTEMS ADMINISTRATION**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 080</b>	<b>Keyboarding Literacy</b>	<b>1</b>	<b>2</b>	<b>2</b>

Prerequisites: None

Corequisites: None

This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding. *Non-OST majors must demonstrate mastery of the numeric keypad and pass three 3-minute timed writings with at least 20 gross words per minute with no more than three errors; OST majors must pass three 3-minute timed writings with at least 30 gross words per minute with no more than three errors.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 131</b>	<b>Keyboarding</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system. *This course is designed for Nursing Assistant students; students must pass three 3-minute timed writings with at least 30 gross words per minute with no more than three errors.*

<b>OST 132</b>	<b>Keyboard Skill Bldg</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course is designed to increase speed and improve accuracy. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed. *The minimum speed requirement is 35 gross words a minute on three 3-minute timed writings with no more than three errors.*

<b>OST 133</b>	<b>Advanced Keyboard Skill Building</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: OST 132				
Corequisites: None				

This course is designed to increase speed and improve accuracy to meet employment tests and job requirements. Emphasis is placed on individualized diagnostic and prescriptive drills. Upon completion, students should be able to keyboard with greater speed and accuracy as measured by five-minute timed writings and skill-development paragraphs. *The minimum speed requirement is 45 gross words a minute on three 3-minute timed writings with no more than three errors.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 134</b>	<b>Text Entry and Format</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability. *The minimum speed requirement is 50 gross words a minute on three 3-minute timed writings with no more than three errors.*

<b>OST 136</b>	<b>Word Processing</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

<b>OST 137</b>	<b>Office Software Application</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment.

<b>OST 141</b>	<b>Med Terms I-Med Office</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 142</b>	<b>Med Terms II-Med Office</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: OST 141				
Corequisites: None				

This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

<b>OST 148</b>	<b>Med Coding, Billing &amp; Insur</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical claim.

<b>OST 149</b>	<b>Med Legal Issues</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. *This course is also available through the Virtual Learning Community (VLC).*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 164</b>	<b>Text Editing Applications</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

<b>OST 181</b>	<b>Office Procedures</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

<b>OST 184</b>	<b>Records Management</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

<b>OST 223</b>	<b>Admin. Office Transcription I</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: OST 164; and OST 134 or OST 136				
Corequisites: None				

This course provides experience transcribing documents. Emphasis is placed on intensive appropriate formatting, text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 233</b>	<b>Office Publications Design</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: OST 136				
Corequisites: None				

This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

<b>OST 236</b>	<b>Adv Word/Information Process</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: OST 136				
Corequisites: None				

This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

<b>OST 243</b>	<b>Med Office Simulation</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: OST 148				
Corequisites: None				

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 284</b>	<b>Emerging Technologies</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.

<b>OST 286</b>	<b>Professional Development</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, healthy lifestyles, appearance, attitude, personal and professional growth. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

<b>OST 289</b>	<b>Administrative Office Mgt</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: OST 164 and either OST 134 or OST 136				
Corequisites: None				

This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.

## PHYSICAL EDUCATION

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 110</b>	<b>Fit and Well for Life</b>	<b>1</b>	<b>2</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness pro-gram based on individual needs, abilities, and interests. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

<b>PED 111</b>	<b>Physical Fitness I</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>PED 113</b>	<b>Aerobics I</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is place on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 115</b>	<b>Step Aerobics I</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

<b>PED 117</b>	<b>Weight Training I</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

<b>PED 125</b>	<b>Self-Defense-Beginning</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 126</b>	<b>Self-Defense-Intermediate</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: PED 125				
Corequisites: None				

This course is designed to aid students in building on the techniques and skills developed in PED 125. Emphasis is placed on the appropriate psychological and physiological responses to various encounters. Upon completion, students should be able to demonstrate intermediate skills in self-defense stances, blocks, punches, and kick combinations. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

<b>PED 128</b>	<b>Golf-Beginning</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

<b>PED 130</b>	<b>Tennis-Beginning</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 132</b>	<b>Racquetball-Beginning</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course introduces the fundamentals of racquetball. Emphasis is placed on rules, fundamentals, and strategies of beginning racquetball. Upon completion, students should be able to play recreational racquetball. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>PED 152</b>	<b>Swimming-Beginning</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

<b>PED 155</b>	<b>Water Aerobics</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course introduces rhythmic aerobic activities performed in water. Emphasis is placed on increasing cardiovascular fitness levels, muscular strength, muscular endurance, and flexibility. Upon completion, students should be able to participate in an individually-paced exercise program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 216</b>	<b>Indoor Cycling</b>	<b>0</b>	<b>3</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course is designed to promote physical fitness through indoor stationary cycling. Emphasis is placed on pedaling techniques, safety procedures, and conditioning exercises necessary for cycling. Upon completion, students should have improved cardiovascular and muscular endurance and be able to design and participate in a cycling for fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

## **PHILOSOPHY**

<b>PHI 210</b>	<b>History of Philosophy</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111				
Corequisites: None				

This course introduces fundamental philosophical issues through a historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able identify and distinguish among the key positions of the philosophers studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>PHI 215</b>	<b>Philosophical Issues</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111				
Corequisites: None				

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PHI 220</b>	<b>Western Philosophy I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111				
Corequisites: None				

This course covers Western intellectual and philosophic thought from the early Greeks through the medievalists. Emphasis is placed on such figures as the pre-Socratics, Plato, Aristotle, Epicurus, Epictetus, Augustine, Suarez, Anselm, and Aquinas. Upon completion, students should be able to trace the development of leading ideas regarding reality, knowledge, reason, and faith. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>PHI 221</b>	<b>Western Philosophy II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111				
Corequisites: None				

This course covers Western intellectual and philosophic thought from post-medievalists through recent thinkers. Emphasis is placed on such figures as Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Mill, and representatives of pragmatism, logical positivism, and existentialism. Upon completion, students should be able to trace the development of leading ideas concerning knowledge, reality, science, society, and the limits of reason. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>PHI 240</b>	<b>Introduction to Ethics</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: ENG 111				
Corequisites: None				

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

## PHYSICAL SCIENCE

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PHS 110</b>	<b>Basic Physical Science</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces the physical environment with emphasis on the laws and physical concepts that impact the world and universe. Topics include astronomy, geology, meteorology, general chemistry, and general physics. Upon completion, students should be able to describe the forces and composition of the earth and universe. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

## PLUMBING

<b>PLU 111</b>	<b>Intro to Basic Plumbing</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

## POLITICAL SCIENCE

<b>POL 110</b>	<b>Intro Political Science</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>POL 120</b>	<b>American Government</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional frame-work, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>POL 220</b>	<b>International Relations</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

## PSYCHOLOGY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PSY 150</b>	<b>General Psychology</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>PSY 241</b>	<b>Developmental Psychology</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: PSY 150				
Corequisites: None				

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>PSY 263</b>	<b>Educational Psychology</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: PSY 150				
Corequisites: None				

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PSY 281</b>	<b>Abnormal Psychology</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: PSY 150				
Corequisites: None				

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in social/behavioral sciences.*

## READING

<b>RED 080</b>	<b>Intro to College Reading</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. *This course does not satisfy the developmental reading prerequisite for ENG 111.*

<b>RED 090</b>	<b>Improved College Reading</b>	<b>3</b>	<b>2</b>	<b>4</b>
Prerequisites: RED 080				
Corequisites: None				

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course satisfies the developmental reading prerequisite for ENG 111.*

## RELIGION

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>REL 110</b>	<b>World Religions</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>REL 111</b>	<b>Eastern Religions</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>REL 112</b>	<b>Western Religions</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>REL 211</b>	<b>Intro to Old Testament</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>REL 212</b>	<b>Intro to New Testament</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>REL 221</b>	<b>Religion in America</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

# INFORMATION SYSTEMS SECURITY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SEC 110</b>	<b>Security Concepts</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

<b>SEC 150</b>	<b>Secure Communications</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: SEC 110 and NET 110 or NET 125				
Corequisites: None				

This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPsec. Upon completion, students should be able to implement secure data transmission technologies.

<b>SEC 160</b>	<b>Secure Admin I</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: SEC 110 and NET 110 or NET 125				
Corequisites: None				

This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SEC 220</b>	<b>Defense-In-Depth</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: SEC 160				

This course introduces students to the concepts of defense in-depth, a security industry best practice. Topics include firewalls, backup systems, redundant systems, disaster recovery, and incident handling. Upon completion, students should be able to plan effective information security defenses, backup systems, and disaster recovery procedures.

<b>SEC 210</b>	<b>Intrusion Detection</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: SEC 160				
Corequisites: None				

This course introduces the student to intrusion detection methods in use today. Topics include the types of intrusion detection products, traffic analysis, and planning and placement of intrusion detection solutions. Upon completion, students should be able to plan and implement intrusion detection solution for networks and host based systems.

<b>SEC 289</b>	<b>Security Capstone Project</b>	<b>1</b>	<b>4</b>	<b>3</b>
Prerequisites: SEC 220				
Corequisites: None				

This course provides the student the opportunity to put into practice all the skills learned to this point. Emphasis is placed on security policy, process planning, procedure definition, business continuity, and systems security architecture. Upon completion, students should be able to design and implement comprehensive information security architecture from the planning and design phase through implementation.

## SOCIOLOGY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SOC 210</b>	<b>Introduction to Sociology</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general educational core requirement in social/behavioral sciences.*

<b>SOC 213</b>	<b>Sociology of the Family</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>SOC 220</b>	<b>Social Problems</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SOC 244</b>	<b>Soc of Death and Dying</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course presents sociological perspectives on death and dying. Emphasis is placed on analyzing the different death rates among various groups, races, and societies, as well as various types of death. Upon completion, students should be able to discuss the rituals of death, both cultural and religious, and examine current issues relating to death and dying. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

## SPANISH

<b>SPA 111</b>	<b>Elementary Spanish I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural law awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>SPA 112</b>	<b>Elementary Spanish II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: SPA 111				
Corequisites: None				

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SPA 120</b>	<b>Spanish for the Workplace</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

<b>SPA 141</b>	<b>Culture and Civilization</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

<b>SPA 161</b>	<b>Cultural Immersion</b>	<b>2</b>	<b>3</b>	<b>3</b>
Prerequisites: SPA 111				
Corequisites: None				

This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SPA 181</b>	<b>Spanish Lab 1</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: None				
Corequisites: None				

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor.*

<b>SPA 182</b>	<b>Spanish Lab 2</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: SPA 181				
Corequisites: None				

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

<b>SPA 211</b>	<b>Intermediate Spanish I</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: SPA 112				
Corequisites: None				

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SPA 212</b>	<b>Intermediate Spanish II</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: SPA 211				
Corequisites: None				

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<b>SPA 215</b>	<b>Spanish Phonetics/Structure</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is designed to improve the understanding of Spanish phonetics and the structure of the Spanish language. Topics include the structure of the Spanish language, phonology, morphology, and syntax. Upon completion, students should have an understanding of the phonetics and structure of the Spanish language and be able to contrast the structure of the Spanish and English language.

<b>SPA 221</b>	<b>Spanish Conversation</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: SPA 212				
Corequisites: None				

This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SPA 231</b>	<b>Reading and Composition</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: SPA 212				
Corequisites: None				

This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

<b>SPA 281</b>	<b>Spanish Lab 3</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: SPA 182				
Corequisites: None				

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

<b>SPA 282</b>	<b>Spanish Lab 4</b>	<b>0</b>	<b>2</b>	<b>1</b>
Prerequisites: SPA 281				
Corequisites: None				

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SPI 113</b>	<b>Intro. To Spanish Inter</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

<b>SPI 114</b>	<b>Ana Skills Spanish Inter</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between Spanish and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between Spanish and English.

<b>SPI 213</b>	<b>Review of Grammar</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is designed to review the common elements of Spanish grammar in oral and written form. Emphasis is placed on the fundamental grammatical concepts of the Spanish language. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts in both oral and written form.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SPI 214</b>	<b>Intro to Translation</b>	<b>3</b>	<b>0</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course is designed to improve the quality of Spanish to English and English to Spanish translation. Emphasis is placed on the practice of Spanish to English and English to Spanish translation in a variety of prose styles. Upon completion, students should be able to demonstrate the usage and understanding of the processes involved in translating.

## **WEB TECHNOLOGIES**

<b>WEB 110</b>	<b>Internet/Web Fundamentals</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic markup language, various tools and services of the Internet. Topics include creating web pages, using internet protocols, search engines, file compression/decompression, FTP, email, listservers, and other related topics. Upon completion, students should be able to deploy a website created with basic markup language, retrieve/decompress files, email, FTP, and utilize other internet tools.

## **WELDING**

<b>WLD 110</b>	<b>Cutting Processes</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma arc cutting equipment with emphasis on straight line, curve, and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>WLD 112</b>	<b>Basic Welding Processes</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

<b>WLD 115</b>	<b>SMAW (Stick) Plate</b>	<b>2</b>	<b>9</b>	<b>5</b>
Prerequisites: None				
Corequisites: None				

This course introduces the shielded metal arc (Stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

<b>WLD 116</b>	<b>SMAW (Stick) Plate/Pipe</b>	<b>1</b>	<b>9</b>	<b>4</b>
Prerequisites: WLD 115				
Corequisites: None				

This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

<b>WLD 121</b>	<b>GMAW (MIG) FCAW/Plate</b>	<b>2</b>	<b>6</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>WLD 122</b>	<b>GMAW (MIG) Plate/Pipe</b>	<b>1</b>	<b>6</b>	<b>3</b>
Prerequisites: WLD 121				
Corequisites: None				

This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.

<b>WLD 131</b>	<b>GTAW (TIG) Plate</b>	<b>2</b>	<b>6</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

<b>WLD 132</b>	<b>GTAW (TIG) Plate/Pipe</b>	<b>1</b>	<b>6</b>	<b>3</b>
Prerequisites: WLD 131				
Corequisites: None				

This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.

<b>WLD 141</b>	<b>Symbols &amp; Specifications</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>WLD 145</b>	<b>Thermoplastic Welding</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: None				
Corequisites: None				

This course introduces the thermoplastic welding processes and materials identification. Topics include filler material selection, identification, joint design, and equipment setup with emphasis on bead types and applications. Upon completion, students should be able to perform fillet and groove welds using thermoplastic materials.

<b>WLD 151</b>	<b>Fabrication I</b>	<b>2</b>	<b>6</b>	<b>4</b>
Prerequisites: None				
Corequisites: None				

This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

<b>WLD 215</b>	<b>SMAW (Stick) Pipe</b>	<b>1</b>	<b>9</b>	<b>4</b>
Prerequisites: WLD 115 or WLD 116				
Corequisites: None				

This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform SMAW welds to applicable codes on carbon steel pipe with prescribed electrodes in various positions.

<b>WLD 221</b>	<b>GMAW (MIG) Pipe</b>	<b>1</b>	<b>6</b>	<b>3</b>
Prerequisites: WLD 122				
Corequisites: None				

This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform GMAW welds to applicable codes on pipe with prescribed electrodes in various positions.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>WLD 261</b>	<b>Certification Practices</b>	<b>1</b>	<b>3</b>	<b>2</b>
Prerequisites: WLD 115 and WLD 121 and WLD 131				
Corequisites: None				

This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

<b>WLD 262</b>	<b>Inspection &amp; Testing</b>	<b>2</b>	<b>2</b>	<b>3</b>
Prerequisites: None				
Corequisites: None				

This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes.

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# CONTINUING EDUCATION

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## **GENERAL INFORMATION**

Continuing Education promotes the concept of lifelong learning by providing educational experiences that will help adults meet occupational and professional goals and fulfill social and personal needs. The development of these courses is based upon the needs and interests of the professional, business, industry, and civic communities. Some courses are offered on a continuing basis while others are established in response to specific requests by individuals or groups.

SCC provides training in many areas through its Continuing Education Division programs. Classes are held at the Clinton campus and at numerous locations throughout Sampson County. Most classes prepare individuals for employment, or upgrade workers already employed. Training is also provided for employees of area industries and public agencies. Besides meeting economic needs, some classes help to provide social and cultural enrichment opportunities for adults of all ages. Once a specific need has been established, classes can be offered in that area at virtually any time. Full details can be obtained by calling the office of Continuing Education, (910) 592-7176 or visiting the college website, <http://www.sampsoncc.edu>, and click on Continuing Education.

## **ADMISSION REQUIREMENTS**

Generally, any person who is 18 years of age or older, or whose high school class has graduated, is eligible for admission to Continuing Education classes. Applicants are usually admitted on a first-come, first-serve basis. Some classes have specific admission requirements and prerequisite requirements. In such cases, this will be indicated along with the course description so that applicants are properly notified. A high school diploma is not required for registration in most classes.

## **REGISTRATION AND SPECIAL INFORMATION**

For information concerning the current class offerings and their locations, call (910) 592-7176, check the college web site or the local newspaper. The Continuing Education Division is located in the East Building on the main campus of SCC. Course fees (tuition) are often \$65, although some classes are higher. Some classes also require textbooks and supplies. Registration fee exemptions are granted for fire service workers, emergency service personnel, law enforcement and civil preparedness teams designated in local disaster plans. North Carolina citizens 65 years of age or older are eligible for one free class each semester. However, classes designated as self-supporting require that all students pay an equal share of the tuition fee and course costs.

## **REFUNDS AND TRANSFERS**

The Refund Policy has been established by the NC General Assembly for all NC community colleges. For any classes cancelled by SCC, a full refund will be given. A full refund for a class which was not canceled by the college may be given if students submit a signed refund request prior to the beginning date of the class. A 75% refund is given when signed requests, made in writing or e-mail, are received before the 10% period of the classes (usually the first or second class meeting). You will normally receive your refund within four to six weeks of your refund request.

## **ACADEMIC CREDIT**

Most of the courses offered by the Continuing Education Division do not award credits. Students who successfully complete many of the courses receive Continuing Education Units (CEU's) and a certificate designating completion of the course. (A CEU is equivalent to ten (10) clock hours of instruction.) In some instances, competencies gained in continuing education courses may be recognized in curriculum programs under provisions in the college's credit by examination policy.

## **CLASS SCHEDULES AND ENROLLMENT**

Classes are held on the campus and in other sites across the county. The beginning date, time, and location of a class are determined by the needs of the students and employers and the availability of suitable facilities and equipment. Classes usually meet once or twice a week from two to three hours each session. For most classes, a minimum of twelve (12) students must be preregistered before a class will be allowed to begin. The college further reserves the right to discontinue a class if attendance falls to an unacceptable level.

## **ATTENDANCE**

Students are encouraged to attend all classes to gain mastery of the materials and skills that are presented in each course. To qualify for the receipt of a course certificate, a student must attend at least 85 percent of the classes as well as successfully complete the prescribed course work. Depending upon the nature of the class and the requirements established for certification or licensing, some classes may have stricter attendance requirements. In these instances, the instructor will identify the attendance requirements.

## **COURSE REPETITION**

Continuing Education Classes are open to students age 18 and above. Students should note that if they register for the same course more than twice within a five-year period they will be charged the full cost of the course which they have taken twice. Students shall be primarily responsible for monitoring course repetitions; however, the college shall review records and charge students the full cost for courses taken more than twice.

A student may be permitted to repeat a course more than twice if the student demonstrates that repetition of the course is required to meet an established standard governing certification or license in the program area in which the student has enrolled.

The college reserves the right to deny a student enrollment in a previously completed course if, in the opinion of the college, the student continues to enroll in the course for the purpose of gaining access to college equipment or materials.

## **TRANSCRIPTS**

A student may obtain a transcript containing a record of all completed continuing education classes through a written request to the Continuing Education Office. The number of hours, CEU's, titles of classes, and grade are indicated on each transcript.

## **CONTINUING EDUCATION INSTRUCTIONAL AREAS**

### **OCCUPATIONAL EXTENSION**

Occupational extension courses are specifically designed to provide training that leads to employment, upgrading of the skills of persons presently employed or retraining for new employment in a different occupational field. These courses may be offered exclusively by the college or in cooperation with business and industry. Occupational extension courses cover a range of topics including fire service, emergency medicine, law enforcement, truck driving and driving safety training, industrial maintenance technician, and a variety of other types of technical and employment-related training. The Division is constantly seeking to meet the certification needs for professional workers; therefore, new courses are added periodically. Please call to inquire if the training you seek is not listed.

A number of pre-employment training courses are available through the Human Resources Development Program. Those courses include Career Planning and Employability Skills, Basic Keyboarding and Computer Applications, Clerical and Medical Office Skills, Home Care Companion and Introduction to Health Care Careers. Training for the Career Readiness Certification is also conducted through the HRD Program.

Greatest in demand, second to the Truck Driving Program, are courses to prepare individuals for work in the health care field. Offerings include Nurse Aide, Phlebotomy, Pharmacy Technician, EKG Technician, Veterinary Technician and emergency medical courses which include Emergency Medical Responder, EMT Basic, EMT Intermediate, and Paramedic Courses. Medical courses are considered "limited enrollment," which requires that candidates apply for admission and meet established criteria to enroll.

Training classes which meet state certification requirements are typically provided as occupational extension courses. Law enforcement in-service training requirements are outlined in the Administrative Code 12 NCAC 09E. It requires that every law enforcement officer certified by the Criminal Justice Education and Training Standards Commission must receive 24 hours of in-service training annually. The Criminal Justice and Sheriff's Education and Training Standards Commission approved additional training requirements which were implemented January of 2009.

NC Community Colleges provide in-service training to over 90 percent of our State's firefighters. NCDOI Certification classes for Firefighter I & II Rescue Technician, Driver Operator, and Emergency Vehicle Operator will

maintain their normal schedules posted at each department. Emergency Medical Services continuing education classes follow the schedules posted at each department. Initial training for Emergency Responders, EMTs and Paramedics is available at various locations throughout the county.

### **CAREER READINESS CERTIFICATION**

North Carolina's Career Readiness Certification (CRC) is designed to positively impact the needs of all three factors of any economy: the communities, the employers and the job seekers. The Career Readiness Certificate (CRC) is based upon a recognized skills assessment system that employers are using to test such skills as Reading for Information, Applied Mathematics and Locating Information.

Job seekers who complete the test successfully will earn a portable credential signed by the Governor confirming that they have job skills not necessarily reflected by a high school diploma, a degree or a resume.

### **CUSTOMIZED TRAINING**

As part of the state's effort to create and upgrade jobs for the people of North Carolina, the college provides customized training services to new and expanding industries within Sampson County. The college works cooperatively with the Industrial Services Division of the State Board of Community Colleges to design and administer special programs for training the production manpower required by any new or expanding industry creating new jobs in Sampson County.

### **SELF-SUPPORTING PROGRAMS**

The college offers a limited number of courses and activities on a self-supported basis. Self-supported classes may be recreational or occupational, or just about any area of public interest offered under the auspices of the Continuing Education Division with approval of the Dean. Among the most popular of the self-supported classes is Defensive Driving. For a person charged with a minor traffic violation, the Defensive Driving Class may prevent assessment of insurance points or premium surcharges on a vehicle insurance policy and/or North Carolina driver's license points. The District Attorney, area community college, and the Safety and Health Council of North Carolina make this program available. Concern for public safety is also addressed in the **Alive@25** Program which is designed to reduce the number of teenage driving-related accidents and deaths.

## SMALL BUSINESS CENTER

The Small Business Center Network supports the development of new businesses and the growth of existing businesses by being a community-based provider of training, counseling, and resource information. Sampson Community College's Small Business Center provides local, confidential, experienced counselors as advisors for new and existing businesses. Available on an as-needed basis, this local confidential service acts as a sounding board for new ideas and or concerns you may have about your business. Our staff will help you find solutions to your challenging business questions. No question is too simple or complicated. There is no charge for this service.

The Small Business Center offers a wide variety of seminars and workshops year round to help small businesses be successful. Most seminars and workshops are available at no charge. Some of the topics include:

How to Start a Business	Marketing for Success
How to Write a Business Plan	QuickBooks: Getting Started
Financing Your Business	Creative Real Estate
Investing	
Bookkeeping and Taxes	Living Debt Free

In addition to providing training, counseling, and other resources, if needed, your Small Business Center will put you in touch with vital local business and community leaders. Contact information can be provided for local and state government agencies that will enable you to grow your business. Local community organizations can offer professional networking opportunities and important business-to-business information. And, as a member of the North Carolina Business Alliance, we will connect you with other member agencies across the state.

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# BASIC SKILLS EDUCATION

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## **BASIC SKILLS EDUCATION PROGRAMS**

The Butler Basic Skills Department offers a number of special programs to assist adult students 18 years of age or older in attaining fundamental educational skills. The department is housed on the second floor of the Warren Student Center. In addition to structured classes, the Butler Basic Skills Department provides a learning lab and computer-assisted instruction for basic skills.

Basic Skills education is designed to increase the level of adult literacy within the community and to assist adults in high school completion. The program provides students with foundation skills that will enable them to enter the work force, skills training programs, or post-secondary education. The curriculum emphasizes the personal and academic development of each student, stressing individual awareness of abilities and opportunities.

The college offers two programs designed for adults who have not completed high school: the Adult Basic Education (ABE) program and the General Education Development (GED) program. These programs provide instruction ranging from courses to meet the needs of individuals requiring basic literacy to those designed to improve the equivalent skills of high school graduates. The college also offers English as a Second Language (ESL) for non-English speaking students to learn conversational English. These courses are offered on the college's main campus and at several sites throughout the county. No registration fee is charged for these classes.

In addition, the Butler Basic Skills Department provides learning labs and computer-assisted instruction. There are no fees charged for use of these resources. Students may participate in a program of individualized study using teacher-recommended materials supplemented by computer-based resources.

Web-based Basic Skills instruction is available to help prepare students for the GED Tests, improve employment opportunities, and build confidence. On-line instruction is available anytime and anywhere there is Internet access. The learning environment is private, friendly, and supportive. A link to "GED Online" can be found on our campus website at [www.sampsoncc.edu](http://www.sampsoncc.edu).

## **ENROLLMENT OF MINORS**

The Basic Skills Education programs are designed to serve adults. A student must be at least 18 years old to participate in any component of the program. Upon receipt of written recommendation of the superintendent and principal of the last school attended, a student between the ages of 16 and 18 years of age may be admitted as a student with special needs provided that the

following criteria are met:

- The referral and/or enrollment form for minors must be completed, signed, dated, and received by mail.
- Minors must also submit a school transcript and disciplinary report from the last public school attended.

## **REGISTRATION AND PLACEMENT**

Individuals may enroll in the Basic Skills Education programs on the main campus during registration periods published in the college's academic calendar and included in various college announcements. The college also provides class sites throughout the county for all programs. Department staff can provide information concerning class sites, times, and registration dates for these classes.

All students enrolling in these programs are required to take an orientation class and placement tests. The tests are used to determine the level at which a student will enter the curriculum. There are no specific score requirements for enrollment in Basic Skills programs. Structured classes at the appropriate level for each student are recommended by the student's advisor. Student progress is monitored periodically to determine course planning for the next enrollment period and to document progress.

## **GED TESTING**

The Tests of General Educational Development (GED Tests) are designed to measure the skills and knowledge equivalent to a high school course of study. The five subject area tests which comprise the GED test battery are Mathematics; Language Arts, Reading; Language Arts, Writing (including essay); Science; and Social Studies.

The college serves as the Official GED Testing Center for Sampson County. Testing opportunities are scheduled six times a year as well as by appointment. Instruction and pre-testing are available at no charge and can help ensure success on the tests. All examinations are administered on the main campus. Students who obtain satisfactory scores are awarded the General Educational Development (GED) Diploma. The GED examiner may schedule additional testing sessions for individuals with extenuating circumstances. GED candidates will be assessed a nominal testing fee. Successful candidates are invited to participate in the college's annual commencement exercises.

## **NORTH CAROLINA DRIVER'S LICENSE LAW**

Effective August 1, 1998, a statewide coordinated effort to motivate and encourage minors to complete high school was voted into law. This law requires that students under the age of 18 who have not completed high school remain in school making adequate progress toward their diploma or equivalency or lose their driving permit or license. Sampson Community College is mandated to assist in the enforcement of this law.

Minors who are under the jurisdiction of the law (having been granted a license or permit on or after December 1, 1997) will be required to attend a minimum of 60 hours per month and progress in the program according to the definition of progress set forth by the State Board of Community Colleges. Progress will be evaluated at the end of each six-month period, and any warning of revocation of license or permit will offer a ten-day period for response or appeal. For further information, contact the Director of Basic Skills.

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