

# SAMPSON COMMUNITY COLLEGE

## 2017 – 2018 CATALOG & STUDENT HANDBOOK

### Catalog Volume XXV No. 1

This catalog is intended for informational purposes only, and statements are not to be construed as a contract between a student and this institution. Sampson Community College reserves the right to change the contents of this catalog including, but not limited to, courses, programs, policies, fees, calendar, and administrative and academic rules and regulations without notice. A current catalog is maintained in the Registrar's Office. Visit the College's website at: [www.sampsoncc.edu](http://www.sampsoncc.edu) for the most updated information.

#### **EQUAL OPPORTUNITY NONDISCRIMINATION NOTICE**

The Board of Trustees, the administration, faculty, and staff of Sampson Community College are fully committed to the principles and practice of equal employment and educational opportunities. Accordingly, the College does not practice or condone discrimination, in any form, against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, disability or political affiliation. The College commits itself to positive action to secure equal opportunity regardless of those characteristics.

The College supports the protection available to members of its community under all applicable Federal Laws, including Title VI and VII of the Civil Rights Act, Title IX of the Education Amendments, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act, the Americans with Disabilities Act, Executive Order 11375, and their amendments.

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# ACCREDITATION & ACADEMIC CALENDAR

## ACCREDITATION

### SOUTHERN ASSOCIATION OF COLLEGES & SCHOOLS COMMISSION ON COLLEGES

Sampson Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at <http://www.sacscoc.org> for questions about the accreditation of Sampson Community College.

### COMMISSION FOR EDUCATION IN NURSING (ACEN)

The Associate Degree Nursing and Licensed Practical Nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326. Phone: 404-975-5000; Fax: 404-975-5020; Website: [www.acenursing.org](http://www.acenursing.org)

### NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)

The Early Childhood Associate in Applied Science Degree Program is accredited by the National Association for the Education of Young Children (NAEYC) NAEYC Associate Degree Accreditation, 1313 L Street, NW, Suite 500 Washington, DC 20005. Phone: 202-232-8777 Website: [www.naeyc.org](http://www.naeyc.org)

# ACADEMIC CALENDAR

FALL 2016 – SUMMER 2019

Spring 2017 Semester	
15 Weeks + Final Exam Week	
Return	January 3 (Tue)
Registration	January 4 & 5 (Wed, Thu)
Adjustments	January 6 (Fri)
Classes Start	January 9 (Mon)
MLK Day	January 16 (Mon)
Spring Break	March 2 & 3 (Thu, Fri)
Easter Break	April 14-21 (Fri-Fri)
Last Day of Classes	May 4 (Thu)
Final Exams Week	May 5-11 (Fri-Thu)
Semester Ends	May 11 (Thu)
Grades Due	May 12 (Fri)
Graduation	May 11 (Thu)

Summer 2017 Semester	
8 Weeks	
Registration	May 17 (Wed)
Adjustments	May 18 (Thu)
Classes Start	May 22 (Mon)
Memorial Day	May 29 (Mon)
July 4th Break	July 3 & 4 (Mon, Tues)
Semester Ends	July 12 (Wed)
Grades Due	July 13 (Thu)

## Fall 2017 Semester

15 Weeks + Final Exam Week	
Registration	August 9 & 10 (Wed, Thu)
Adjustments	August 11 (Fri)
Classes Start	August 15 (Tue)
Labor Day	September 4 (Mon)
Fall Break	October 9 & 10 (Mon, Tue)
Veterans Day	November 10 (Fri)
Thanksgiving Break	November 22-24 (Wed-Fri)
Last Day of Classes	December 6 (Wed)
Final Exams Week	December 7-13 (Thu-Wed)
Semester Ends	December 13 (Wed)
Grades Due	December 14 (Thu)

Spring 2018 Semester	
15 Weeks + Final Exam Week	
Return	January 2 (Tue)
Registration	January 3 & 4 (Wed, Thu)
Adjustments	January 5 (Fri)
Classes Start	January 8 (Mon)
MLK Day	January 15 (Mon)
Spring Break	March 1 & 2 (Thu, Fri)
Easter Break	March 30 - April 6 (Fri-Fri)
Last Day of Classes	May 3 (Thu)
Final Exams Week	May 4-10 (Fri-Thu)
Semester Ends	May 10 (Thu)
Grades Due	May 11 (Fri)
Graduation	May 10 (Thu)



<b>Summer 2018 Semester</b>	
<b>8 Weeks</b>	
Registration	May 16 (Wed)
Adjustments	May 17 (Thu)
Classes Start	May 21 (Mon)
Memorial Day	May 28 (Mon)
July 4th Break	July 4 & 5 (Wed, Thu)
Semester Ends	July 11 (Wed)
Grades Due	July 12 (Thu)

<b>Fall 2018 Semester</b>	
<b>15 Weeks + Final Exam Week</b>	
Registration	August 9 & 13 (Thu & Mon)
Adjustments	August 14 (Tue)
Classes Start	August 15 (Wed)
Labor Day	September 3 (Mon)
Fall Break	October 8 & 9 (Mon, Tue)
Veterans Day	November 12 (Mon)
Thanksgiving Break	November 21-23 (Wed-Fri)
Last Day of Classes	December 6 (Thu)
Final Exams Week	December 7-13 (Fri-Thu)
Semester Ends	December 13 (Thu)
Grades Due	December 14 (Fri)

<b>Spring 2019 Semester</b>	
<b>15 Weeks + Final Exam Week</b>	
Return	January 2 (Wed)
Registration	January 3 & 4 (Thu, Fri)
Adjustments	January 4 (Fri)
Classes Start	January 7 (Mon)
MLK Day	January 21 (Mon)
Spring Break	April 7 & 8 (Thu, Fri)
Easter Break	April 19 - 26 (Fri-Fri)
Last Day of Classes	May 2 (Thu)
Final Exams Week	May 3-9 (Fri-Thu)
Semester Ends	May 9 (Thu)
Grades Due	May 10 (Fri)
Graduation	May 9 (Thu)

<b>Summer 2019 Semester</b>	
<b>8 Weeks</b>	
Registration	May 15 (Wed)
Adjustments	May 16 (Thu)
Classes Start	May 20 (Mon)
Memorial Day	May 27 (Mon)
July 4th Break	July 3 & 4 (Wed, Thu)
Semester Ends	July 10 (Wed)
Grades Due	July 11 (Thu)

## ACADEMIC INFORMATION

### 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.

## GENERAL EDUCATION COMPETENCIES

Students must demonstrate:

- **Written Communication Skills** - they can use written language to communicate complex ideas effectively.
- **Oral Communication Skills** - they can use spoken language to communicate complex ideas effectively.
- **Analytical & Problem-Solving Skills** - they can use rational analysis to solve complex problems.
- **Research Skills** - they can find and use reliable information to answer complex questions.
- **Computer Skills** - they can use computers to access online resources and to process information.
- **Cultural & Contextual Literacy** - they understand how culture and context inform our world.

## PROGRAM DESCRIPTIONS & CREDENTIAL REQUIREMENTS

### ARTS & SCIENCES PROGRAMS

#### ASSOCIATE IN ARTS

The Associate in Arts degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

The Comprehensive Articulation Agreement (CAA) and the Independent Comprehensive Articulation Agreement (ICAA) enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina and to Signatory Institutions of North Carolina Independent Colleges and Universities to transfer with junior status.

Community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

ASSOCIATE IN ARTS DEGREE (A10100)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
College Student Success	ACA 122	1
<b>GENERAL EDUCATION (45 SHC REQUIRED)</b>		
<b>I. Universal General Education Transfer Component (UGETC)</b>		
<i>English Composition (6 SHC Required)</i>		
<b>REQUIRED:</b>		
Writing and Inquiry	ENG 111	3
Writing/Research Disc	ENG 112	3
<i>Humanities/Fine Arts (9 SHC Required)</i>		
<b>REQUIRED:</b>		
Public Speaking	COM 231	3
<b>CHOOSE TWO (including at least one literature course):</b>		
American Literature I	ENG 231	6
American Literature II	ENG 232	
British Literature I	ENG 241	
British Literature II	ENG 242	
Art Appreciation	ART 111	
Art History Survey I	ART 114	
Art History Survey II	ART 115	
Music Appreciation	MUS 110	
Philosophical Issues	PHI 215	
Introduction to Ethics	PHI 240	
<i>Social/Behavioral Sciences (9 SHC Required)</i>		

<b>CHOOSE THREE (from at least two disciplines including at least one history course):</b>		
World Civilizations I	HIS 111	9
World Civilizations II	HIS 112	
American History I	HIS 131	
American History II	HIS 132	
Microeconomics	ECO 251	
Macroeconomics	ECO 252	
American Government	POL 120	
General Psychology	PSY 150	
Intro to Sociology	SOC 210	
<i>Math (3-4 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Quantitative Literacy	MAT 143	3-4
Statistical Methods I	MAT 152	
Pre-calculus Algebra	MAT 171	
<i>Natural Sciences (4 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Principles of Biology	BIO 110	4
General Biology I	BIO 111	
General Chemistry I	CHM 151	
General Biology II	BIO 112	
Environmental Biology	BIO 140	3
Environmental Biology Lab	BIO 140A	1
<b>II. Additional General Education Hours (13-14 SHC Required)</b>		
<b>Courses may be selected from the courses below or from any of the other UGETC course for the Associate in Arts.</b>		
General Biology II	BIO 112	4
Environmental Biology	BIO 140	3
Environmental Biology Lab	BIO 140A	1

General Chemistry II	CHM 152	4
Intro to Computers	CIS 110	3
Intro to Prog & Logic	CIS 115	3
Intro to Communications	COM 110	3
Prof Research & Reporting	ENG 114	3
World Reg. Geography	GEO 111	3
Western Civilization I	HIS 121	3
Western Civilization II	HIS 122	3
Critical Thinking	HUM 115	3
Humanities I	HUM 211	3
Humanities II	HUM 212	3
Pre-calculus Trig.	MAT 172	4
Brief Calculus	MAT 263	4
Calculus I	MAT 271	4
Calculus II	MAT 272	4
Intro to Political Science	POL 110	3
Developmental PSY	PSY 241	3
Abnormal Psychology	PSY 281	3
World Religions	REL 110	3
Intro to Old Testament	REL 211	3
Intro to New Testament	REL 212	3
Religion in America	REL 221	3
Sociology of the Family	SOC 213	3
Social Problems	SOC 220	3
Elementary Spanish I	SPA 111	3
Elementary Spanish II	SPA 112	3

Intermediate Spanish I	SPA 211	3
Intermediate Spanish II	SPA 212	3
<b>OTHER REQUIRED HOURS - PRE-MAJOR ELECTIVES (14 SHC Required)</b>		
<b>Courses may be selected from the courses listed below or from any of the other UGETC or Additional General Education courses for the Associate in Arts.</b>		
Prin of Financial Acct.	ACC 120	4
Prin of Managerial Acct	ACC 121	4
Basic Anat & Physiology	BIO 163	5
Anatomy & Physiology I	BIO 168	4
Anatomy & Physiology II	BIO 169	4
Microbiology	BIO 275	4
Introduction to Business	BUS 110	3
Business Law I	BUS 115	3
Principles of Management	BUS 137	3
Intro to Criminal Justice	CJC 111	3
Law Enforcement Op	CJC 121	3
Corrections	CJC 141	3
Acting I	DRA 130	3
Stagecraft I	DRA 140	3
Creative Writing	ENG 125	3
Pers. Health/Wellness	HEA 110	3
First Aid & CPR	HEA 112	2
African American History	HIS 221	3
Internat Cultural Explor	HUM 180	3
Fit & Well for Life	PED 110	2

Physical Fitness I	PED 111	1
Aerobics I	PED 113	1
Weight Training I	PED 117	1
Yoga I	PED 122	1
Self-Defense Beginning	PED 125	1
Spanish Lab 1	SPA 181	1

Spanish Lab 2	SPA 182	1
Spanish Lab 3	SPA 281	1
Spanish Lab 4	SPA 282	1
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>60-61</b>
<b>APPROVED FOR AWARDING:</b>		<b>AA</b>

## ASSOCIATE IN SCIENCE

The Associate in Science (AS) degree program is designed for students who plan to transfer to 4-year colleges or universities. Courses in the program parallel those required during the freshman and sophomore years of certain Bachelor of Science programs.

The AS curriculum includes 60-61 semester credit hours of general education and pre-major elective courses. Students should choose pre-major courses that are specific to their intended major and transfer-college or university.

Graduates of the AS program who earn at least a "C" in all courses and have an overall grade point average of 2.0 on a 4.0 scale have the opportunity to enter

4-year UNC System universities and many private institutions in NC with junior status.

### ASSOCIATE IN SCIENCE DEGREE (A10400)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
College Student Success	ACA 122	1
<b>GENERAL EDUCATION (45 SHC REQUIRED)</b>		
<b>I. Universal General Education Transfer Component (UGETC)</b>		
<i>English Composition (6 SHC Required)</i>		
<b>REQUIRED:</b>		
Writing and Inquiry	ENG 111	3
Writing/Research Disc	ENG 112	3
<i>Humanities/Fine Arts (6 SHC Required)</i>		

<b>REQUIRED:</b>		
Public Speaking	COM 231	3
<b>CHOOSE ONE:</b>		
Art Appreciation	ART 111	3
Art History Survey I	ART 114	
Art History Survey II	ART 115	
American Literature I	ENG 231	
American Literature II	ENG 232	
British Literature I	ENG 241	
British Literature II	ENG 242	
Music Appreciation	MUS 110	
Philosophical Issues	PHI 215	

Introduction to Ethics	PHI 240	
<b>Social/Behavioral Sciences (6 SHC Required)</b>		
<b>CHOOSE TWO (from at least two disciplines):</b>		
Microeconomics	ECO 251	6
Macroeconomics	ECO 252	
World Civilizations I	HIS 111	
World Civilizations II	HIS 112	
American History I	HIS 131	
American History II	HIS 132	
American Government	POL 120	
General Psychology	PSY 150	
Intro to Sociology	SOC 210	
<b>Math (8 SHC Required)</b>		
<b>CHOOSE TWO:</b>		
Pre-calculus Algebra	MAT 171	8
Pre-calculus Trigonometry	MAT 172	
Brief Calculus	MAT 263	
Calculus I	MAT 271	
Calculus II	MAT 272	
<b>Natural Sciences (8 SHC Required)</b>		
<b>CHOOSE ONE PAIR:</b>		
General Biology I & II	BIO 111 & BIO 112	8
General Chemistry I & II	CHM 151 & CHM 152	
<b>II. Additional General Education Hours (11 SHC Required)</b>		
<b>Courses may be selected from the courses below or from any of the other UGETC course for the Associate of Science.</b>		
Environmental Biology	BIO 140	3
Environmental BIO Lab	BIO 140A	1
Intro to Computers	CIS 110	3

Intro to Prog. & Logic	CIS 115	3
Intro to Communications	COM 110	3
Prof Research & Reporting	ENG 114	3
World Reg. Geography	GEO 111	3
Western Civilization I	HIS 121	3
Western Civilization II	HIS 122	3
Critical Thinking	HUM 115	3
Humanities I	HUM 211	3
Humanities II	HUM 212	3
Quantitative Literacy	MAT 143	3
Statistical Methods I	MAT 152	4
Calculus III	MAT 273	4
Intro to Political Science	POL 110	3
Developmental PSY	PSY 241	3
Abnormal Psychology	PSY 281	3
World Religions	REL 110	3
Intro to Old Testament	REL 211	3
Intro to New Testament	REL 212	3
Religion in America	REL 221	3
Sociology of the Family	SOC 213	3
Social Problems	SOC 220	3
Elementary Spanish I	SPA 111	3
Elementary Spanish II	SPA 112	3
Intermediate Spanish I	SPA 211	3
Intermediate Spanish II	SPA 212	3
<b>OTHER REQUIRED HOURS - PRE-MAJOR ELECTIVES (14 SHC Required)</b>		
<b>Courses may be selected from the courses listed below or from any of the other UGETC or Additional General Education courses for the Associate in Arts.</b>		
Prin. of Financial Acct.	ACC 120	4

Prin. of Managerial Acct.	ACC 121	4
Basic Anatomy & Physiology	BIO 163	5
Anatomy & Physiology I	BIO 168	4
Anatomy & Physiology II	BIO 169	4
Microbiology	BIO 275	4
Introduction to Business	BUS 110	3
Business Law I	BUS 115	3
Principles of Management	BUS 137	3
Intro to Criminal Justice	CJC 111	3
Law Enforcement Oper.	CJC 121	3
Corrections	CJC 141	3

Pers. Health/Wellness	HEA 110	3
First Aid & CPR	HEA 112	2
African American History	HIS 221	3
Fit & Well for Life	PED 110	2
Aerobic I	PED 113	1
Physical Fitness I	PED 111	1
Weight Training I	PED 117	1
Yoga I	PED 122	1
Spanish Lab I	SPA 181	1
Spanish Lab II	SPA 182	1
Spanish Lab III	SPA 281	1
Spanish Lab IV	SPA 282	1
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>60-61</b>
<b>APPROVED FOR AWARDING:</b>		<b>AS</b>

## ASSOCIATE IN GENERAL EDUCATION

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided. Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

### ASSOCIATE IN GENERAL EDUCATION DEGREE (A10300)

ACADEMIC TRANSITIONS (REQUIRED)		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills	ACA 115	1
College Student Success	ACA 122	

GENERAL EDUCATION (18-19 SHC REQUIRED)		
<i>English Composition (6 SHC Required)</i>		
<b>REQUIRED:</b>		
Writing and Inquiry	ENG 111	3
<b>CHOOSE ONE:</b>		



Writing/Research Disc	ENG 112	3
Prof Research & Reporting	ENG 114	3
<b>Communications (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communications	COM 110	3
Public Speaking	COM 231	3
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Art Appreciation	ART 111	
Art History Survey I	ART 114	
Art History Survey II	ART 115	
American Literature I	ENG 231	
American Literature II	ENG 232	
British Literature I	ENG 241	
British Literature II	ENG 242	
Music Appreciation	MUS 110	
Philosophical Issues	PHI 215	
Intro to Ethics	PHI 240	3
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		

Microeconomics	ECO 251	
Macroeconomics	ECO 252	
World Civilizations I	HIS 111	
World Civilizations II	HIS 112	
American History I	HIS 131	
American History II	HIS 132	
American Government	POL 120	
General Psychology	PSY 150	
Intro to Sociology	SOC 210	3
<b>Natural Science/Mathematics Elective (3-4 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111; CHM 151; MAT 143, 152, 171		3-4
<b>ELECTIVES (45 SHC REQUIRED)</b>		
Hours may be selected from general education and professional courses from any of the College's approved programs of study. A maximum of 7 SHC in health, physical education, college orientation, and/or study skills may be included.		
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>64-65</b>
<b>APPROVED FOR AWARDING:</b>		<b>AGE</b>

## BUSINESS & TECHNOLOGY PROGRAMS

### ACCOUNTING

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.

**ASSOCIATE IN APPLIED SCIENCE DEGREE – ACCOUNTING (A25100)**

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition ( <i>Not Transferable</i> )	ENG 110	3
Writing and Inquiry	ENG 111	
<b>Communications (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	3
Public Speaking	COM 231	3
Writing/Research in the Disc	ENG 112	3
Prof Research & Reporting	ENG 114	3
<b>Humanities (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3

<b>Natural Science/Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 168; CHM 151; MAT 110, 143, 152, 171		3-4
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150; SOC 210, 220		3
<b>MAJOR COURSES (49 SHC REQUIRED)</b>		
<b>Required Core Courses (24 SHC Required)</b>		
<b>REQUIRED:</b>		
Principles of Financial Accounting	ACC 120	4
Principles of Managerial Accounting	ACC 121	4
Individual Income Tax	ACC 129	3
Intermediate Accounting I	ACC 220	4
Business Law I	BUS 115	3
Introduction to Computers	CIS 110	3
<b>CHOOSE ONE:</b>		
Microeconomics	ECO 251	3
Macroeconomics	ECO 252	3

<b>Other Major Courses (25 SHC Required)</b>		
Payroll Accounting	ACC 140	2
Accounting Software Applications	ACC 150	2
Introduction to Business	BUS 110	3
Individual Income Tax	BUS 125	3
Principles of Management	BUS 137	3
Spreadsheets	CTS 130	3
Business Communication	BUS 260	3

<b>ELECTIVES (6 SHC REQUIRED)</b>	
<b>CHOOSE THREE:</b>	
BAF 143; BUS 116, 121, 147, 152, 153, 225, 240; ECO 251, 252; CIS 111, 115; CTS 120; DBA 110; CJC 111, 112, 113, 121, 131, 132, 141, 212, 215, 221, 222, 225, 231; OST 131, 132, 133, 134, 136, 137, 141, 142, 148, 149, 164, 181, 184, 223, 233, 236, 243, 284, 286, 289; RLS 220;	6
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>	<b>AAS</b>

#### CERTIFICATE – PAYROLL CLERK (C25100PC)

<b>Description</b>	<b>Title</b>	<b>Credit</b>
<b>REQUIRED:</b>		
Principles of Financial Acct.	ACC 120	4
Business Math	BUS 121	3

Prin. of Managerial Acct.	ACC 121	4
Payroll Accounting	ACC 140	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>13</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

### BUSINESS ADMINISTRATION

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system and Students will be provided with a fundamental knowledge of business functions, processes, 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.

#### ASSOCIATE IN APPLIED SCIENCE DEGREE – BUSINESS ADMINISTRATION (A25120)

##### ACADEMIC TRANSITIONS (REQUIRED)

##### CHOOSE ONE:

<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<i>English Composition (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Freshman Composition ( <i>Not Transferable</i> )	ENG 110	3
Writing and Inquiry	ENG 111	
<i>Communications (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	3
Public Speaking	COM 231	
Writing/Research in the Disc	ENG 112	
Prof Research & Reporting	ENG 114	
<i>Humanities/Fine Arts (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<i>Natural Science/Mathematics (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 168; CHM 151; MAT 110, 143, 152, 171		3-4
<i>Social/Behavioral Sciences (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150; SOC 210, 220		3
<b>MAJOR COURSES (34 SHC REQUIRED)</b>		

<i>Required Core Courses (22 SHC Required)</i>		
<b>REQUIRED:</b>		
Introduction to Business	BUS 110	3
Business Law I	BUS 115	3
Principles of Management	BUS 137	3
Principles of Marketing	MKT 120	3
Principles of Financial Accounting	ACC 120	4
Intro to Computers	CIS 110	3
<b>CHOOSE ONE:</b>		
Microeconomics	ECO 251	3
Macroeconomics	ECO 252	3
<i>Other Major Courses (12 SHC Required)</i>		
<b>REQUIRED:</b>		
Personal Finance	BUS 125	3
Human Resource Management	BUS 153	3
Business Ethics	BUS 240	3
Business Communication	BUS 260	3
<b>ELECTIVES (15 SHC REQUIRED)</b>		
<b>CHOOSE 15 CREDIT HOURS:</b>		
ACC 121, 129, 140, 150, 220, 226; BAF 143; BUS 116, 121, 147, 152, 225; ECO 251, 252; CIS 111, 115; CTS 130, 285; DBA 110; OST 131, 132, 133, 134, 136, 137, 141, 142, 148, 149, 164, 181, 184, 223, 233, 236, 243, 284, 286, 289; RLS 220; SPA 111; WEB 110		15
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

**CERTIFICATE – HUMAN RESOURCES MANAGER (C25120HR)**

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Principles of Management	BUS 137	3
Introduction to Computers	CIS 110	3

Introduction to Business	BUS 110	3
Human Resource Management	BUS 153	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

**CERTIFICATE – OFFICE MANAGER (C25120OM)**

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Introduction to Business	BUS 110	3
Introduction to Computers	CIS 110	3

Principles of Management	BUS 137	3
Human Resource Management	BUS 153	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

**INFORMATION TECHNOLOGY**

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student’s ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

ASSOCIATE IN APPLIED SCIENCE DEGREE – INFORMATION TECHNOLOGY (A25590)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<i>English Composition (3 SHC Required)</i>		
<b>REQUIRED:</b>		
Freshman Composition	ENG 110	3
Writing and Inquiry	ENG 111	3
<i>Communications (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	3
Public Speaking	COM 231	
Writing/Research in the Disc	ENG 112	
Prof Research & Reporting	ENG 114	
<i>Humanities/Fine Arts (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<i>Natural Science/Mathematics (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 140, 168; CHM 151; MAT 110, 143, 152, 171		3-4
<i>Social/Behavioral Sciences (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		

ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150; SOC 210, 220		3
<b>MAJOR COURSES (24 SHC REQUIRED)</b>		
<i>Required Core Courses (12 SHC Required)</i>		
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
Info Sys Business Concepts	CTS 115	3
Web, Pgm, & DB Foundation	CTI 110	3
Network & Sec Foundation	CTI 120	3
<i>Other Major Courses (12 SHC Required)</i>		
<b>CHOOSE A TRACK:</b>		
<i>Information Systems (12 SCH Required)</i>		
Operating Systems Concepts	NOS 110	3
Windows Single User	NOS 130	3
Windows Admin I	NOS 230	3
Security Concepts	SEC 110	3
<i>Network Management (12 SCH Required)</i>		
Networking Basics	NET 125	3
Routing Basics	NET 126	3
Hardware / Software Support	CTS 120	3
Security Concepts	SEC 110	3
<i>Systems Security (12 SCH Required)</i>		
Security Concepts	SEC 110	3
Secure Communications	SEC 150	3
Secure Admin I	SEC 160	3

Operating Systems Concepts	NOS 110	3
<b>ELECTIVES (25 SHC REQUIRED)</b>		
<b>CHOOSE 25 CREDIT HOURS:</b>		
ACC 120, 121, 129, 140, 150, 220, 226; ART 111, 114, 115, 116, 131, 240; BUS 110, 115, 116, 121, 125, 137, 147, 152, 153, 225, 240, 260; CIS 110, 115; CJC 111, 112, 113, 121, 131, 132, 141, 212, 215, 221, 222, 225, 231; CTS 120, 130, 285, 289; DBA 110, 120; DFT 117, 119; ECO 251, 252; ELC 111, 113, 117,		25

128, 215, 228; ISC 112; MAT 110, 143, 152, 171, 172, 263, 271; MKT 120; NET 125, 126, 225, 226; NOS 110, 120, 130, 230; OST 131, 132, 133, 134, 136, 137, 141, 142, 148, 149, 164, 181, 184, 223, 233, 236, 243, 284, 286, 289; SEC 110, 150, 160, 210; SPA 111; WBL 110; WEB 110, 210		
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### CERTIFICATE – COMPUTER TECHNICAL CORE (C25590TC)

Description	Title	Credit
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
Info Sys. Business Concepts	CTS 115	3

Web, Prm, & DB Foundation	CTI 110	3
Network & Sec Foundation	CTI 120	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – INFORMATION SYSTEMS (C25590IS)

Description	Title	Credit
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
Networking Basics	NET 125	3

Routing Basics	NET 126	3
Hardware/Software Support	CTS 120	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – NETWORK MANAGEMENT (C25590NM)

Description	Title	Credit
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
Networking Basics	NET 125	3

Routing Basics	NET 126	3
Hardware/Software Support	CTS 120	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

## CERTIFICATE – SYSTEMS SECURITY (C25590SS)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
Security Concepts	SEC 110	3

Secure Communications	SEC 150	3
Secure Administration I	SEC 160	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

## MEDICAL OFFICE ADMINISTRATION

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

## ASSOCIATE IN APPLIED SCIENCE DEGREE – MEDICAL OFFICE ADMINISTRATION (A25310)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition ( <i>Not Transferable</i> )	ENG 110	3
Writing and Inquiry	ENG 111	
<b>Communications (3 SHC Required)</b>		

<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	3
Public Speaking	COM 231	
Writing/Research in the Disc	ENG 112	
Prof Research & Reporting	ENG 114	
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Natural Science/Mathematics (3 SHC Required)</b>		



<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 168; CHM 151, 152; MAT 110, 143, 152, 171		3-4
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150, 241; SOC 210, 220		3
<b>MAJOR COURSES (36 SHC REQUIRED)</b>		
<b>Required Core Courses (24 SHC Required)</b>		
<b>REQUIRED:</b>		
Word Processing	OST 136	3
Office Applications I	OST 137	3
Med Office Terms I	OST 141	3
Med Office Terms II	OST 142	3
Medical Insurance & Billing	OST 148	3
Medical Legal Issues	OST 149	3

Office Editing	OST 164	3
Office Admin Capstone	OST 289	3
<b>Other Major Courses (12 SHC Required)</b>		
<b>REQUIRED:</b>		
Records Management	OST 184	3
Procedure Coding	OST 247	3
Diagnostic Coding	OST 248	3
Med Office Simulation	OST 243	3
<b>ELECTIVES (13 SHC REQUIRED)</b>		
<b>CHOOSE 13 CREDIT HOURS:</b>		
ACC 120, 129, 150; BUS 110, 121, 125, 147, 225, 260; CIS 110, 111, 115; CTS 120, 130, 285; CSV 110; DBA 110; ECO 251, 252; NET 125, 126, 225; OST 131, 132, 134, 181, 223, 233, 236, 284, 286; SPA 111; WEB 110		13
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>64-65</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

## DIPLOMA – MEDICAL OFFICE ADMINISTRATION (D25310)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<b>Description</b>	<b>Title</b>	<b>Credit</b>
College Student Success	ACA 122	1
<b>GENERAL EDUCATION (6 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Writing & Inquiry	ENG 111	3
<b>Communications Elective (3 SHC Required)</b>		

<b>CHOOSE ONE:</b>		
Intro to Communications	COM 110	
Public Speaking	COM 231	
Writing/Research Disc	ENG 112	
Prof Research & Reporting	ENG 114	3
<b>MAJOR COURSES (29 SHC REQUIRED)</b>		
<b>Required Core Courses (29 SHC Required)</b>		
<b>REQUIRED:</b>		

Keyboard Skill Building	OST 132	2
Word Processing	OST 136	3
Office Software Applications	OST 137	3
Medical Terminology I	OST 141	3
Medical Terminology II	OST 142	3
Med. Coding, Billing & Insurance	OST 148	3
Medical Legal Issues	OST 149	3
Text Editing Applications	OST 164	3
Medical Office Simulation	OST 243	3
Administrative Office Management	OST 289	3

<b>ELECTIVES (3 SHC REQUIRED)</b>	
<b>CHOOSE ONE:</b>	
Business & Accounting Courses: ACC 120, 150; BUS 110, 121, 260; ECO 151, 251, 252	
College Transfer Courses: BIO 168; SPA 111	
Computer Information Technology Courses: CIS 110, 111, 115; CTS 120, 130, 285; DBA 110; NET 125, 126, 225; WEB 110	
Office Administration & Medical Office Administration Courses: OST 131, 133, 134, 181, 184, 223, 233, 236, 247, 248, 284, 286	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>39</b>
<b>APPROVED FOR AWARDING:</b>	<b>Diploma</b>

#### CERTIFICATE – MEDICAL ADMINISTRATIVE SPECIALIST (C25310MA)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Keyboard Skill Building	OST 132	4
Med Office Terms I	OST 141	3
Med Office Terms II	OST 142	3

Med Insurance & Billing	OST 148	3
Medical Legal Issues	OST 149	2
Medical Office Simulation	OST 243	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>17</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – MEDICAL CODING (C25310MC)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Med Office Terms I	OST 141	3
Med Office Terms II	OST 142	3

Med Insurance & Billing	OST 148	3
Procedure Coding	OST 247	3
Diagnostic Coding	OST 248	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>15</b>

## OFFICE ADMINISTRATION

The Office Administration curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

### ASSOCIATE IN APPLIED SCIENCE DEGREE – OFFICE ADMINISTRATION (A25370)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<i>English Composition (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Freshman Composition ( <i>Not Transferable</i> )	ENG 110	3
Writing and Inquiry	ENG 111	
<i>Communications (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	3
Public Speaking	COM 231	
Writing/Research in the Disc	ENG 112	
Prof Research & Reporting	ENG 114	

<i>Humanities/Fine Arts (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<i>Natural Science/Mathematics (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 168; CHM 151, 152; MAT 110, 143, 152, 171		3-4
<i>Social/Behavioral Sciences (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150, 241; SOC 210, 220		3
<b>MAJOR COURSES (24 SHC REQUIRED)</b>		
<i>Required Core Courses (15 SHC Required)</i>		
<b>REQUIRED:</b>		
Word Processing	OST 136	3
Office Applications I	OST 137	3

Office Editing	OST 164	3
Records Management	OST 184	3
Office Admin Capstone	OST 289	3
<b>Concentration Requirements (9 SHC Required)</b>		
<b>CHOOSE ONE GROUP OF THREE:</b>		
OST 134 (Text Entry & Formatting); OST 223 (Office Transcript I); OST 286 (Professional Development)		9
BUS 260 (Business Communication); OST 286 (Professional Development); CSV 110 (Intro to Customer Service)		9

CTS 130 (Spreadsheet); DBA 110 (Database Concepts); OST 236 (Adv Word Processing)		9
<b>ELECTIVES (25 SHC REQUIRED)</b>		
ACC 120, 129, 150; BUS 110, 121, 125, 147, 225, 260; CIS 110, 111, 115; CTS 120, 130, 285; CSV 110; DBA 110; ECO 251, 252; OST 131, 132, 134, 141, 142, 148, 149, 181, 223, 233, 236, 243, 247, 248, 284, 286; NET 125, 126, 225; SPA 111; WEB 110		25
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### DIPLOMA – OFFICE ADMINISTRATION (D25370)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<b>Description</b>	<b>Title</b>	<b>Credit</b>
College Student Success	ACA 122	1
<b>GENERAL EDUCATION (6 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Writing & Inquiry	ENG 111	3
<b>Communications Elective (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communications	COM 110	3
Public Speaking	COM 231	
Writing/Research Disc	ENG 112	
Prof Research & Reporting	ENG 114	
<b>MAJOR COURSES (15 SHC REQUIRED)</b>		
<b>Required Core Courses (15 SHC Required)</b>		

Text Entry & Formatting	OST 134	3
Office Software Applications	OST 137	3
Text Editing Applications	OST 164	3
Records Management	OST 184	3
Administrative Office Management	OST 289	3
<b>ELECTIVES (15 SHC REQUIRED)</b>		
<b>CHOOSE FROM:</b>		
Business & Accounting Courses: ACC 120, 150; BUS 110, 121, 260; ECO 151, 251, 252		15
Computer Information Technology Courses: CIS 110, 111, 115; CTS 120, 130, 285; DBA 110; NET 125, 126, 225; WEB 110		
Office Administration & Medical Office Admin. Courses: OST 131, 132, 133, 136, 141, 142, 148, 149, 181, 223, 233, 236, 243, 247, 248, 284, 286		
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>37</b>

**APPROVED FOR AWARDING: Diploma**

**CERTIFICATE – OFFICE ADMINISTRATION (C253700A)**

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Principles of Financial Accounting	ACC 120	4
Spreadsheets	CTS 130	3
Word Processing	OST 136	3

Office Applications I	OST 137	3
Professional Development	OST 286	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>16</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

## CAREER TECHNICAL PROGRAMS

### APPLIED ANIMAL SCIENCE

This curriculum is designed to prepare students for careers in the production, processing, and distribution of livestock, swine, 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, swine, and poultry enterprises. Coursework includes production practices, animal health, nutrition, reproduction, and management.

Graduates should qualify for entry-level jobs as herd or flock managers, field service persons, feed salespersons, equipment salespersons, feed mill workers, buyers of poultry and livestock, owners/operators, farm managers, department supervisors, field service representatives, and waste management technicians.

A program that prepares individuals to select, breed, care for, process, and market livestock and small farm animals. Potential course work includes instruction in basic animal science, animal nutrition, and animal health as applied to various species and breeds; design and operation of housing, feeding, and processing facilities; and related issues of safety, applicable regulations, logistics, and supply.

**ASSOCIATE IN APPLIED SCIENCE DEGREE – ANIMAL SCIENCE TECHNOLOGY (A15280)**

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>

Success & Study Skills (Not Transferable)	ACA 115	
College Transfer Success	ACA 122	1

<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<i>English Composition (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Freshman Composition (Not Transferable)	ENG 110	3
Writing and Inquiry	ENG 111	
<i>Communications (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	3
Public Speaking	COM 231	
Writing/Research in the Disc	ENG 112	
Prof Research & Reporting	ENG 114	
<i>Humanities/Fine Arts (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<i>Natural Sciences/Mathematics (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 168; CHM 151; MAT 110, 143, 152, 171		3-4
<i>Social/Behavioral Sciences (3 SHC Required)</i>		

<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150; SOC 210, 220		3
<b>MAJOR COURSES (56 SHC REQUIRED)</b>		
<i>Required Courses (24 SHC Required)</i>		
<b>REQUIRED:</b>		
Animal Science	ANS 110	3
Animal Feeds & Nutrition	ANS 115	3
Beef Production	ANS 120	3
Poultry Production	ANS 130	3
Swine Production	ANS 140	3
Animal Health Management	ANS 150	3
Livestock Production Issues	ANS 210	3
Animal Reproduction	ANS 213	3
<i>Other Major Courses (32 SHC Required)</i>		
<b>CHOOSE 32 CREDIT HOURS:</b>		
ANS 116, 141, 160, 170, 193, 212; AGR 110, 150, 226; BUS 110, 125, 137; CIS 110; SPA 111		32
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>72-73</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### DIPLOMA – ANIMAL SCIENCE TECHNOLOGY (D15280)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
Success & Study Skills (Not Transferable)	ACA 115	1
College Student Success	ACA 122	

<b>GENERAL EDUCATION (6-7 SHC REQUIRED)</b>		
<i>Communications Elective (3 SHC Required)</i>		
<b>REQUIRED:</b>		
Freshman Composition (Not Transferable)	ENG 110	

Writing and Inquiry	ENG 111	3
<b>Natural Sciences/Mathematics Elective (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 140, 168 CHM 151, 152, MAT 110, 143, 152, 171, 172, 263, 271		3-4
<b>MAJOR COURSES (18 SHC REQUIRED)</b>		
<b>Required Core Courses (12 SHC Required)</b>		
<b>REQUIRED:</b>		
Animal Science	ANS 110	3
Animal Feeds and Nutrition	ANS 115	3
Beef Production	ANS 120	3

Poultry Production	ANS 130	3
<b>Other Major Courses (6 SHC Required)</b>		
<b>REQUIRED:</b>		
Swine Production	ANS 140	3
Animal Health Management	ANS 150	3
<b>ELECTIVES (12 SHC REQUIRED)</b>		
<b>SELECT FROM:</b>		
ANS 116, 141, 160, 170, 193, 210, 212, 213, AGR 110, 150, 226		12
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>37-38</b>
<b>APPROVED FOR AWARDING:</b>		<b>Diploma</b>

#### CERTIFICATE – ANIMAL SCIENCE TECHNOLOGY (C15280)

Description	Title	Credit
<b>Select 6 Semester Credit Hours from:</b>		
Animal Science	ANS 110	3
Animal Feeds and Nutrition	ANS 115	3
Beef Production	ANS 120	3
Poultry Production	ANS 130	3
Swine Production	ANS 140	3
Animal Health Management	ANS 150	3
Livestock Prod Issues	ANS 210	3
Animal Reproduction	ANS 213	3

<b>Select 6 Semester Credit Hours from:</b>		
Intro to Equine Ind	ANS 116	3
Swine Herd Management	ANS 141	2
Animal Waste Management	ANS 160	3
Sheep & Goat Production	ANS 170	3
Livestock Records & Analy	ANS 212	3
Agricultural Economics	AGR 110	3
Ag-O-Metrics	AGR 150	3
Maint & Serv of Prod Faci	AGR 226	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

## BUILDING CONSTRUCTION TECHNOLOGY

The Building Construction Technology curriculum is designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

Course work includes instruction in sustainable building and design, print reading, building codes, estimating, construction materials and methods, and other topics related to design and construction occupations.

Graduates of this pathway should qualify for entry-level jobs in architectural, engineering, construction and trades professions as well as positions in industry and government.

This program prepares individuals to apply technical knowledge and skills to residential and commercial building construction and remodeling. Includes instruction in construction equipment and safety; site preparation and layout;

construction estimating; print reading; building codes; framing; masonry; heating, ventilation, and air conditioning; electrical and mechanical systems; interior and exterior finishing; and plumbing.

### ASSOCIATE IN APPLIED SCIENCE DEGREE – BUILDING CONSTRUCTION TECHNOLOGY (A35140)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
Description	Title	Credit
Success & Study Skills (Not Transferable)	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition (Not Transferable)	ENG 110	3
Writing and Inquiry	ENG 111	
<b>Communications (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	3
Public Speaking	COM 231	

Writing/Research in the Disc	ENG 112	
Prof Research & Reporting	ENG 114	
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Natural Sciences/Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 140, 168; CHM 151, 152; MAT 110, 143, 152, 171, 172, 263, 271		3-4
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; PSY 150; SOC 210, 220		3
<b>MAJOR COURSES (32 SHC REQUIRED)</b>		



<b>Required Core Courses (12 SHC Required)</b>		
<b>REQUIRED:</b>		
Print Reading-Construction	BPR 130	3
Codes & Inspections	CMT 120	3
Planning/Estimating I	CST 241	3
Green Bldg. & Design Concepts	SST 140	3
<b>Other Major Courses (20 SHC Required)</b>		
<b>REQUIRED:</b>		
Carpentry I	CAR 111	8
Carpentry II	CAR 112	8

Statics/Structures	CST 221	4
<b>ELECTIVES (17 SHC REQUIRED)</b>		
<b>CHOOSE 17 CREDIT HOURS:</b>		
ACC 120, 140, 150; AHR 110, 120; BPR 111, 115; BUS 110, 115, 121, 137, 240; CAR 110, 113; CIS 110; CST 131, 150, 242, 251; DFT 115, 117, 119; ECO 251, 252; ELC 111, 113; HYD 110; ISC 112; MEC 111, 112, 130; PLU 111; SPA 111; WBL 111, 112; WLD 110, 112, 115, 116, 121, 122, 131, 132, 141, 145, 151, 215, 221, 261, 262		17
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### DIPLOMA – BUILDING CONSTRUCTION TECHNOLOGY (D35140)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills (Not Transferable)	ACA 115	1
College Student Success	ACA 122	
<b>GENERAL EDUCATION (6 SHC REQUIRED)</b>		
<b>Communications Elective (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Freshman Composition (Not Transferable)	ENG 110	3
Writing & Inquiry	ENG 111	
<b>Mathematics Elective (3-4 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
MAT 110, 143, 152, 171, 172, 263, 271		3-4
<b>MAJOR COURSES (30 SHC REQUIRED)</b>		

<b>Required Core Courses (11 SHC Required)</b>		
<b>REQUIRED:</b>		
Carpentry I	CAR 111	8
<b>CHOOSE ONE:</b>		
Blueprint Reading/Const	BPR 130	3
Codes & Inspections	CMT 120	
Planning/Estimating I	CST 241	
Green Building & Design Concepts	SST 140	

<b>Other Major Courses (19 SHC Required)</b>	
<b>CHOOSE FROM:</b>	
ACC 120, 140, 150; BUS 121, 125, 137, 147, 240; ECO 151, 251, 252 CIS 110, 111, 115 ; AHR 110, 120; BPR 111, 115; CAR 110, 112, 113, 114, 131 DFT 117, 119; ELC 111, 113; HYD 110; ISC 112, MEC 111, 112, 130; PLU 111; WLD 110, 112, 115, 116, 121, 122, 131, 132, 141, 145, 151, 215, 261, 262; SPA 111	

<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>37-38</b>
<b>APPROVED FOR AWARDING:</b>	<b>Diploma</b>

#### CERTIFICATE – DRAFTING (C35140DR)

<b>Description</b>	<b>Title</b>	<b>Credit</b>
<b>REQUIRED:</b>		
Blueprint Reading/Const	BPR 130	3
Codes & Inspections	CMT 120	3
Technical Drafting	DFT 117	2

Basic CAD	DFT 119	2
Architectural Drafting	DFT 115	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>12</b>	
<b>APPROVED FOR AWARDING:</b>	<b>Certificate</b>	

#### CERTIFICATE – GENERAL CONTRACTOR’S LICENSE PREPARATION (C35140GC)

<b>Description</b>	<b>Title</b>	<b>Credit</b>
<b>REQUIRED:</b>		
Blueprint Reading/Const	BPR 130	3
Codes & Inspections	CMT 120	3
Planning/Estimating I	CST 241	3

Introduction to Carpentry	CAR 110	2
OSHA/Safety/Certification	CST 131	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>14</b>	
<b>APPROVED FOR AWARDING:</b>	<b>Certificate</b>	

#### CERTIFICATE – CARPENTRY (C35140CA)

<b>Description</b>	<b>Title</b>	<b>Credit</b>
<b>REQUIRED:</b>		
Introduction to Carpentry	CAR 110	2
Carpentry I	CAR 111	8

Blueprint Reading/Const	BPR 130	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>13</b>	
<b>APPROVED FOR AWARDING:</b>	<b>Certificate</b>	

## CERTIFICATE – CARPENTRY II (C35140CR)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Carpentry I	CAR 111	8

Carpentry II	CAR 112	8
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>16</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

## COSMETOLOGY

This 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.

## ASSOCIATE IN APPLIED SCIENCE DEGREE – COSMETOLOGY (A55140)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition ( <i>Not Transferable</i> )	ENG 110	3
Writing and Inquiry	ENG 111	
<b>Communications Elective (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communications	COM 110	3

Public Speaking	COM 231	
Writing/Research Disc	ENG 112	
Prof Research & Reporting	ENG 114	
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111,114,115; ENG 125, 231, 232, 241, 242, 261, 262, 274; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Natural Sciences/Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 140, 168; CHM 151, 152; MAT 110, 143, 152		3-4
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		

ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 241, 281; SOC 210, 213, 220		3
<b>MAJOR COURSES (45 SHC REQUIRED)</b>		
<i>Required Core Courses (41 SHC Required)</i>		
<b>REQUIRED:</b>		
Cosmetology Concepts I	COS 111	4
Salon I	COS 112	8
Cosmetology Concepts II	COS 113	4
Salon II	COS 114	8
Cosmetology Concepts III	COS 115	4
Salon III	COS 116	4

Cosmetology Concepts IV	COS 117	2
Salon IV	COS 118	7
<i>Other Major Courses (4 SHC Required)</i>		
<b>REQUIRED:</b>		
Contemporary Hair Coloring	COS 223	2
Contemporary Design	COS 240	2
<b>ELECTIVES (4 SHC REQUIRED)</b>		
ACC 115, 120, 121, 129, 131, 140, 150, 220, 226; BUS 115, 116, 121, 125, 137, 147, 152, 153, 225, 240, 260; CIS 110; CTS 120, 130; SPA 111		4
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### DIPLOMA – COSMETOLOGY TECHNOLOGY (D55140)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills (Not Transferable)	ACA 115	1
College Student Success	ACA 122	
<b>GENERAL EDUCATION (6 SHC REQUIRED)</b>		
<i>Communications Elective (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
Writing/Research Disc	ENG 112	3
Prof Research & Reporting	ENG 114	
Intro to Communications	COM 110	
Public Speaking	COM 231	
<i>Social/Behavioral Sciences Elective (3 SHC Required)</i>		

<b>CHOOSE ONE:</b>		
ANT 221, ECO 151, 251, 252, GEO 111, HIS 111, 112, 121, 122, 131, 132, POL 110, 120, 220 PSY 150, 241, 281, SOC 210, 213, 220		3
<b>MAJOR COURSES (41 SHC REQUIRED)</b>		
<i>Required Core Courses (41 SHC Required)</i>		
<b>REQUIRED:</b>		
Cosmetology Concepts I	COS 111	4
Salon I	COS 112	8
Cosmetology Concepts II	COS 113	4
Salon II	COS 114	8
Cosmetology Concepts III	COS 115	4
Salon III	COS 116	4

Contemporary Hair Coloring	COS 223	2
Salon IV	COS 118	7

<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>48</b>
<b>APPROVED FOR AWARDING:</b>	<b>Diploma</b>

**CERTIFICATE – COSMETOLOGY TECHNOLOGY (C55140)**

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Cosmetology Concepts I	COS 111	4
Salon I	COS 112	8
Cosmetology Concepts II	COS 113	4
Salon II	COS 114	8
Cosmetology Concepts III	COS 115	4

Salon III	COS 116	4
<b>CHOOSE ONE:</b>		
Contemporary Hair Coloring	COS 223	2
Contemporary Design	COS 240	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>34</b>	
<b>APPROVED FOR AWARDING:</b>	<b>Certificate</b>	

**CERTIFICATE – COSMETOLOGY INSTRUCTOR (C55160)**

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Instructor Concepts I	COS 271	5
Instructor Practicum I	COS 272	7
Instructor Concepts II	COS 273	5

Instructor Practicum II	COS 274	7
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>24</b>	
<b>APPROVED FOR AWARDING:</b>	<b>Certificate</b>	

**CERTIFICATE – MANICURING/NAIL TECHNOLOGY (C55400)**

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Manicure/Nail Tech I	COS 121	6

Manicure/Nail Tech II	COS 222	6
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>12</b>	
<b>APPROVED FOR AWARDING:</b>	<b>Certificate</b>	

## INDUSTRIAL SYSTEMS TECHNOLOGY

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 print 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.

### ASSOCIATE IN APPLIED SCIENCE DEGREE – INDUSTRIAL SYSTEM TECHNOLOGY (A50240)

ACADEMIC TRANSITIONS (REQUIRED)		
<b>CHOOSE ONE:</b>		
Description	Title	Credit
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
College Transfer Success	ACA 122	
GENERAL EDUCATION (15-16 SHC REQUIRED)		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition ( <i>Not Transferable</i> )	ENG 110	3
Writing and Inquiry	ENG 111	
<b>Communications (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	3
Public Speaking	COM 231	
Writing/Research Disc	ENG 112	
Prof Research & Reporting	ENG 114	
<b>Humanities/Fine Arts (3 SHC Required)</b>		

<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Natural Sciences/Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 140, 168; CHM 151, 152; MAT 110, 143, 152, 171, 172, 263, 271		3-4
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150, 241, 281; SOC 210, 213, 220		3
MAJOR COURSES (41 SHC REQUIRED)		
<b>Required Core Courses (17 SHC Required)</b>		
<b>REQUIRED:</b>		
Intro to Maint Procedures	MNT 110	2
Basic Welding Processes	WLD 112	2
Hydraulics/Pneumatics I	HYD 110	3
Intro to Electricity	ELC 111	3

Print Reading	BPR 111	2
Machine Processes I	MEC 111	3
Industrial Safety	ISC 112	2
<b>Required Subject Area (14 SHC Required)</b>		
<b>REQUIRED:</b>		
Residential Wiring	ELC 113	4
Motors and Controls	ELC 117	4
Mechanisms	MEC 130	3
Maintenance Practices	MNT 111	3
<b>Other Major Courses (10 SHC Required)</b>		

<b>REQUIRED:</b>		
Intro to Refrigeration	AHR 110	5
Basic CAD	DFT 119	2
Electrical Maintenance	ELC 215	3
<b>ELECTIVES (8 SHC REQUIRED)</b>		
<b>CHOOSE 8 HOURS:</b>		
AHR 120; BPR 115; CIS 110, 111; DFT 117; ELC 128, 228; MEC 112; MNT 150, 220, 230; NET 125, 126, 225; PLU 111; SPA 111; SST 140; WLD 110, 115, 116, 121, 122, 131, 141, 145, 151, 215, 221, 261, 262		8
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### DIPLOMA – INDUSTRIAL SYSTEMS TECHNOLOGY (D55140)

<b>ACADEMIC TRANSITIONS ( REQUIRED)</b>		
<b>REQUIRED:</b>		
<b>Description</b>	<b>Title</b>	<b>Credit</b>
Success & Study Skills (Not Transferable)	ACA 115	1
<b>GENERAL EDUCATION (6-7 SHC REQUIRED)</b>		
<b>Communications Elective (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Writing & Inquiry	ENG 111	
<b>Natural Sciences/Mathematics Elective (3-4 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 140, CHM 151, 152, MAT 110, 143, 152, 171, 172, 263, 271		3-4
<b>MAJOR COURSES (24 SHC REQUIRED)</b>		

<b>Required Core Courses (17 SHC Required)</b>		
<b>REQUIRED:</b>		
Intro to Maintenance Procedures	MNT 110	2
Basic Welding Processes	WLD 112	2
Hydraulics/Pneumatics	HYD 110	3
Intro to Electricity	ELC 111	3
Blueprint Reading	BPR 111	2
Machine Processes I	MEC 111	3
Industrial Safety	ISC 112	2
<b>Other Major Courses (7 SHC Required)</b>		
<b>REQUIRED:</b>		
Intro to Refrigeration	AHR 110	5

Basic CAD	DFT 119	2
<b>ELECTIVES (6 SHC REQUIRED)</b>		
<b>CHOOSE FROM:</b>		
Computer Information Technology Courses: CIS 110, 111; NET 125, 126, 225		6
Construction/Drafting Courses: BPR 115; DFT 117; SST 140		
Industrial Systems Courses: AHR 120; ELC 113, 117, 128; MEC		

112, 128; MNT 111, 150, 220, 230; PLU 111	
Welding Courses: WLD 110, 115, 116, 121, 122, 131, 141, 145, 151, 215, 221, 261, 262	
Spanish Courses: SPA 111	
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>37-38</b>
<b>APPROVED FOR AWARDING:</b>	<b>Diploma</b>

#### CERTIFICATE – AGRICULTURAL BUILDING MAINTENANCE (C50240AB)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Maint. & Serv. of Production Facilities	AGR 226	3
Residential Wiring	ELC 113	4
Industrial Safety	ISC 112	2

Into to Maint. Procedures	MNT 110	2
Basic Welding Processes	WLD 112	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>13</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – COMMERCIAL BUILDING MAINTENANCE (C50240CB)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
HVACR Maintenance	AHR 120	2
Print Reading	BPR 111	2
Residential Wiring	ELC 113	4

Industrial Safety	ISC 112	2
Basic Building Maintenance	MNT 150	2
Intro to Basic Plumbing	PLU 111	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>14</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – ELECTRICAL (C50240EL)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		

Elc./Fluid Power Diagrams	BPR 115	2
Introduction to Electricity	ELC 111	3



Residential Wiring	ELC 113	4
Motors & Controls	ELC 117	4

Intro to PLC	ELC 128	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>16</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – INDUSTRIAL MAINTENANCE (C50240IM)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Elc./Fluid Power Diagrams	BPR 115	2
Introduction to Electricity	ELC 111	3
Hydraulics/Pneumatics	HYD 110	3

Industrial Safety	ISC 112	2
Machine Processes I	MEC 111	3
GTAW (TIG) Plate	WLD 131	4
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>17</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – MACHINE OPERATOR (C50240MA)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Print Reading	BPR 111	2
Basic CAD	DFT 119	2
Machine Processes I	MEC 111	3

Machine Processes II	MEC 112	3
CNC Machining Processes	MEC 128	4
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>14</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – MAINTENANCE OPERATOR (C50240MT)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Print Reading	BPR 111	2
Industrial Safety	ISC 112	2
Intro to Maint. Procedures	MNT 110	2

Maintenance Practices	MNT 111	3
Basic Building Maintenance	MNT 150	2
Ridding & Moving	MNT 220	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>13</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

## WELDING TECHNOLOGY

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

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

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

### ASSOCIATE OF APPLIED SCIENCE DEGREE – WELDING TECHNOLOGY (D50420)

<b>ACADEMIC TRANSITIONS (1 SHC REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success and Study Skills (Not Transferable)	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15-16 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition (Not Transferable)	ENG 110	3
Writing and Inquiry	ENG 111	
<b>Communications (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communications	COM 110	3
Public Speaking	COM 231	
Writing/Research in the Disc	ENG 112	
Prof Research & Reporting	ENG 114	

<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Natural Sciences/Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 140, 168; CHM 151, 152; MAT 110, 143, 152, 171, 263, 271		3-4
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150, 241, 281; SOC 210, 213, 220		3
<b>MAJOR COURSES (48 SHC REQUIRED)</b>		
<b>Required Core Courses (18 SHC Required)</b>		
<b>REQUIRED:</b>		
Cutting Processes	WLD 110	2
SMAW (Stick) Plate	WLD 115	5

GMAW (MIG) FCAW/Plate	WLD 121	4
GTAW (TIG) Plate	WLD 131	4
Symbols & Specifications	WLD 141	3
<b>Other Major Courses (30 SHC Required)</b>		
<b>REQUIRED:</b>		
Industrial Safety	ISC 112	2
SMAW (Stick) Plate/Pipe	WLD 116	4
GMAW (MIG) Plate/Pipe	WLD 122	3
GTAW (TIG) Plate/Pipe	WLD 132	3
Thermoplastic Welding	WLD 145	2
Fabrication I	WLD 151	4

SMAW (Stick) Pipe	WLD 215	4
GMAW (MIG) Pipe	WLD 221	3
Certification Practices	WLD 261	2
Testing & Inspection	WLD 262	3
<b>ELECTIVES (3 SHC REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
BPR 111, 115, 130; BUS 115, 116, 121, 125, 137, 147, 152, 153, 240, 260; CIS 110, 111, 115; DFT 117, 119; ELC 111, 113, 117, 128; MEC 111, 112; SPA 111; WLD 226		3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>67-68</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### DIPLOMA – WELDING TECHNOLOGY (D50420)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<b>Description</b>	<b>Title</b>	<b>Credit</b>
College Student Success	ACA 122	1
<b>GENERAL EDUCATION (6-7 SHC REQUIRED)</b>		
<b>Communications Elective (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Freshman Composition (Not Transferable)	ENG 110	3
Writing & Inquiry	ENG 111	
<b>Natural Sciences/Mathematics Elective (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 120, 130, 140, 173, 180, CHM 131, 151, 152,		3-4

MAT 110, 143, 152, 171, 172, 263, 271		
<b>MAJOR COURSES (29 SHC REQUIRED)</b>		
<b>Required Core Courses (18 SHC Required)</b>		
<b>REQUIRED:</b>		
Cutting Proc.	WLD 110	2
SMAW (Stick) Plate	WLD 115	5
GMAW (MIG) FCAW/Plate	WLD 121	4
GTAW (TIG) Plate	WLD 131	4
Symbols & Specifications	WLD 141	3
<b>Other Major Courses (11 SHC Required)</b>		
<b>REQUIRED:</b>		
Industrial Safety	ISC 112	2

SMAW (Stick) Pipe	WLD 116	4
Certification Practices	WLD 261	2

Inspection & Testing	WLD 262	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>36-37</b>
<b>APPROVED FOR AWARDING:</b>		<b>Diploma</b>

#### CERTIFICATE – WELDING (MIG) (C250420MG)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Cutting Processes	WLD 110	2
SMAW (Stick) Plate	WLD 115	5

GMAW (MIG) FCAW/Plate	WLD 121	4
GMAW (MIG) Plate/Pipe	WLD 122	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>14</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – WELDING (SMAW-Stick) (C250420SK)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Cutting Processes	WLD 110	2
SMAW (Stick) Plate	WLD 115	5

SMAW (Stick) Plate/Pipe	WLD 116	4
SMAW (Stick) Pipe	WLD 215	4
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>15</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – WELDING (Symbols & Specifications) (C250420SS)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Industrial Safety	ISC 112	2
Cutting Processes	WLD 110	2

SMAW (Stick) Plate	WLD 115	5
Symbols and Specifications	WLD 141	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

#### CERTIFICATE – WELDING (TIG) (C250420TG)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		

<b>REQUIRED:</b>		
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Cutting Processes	WLD 110	2
SMAW (Stick) Plate	WLD 115	5
GTAW (TIG) Plate	WLD 131	4

GTAW (TIG) Plate/Pipe	WLD 132	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>14</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

## EDUCATION PROGRAMS

### EARLY CHILDHOOD EDUCATION

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.

A program that prepares individuals to promote child development and learning, work with diverse families and children, observe, document and assess to support young children and families, use content knowledge to build meaningful curriculum, and use developmentally effective approaches in collaboration with other early childhood professionals. Potential course work includes instruction in all areas of child development such as emotional/social/health/physical/language/communication, approaches to play and learning, working with diverse families, and related observations/student teaching experiences.

### ASSOCIATE IN APPLIED SCIENCE DEGREE – EARLY CHILDHOOD EDUCATION (A55220)

ACADEMIC TRANSITIONS (REQUIRED)		
<i>CHOOSE ONE:</i>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success and Study Skills (Not Transferable)	ACA 115	1
College Transfer Success	ACA 122	

GENERAL EDUCATION (15-16 SHC REQUIRED)		
<i>English Composition (6 SHC Required)</i>		
<i>REQUIRED:</i>		
Writing and Inquiry	ENG 111	3
<i>CHOOSE ONE:</i>		

Writing/Research in the Disc.	ENG 112	
Professional Research & Reporting	ENG 114	
Public Speaking	COM 231	3
<b>Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
MAT 110, 143, 152, 171		3-4
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 231, 232; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>REQUIRED:</b>		
General Psychology	PSY 150	3
<b>MAJOR COURSES (49 SHC REQUIRED)</b>		
<b>Required Courses (35 SHC Required)</b>		
<b>REQUIRED:</b>		
Intro to Early Childhood Education	EDU 119	4
Child, Family & Community	EDU 131	3
Child Guidance	EDU 146	3
Creative Activities	EDU 151	3

Health, Safety & Nutrition	EDU 153	3
Children with Exceptionalities	EDU 221	3
Language & Literacy Exp.	EDU 280	3
EC Capstone Practicum	EDU 284	4
Child Development I	EDU 144	3
Child Development II	EDU 145	3
Infants, Toddlers & Twos	EDU 234	3
<b>Other Major Courses (14 SHC Required)</b>		
<b>CHOOSE 14 CREDIT HOURS</b>		
Educational Technology	EDU 271	3
School-Age Develop & Programs	EDU 235	3
Observ & Assess in ECE	EDU 162	3
Curriculum Planning	EDU 259	3
Early Childhood Admin I	EDU 261	3
Early Childhood Admin II	EDU 262	3
Issues in Early Childhood Ed	EDU 188	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### DIPLOMA – EARLY CHILDHOOD EDUCATION (D55220)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<b>Description</b>	<b>Title</b>	<b>Credit</b>
College Student Success	ACA 122	1
<b>GENERAL EDUCATION (6 SHC REQUIRED)</b>		

<b>English Composition (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Writing & Inquiry	ENG 111	3
<b>Communications Elective (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		

Writing/Research Disc	ENG 112		
Prof Research & Reporting	ENG 114		3
<b>MAJOR COURSES (38 SHC REQUIRED)</b>			
<i>Required Core Courses (32 SHC Required)</i>			
<b>REQUIRED:</b>			
Intro to Early Childhood Education	EDU 119		4
Child, Family & Community	EDU 131		3
Child Development I	EDU 144		3
Child Development II	EDU 145		3
Child Guidance	EDU 146		3
Creative Activities	EDU 151		3

Health, Safety & Nutrition	EDU 153		3
Children with Exceptionalities	EDU 221		3
Educational Technology	EDU 271		3
Early Child Capstone Practicum	EDU 284		4
<b>Other Major Courses (6 SHC Required)</b>			
<b>REQUIRED:</b>			
School-Age Dev & Program	EDU 235		3
Observe & Assess in Ece	EDU 162		3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>			<b>45</b>
<b>APPROVED FOR AWARDING:</b>			<b>Diploma</b>

#### CERTIFICATE – EARLY CHILDHOOD EDUCATION (C55220CC)

<i>Description</i>	<i>Title</i>	<i>Credit</i>	
<b>REQUIRED:</b>			
Introduction to Early Childhood Education	EDU 119		4
Child Development I	EDU 144		3
Child Development II	EDU 145		3

Child Guidance	EDU 146		3
Creative Activities	EDU 151		3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>			<b>16</b>
<b>APPROVED FOR AWARDING:</b>			<b>Certificate</b>

#### CERTIFICATE – INFANT/TODDLER CARE (C55220IT)

<i>Description</i>	<i>Title</i>	<i>Credit</i>	
<b>REQUIRED:</b>			
Introduction to Early Childhood Education	EDU 119		4
Child, Family, and Community	EDU 131		3
Child Development I	EDU 144		3

Health, Safety, and Nutrition	EDU 153		3
Infants, Toddlers and Twos	EDU 234		3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>			<b>16</b>
<b>APPROVED FOR AWARDING:</b>			<b>Certificate</b>

### CERTIFICATE – SCHOOL-AGE (C55220SA)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Introduction to Early Childhood Education	EDU 119	4
Child Development II	EDU 145	3
Child Guidance	EDU 146	3

Creative Activities	EDU 151	3
School-Age Dev and Program	EDU 235	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>16</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

### SCHOOL-AGE EDUCATION

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice 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.

### ASSOCIATE IN APPLIED SCIENCE DEGREE – SCHOOL-AGE EDUCATION (A55440)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success and Study Skills (Not Transferable)	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<i>English Composition (6 SHC Required)</i>		
<b>REQUIRED:</b>		

Writing and Inquiry	ENG 111	3
<b>CHOOSE ONE:</b>		
Writing/Research in the Disc.	ENG 112	3
Professional Research & Reporting	ENG 114	
<b>Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Quantitative Literacy	MAT 143	3-4
Statistical Methods I	MAT 152	



Pre-Calculus Algebra	MAT 171	
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 231, 232; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
General Psychology	POL 120	
Introduction to Sociology	PSY 150	
American Government	SOC 210	3
<b>MAJOR COURSES (37 SHC REQUIRED)</b>		
<b>Required Core Courses (28 SHC Required)</b>		
<b>REQUIRED:</b>		
Child, Family and Community	EDU 131	3
Classroom Mgmt and Instruction	EDU 163	3
Educational Technology	EDU 271	3
Internship Exp-School-Age	EDU 285	4

Adv. Issues/School-Age	EDU 289	2
Child Development I	EDU 144	3
Child Development II	EDU 145	3
Foundations of Education	EDU 216	4
Children with Exceptionalities	EDU 221	3
<b>Other Major Courses (9 SHC Required)</b>		
<b>REQUIRED:</b>		
School-Age Develop & Programs	EDU 235	3
Healthy Lifestyles -Youth	EDU 158	3
Instruc Strat/Read & Writ	EDU 281	3
<b>ELECTIVES (12 SHC REQUIRED)</b>		
<b>CHOOSE 12 CREDIT HOURS:</b>		
BIO 110, 111; COM 231; HEA 110, 112; HIS 112, 131, 132; PED 110; POL 120; PSY 150; SOC 210		12
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

## HUMAN SERVICES TECHNOLOGY

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, family services, social services, rehabilitation, and other human service agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

ASSOCIATE IN APPLIED SCIENCE DEGREE – HUMAN SERVICES TECHNOLOGY (A45380)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
<b>GENERAL EDUCATION (15-16 SHC REQUIRED)</b>		
<b>English Composition (6 SHC Required)</b>		
<b>REQUIRED:</b>		
Expository Writing	ENG 111	3
Professional Research & Reporting	ENG 114	3
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Introduction to Sociology	SOC 210	3
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 231, 232; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Natural Science/Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111; CHM 151; MAT 110, 152, 171		3-4
<b>MAJOR COURSES (49 SHC REQUIRED)</b>		
<b>Required Core Courses (19 SHC Required)</b>		
<b>REQUIRED:</b>		
Intro to Human Services	HSE 110	3
Group Process I	HSE 112	2
Interviewing Techniques	HSE 123	3
Counseling	HSE 125	3
Human Services Issues	HSE 210	2
Crisis Intervention	HSE 225	3
General Psychology	PSY 150	3
<b>Required Subject Areas (6 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Developmental Psychology	PSY 241	3

Abnormal Psychology	PSY 281	
<b>CHOOSE ONE:</b>		
Sociology of the Family	SOC 213	3
Social Problems	SOC 220	
<b>Other Major Courses (24 SHC Required)</b>		
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
Personal Health/Wellness	HEA 110	3
Interpersonal Relations	HSE 120	3
Case Management	HSE 220	3
Office Procedures	OST 181	3
Substance Abuse	SAB 110	3
Elementary Spanish I	SPA 111	3
Working With Diversity	SWK 113	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

## HEALTHCARE PROGRAMS

### ASSOCIATE DEGREE NURSING

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. The Associate Degree Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). [www.acenursing.org](http://www.acenursing.org)

### ASSOCIATE DEGREE NURSING (A45110)

<b>ACADEMIC TRANSITIONS (1 SCH REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills	ACA 115	1
<b>GENERAL EDUCATION (12 SHC REQUIRED)</b>		
<i>English Composition (6 SHC Required)</i>		
<b>REQUIRED:</b>		
Expository Writing	ENG 111	3
<b>CHOOSE ONE:</b>		
Writing/Research in the Disc.	ENG 112	3
Professional Research & Reporting	ENG 114	
<i>Psychology Elective (3 SHC Required)</i>		
<b>REQUIRED:</b>		
General Psychology	PSY 150	3
<i>Humanities Elective (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115, HUM 115, MUS 110, 112, PHI 215, 240		3
<b>MAJOR COURSES (54 SHC REQUIRED)</b>		

<i>Required Core Courses (43 SHC Required)</i>		
<b>REQUIRED:</b>		
Intro to Health Concepts	NUR 111	8
Health Illness Concepts	NUR 112	5
Family Health Concepts	NUR 113	5
Holistic Health Care Concepts	NUR 114	5
Health Care Concepts	NUR 211	5
Health Systems Concepts	NUR 212	5
Complex Health Concepts	NUR 213	10
<i>Other Major Courses (11 SHC Required)</i>		
<b>REQUIRED:</b>		
Anatomy & Physiology I	BIO 168	4
Anatomy & Physiology II	BIO 169	4
Developmental Psychology	PSY 241	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>67</b>
<b>APPROVED FOR AWARDING:</b>		<b>ADN</b>

## EMERGENCY MEDICAL SCIENCE

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence-based practice under medical oversight, and serve as a link from the scene into the healthcare system. Graduates of this program may be eligible to take state and/or national certification examinations.

Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

ASSOCIATE OF APPLIED SCIENCE – EMERGENCY MEDICAL SCIENCE (A45340)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills	ACA 115	1
<b>GENERAL EDUCATION (16 SHC REQUIRED)</b>		
<b>English Composition (6 SHC Required)</b>		
<b>REQUIRED:</b>		
Writing and Inquiry	ENG 111	3
<b>CHOOSE ONE:</b>		
Writing/Research in the Disc.	ENG 112	3
Professional Research & Reporting	ENG 114	
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>REQUIRED:</b>		
General Psychology	PSY 150	3
<b>Natural Sciences/Mathematics (4 SHC Required)</b>		
<b>REQUIRED:</b>		
Anatomy & Physiology I	BIO 168	4
<b>Humanities (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>MAJOR COURSES (50 SHC REQUIRED)</b>		
<b>Required Core Courses (48 SHC Required)</b>		
<b>REQUIRED:</b>		

EMT	EMS 110	8
Anatomy & Physiology II	BIO 169	4
Survey & Medical Terminology	MED 120	2
EMS Clinical Practicum I	EMS 122	1
Pharmacology	EMS 130	4
Advanced Airway Management	EMS 131	2
Cardiology I	EMS 160	2
Cardiology II	EMS 220	3
EMS Clinical Practicum II	EMS 221	2
EMS Clinical Practicum III	EMS 231	3
Patients w/ Special Challenges	EMS 240	2
EMS Clinical Practicum IV	EMS 241	4
Medical Emergencies	EMS 250	4
Trauma Emergencies	EMS 260	2
Life Span Emergencies	EMS 270	3
EMS Capstone	EMS 285	2
<b>Other Major Courses (2 SHC Required)</b>		
<b>REQUIRED:</b>		
EMS Management	EMS 235	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>67</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

## MEDICAL ASSISTING

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

### ASSOCIATE IN APPLIED SCIENCE DEGREE – MEDICAL ASSISTING (A45400)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills	ACA 115	1
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<i>English Composition (6 SHC Required)</i>		
<b>REQUIRED:</b>		
Writing and Inquiry	ENG 111	3
<b>CHOOSE ONE:</b>		
Writing/Research in the Disc	ENG 112	3
Prof Research & Reporting	ENG 114	
<i>Natural Sciences/Mathematics (3 SHC Required)</i>		
<b>REQUIRED:</b>		
Math Measurement & Literacy	MAT 110	3
<i>Social/Behavioral Sciences (3 SHC Required)</i>		
<b>REQUIRED:</b>		
General Psychology	PSY 150	3
<i>Humanities/Fine Arts (3 SHC Required)</i>		
<b>CHOOSE ONE:</b>		

ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>MAJOR COURSES (50 SHC REQUIRED)</b>		
<i>Required Courses (32 SHC Required)</i>		
<b>REQUIRED:</b>		
Orientation to Med Assist	MED 110	1
Intro to Anatomy & Physiology	MED 116	4
Medical Law & Ethics	MED 118	2
Medical Terminology I	MED 121	3
Medical Terminology II	MED 122	3
Admin Office Proc I	MED 130	2
Admin Office Proc II	MED 131	2
Exam Room Procedures I	MED 140	5
Laboratory Procedures I	MED 150	5
MED Clinical Practicum	MED 260	5

<b>Other Major Courses (18 SHC Required)</b>		
<b>REQUIRED:</b>		
Admin Office Proc III	MED 230	2
Exam Room Procedures II	MED 240	5
Clinical Perspectives	MED 262	1
Med Assisting Overview	MED 264	2

Symptomatology	MED 270	3
Drug Therapy	MED 272	3
Patient Education	MED 276	2
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>66</b>
<b>APPROVED FOR AWADING:</b>		<b>AAS</b>

### LPN TO ADN ONLINE/HYBRID OPTION (A451100L)

The LPN to ADN On-line/Hybrid Option is a unique on-line/hybrid which includes a clinical component. \*Students are selected through a documentation and testing process.

Upon successful completion, the student will graduate with an Associate Degree in Applied Science in Nursing and be eligible to take the National Council Licensure Examination for Registered Nurses.

<b>ACADEMIC TRANSITIONS (1 SCH REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills	ACA 115	1
<b>GENERAL EDUCATION (12 SHC REQUIRED)</b>		
<b>English Composition (6 SHC Required)</b>		
<b>REQUIRED:</b>		
Expository Writing	ENG 111	3
<b>CHOOSE ONE:</b>		
Writing/Research in the Disc.	ENG 112	3
Professional Research & Reporting	ENG 114	
<b>Psychology Elective (3 SHC Required)</b>		
<b>REQUIRED:</b>		
General Psychology	PSY 150	3
<b>Humanities Elective (3 SHC Required)</b>		

<b>CHOOSE ONE:</b>		
ART 111, 114, 115, HUM 115, MUS 110, 112, PHI 215, 240		3
<b>MAJOR COURSES (54 SHC REQUIRED)</b>		
<b>Required Core Courses (46 SHC Required)</b>		
<b>REQUIRED:</b>		
Intro to Health Concepts	NUR 111	8
Health Illness Concepts	NUR 112	5
Family Health Concepts	NUR 113	5
Holistic Health Care Concepts	NUR 114	5
Health Care Concepts	NUR 211	5
LPN to ADN Concepts I	NUR 221	9
LPN to ADN Concepts I	NUR 223	9

<b>Other Major Courses (11 SHC Required)</b>		
<b>REQUIRED:</b>		
Anatomy & Physiology I	BIO 168	4
Anatomy & Physiology II	BIO 169	4
Developmental Psychology	PSY 241	3

<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>69</b>
<b>APPROVED FOR AWARDING:</b>	<b>ADN</b>

\* Admissions criteria and the application process for this program can be found under Program Specific Admissions Requirements in this catalog.

## NURSE AIDE

This curriculum is designed to prepare students for careers in the Health Sciences. Students will complete general education courses that provide a foundation for success in nursing and allied health curricula. Students may select a career pathway that will prepare them for an entry level position in health care. Courses may also provide foundational knowledge needed in the pursuit of advanced health science degrees or programs.

Graduates should qualify for an entry-level job associated with the program major such as Emergency Medical Technician (EMT) or Advanced Emergency Medical Technician (AEMT), Medical Assistant, Nurse Aide, Pharmacy Technician, Phlebotomist, or Massage Therapist dependent upon the selected program major.

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, Approved by the State Board of Community Colleges on October 18, 2013; Editorial Revision 11/12/13; SBCC Revised 11/21/14; Prefix Addition 08/01/15. personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

## DIPLOMA – Health Science: Therapeutic & Diagnostic Services/Nurse Aide (D45970)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<b>Description</b>	<b>Title</b>	<b>Credit</b>
Success & Study Skills	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<b>English Composition (6 SHC Required)</b>		

<b>REQUIRED:</b>		
Writing & Inquiry	ENG 111	3
<b>CHOOSE ONE:</b>		
Writing/Research in the Disc	ENG 112	3
Prof Research & Reporting	ENG 114	
<b>Humanities/Fine Arts (6 SHC Required)</b>		



<b>CHOOSE TWO:</b>		
Art Appreciation	ART 111	6
Art History Survey I	ART 114	
Art History Survey II	ART 115	
Critical Thinking	HUM 115	
Music Appreciation	MUS 110	
Philosophical Issue	PHI 215	
Introduction to Ethics	PHI 240	
<b>Social/Behavioral Science (3 SHC Required)</b>		
<b>REQUIRED:</b>		
General Psychology	PSY 150	3
<b>MAJOR COURSES (30 SHC REQUIRED)</b>		
<b>Required Core Courses (16 SHC Required)</b>		

<b>REQUIRED:</b>		
Nurse Aide I	NAS 101	6
Nurse Aide II	NAS 102	6
First Aid & CPR	HEA 112	2
Survey of Medical Terminology	MED 120	2
<b>Other Major Courses (14 SHC Required)</b>		
<b>REQUIRED:</b>		
Anatomy & Physiology I	BIO 168	4
Anatomy & Physiology II	BIO 169	4
Developmental Psych	PSY 241	3
Introduction to Sociology	SOC 210	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>46</b>
<b>APPROVED FOR AWARDING:</b>		<b>Diploma</b>

#### CERTIFICATE – Nurse Aide (C45840)

<b>Description</b>	<b>Title</b>	<b>Credit</b>
<b>REQUIRED:</b>		
Nurse Aide I	NAS 101	6

Nurse Aide II	NAS 102	6
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

### PRACTICAL NURSING

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual 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 safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

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 physicians' offices.

**DIPLOMA – PRACTICAL NURSING (D45660)**

<b>ACADEMIC TRANSITIONS (1 SCH REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills	ACA 115	1
<b>GENERAL EDUCATION (6 SHC REQUIRED)</b>		
<i>English Composition (3 SHC Required)</i>		
<b>REQUIRED:</b>		
Expository Writing	ENG 111	3
<i>Psychology Elective (3 SHC Required)</i>		
<b>REQUIRED:</b>		
General Psychology	PSY 150	3
<b>MAJOR COURSES (38 SHC REQUIRED)</b>		

<i>Required Core Courses (30 SHC Required)</i>		
<b>REQUIRED:</b>		
Practical Nursing I	NUR 101	11
Practical Nursing II	NUR 102	10
Practical Nursing III	NUR 103	9
<i>Other Major Courses (8 SHC Required)</i>		
<b>REQUIRED:</b>		
Anatomy & Physiology I	BIO 168	4
Anatomy & Physiology II	BIO 169	4
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>45</b>
<b>APPROVED FOR AWARDING:</b>		<b>Diploma</b>

## **PUBLIC SERVICE PROGRAMS**

### **BASIC LAW ENFORCEMENT TRAINING | B.L.E.T.**

The North Carolina Criminal Justice Education and Training Standard Commission mandates the Basic Law Enforcement Training curriculum. Successful completion of the BLET curriculum certificate program requires that the student satisfy the minimum requirements for certification by the Criminal Justice Commission including passing the POPAT course.

Students satisfactorily completing this program should possess at least the minimum degree of general attributes, knowledge, and skills to function as a law enforcement officer.

Job opportunities are available with state, county, and municipal governments in North Carolina. In addition, knowledge, skills, and abilities acquired in this course of study qualify one for job opportunities with private enterprises in such areas as industrial, retail, and private security.

BLET Academy completion gives students experiential credit for CJC131, CJC132, CJC221, CJC225, and CJC231 towards their SCC degree in Criminal Justice Technology.

**CERTIFICATE – BASIC LAW ENFORCEMENT TRAINING (C55120)**

TOPIC	HOURS
<b>REQUIRED:</b>	
CJC 100 Basic Law Enforcement Training	19

<b>TOTAL HOURS:</b>	<b>19</b>
<b>APPROVED FOR AWARDING:</b>	<b>Certificate</b>

**COMMUNITY SPANISH INTERPRETER**

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.

Course work 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 paraprofessional 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.

**ASSOCIATE IN APPLIED SCIENCE DEGREE – COMMUNITY SPANISH INTERPRETER (A55370)**

<b>ACADEMIC TRANSITIONS (1 SHC REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
Description	Title	Credit
Success and Study Skills <i>(Not Transferable)</i>	ACA 115	1
College Transfer Success	ACA 122	

<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition <i>(Not Transferable)</i>	ENG 110	3
Writing and Inquiry	ENG 111	

<b>Communications (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communications	COM 110	3
Public Speaking	COM 231	3
Writing/Research in the Disc	ENG 112	3
Prof Research & Reporting	ENG 114	3
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Natural Science/Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
BIO 110, 111, 112, 140, 168; CHM 151, 152; MAT 110, 143, 152, 171, 172, 263, 271		3-4
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150, 241, 281; SOC 210, 213, 220		3
<b>MAJOR COURSES (51 SHC REQUIRED)</b>		
<b>Required Core Courses (48 SHC Required)</b>		
<b>REQUIRED:</b>		
Elementary Spanish I	SPA 111	3
Elementary Spanish I	SPA 112	3
Spanish for the Workplace	SPA 120	3
Culture & Civilization	SPA 141	3

Cultural Immersion	SPA 161	3
Spanish Lab I	SPA 181	1
Spanish Lab II	SPA 182	1
Intermediate Spanish I	SPA 211	3
Intermediate Spanish II	SPA 212	3
Spanish Phonics/Structure	SPA 215	3
Spanish Conversation	SPA 221	3
Reading & Composition	SPA 231	3
Spanish Lab III	SPA 281	1
Spanish Lab IV	SPA 282	1
Intro to Spanish Interpreter	SPI 113	3
Analytical Skills Spanish	SPI 114	3
Review of Grammar	SPI 213	3
Intro to Translation	SPI 214	3
Work Experience Seminar I	WBL 115	1
<b>CHOOSE ONE:</b>		
Work-Based Learning I	WBL 111	1
Work-Based Learning I	WBL 112	2
<b>Other Major Courses (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>67-68</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

DIPLOMA – COMMUNITY SPANISH INTERPRETER (D55370)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success and Study Skills (Not Transferable)	ACA 115	1
College Student Success	ACA 122	
<b>GENERAL EDUCATION (6 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>REQUIRED:</b>		
Freshman Composition (Not Transferable)	ENG 110	3
Writing & Inquiry	ENG 111	
<b>Communications Elective (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communications	COM 110	3
Public Speaking	COM 231	
Writing/Research Disc	ENG 112	
Prof Research & Reporting	ENG 114	

<b>MAJOR COURSES (30 SHC REQUIRED)</b>		
<b>Required Core Courses (30 SHC Required)</b>		
<b>REQUIRED:</b>		
Elementary Spanish I	SPA 111	3
Elementary Spanish II	SPA 112	3
Intermediate Spanish I	SPA 211	3
Intermediate Spanish II	SPA 212	3
Spanish Conversation	SPA 221	3
Reading & Composition	SPA 231	3
Intro to Spanish Inter.	SPI 113	3
Analytical Skills Spanish Inter.	SPI 114	3
Review of Grammar	SPI 213	3
Intro to Translation	SPI 214	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>37</b>
<b>APPROVED FOR AWARDING:</b>		<b>Diploma</b>

CERTIFICATE – COMMUNITY SPANISH INTERPRETER (C55370SI)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Elementary Spanish I	SPA 111	3
Elementary Spanish II	SPA 112	3
Intermediate Spanish I	SPA 211	3

Intro to Spanish Inter.	SPI 113	3
Analytical Skills Spanish Inter.	SPI 114	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>15</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

**CERTIFICATE – COMMUNITY SPANISH FACILITATOR FOR NATIVE SPANISH SPEAKERS  
(C55370NS)**

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Intro to Spanish Inter.	SPI 113	3
Analytical Skills Spanish Inter.	SPI 114	3

Review of Grammar	SPI 213	3
Intro to Translation	SPI 214	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>12</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>

**CRIMINAL JUSTICE TECHNOLOGY**

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, probation officer associate, probation parole office, correctional officer, and loss prevention specialist.

**ASSOCIATE IN APPLIED SCIENCE DEGREE – CRIMINAL JUSTICE TECHNOLOGY (A55180)**

<b>ACADEMIC TRANSITIONS (1 SHC REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success and Study Skills (Not Transferable)	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition (Not Transferable)	ENG 110	3

Writing and Inquiry	ENG 111	
<b>Communications (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communications	COM 110	3
Public Speaking	COM 231	3
Writing/Research in the Disc	ENG 112	3
Prof Research & Reporting	ENG 114	3
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		

ART 111, 114, 115; ENG 125, 231, 232, 241, 242, 261, 262, 274; HUM 115, 211, 212; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Natural Science/Mathematics (3 SHC Required)</b>		
BIO 110, 111, 112, 140, 168; CHM 151, 152; MAT 110, 143, 152, 171		3-4
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150, 241, 281; SOC 210, 213, 220		3
<b>MAJOR COURSES (40 SHC REQUIRED)</b>		
<b>Required Core Courses (22 SHC Required)</b>		
<b>REQUIRED:</b>		
Intro to Criminal Justice	CJC 111	3
Criminology	CJC 112	3
Juvenile Justice	CJC 113	3
Criminal Law	CJC 131	3
Ethics & Community Relations	CJC 212	3
Investigative Principals	CJC 221	4

Constitutional Law	CJC 231	3
<b>Other Major Courses (18 SHC Required)</b>		
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
Law Enforcement Operations	CJC 121	3
Court Procedures & Evidence	CJC 132	3
Corrections	CJC 141	3
Organizations & Administration	CJC 215	3
Crisis Intervention	CJC 225	3
<b>ELECTIVES (9 SHC REQUIRED)</b>		
<b>CHOOSE 9 CREDIT HOURS:</b>		
BUS 115, 116, 121, 125, 137, 147, 152, 153; EDU 131, 146, 158, 188, 235; EPT 120, 130, 140, 210, 220, 275; HEA 110; HSE 110, 120, 123, 125, 210, 220; POL 120; PSY 150, 241, 281; SOC 210, 213, 220; SPA 111		9
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>65-66</b>
<b>APPROVED FOR AWARDING:</b>		<b>AAS</b>

#### DIPLOMA – CRIMINAL JUSTICE TECHNOLOGY (D55180)

<b>ACADEMIC TRANSITIONS (REQUIRED)</b>		
<b>REQUIRED:</b>		
<b>Description</b>	<b>Title</b>	<b>Credit</b>
College Student Success	ACA 122	1
<b>GENERAL EDUCATION (6 SHC REQUIRED)</b>		
<b>Communications Elective (3 SHC Required)</b>		
<b>REQUIRED:</b>		

Writing and Inquiry	ENG 111	3
<b>Social Sciences Elective (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 151, 252; GEO 111; HIS 111, 112, 121, 122, 131, 132, 221, 229; POL 110, 120; PSY 150, 241, 281; SOC 210, 213, 220		3
<b>MAJOR COURSES (31 SHC REQUIRED)</b>		
<b>Required Core Courses (22 SHC Required)</b>		

Introduction to Criminal Justice	CJC 111	3
Criminology	CJC 112	3
Juvenile Justice	CJC 113	3
Criminal Law*	CJC 131	3
Ethics & Community Relations	CJC 212	3
Investigative Principles*	CJC 221	4
Constitutional Law*	CJC 231	3

<i>Other Major Courses (9 SHC Required)</i>		
<b>REQUIRED:</b>		
Introduction to Computers	CIS 110	3
Court Procedures & Evidence*	CJC 132	3
Corrections	CJC 141	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>38</b>
<b>APPROVED FOR AWARDING:</b>		<b>Diploma</b>
*Courses that may be credited for Basic Law Enforcement Training (BLET) completion.		

### CERTIFICATE – CRIMINAL JUSTICE TECHNOLOGY (C55180)

<i>Description</i>	<i>Title</i>	<i>Credit</i>
<b>REQUIRED:</b>		
Criminal Law*	CJC 131	3
Court Procedures & Evidence*	CJC 132	3
Investigative Principles*	CJC 221	4

Constitutional Law*	CJC 231	3
Crisis Intervention*	CJC 225	3
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>		<b>16</b>
<b>APPROVED FOR AWARDING:</b>		<b>Certificate</b>
*Courses that may be credited for Basic Law Enforcement Training (BLET) completion.		

### EMERGENCY MANAGEMENT

The Emergency Management curriculum is designed to provide students with a foundation of technical and professional knowledge needed for emergency services delivery in local and state government agencies. Study involves both management and technical aspects of law enforcement, fire protection, emergency medical services, and emergency planning.

Course work includes classroom and laboratory exercises to introduce the student to various aspects of emergency preparedness, protection, and enforcement. Students will learn technical and administrative skills such as investigative principles, hazardous materials, codes, standards, emergency agency operations, and finance.

Employment opportunities include ambulance services, fire/rescue agencies, law enforcement agencies, fire marshal offices, industrial firms, educational institutions, emergency management offices, and other government agencies. Employed persons should have opportunities for skilled and supervisory-level positions.



ASSOCIATE IN APPLIED SCIENCE DEGREE – EMERGENCY MANAGEMENT (A55460)

<b>ACADEMIC TRANSITIONS (1 SHC REQUIRED)</b>		
<b>CHOOSE ONE:</b>		
<i>Description</i>	<i>Title</i>	<i>Credit</i>
Success & Study Skills ( <i>Not Transferable</i> )	ACA 115	1
College Transfer Success	ACA 122	
<b>GENERAL EDUCATION (15 SHC REQUIRED)</b>		
<b>English Composition (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Freshman Composition ( <i>Not Transferable</i> )	ENG 110	3
Writing and Inquiry	ENG 111	
<b>Communications (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Intro to Communication	COM 110	
Public Speaking	COM 231	
Writing/Research Disc	ENG 112	3
Prof Research & Reporting	ENG 114	
<b>Humanities/Fine Arts (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ART 111, 114, 115; ENG 125, 231, 232, 241, 242; HUM 115; MUS 110; PHI 215, 240; REL 110, 211, 212, 221		3
<b>Social/Behavioral Sciences (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
ECO 251, 252; HIS 111, 112, 131, 132; POL 120; PSY 150; SOC 210, 220		3
<b>Natural Sciences/Mathematics (3 SHC Required)</b>		
<b>CHOOSE ONE:</b>		

BIO 110, 111, 112, 140/140A, 168; CHM 151, 152; MAT 110, 143, 152, 171		3
<b>MAJOR COURSES (49 SHC REQUIRED)</b>		
<b>Required Core Courses (21 SHC Required)</b>		
<b>REQUIRED:</b>		
Sociology of Disaster	EPT 120	3
Mitigation & Preparedness	EPT 130	3
Emergency Management	EPT 140	3
Response & Recovery	EPT 210	3
Terrorism & Emer. Mgt.	EPT 220	3
Emergency OPS Center Mgt.	EPT 275	3
Local Govt. Finance	FIP 228	3
<b>Technical Core Courses (6 SHC Required)</b>		
<b>CHOOSE ONE:</b>		
Incident Management	EPT 150	3
Crit Inc. Mgt. Public Safety	CJC 170	3
<b>CHOOSE ONE:</b>		
EM Services Law & Ethics	EPT 124	3
Fire Protection Law	FIP 152	3
<b>Other Major Courses (22 SHC Required)</b>		
<b>CHOOSE A TRACK:</b>		
<b>Fire Training Track (22 SCH Required)</b>		
Intro to Fire Protection	FIP 120	3
<i>Credit for Students Certified as NC Firefighter II</i>		
Fire Prevention & Public Ed	FIP 124	3

<i>Credit for Students Certified as NC Fire &amp; Life Safety Educator II</i>		
Detection & Investigation	FIP 128	3
<i>Credit for Students Certified as NC Fire/Arson Investigator</i>		
Inspections & Codes	FIP 136	3
<i>Credit for Students Certified as NC Fire Inspector Standard Level II</i>		
Industrial Fire Protection	FIP 140	3
OSHA Standards	FIP 164	3
HazMat: Operations	FIP 176	4
Fire Fighting Strategies	FIP 220	3
Managing Fire Services	FIP 276	3
<b>EMT/EMS Training Track (22 SCH Required)</b>		
EMT*	EMS 110	8

<i>*Transfer Credit Available for NC EMT/Paramedic Credentials</i>	
<b>CHOOSE additional 14 hours from FIP courses (above) or those listed in General Training Track (below)</b>	
<b>General Training Track (22 SCH Required)</b>	
BUS Dept. Courses: BUS110, BUS137, BUS240	
IT&S Dept. Courses: CIS 110; NET 125, 126, 225; SEC 110, 150, 160	
CJC Dept. Courses: CJC 111, 112, 113, 121, 131, 132, 141, 212, 215, 221, 225, 231	
EMS Dept. Courses: EMS110	
EPT Dept. Courses: EPT 225, 260	
FIP Dept. Courses: FIP120, 124, 128, 136, 140, 164, 176, 220, 276	
POL Dept. Courses: POL110, 120, 220	
SPA Dept. Courses: SPA 111	22
<b>TOTAL SEMESTER HOURS CREDIT FOR PROGRAM:</b>	<b>65</b>
<b>APPROVED FOR AWARDING:</b>	<b>AAS</b>

# COURSE DESCRIPTIONS

## ACADEMIC RELATED (ACA)

<b>Class Title:</b>	ACA 115 Success & Study Skills		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 0	<b>Lab</b> 2	<b>Clinical</b> 0	<b>Credit</b> 1

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

<b>Class Title:</b>	ACA 122 College Transfer Success		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 0	<b>Lab</b> 2	<b>Clinical</b> 0	<b>Credit</b> 1

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and 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. **AA/AS Required Course**

## ACCOUNTING (ACC)

<b>Class Title:</b>	ACC 115 College Accounting		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 3	<b>Lab</b> 2	<b>Clinical</b> 0	<b>Credit</b> 4

This course introduces basic accounting principles for a business. 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>Class Title:</b>	ACC 120 Principles of Financial Accounting		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 3	<b>Lab</b> 2	<b>Clinical</b> 0	<b>Credit</b> 4

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. **Pre-major/Elective, AA/AS**

<b>Class Title:</b>	ACC 121 Principles of Managerial Accounting		
<b>Prerequisites:</b>	ACC 120		
<b>Corequisites:</b>	None		
<b>Class</b> 3	<b>Lab</b> 2	<b>Clinical</b> 0	<b>Credit</b> 4

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. **Pre-major/Elective, AA/AS**

<b>Class Title:</b>	ACC 129 Individual Income Taxes		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 2	<b>Lab</b> 2	<b>Clinical</b> 0	<b>Credit</b> 3

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for

preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

<b>Class Title:</b>	<b>ACC 131 Federal Income Taxes</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>ACC 140 Payroll Accounting</b>		
<b>Prerequisites:</b>	<b>ACC 115 or ACC 120</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>

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 Title:</b>	<b>ACC 150 Accounting Software Applications</b>		
<b>Prerequisites:</b>	<b>ACC 115 or ACC 120</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>

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>Class Title:</b>	<b>ACC 220 Intermediate Accounting I</b>		
<b>Prerequisites:</b>	<b>ACC 120</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

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 extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

<b>Class Title:</b>	<b>ACC 226 Advanced Managerial Accounting</b>		
<b>Prerequisites:</b>	<b>ACC 121</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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.

<b>Class Title:</b>	<b>ACC 267 Fraud Examination</b>		
<b>Prerequisites:</b>	<b>Take ACC-120</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course is an introduction to the investigation techniques used to discover fraudulent activities. Emphasis is placed on the techniques for the detection,

deterrence and prevention of the major types of occupational and management frauds. Upon completion, students should be able to examine relevant fraud cases and apply critical thinking and technology skills used in fraud examination.

## AGRICULTURE (AGR)

<b>Class Title:</b>	<b>AGR 110 Agricultural Economics</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>AGR 150 Ag-O-Metrics</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>AGR 226 Maintenance &amp; Service of Production Facilities</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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 (AHR)

<b>Class Title:</b>	<b>AHR 110 Intro to Refrigeration</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>6</b>	<b>0</b>	<b>5</b>

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. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>AHR 120 HVACR Maintenance</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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>Class Title:</b>	<b>ANS 110 Animal Science</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces the livestock industry. Topics include nutrition, reproduction,

production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>ANS 115 Animal Feeds &amp; Nutrition</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 knowledge of nutritional requirements and feeding practices of farm animals. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>ANS 116 Intro to the Equine Industry</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course provides an introduction to the equine industry. Topics include history, breeds, disciplines, 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>Class Title:</b>	<b>ANS 120 Beef Production</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course provides an introduction to the beef cattle industry. Topics include reproduction, cattle management, marketing, anatomy and physiology, and pasture management (including sustainable practices). Upon completion, students should be able to demonstrate a basic understanding of beef cattle production practices and the economic and environmental impact of the beef cattle industry locally, regionally, state-wide, and internationally. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>ANS 130 Poultry Production</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course provides an introduction to the poultry industry. Topics include anatomy and physiology, reproduction, incubation, environmental issues, and husbandry. Upon completion, students should be able to demonstrate a basic understanding of poultry production and the economic and environmental impact of the poultry industry locally, regionally, state-wide, and internationally. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>ANS 140 Swine Production</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course provides an introduction to the swine industry. Topics include basic skills for breeding, farrowing, nursery, environmental issues, and grower/finisher. Upon completion, students should be able to demonstrate a basic understanding of swine

production practices and the economic and environmental impact of the swine industry locally, regionally, state- wide, and internationally. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>ANS 141 Swine Herd Management</b>		
<b>Prerequisites:</b>	<b>ANS 140</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

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>Class Title:</b>	<b>ANS 150 Animal Health Mgmt.</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces animal diseases and health management. Topics include identification, prevention, management (including integrated pest management), and treatment of diseases. Upon completion, students should be able to recognize disease symptoms, recommend treatments, identify preventive steps, and develop biosecurity procedures. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>ANS 160 Animal Waste Mgmt.</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 Title:</b>	<b>ANS 170 Sheep &amp; Goat Production</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>ANS 193 Selected Topics in Animal Science</b>		
<b>Prerequisites:</b>	<b>Department Chair Approval</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>ANS 210 Livestock Production Issues</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>ANS 212 Livestock Records &amp; Analy.</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 Title:</b>	<b>ANS 213 Animal Reproduction</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 (ART)

<b>Class Title:</b>	<b>ART 111 Art Appreciation</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **UGETC: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	<b>ART 114 Art History Survey I</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **UGETC: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	<b>ART 115 Art History Survey II</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 an historical understanding of art as a product reflective of human social development. **UGETC: Humanities/Fine Arts, AA/AS**

### BANKING AND FINANCE (BAF)

<b>Class Title:</b>	<b>BAF 143 Financial Planning</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course covers the perspectives, principles, and practices of financial planning. Topics include investment, retirement, tax, and estate planning. Upon completion, students should be able to understand the process that looks at a customer's financial picture and recommend strategies to achieve the customer's objectives.

### BIOLOGY (BIO)

<b>Class Title:</b>	<b>BIO 110 Principles of Biology</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>4</b>

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, 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. **UGETC: Natural Sciences, AA**

<b>Class Title:</b>	<b>BIO 111 General Biology I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. **UGETC: Natural Sciences, AA/AS**

<b>Class Title:</b>	<b>BIO 112 General Biology II</b>		
<b>Prerequisites:</b>	<b>BIO 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. **UGETC: Natural Sciences, AS; Gen Ed: Natural Sciences, AA**

<b>Class Title:</b>	<b>BIO 140 Environmental Biology</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **Gen Ed:**

**Natural Sciences, AA/AS**

<b>Class Title:</b>	<b>BIO 140A Environmental Biology Lab</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>BIO 140</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>

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. **Gen Ed: Natural Sciences, AA/AS**

<b>Class Title:</b>	<b>BIO 163 – Basic Anat &amp; Physiology</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>2</b>	<b>0</b>	<b>5</b>

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.

<b>Class Title:</b>	<b>BIO 168 Anatomy and Physiology I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>

**\*NOTE: Pre-Nursing and Nursing students should refer to page 43 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. **Pre-major/Elective, AA/AS**

<b>Class Title:</b>	<b>BIO 169 Anatomy and Physiology II</b>		
<b>Prerequisites:</b>	<b>BIO 168</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 3</b>	<b>Clinical 0</b>	<b>Credit 4</b>

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, 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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	<b>BIO 275 Microbiology</b>		
<b>Prerequisites:</b>	<b>BIO 110 or BIO 111 or BIO 168</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 3</b>	<b>Clinical 0</b>	<b>Credit 4</b>

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. *Pre-major/Elective, AA/AS*

### BLUEPRINT READING (BPR)

<b>Class Title:</b>	<b>BPR 111 Blueprint Reading</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 2</b>

This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or

system. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>BPR 115 Electrical/Fluid Diagrams</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 2</b>

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 an understanding of, and draw sketches and schematics commonly used in industry.

<b>Class Title:</b>	<b>BPR 130 Print Reading-Construction</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

### BUSINESS (BUS)

<b>Class Title:</b>	<b>BUS 110 Introduction to Business</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	<b>BUS 115 Business Law I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>BUS 116 Business Law II</b>		
<b>Prerequisites:</b>	<b>BUS 115</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

<b>Class Title:</b>	<b>BUS 121 Business Math</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>BUS 125 – Personal Finance</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

<b>Class Title:</b>	<b>BUS 137 Principles of Management</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	<b>BUS 147 – Business Insurance</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage.

<b>Class Title:</b>	<b>BUS 152 Human Relations</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 Title:</b>	<b>BUS 153 Human Resource Mgmt.</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>BUS 193 Selected Topics in Business Administration</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>BUS 225 – Business Finance</b>		
<b>Prerequisites:</b>	<b>ACC 120</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to

interpret and apply the principles of financial management.

<b>Class Title:</b>	<b>BUS 240 Business Ethics</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 Title:</b>	<b>BUS 260 Business Communication</b>		
<b>Prerequisites:</b>	<b>ENG 110 or ENG 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 work place.

### CARPENTRY (CAR)

<b>Class Title:</b>	<b>CAR 110 Introduction to Carpentry</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

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>Class Title:</b>	<b>CAR 111 Carpentry I</b>		
<b>Prerequisites:</b>	<b>None</b>		

<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>15</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>8</b>

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.

<b>Class Title:</b>	<b>CAR 112 Carpentry II</b>		
<b>Prerequisites:</b>	<b>CAR 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>15</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>8</b>

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>Class Title:</b>	<b>CAR 113 Carpentry III</b>		
<b>Prerequisites:</b>	<b>CAR 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>9</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>6</b>

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>Class Title:</b>	<b>CAR 114 Residential Building. Codes</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 (CHM)

<b>Class Title:</b>	<b>CHM 092 Fundamentals of Chem.</b>		
<b>Prerequisites:</b>	<b>DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>4</b>

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 Title:</b>	<b>CHM 151 General Chemistry I</b>		
<b>Prerequisites:</b>	<b>DMA 010, DMA 020, DMA 030, DMA 040, and DMA 050</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>4</b>

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, 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. *UGETC: Natural Sciences, AA/AS*

<b>Class Title:</b>	<b>CHM 152 General Chemistry II</b>		
<b>Prerequisites:</b>	<b>CHM 151</b>		
<b>Corequisites:</b>	<b>None</b>		

Class 3	Lab 3	Clinical 0	Credit 4
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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. **UGETC: Natural Sciences, AS; Gen Ed: Natural Sciences, AA**

### COMPUTER INFORMATION SYSTEMS (CIS)

<b>Class Title:</b> CIS 110 Introduction to Computers			
<b>Prerequisites:</b> None			
<b>Corequisites:</b> None			
Class 2	Lab 2	Clinical 0	Credit 3

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. **Gen Ed: Mathematics, AA/AS** *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b> CIS 111 Basic PC Literacy			
<b>Prerequisites:</b> None			
<b>Corequisites:</b> None			
Class 1	Lab 2	Clinical 0	Credit 2

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

<b>Class Title:</b> CIS 115 Intro to Program. & Logic			
<b>Prerequisites:</b> DMA-010, DMA-020, DMA-030, and DMA-040 or MAT 121 or MAT 171			
<b>Corequisites:</b> None			
Class 2	Lab 3	Clinical 0	Credit 3

This course introduces computer programming and problem solving in a structured program logic environment. 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. **Gen Ed: Mathematics, AA/AS**

### CUSTOMER SERVICES TECHNOLOGY (CSV)

<b>Class Title:</b> CSV 110 Intro to Customer Service			
<b>Prerequisites:</b> None			
<b>Corequisites:</b> None			
Class 3	Lab 0	Clinical 0	Credit 3

This course introduces the fundamentals of customer service technology. Topics include retail sales, order entry, credit, collection, authorization services, and fraud control. Upon completion, students should be able to exhibit an extensive vocabulary of customer service terminology and be prepared for advanced study in customer service technology.

### COMPUTER INFORMATION TECHNOLOGY (CTS)

<b>Class Title:</b> CTS 120 Hardware/Software Supp.			
<b>Prerequisites:</b> CIS 110 or CIS 111			
<b>Corequisites:</b> None			
Class 2	Lab 3	Clinical 0	Credit 3

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. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	CTS 130 Spreadsheet		
<b>Prerequisites:</b>	CIS 110 or CIS 111 or OST 137		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
2	2	0	3

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

<b>Class Title:</b>	CTS 285 Systems Analysis & Design		
<b>Prerequisites:</b>	CIS 115		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

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>Class Title:</b>	CTS 289 System Support Project		
<b>Prerequisites:</b>	CTS 285		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
1	4	0	3

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 (CJC)**

<b>Class Title:</b>	CJC 100 Basic Law Enforcement Training		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
9	30	0	19

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. *This is a certificate level course.*

<b>Class Title:</b>	CJC 111 Intro to Criminal Justice		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	CJC 112 Criminology		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

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>Class Title:</b>	<b>CJC 113 Juvenile Justice</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 Title:</b>	<b>CJC 121 Law Enforcement Operations</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	<b>CJC 131 Criminal Law</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>CJC 132 Court Procedure &amp; Evidence</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 Title:</b>	<b>CJC 141 Corrections</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	<b>CJC 170 – Critical Incident Management for Public Safety</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work place violence.



Upon completion, the student should be able to identify and discuss managerial techniques legal issues, and response procedures to critical incidents.

<b>Class Title:</b>	<b>CJC 212 Ethics &amp; Community Relations</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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>Class Title:</b>	<b>CJC 215 Organization &amp; Administration</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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

<b>Class Title:</b>	<b>CJC 221 Investigative Principles</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 4</b>

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>Class Title:</b>	<b>CJC 222 Criminalistics</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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>Class Title:</b>	<b>CJC 225 Crisis Intervention</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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 citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

<b>Class Title:</b>	<b>CJC 231 Constitutional Law</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

The 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 contemporary 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.

### COMMUNICATION (COM)

<b>Class Title:</b>	<b>COM 110 Intro to Communication</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **Gen Ed: Communications, AA/AS**

<b>Class Title:</b>	<b>COM 231 Public Speaking</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 audiovisual support. **Gen Ed: Communications, AA/AS**

### COSMETOLOGY (COS)

<b>Class Title:</b>	<b>COS 111 Cosmetology Concepts I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 112</b>		

<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

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>Class Title:</b>	<b>COS 112 Salon I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 111</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>24</b>	<b>0</b>	<b>8</b>

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>Class Title:</b>	<b>COS 113 Cosmetology Concepts II</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 114</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

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>Class Title:</b>	<b>COS 114 Salon II</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 113</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>24</b>	<b>0</b>	<b>8</b>

This course provides experience in a 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 Title:</b>	<b>COS 115 Cosmetology Concepts III</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 116</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

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>Class Title:</b>	<b>COS 116 Salon III</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 115</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>12</b>	<b>0</b>	<b>4</b>

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>Class Title:</b>	<b>COS 117 Cosmetology Concepts IV</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 118</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

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

<b>Class Title:</b>	<b>COS 118 Salon IV</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 117</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>

<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
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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

<b>Class Title:</b>	<b>COS 121 Manicure/Nail Technology I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>

This course covers techniques of nail technology, hand and arm surface manipulation, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, surface manipulation, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, surface manipulations, decorating and artificial applications in a salon setting.

<b>Class Title:</b>	<b>COS 222 Manicure/Nail Tech II</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS 121</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>

This course covers advanced techniques of nail technology and hand and arm surface manipulation. 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>Class Title:</b>	<b>COS 223 Contemporary Hair Coloring</b>		
<b>Prerequisites:</b>	<b>COS 111 and COS 112</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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>Class Title:</b>	<b>COS 240 Contemporary Design</b>		
<b>Prerequisites:</b>	<b>COS 111 and COS 112</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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.

<b>Class Title:</b>	<b>COS 271 Instructor Concepts I</b>		
<b>Prerequisites:</b>	<b>Cosmetology license and 6 months exp. as licensed cosmetologist</b>		
<b>Corequisites:</b>	<b>COS 272</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>50</b>	<b>0</b>	<b>0</b>	<b>5</b>

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 Title:</b>	<b>COS 272 Instructor Practicum I</b>		
<b>Prerequisites:</b>	<b>Cosmetology license and 6 months exp. as licensed cosmetologist</b>		
<b>Corequisites:</b>	<b>COS 271</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>

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>Class Title:</b>	<b>COS 273 Instructor Concepts II</b>		
<b>Prerequisites:</b>	<b>COS 271 and COS 272</b>		
<b>Corequisites:</b>	<b>COS 274</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

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>Class Title:</b>	<b>COS 274 Instructor Practicum II</b>		
<b>Prerequisites:</b>	<b>COS 271 and COS 272</b>		
<b>Corequisites:</b>	<b>COS 273</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>

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.

### CONSTRUCTION (CST)

<b>Class Title:</b>	<b>CST 131 OSHA/Safety/Certification</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>CST 221 Statics/Structures</b>		
<b>Prerequisites:</b>	<b>Take One Set:</b> Set 1: MAT-121 and ARC-112 Set 2: MAT-121 and CAR-112 Set 3: MAT-121 and CST-112 Set 4: MAT-171 and ARC-112 Set 5: MAT-171 and CAR-112 Set 6: MAT-171 and CST-112		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>3</b>	<b>Class</b> <b>3</b>	<b>Lab</b> <b>3</b>

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>Class Title:</b>	<b>CST 241 Planning/Estimating I</b>		
<b>Prerequisites:</b>	<b>Take One:</b> <b>BPR 130, MAT 121, or MAT 171</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course covers the procedures involved in planning and estimating a construction/building project. Topics include performing quantity take-offs of materials necessary for a building project. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs involved in a construction project. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

### COMPUTER TECH INTEGRATION (CTI)

<b>Class Title:</b>	<b>CTI 110 Web, Pgm, &amp; Db Foundation</b>		
<b>Prerequisites:</b>	<b>None</b>		

<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.

### DATABASE MANAGEMENT (DBA)

<b>Class Title:</b>	<b>DBA 110 Database Concepts</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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.

<b>Class Title:</b>	<b>DMA 010 Operations with Integers</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>0.75</b>	<b>Lab</b> <b>0.50</b>	<b>Class</b> <b>0.75</b>	<b>Lab</b> <b>0.50</b>

This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean Theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions. *Competencies and Student Learning*

Outcomes are listed in the Combined Course Library of the NC Community College System.

<b>Class Title:</b>	<b>DMA 020 Fractions and Decimals</b>		
<b>Prerequisites:</b>	<b>DMA 010</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>0.75</b>	<b>Lab</b> <b>0.50</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>1</b>

This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>DMA 030</b> <b>Proportion/Ratio/Rate/Percent</b>		
<b>Prerequisites:</b>	<b>DMA 010 and DMA 020</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>0.75</b>	<b>Lab</b> <b>0.50</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>1</b>

This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>DMA 040 Expressions/Linear Equations/Inequalities</b>		
<b>Prerequisites:</b>	<b>DMA 010, DMA 020, and DMA 030</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>0.75</b>	<b>Lab</b> <b>0.50</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>1</b>

This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>DMA 050 Graphs/Equations of Lines</b>		
<b>Prerequisites:</b>	<b>DMA 010, DMA 020, DMA 030, and DMA 040</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>0.75</b>	<b>Lab</b> <b>0.50</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>1</b>

This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>DMA 060 Polynomial/Quadratic Applications</b>		
<b>Prerequisites:</b>	<b>DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>0.75</b>	<b>Lab</b> <b>0.50</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>1</b>

This course provides a study of problems involving algebraic representations of quadratic equations. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications.

*Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	DMA 065 Algebra for Precalculus		
<b>Prerequisites:</b>	DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
1.5	1	0	2

This course provides a study of problems involving algebraic representations of quadratic, rational, and radical equations. Topics include simplifying polynomial, rational, and radical expressions and solving quadratic, rational, and radical equations. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic and rational applications. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	DMA 070 Rational Expressions/ Equations		
<b>Prerequisites:</b>	DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA 060		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
0.75	0.50	0	1

This course provides a study of problems involving algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	DMA 080 Radical Expressions/ Equations		
<b>Prerequisites:</b>	DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA 060, and DMA-070		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
0.75	0.50	0	1

This course provides a study of problems involving algebraic representations of the manipulation of radical expressions and the application of radical equations. Topics include simplifying and performing operations with radical expressions and rational exponents, solving radical equations, and determining the reasonableness of a solution. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

#### DEVELOPMENTAL READING/ENGLISH (DRE)

<b>Class Title:</b>	DRE 096 Integrated Writing		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
2.5	1	0	3

This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile™ range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.* ™ = Registered Trademark

<b>Class Title:</b>	DRE 097 Integrated Reading and Writing II		
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<b>Prerequisites:</b>	DRE 096		
<b>Corequisites:</b>	None		
<b>Class</b> 2.5	<b>Lab</b> 1	<b>Clinical</b> 0	<b>Credit</b> 3

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile™ range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.* ™ = Registered Trademark

<b>Class Title:</b>	DRE 098 Integrated Reading and Writing III		
<b>Prerequisites:</b>	DRE 097		
<b>Corequisites:</b>	None		
<b>Class</b> 2.5	<b>Lab</b> 1	<b>Clinical</b> 0	<b>Credit</b> 3

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile™ range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.* ™ = Registered Trademark

## DRAMA/THEATRE (DRA)

<b>Class Title:</b>	DRA 130 – Acting I		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 0	<b>Lab</b> 6	<b>Clinical</b> 0	<b>Credit</b> 3

This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble.

<b>Class Title:</b>	DRA 140 – Stagecraft I		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 0	<b>Lab</b> 6	<b>Clinical</b> 0	<b>Credit</b> 3

This course introduces the theory and basic construction of stage scenery and properties. Topics include stage carpentry, scene painting, stage electrics, properties, and backstage organization. Upon completion, students should be able to pursue vocational and avocational roles in technical theatre.

## DRAFTING (DFT)

<b>Class Title:</b>	DFT 117 Technical Drafting		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 1	<b>Lab</b> 2	<b>Clinical</b> 0	<b>Credit</b> 2

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>Class Title:</b>	DFT 119 Basic CAD		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b> 1	<b>Lab</b> 2	<b>Clinical</b> 0	<b>Credit</b> 2

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 (ECO)

<b>Class Title:</b>	<b>ECO 151 Survey of Economics</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course, for those who have not received credit for ECO 251 or 252, 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.

<b>Class Title:</b>	<b>ECO 251 Principles of Microeconomics</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces economic analysis of individual, business, and industry 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 efficiently achieve economic objectives. **UGETC: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>ECO 252 Principles of Macroeconomics</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **UGETC: Social/Behavioral Sciences, AA/AS**

### EDUCATION (EDU)

<b>Class Title:</b>	<b>EDU 119 Intro to Early Childhood Education</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

<b>Class Title:</b>	<b>EDU 131 Child, Family &amp; Community</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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, supporting, 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.

<b>Class Title:</b>	<b>EDU 144 Child Development I</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

<b>Class Title:</b>	<b>EDU 145 Child Development II</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

<b>Class Title:</b>	<b>EDU 146 Child Guidance</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>

<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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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.

<b>Class Title:</b>	<b>EDU 151 Creative Activities</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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.

<b>Class Title:</b>	<b>EDU 153 Health, Safety, &amp; Nutrition</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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.

<b>Class Title:</b>	<b>EDU 158 Healthy Lifestyles – Youth</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces the topics of health, safety, nutrition, physical activities and environments for the school-age child/youth that promote development, fitness and healthy lifestyles. Topics include the use of physical and nutritional/cooking activities (indoor/outdoor, teacher-directed/youth-directed) appropriate for youth developing typically/atypically; safe/healthy menu planning; safe/healthy environmental design, assessment and supervision. Upon completion, students should be able to plan/facilitate safe/healthy physical and nutritional/cooking activities, discuss safety policies/regulations and identify health/safety/nutritional needs of youth.

<b>Class Title:</b>	<b>EDU 162 Observe &amp; Assess in ECE</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces the research, benefits, goals, and ethical considerations associated with observation and assessment in Early Childhood environments. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and use assessments to enhance programming and collaboration for children and families.

<b>Class Title:</b>	<b>EDU 163 Classroom Management &amp; Instruction</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		

<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course covers management and instructional techniques with school-age populations. 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 Title:</b>	<b>EDU 188 Issues in Early Childhood Education</b>		
<b>Prerequisites:</b>	<b>DRE 097</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

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 Title:</b>	<b>EDU 216 Foundations of Education</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

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.

<b>Class Title:</b>	<b>EDU 221 Children with Exceptionalities</b>		
<b>Prerequisites:</b>	<b>DRE 098, EDU 144 and EDU 145</b>		

<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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/professionals to plan/implement, and promote best practice.

<b>Class Title:</b>	<b>EDU 234 Infants, Toddlers &amp; Twos</b>		
<b>Prerequisites:</b>	<b>DRE 098, EDU 119</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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>Class Title:</b>	<b>EDU 235 School-Age Dev. &amp; Program</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles 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>Class Title:</b>	<b>EDU 243 – Learning Theory</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>DRE-098</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

<b>Class Title:</b>	<b>EDU 244 – Human Growth/Development</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>DRE-098</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course introduces lateral entry teachers to theories and ages and stages related to human growth and development from birth through adolescence. Emphasis is placed on development through the stages of a child's life in the areas of physical, emotional, social, intellectual, and moral development. Upon completion, students should be able to identify and describe milestones of each stage in all areas of development and discuss factors that influence growth.

<b>Class Title:</b>	<b>EDU 245 – Policies and Procedures</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>DRE-098</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of

command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

<b>Class Title:</b>	<b>EDU 259 Curriculum Planning</b>		
<b>Prerequisites:</b>	<b>DRE 098, EDU 119</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

<b>Class Title:</b>	<b>EDU 261 Early Childhood Admin I</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>EDU 119</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 program 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.

<b>Class Title:</b>	<b>EDU 262 Early Childhood Admin II</b>		
<b>Prerequisites:</b>	<b>DRE 098, EDU 261</b>		
<b>Corequisites:</b>	<b>EDU 119</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course focuses on advocacy/leadership,

public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/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.

<b>Class Title:</b>	<b>EDU 271 Educational Technology</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>EDU 280 Language &amp; Literacy Exp.</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 Title:</b>	<b>EDU 281 Instructional Strategies/ Reading &amp; Writing</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.

<b>Class Title:</b>	<b>EDU 284 Early Childhood Capstone Prac.</b>		
<b>Prerequisites:</b>	<b>DRE 098, EDU 119, EDU 144 EDU 145, EDU 146, EDU 151</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>9</b>	<b>Class</b> <b>1</b>	<b>Lab</b> <b>9</b>

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>Class Title:</b>	<b>EDU 285 Internship Expo-School Age</b>		
<b>Prerequisites:</b>	<b>DRE 098, EDU 144, EDU 145 EDU 163, EDU 216</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>9</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>4</b>

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 environments 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 indicated by assignments and onsite faculty visits.

<b>Class Title:</b>	<b>EDU 289 Adv. Issues/School Age</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

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.

#### ELECTRICAL (ELC)

<b>Class Title:</b>	<b>ELC 111 Intro to Electricity</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics 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>Class Title:</b>	<b>ELC 113 Basic Wiring I</b>		
<b>Prerequisites:</b>	<b>None</b>		

<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>6</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>4</b>

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print 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 residential electrical installations. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>ELC 117 Motors and Controls</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>6</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>4</b>

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>ELC 128 Into to PLC</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>3</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 understand basic PLC systems and

create simple programs. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

### EMERGENCY MEDICAL SCIENCE (EMS)

<b>Class Title:</b>	<b>EMS 110 – EMT</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>6</b>	<b>Lab</b> <b>6</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>8</b>

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

<b>Class Title:</b>	<b>EMS 122 – EMS Clinical Practicum I</b>		
<b>Prerequisites:</b>	<b>EMS 110</b>		
<b>Corequisites:</b>	<b>EMS 130</b>		
<b>Class</b> <b>0</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>3</b>	<b>Credit</b> <b>1</b>

This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with fundamental paramedic level skills.

<b>Class Title:</b>	<b>EMS 130 – Pharmacology I for EMS</b>		
<b>Prerequisites:</b>	<b>EMS 110</b>		
<b>Corequisites:</b>	<b>EMS 120 and EMS 131</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

This course introduces the fundamental principles of pharmacology and medication administration and is required for intermediate and paramedic certification. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug calculations, legislation, and administration routes. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.

<b>Class Title:</b>	<b>EMS 131 – Advanced Airway Management</b>		
<b>Prerequisites:</b>	<b>EMS 110</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

<b>Class Title:</b>	<b>EMS 140 – Rescue Scene Management</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 3</b>	<b>Clinical 0</b>	<b>Credit 2</b>

This course introduces rescue scene management. Topics include response to hazardous material conditions, incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

<b>Class Title:</b>	<b>EMS 140A – Rescue Scene Skills Lab</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>EMS 140</b>		
<b>Class 0</b>	<b>Lab 3</b>	<b>Clinical 0</b>	<b>Credit 1</b>

This course is designed to provide enhanced rescue scene skills for EMS providers. Emphasis is placed on advanced rescue scene evolutions including hazardous materials and major incident response. Upon completion, students should be able to demonstrate skills necessary to safely effect patients rescue in a variety of situations.

<b>Class Title:</b>	<b>EMS 160 - Cardiology</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 3</b>	<b>Clinical 0</b>	<b>Credit 2</b>

This course introduces the study of

cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms.

### EMERGENCY PREPAREDNESS (EPT)

<b>Class Title:</b>	<b>EPT 120 Sociology of Disaster</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course is designed to overview sociological disaster research, disaster systems, and alternative research approaches. Topics include human and organizational behaviors, long disaster impact on communities, disaster warning, and evacuation considerations. Upon completion, students should be able to assess and predict the impact of disaster-related human behavior.

<b>Class Title:</b>	<b>EPT 124 – EM Services Law &amp; Ethics</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers federal and state laws that affect emergency service personnel in the event of a natural disaster or terrorist incident. Topics include initial response and long-term management strategies, with an emphasis on legal and ethical considerations and coordination between local, state, and federal agencies. Upon completion, students should have an understanding of the role of private industry, government agencies, public policies, and federal/state declarations of disasters in emergency situations.

<b>Class Title:</b>	<b>EPT 130 Mitigation and Preparedness</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course introduces the mitigation and preparation techniques and methods



necessary to minimize the impact of natural, technological, and man-made disasters. Topics include hazard identification and mapping, design and construction applications, financial incentives, insurance, structural controls, preparation, planning, assessment, implementation, and exercises. Upon completion students should be able to develop a mitigation and preparedness plan.

<b>Class Title:</b>	<b>EPT 140 – Emergency Management</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

<b>Class Title:</b>	<b>EPT 150 – Incident Management</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course introduces the National Incident Management System (NIMS). Topics include integrating command and control systems, maintaining communication within command and control systems, and using NIMS procedures. Upon completion, students should be able to demonstrate knowledge of key concepts necessary for operating within the National Incident Management System.

<b>Class Title:</b>	<b>EPT 210 – Response and Recovery</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers the four phases of emergency management: mitigation,

preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

<b>Class Title:</b>	<b>EPT 220 – Terrorism and Emergency Management</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topics include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident.

<b>Class Title:</b>	<b>EPT 225 – Hazard Analysis / Risk Assessment</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers the probability and frequency of hazards, level of hazard exposure, and the effect or cost, both direct and indirect, of this exposure. Topics include identifying and characterizing hazards, evaluating hazard severity and frequency, estimating risks, and determining potential societal and economic effects. Upon completion, students should be able to identify the potential hazards and risks within a community.

<b>Class Title:</b>	<b>EPT 260 – Business Continuity</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers emergency preparedness techniques necessary to maintain business continuity. Topics include critical processes, planning, risk assessment, impact analysis, mitigation strategies, response, recovery and resumption activities. Upon completion, students should be able to demonstrate a working knowledge of the partnership between business and emergency response.

<b>Class Title:</b>	<b>EPT 275 – Emergency OPS Center Management</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course provides students with the knowledge and skills to effectively manage and operate an emergency operations center (EOC) during crisis situations. Topics include properly locating and designing an EOC, staffing, training and briefing EOC personnel, and how to operate an EOC. Upon completion, students should be able to demonstrate how to set up and operate an effective emergency operations center.

<b>Class Title:</b>	<b>EMS 220 – Cardiology II</b>		
<b>Prerequisites:</b>	<b>EMS 122, EMS 130, and EMS 160</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve-lead ECG, cardiac pharmacology, and patient care. Upon completion, students should be able to assess and treat patients utilizing American Heart Association guidelines.

<b>Class Title:</b>	<b>EMS 221 – EMS Clinical Practicum II</b>		
<b>Prerequisites:</b>	<b>EMS 122 and EMS 130</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on

increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

<b>Class Title:</b>	<b>EMS 231 – EMS Clinical Practicum III</b>		
<b>Prerequisites:</b>	<b>EMS 130 and EMS 221</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>0</b>	<b>9</b>	<b>3</b>

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.

<b>Class Title:</b>	<b>EMS 235 – EMS Management</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.

<b>Class Title:</b>	<b>EMS 240 – Patient with Special Challenges</b>		
<b>Prerequisites:</b>	<b>EMS 122 and EMS 130</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and

manage the care of patients with special challenges.

<b>Class Title:</b>	<b>EMS 241 – EMS Clinical Practicum IV</b>		
<b>Prerequisites:</b>	<b>EMS 130 and EMS 231</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>0</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>12</b>	<b>Credit</b> <b>4</b>

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.

<b>Class Title:</b>	<b>EMS 250 – Medical Emergencies</b>		
<b>Prerequisites:</b>	<b>EMS 122 and EMS 130</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>4</b>

This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.

<b>Class Title:</b>	<b>EMS 260 – Trauma Emergencies</b>		
<b>Prerequisites:</b>	<b>EMS 122 and EMS 130</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of

the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.

<b>Class Title:</b>	<b>EMS 270 – Life Span Emergencies</b>		
<b>Prerequisites:</b>	<b>EMS-122 and EMS-130</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.

<b>Class Title:</b>	<b>EMS 280 – EMS Bridging Course</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Emphasis is placed on patient assessment, advanced electrocardiography utilizing the twelve-lead ECG, advanced pharmacology, the appropriate intervention and treatment of multi-system injuries/disorders, ethics, and NC laws and rules. Upon completion, students should be able to perform advanced patient assessment and practice skills.

<b>Class Title:</b>	<b>EMS 285 – EMS Capstone</b>		
<b>Prerequisites:</b>	<b>EMS 220, EMS 250, and EMS 260</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills,

and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.

**ENGLISH (ENG)**

<b>Class Title:</b>	<b>ENG 111 Writing and Inquiry</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. **UGETC: English Composition, AA/AS**

<b>Class Title:</b>	<b>ENG 112 Writing/Research in the Disciplines</b>		
<b>Prerequisites:</b>	<b>ENG 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. **UGETC: English Composition, AA/AS**

<b>Class Title:</b>	<b>ENG 114 Professional Research &amp; Reporting</b>		
<b>Prerequisites:</b>	<b>ENG 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **Gen Ed: English Composition, AA/AS**

<b>Class Title:</b>	<b>ENG 125 Creative Writing I</b>		
<b>Prerequisites:</b>	<b>ENG 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others.

<b>Class Title:</b>	<b>ENG 231 American Literature I</b>		
<b>Prerequisites:</b>	<b>ENG 112, ENG 113, or ENG 114</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course covers selected works in American literature from its beginnings 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 analyze and interpret literary works in their historical and cultural contexts. **UGETC: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	<b>ENG 232 American Literature II</b>		
<b>Prerequisites:</b>	<b>ENG 112, ENG 113, or ENG 114</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 analyze and interpret literary works in their historical and cultural contexts. **UGETC: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	ENG 241 British Literature I		
<b>Prerequisites:</b>	ENG 112, ENG 113, or ENG 114		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

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.  
**UGETC: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	ENG 242 British Literature II		
<b>Prerequisites:</b>	ENG 112, ENG 113, or ENG 114		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

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.  
**Gen Ed: Humanities/Fine Arts, AA/AS**

### FIRE PROTECTION (FIP)

<b>Class Title:</b>	FIP 120 – Intro to Fire Protection		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

This course provides an overview of the development, methods, systems and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related subjects. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.

<b>Class Title:</b>	FIP 124 – Fire Prevention and Public Education		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>

3	0	0	3
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This course introduces fire prevention concepts as they relate to community and industrial operations referenced in NFPA standard 101. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group.

<b>Class Title:</b>	FIP 128 – Detection and Investigation		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

This course covers procedures for determining the origin and cause of accidental and incendiary fires referenced in NFPA standard 921. Topics include collection and preservation of evidence, detection and determination of accelerants, courtroom procedure and testimony, and documentation of the fire scene. Upon completion, students should be able to conduct a competent fire investigation and present those findings to appropriate officials or equivalent.

<b>Class Title:</b>	FIP 136 – Inspection and Codes		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

This course covers the fundamentals of fire and building codes and procedures to conduct an inspection referenced in NFPA standard 1730. Topics include review of fire and building codes, writing inspection reports, identifying hazards, plan reviews, site sketches, and other related topics. Upon completion, students should be able to conduct a fire code compliance inspection and produce a written report.

<b>Class Title:</b>	FIP 140 – Industrial Fire Protection		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

This course covers fire protection systems in

industrial facilities referenced in NFPA standard 1. Topics include applicable health and safety standards, insurance carrier regulations, other regulatory agencies, hazards of local industries, fire brigade operation, and loss prevention programs. Upon completion, students should be able to plan and evaluation an industrial facility's fire protection program.

<b>Class Title:</b>	<b>FIP 152 – Fire Protection Law</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection.

<b>Class Title:</b>	<b>FIP 164 – OSHA Standards</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course covers public and private sector OSHA work site requirements referenced in NFPA standard 1250. Emphasis is placed on accident prevention and reporting, personal safety, machine operations, and hazardous material handling. Upon completion, students should be able to analyze and interpret specific OSHA regulations and write workplace policies designed to achieve compliance.

<b>Class Title:</b>	<b>FIP 176 – HazMat: Operations</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

This course is designed to increase first responder awareness of the type, nature, physiological effects of, and defensive techniques for mitigation of HazMat incidents. Topics include recognition, identification, regulations and standards, zoning, resource usage, defensive operations,

and other related topics. Upon completion, students should be able to recognize and identify the presence of hazardous materials and use proper defensive techniques for incident mitigation.

<b>Class Title:</b>	<b>FIP 180 – Wildland Fire Behavior</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course covers the principles of wildland fire behavior and meteorology referenced in NFPA standard 1143. Emphasis is placed on fire calculations, fuels, and related weather effects. Upon completion, students should be able to demonstrate and apply fire behavior theories through written and performance evaluations.

<b>Class Title:</b>	<b>FIP 220 – Fire Fighting Strategies</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		

This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector referenced in NFPA standards 1561, 1710, and 1720. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations.

<b>Class Title:</b>	<b>FIP 228 – Local Government Finance</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, audits, and the economic climate. Upon completion, students should be able to comprehend the importance of finance as it applies to the operations of a department.

<b>Class Title:</b>	<b>FIP 256 – Municipal Public Relations</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course is a general survey of municipal public relations and their effect on the governmental process referenced in NFPA standard 1035. Topics include principles of public relations, press releases, press conferences, public information officers, image surveys, and the effects of perceived service on fire protection delivery. Upon completion, students should be able to manage public relations functions of organizations which meet elements of NFPA 1021 for Fire Officer I and II.

<b>Class Title:</b>	<b>FIP 260 – Fire Protect Planning</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers the need for a comprehensive approach to fire protection planning referenced in NFPA standards 424 and 1620. Topics include the planning process, using an advisory committee, establishing goals and objectives, and techniques used to approve and implement a plan. Upon completion, students should be able to demonstrate a working knowledge of the concepts and principles of planning as it relates to fire protection.

<b>Class Title:</b>	<b>FIP 276 – Managing Fire Services</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement, management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles.

## GEOGRAPHY (GEO)

<b>Class Title:</b>	<b>GEO 111 World Regional Geography</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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. **Gen Ed: Social/Behavioral Sciences, AA/AS**

## HEALTH (HEA)

<b>Class Title:</b>	<b>HEA 110 Personal Health/Wellness</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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. **Pre-major/Elective, AA/AS**

<b>Class Title:</b>	<b>HEA 112 First Aid &amp; CPR</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 1</b>	<b>Credit 2</b>

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. **Pre-major/Elective, AA/AS**

## HISTORY (HIS)

<b>Class Title:</b>	<b>HIS 111 World Civilizations I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **UGETC: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>HIS 112 World Civilizations II</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **UGETC: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>HIS 121 Western Civilization I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **Gen Ed: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>HIS 122 Western Civilization II</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **Gen Ed: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>HIS 131 American History I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **UGETC: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>HIS 132 American History II</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **UGETC: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>HIS 221 African-American History</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. *Pre- major/Elective, AA/AS*

**HUMAN SERVICES (HSE)**

<b>Class Title:</b>	<b>HSE 110 – Intro to Human Services</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.

<b>Class Title:</b>	<b>HSE 112 – Group Process I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.

<b>Class Title:</b>	<b>HSE 120 – Interpersonal Relations</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces the interpersonal and communication skills used in helping relationships and professions. Topics include self-understanding; growth techniques;

assertive, passive, and aggressive behaviors; and effective communications in the helping role. Upon completion, students should be able to demonstrate skills for effective communications in helping relationships which promote understanding of self, other people, and personal growth.

<b>Class Title:</b>	<b>HSE 123 – Interviewing Techniques</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.

<b>Class Title:</b>	<b>HSE 125 - Counseling</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.

<b>Class Title:</b>	<b>HSE 210 – Human Services Issues</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical

experiences with emerging trends in the field.

<b>Class Title:</b>	<b>HSE 220 – Case Management</b>		
<b>Prerequisites:</b>	<b>HSE 110</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.

<b>Class Title:</b>	<b>HSE 225 – Crisis Intervention</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.

#### HUMANITIES (HUM)

<b>Class Title:</b>	<b>HUM 115 Critical Thinking</b>		
<b>Prerequisites:</b>	<b>DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	<b>HUM 180 – Internat Cultural Explor</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

This course provides a framework for students to visit, examine, and analyze a country/region outside the United States to learn about the place and people. Emphasis is placed on the distinctive cultural characteristics of a country or region. Upon completion, students should be able to identify similarities/differences, analyze causes/effects, and clearly articulate the impact of one or more cultural elements.

<b>Class Title:</b>	<b>HUM 211 Humanities I</b>		
<b>Prerequisites:</b>	<b>ENG 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	<b>HUM 212 Humanities II</b>		
<b>Prerequisites:</b>	<b>ENG 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

#### HYDRAULICS (HYD)

<b>Class Title:</b>	<b>HYD 110</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>

2	3	2	3
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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. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

### INDUSTRIAL SCIENCE (ISC)

<b>Class Title:</b>	<b>ISC 112 Industrial Safety</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class 2</b>	<b>Lab 0</b>	<b>Work 0</b>	<b>Credit 2</b>

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

### INFORMATION SYSTEMS SECURITY (SEC)

<b>Class Title:</b>	<b>SEC 110 Security Concepts</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class 2</b>	<b>Lab 2</b>	<b>Work 0</b>	<b>Credit 3</b>

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>Class Title:</b>	<b>SEC 150 Secure Communication</b>		
<b>Prerequisites:</b>	Set 1: SEC-110 and NET-110 OR Set 2: SEC-110 and NET-125		
<b>Corequisites:</b>	None		
<b>Class 2</b>	<b>Lab 2</b>	<b>Work 0</b>	<b>Credit 3</b>

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>Class Title:</b>	<b>SEC 160 Security Administration I</b>		
<b>Prerequisites:</b>	Set 1: SEC-110 and NET-110 OR Set 2: SEC-110 and NET-125		
<b>Corequisites:</b>	None		
<b>Class 2</b>	<b>Lab 2</b>	<b>Work 0</b>	<b>Credit 3</b>

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 Title:</b>	<b>SEC 210 Intrusion Detection</b>		
<b>Prerequisites:</b>	SEC 160		
<b>Corequisites:</b>	None		
<b>Class 2</b>	<b>Lab 2</b>	<b>Work 0</b>	<b>Credit 3</b>

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>Class Title:</b>	<b>SEC 220 Defense-In-Depth</b>		
<b>Prerequisites:</b>	<b>SEC 160</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>

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>Class Title:</b>	<b>SEC 289 Security Capstone Project</b>		
<b>Prerequisites:</b>	<b>SEC 220</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>4</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>

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.

### MATHEMATICS (MAT)

<b>Class Title:</b>	<b>MAT 001 Math Skills Support</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>MAT 171</b>		
<b>Class</b> <b>0</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>1</b>

This course provides opportunities for students to build a stronger foundation for success in their corequisite math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the co-requisite math course. Upon completion, students should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's co-requisite math

course.

<b>Class Title:</b>	<b>MAT 050 Basic Math Skills</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>4</b>

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>Class Title:</b>	<b>MAT 110 Math Measurement &amp; Literacy</b>		
<b>Prerequisites:</b>	<b>DMA 010, DMA 020, and DMA 030</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

<b>Class Title:</b>	<b>MAT 143 Quantitative Literacy</b>		
<b>Prerequisites:</b>	<b>DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 and DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth,

personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. **UGETC: Mathematics, AA; Gen Ed: Mathematics, AS**

<b>Class Title:</b>	<b>MAT 152 Statistical Methods I</b>		
<b>Prerequisites:</b>	<b>DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 and DRE 098</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. **UGETC: Mathematics, AA; Gen Ed: Mathematics, AS**

<b>Class Title:</b>	<b>MAT 171 Precalculus Algebra</b>		
<b>Prerequisites:</b>	<b>DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 DMA 060, DMA 070, and DMA 080</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to

algebra-related problems with and without technology. **UGETC: Mathematics, AA/AS**

<b>Class Title:</b>	<b>MAT 172 Precalculus Trigonometry</b>		
<b>Prerequisites:</b>	<b>MAT 171</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. **UGETC: Mathematics, AS; Gen Ed: Mathematics, AA**

<b>Class Title:</b>	<b>MAT 263 Brief Calculus</b>		
<b>Prerequisites:</b>	<b>MAT 171</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include 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. **UGETC: Mathematics, AS; Gen Ed: Mathematics, AA**

<b>Class Title:</b>	<b>MAT 271 Calculus I</b>		
<b>Prerequisites:</b>	<b>MAT 172</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental

functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. *UGETC: Mathematics, AS; Gen Ed: Mathematics, AA*

<b>Class Title:</b>	<b>MAT 272 – Calculus II</b>		
<b>Prerequisites:</b>	<b>MAT 271</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.

<b>Class Title:</b>	<b>MAT 273 – Calculus III</b>		
<b>Prerequisites:</b>	<b>MAT 272</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology.

### MECHANICAL (MEC)

<b>Class Title:</b>	<b>MEC 111 Machine Processes I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>

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 manufacture simple parts to specified tolerance.

<b>Class Title:</b>	<b>MEC 112 Machine Processes II</b>		
<b>Prerequisites:</b>	<b>MEC 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>MEC 128 - Machining Processes</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>

This course covers programming, setup, and operations of CNC turning, milling, and other CNC machines. Topics include programming formats, control functions, program editing, and part production and inspection. Upon completion, students should be able to manufacture simple parts using CNC machines.

<b>Class Title:</b>	<b>MEC 130 Mechanisms</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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 ASSISTING (MED)

<b>Class Title:</b>	<b>MED 110 - Orientation to Med Assist</b>		
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<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class 1</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 1</b>

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

<b>Class Title:</b>	MED 120		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class 2</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 2</b>

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.

<b>Class Title:</b>	MED 116 – Introduction to A & P		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class 3</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 4</b>

This course introduces basic anatomy and physiology. Emphasis is placed on the relationship between body structure and function and the procedures common to health care. Upon completion, students should be able to identify body system components and functions relating this knowledge to the delivery of health care.

<b>Class Title:</b>	MED 118 – Medical Law and Ethics		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class 2</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 2</b>

This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is

placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

<b>Class Title:</b>	MED 121 – Medical Terminology I		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

<b>Class Title:</b>	MED 122 – Medical Terminology II		
<b>Prerequisites:</b>	MED 121		
<b>Corequisites:</b>	None		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

<b>Class Title:</b>	MED 130 – Admin Office Proc I		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 2</b>

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical



environment.

<b>Class Title:</b>	<b>MED 131 – Admin Office Proc II</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 2</b>

This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

<b>Class Title:</b>	<b>MED 140 – Exam Room Procedures I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 4</b>	<b>Clinical 0</b>	<b>Credit 5</b>

This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.

<b>Class Title:</b>	<b>MED 150 – Laboratory Procedures I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 4</b>	<b>Clinical 0</b>	<b>Credit 5</b>

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

<b>Class Title:</b>	<b>MED 230 – Admin Office Procedures III</b>		
<b>Prerequisites:</b>	<b>MED 131</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>

<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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This course provides advanced medical office administrative procedures. Emphasis is placed on management skills including personnel supervision, practice management, public relations, and insurance coding. Upon completion, students should be able to exhibit advanced managerial medical assisting skills.

<b>Class Title:</b>	<b>MED 240 – Exam Room Procedures I</b>		
<b>Prerequisites:</b>	<b>MED 140</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 4</b>	<b>Clinical 0</b>	<b>Credit 5</b>

This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.

<b>Class Title:</b>	<b>MED 260 – MED Clinical Practicum</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 0</b>	<b>Lab 0</b>	<b>Clinical 15</b>	<b>Credit 5</b>

This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.

<b>Class Title:</b>	<b>MED 262 – Clinical Perspectives</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 1</b>

This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in



the medical facility.

<b>Class Title:</b>	<b>MED 264 – Med Assisting Overview</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

<b>Class Title:</b>	<b>MED 270 – Symptomatology</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

<b>Class Title:</b>	<b>MED 272 – Drug Therapy</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.

<b>Class Title:</b>	<b>MED 276 – Patient Education</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>

This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.

#### MARKETING AND RETAILING (MKT)

<b>Class Title:</b>	<b>MKT 120 Principles of Marketing</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 (MNT)

<b>Class Title:</b>	<b>MNT 110 Intro to Maint Procedures</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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. *Competencies and Student Learning Outcomes*

are listed in the Combined Course Library of the NC Community College System.

<b>Class Title:</b>	<b>MNT 111 Maintenance Practices</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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 Title:</b>	<b>MNT 150 Basic Building Maintenance</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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>Class Title:</b>	<b>MNT 220 Rigging and Moving</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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>Class Title:</b>	<b>MNT 230 Pumps &amp; Piping Systems</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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 (MUS)

<b>Class Title:</b>	<b>MUS 110 Music Appreciation</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **UGETC: Humanities/Fine Arts, AA/AS**

### NETWORKING TECHNOLOGY (NET)

<b>Class Title:</b>	<b>NET 125 Networking Basics</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>NET 126 Routing Basics</b>		
<b>Prerequisites:</b>	<b>NET 125</b>		
<b>Corequisites:</b>	<b>None</b>		

<b>Class 1</b>	<b>Lab 4</b>	<b>Work 0</b>	<b>Credit 3</b>
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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.

<b>Class Title:</b>	<b>NET 225 Routing &amp; Switching I</b>		
<b>Prerequisites:</b>	<b>NET 126</b>		
<b>Corequisites:</b>	<b>None</b>		

<b>Class 1</b>	<b>Lab 4</b>	<b>Work 0</b>	<b>Credit 3</b>
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This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in prerequisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

<b>Class Title:</b>	<b>NET 226 Routing &amp; Switching II</b>		
<b>Prerequisites:</b>	<b>NET 225</b>		
<b>Corequisites:</b>	<b>None</b>		

<b>Class 1</b>	<b>Lab 4</b>	<b>Work 0</b>	<b>Credit 3</b>
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This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and

describe the Spanning Tree protocol.

## NETWORK OPERATING SYSTEMS (NOS)

<b>Class Title:</b>	<b>NOS 110 Operating Systems Concepts</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

<b>Class 2</b>	<b>Lab 3</b>	<b>Work 0</b>	<b>Credit 3</b>
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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>Class Title:</b>	<b>NOS 120 Linux/UNIX Single User</b>		
<b>Prerequisites:</b>	<b>NOS 110</b>		
<b>Corequisites:</b>	<b>None</b>		

<b>Class 2</b>	<b>Lab 2</b>	<b>Work 0</b>	<b>Credit 3</b>
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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>Class Title:</b>	<b>NOS 130 Windows Single User</b>		
<b>Prerequisites:</b>	<b>NOS 110</b>		
<b>Corequisites:</b>	<b>None</b>		

<b>Class 2</b>	<b>Lab 2</b>	<b>Work 0</b>	<b>Credit 3</b>
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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 Title:</b>	<b>NOS 230 Windows Administration I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

### NURSING ASSISTANT (NAS)

<b>Class Title:</b>	<b>NAS 101 Nurse Aide I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>4</b>	<b>Clinical</b> <b>3</b>	<b>Credit</b> <b>6</b>

This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.

<b>Class Title:</b>	<b>NAS 102 Nurse Aide II</b>		
<b>Prerequisites:</b>	<b>NAS 101</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>6</b>	<b>Credit</b> <b>6</b>

This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II

Registry.

### NURSING (NUR)

<b>Class Title:</b>	<b>NUR 101 Practical Nursing I</b>		
<b>Prerequisites:</b>	<b>Admission to PN Diploma Program</b>		
<b>Corequisites:</b>	<b>BIO 168, PSY 150, ACA 115</b>		
<b>Class</b> <b>7</b>	<b>Lab</b> <b>6</b>	<b>Clinical</b> <b>6</b>	<b>Credit</b> <b>11</b>

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 assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

<b>Class Title:</b>	<b>NUR 102 Practical Nursing II</b>		
<b>Prerequisites:</b>	<b>NUR 101</b>		
<b>Corequisites:</b>	<b>BIO 169, ENG 111</b>		
<b>Class</b> <b>7</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>9</b>	<b>Credit</b> <b>10</b>

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

<b>Class Title:</b>	<b>NUR 103 Practical Nursing III</b>		
<b>Prerequisites:</b>	<b>NUR 102</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>6</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>9</b>	<b>Credit</b> <b>9</b>

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is

placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

<b>Class Title:</b>	<b>NUR 111 Intro to Health Concepts</b>		
<b>Prerequisites:</b>	<b>Admission to ADN Degree Program</b>		
<b>Corequisites:</b>	<b>BIO 168, PSY 150, ACA 115</b>		
<b>Class</b> <b>4</b>	<b>Lab</b> <b>6</b>	<b>Clinical</b> <b>6</b>	<b>Credit</b> <b>8</b>

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>Class Title:</b>	<b>NUR 112 Health-Illness Concepts</b>		
<b>Prerequisites:</b>	<b>NUR 111, NUR 113</b>		
<b>Corequisites:</b>	<b>BIO 169, PSY 241</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>6</b>	<b>Credit</b> <b>5</b>

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-base, 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 Title:</b>	<b>NUR 113 Family Health Concepts</b>		
<b>Prerequisites:</b>	<b>NUR 111</b>		
<b>Corequisites:</b>	<b>BIO 169, PSY 241</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>

<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
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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 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>Class Title:</b>	<b>NUR 114 Holistic Health Concepts</b>		
<b>Prerequisites:</b>	<b>NUR 111, 112, 113, 211</b>		
<b>Corequisites:</b>	<b>ENG 111</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>6</b>	<b>Credit</b> <b>5</b>

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>Class Title:</b>	<b>NUR 211 Health Care Concepts</b>		
<b>Prerequisites:</b>	<b>NUR 111, 112, 113</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>6</b>	<b>Credit</b> <b>5</b>

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 Title:</b>	<b>NUR 212 Health System Concepts</b>		
<b>Prerequisites:</b>	<b>NUR 111, 112, 113, 114, 211</b>		
<b>Corequisites:</b>	<b>ENG 111</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>6</b>	<b>Credit</b> <b>5</b>

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>Class Title:</b>	<b>NUR 213 Complex Health Concepts</b>		
<b>Prerequisites:</b>	<b>NUR 111, 112, 113, 114, 211, 212</b>		
<b>Corequisites:</b>	<b>ENG 112 or 114, HUM/FA Elective</b>		
<b>Class</b> <b>4</b>	<b>Lab</b> <b>3</b>	<b>Clinical</b> <b>15</b>	<b>Credit</b> <b>10</b>

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of 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.

<b>Class Title:</b>	<b>NUR 221 – LPN to ADN Concepts I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>6</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>9</b>	<b>Credit</b> <b>9</b>

This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and

professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>Class Title:</b>	<b>NUR 223 – LPN to ADN Concepts II</b>		
<b>Prerequisites:</b>	<b>NUR 221</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>6</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>9</b>	<b>Credit</b> <b>9</b>

This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.

#### OFFICE SYSTEMS TECHNOLOGY (OST)

<b>Class Title:</b>	<b>OST 080 Keyboarding Literacy</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

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.

<b>Class Title:</b>	<b>OST 131 Keyboarding</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

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.

<b>Class Title:</b>	<b>OST 132 Keyboarding</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

This course is designed to increase speed and improve accuracy in keyboarding. 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.

<b>Class Title:</b>	<b>OST 133 Advanced Keyboard Skill Building</b>		
<b>Prerequisites:</b>	<b>OST 132</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>1</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>2</b>

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.

<b>Class Title:</b>	<b>OST 134 Text Entry &amp; Formatting</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course is designed to provide 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.

<b>Class Title:</b>	<b>OST 136 Word Processing</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course is designed to introduce 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>Class Title:</b>	<b>OST 137 Office Software Application</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>2</b>	<b>Lab</b> <b>2</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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>Class Title:</b>	<b>OST 141 Med Office Terms I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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 Title:</b>	<b>OST 142 Med Office Terms II</b>		
<b>Prerequisites:</b>	<b>OST 141</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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>Class Title:</b>	<b>OST 148 Medical Coding, Billing, and Insurance</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 insurance claim.

<b>Class Title:</b>	<b>OST 149 Medical Legal Issues</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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.

<b>Class Title:</b>	<b>OST 164 Text Editing Applications</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>OST 181 Intro to Office Systems</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>OST 184 Records Management</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>OST 223 Admin Office Transcript I</b>		
<b>Prerequisites:</b>	<b>Set 1: OST-134 and OST-164 OR Set 2: OST-136 and OST-164</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents.

<b>Class Title:</b>	<b>OST 233 Office Publications Design</b>		
<b>Prerequisites:</b>	<b>OST 136</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>OST 236 Adv. Word/Information Processing</b>		
<b>Prerequisites:</b>	<b>OST 136</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 2</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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>Class Title:</b>	<b>OST 243 Medical Office Simulation</b>		
<b>Prerequisites:</b>	<b>OST 148</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 2</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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 Title:</b>	<b>OST 247 Procedure Coding</b>		
<b>Prerequisites:</b>	<b>MED 121 OR OST 141</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 2</b>

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

<b>Class Title:</b>	<b>OST 248 Diagnostic Coding</b>		
<b>Prerequisites:</b>	<b>MED 121 OR OST 141</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 2</b>

This course provides an in-depth study of

diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

<b>Class Title:</b>	<b>OST 284 Emerging Technologies</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 2</b>

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>Class Title:</b>	<b>OST 286 Professional Development</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 3</b>	<b>Lab 0</b>	<b>Clinical 0</b>	<b>Credit 3</b>

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

<b>Class Title:</b>	<b>OST 289 Administrative Office Mgt.</b>		
<b>Prerequisites:</b>	<b>Set 1: OST-134 and OST-164 OR Set 2: OST-136 and OST-164</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 2</b>	<b>Lab 2</b>	<b>Clinical 0</b>	<b>Credit 3</b>

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 (PED)**

<b>Class Title:</b>	<b>PED 110 Fit and Well for Life</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>

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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	<b>PED 111 Physical Fitness I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>

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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	<b>PED 113 – Aerobics I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed 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.

<b>Class Title:</b>	<b>PED 117 Weight Training I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>

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. *Pre-major/Elective, AA/AS*

<b>Class Title:</b>	<b>PED 122 – Yoga I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>

This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga.

<b>Class Title:</b>	<b>PED 125 – Self-Defense: Beginning</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>

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.

**PHILOSOPHY (PHI)**

<b>Class Title:</b>	<b>PHI 215 Philosophical Issues I</b>		
<b>Prerequisites:</b>	<b>ENG 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 critically evaluate the philosophical components of an issue. *UGETC: Humanities/Fine Arts, AA/AS*

<b>Class Title:</b>	<b>PHI 240 Introduction to Ethics</b>		
<b>Prerequisites:</b>	<b>ENG 111</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. **UGETC: Humanities/Fine Arts, AA/AS**

### PLUMBING (PLU)

<b>Class Title:</b>	<b>PLU 111 Intro to Basic Plumbing</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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 (POL)

<b>Class Title:</b>	<b>POL 110 Intro to Political Science</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **Gen Ed: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>POL 120 American Government</b>		
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<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. **UGETC: Social/Behavioral Sciences, AA/AS**

### PSYCHOLOGY (PSY)

<b>Class Title:</b>	<b>PSY 150 General Psychology</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **UGETC: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>PSY 241 Developmental Psychology</b>		
<b>Prerequisites:</b>	<b>PSY 150</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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. **Gen Ed: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	<b>PSY 281 Abnormal Psychology</b>		
<b>Prerequisites:</b>	<b>PSY 150</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **Gen\Ed: Social/Behavioral Sciences, AA/AS**

### RELIGION (REL)

<b>Class Title:</b>	<b>REL 110 World Religions</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	<b>REL 211 Intro to Old Testament</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	<b>REL 212 Into to New Testament</b>		
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<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	<b>REL 221 Religion in America</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

### REAL ESTATE (RLS)

<b>Class Title:</b>	<b>RLS 220 Real Estate Inv Analysis</b>		
<b>Prerequisites:</b>	<b>Take BUS-225</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Clinical</b> <b>0</b>	<b>Credit</b> <b>3</b>

This course introduces techniques necessary to compare alternative real estate investments. Topics include analysis of positive and negative cash flows, risk and return, acquisition, ownership, disposition of real property, and tax considerations. Upon completion, students should be able to select from alternative investment opportunities.

### SOCIAL WORK (SWK)

<b>Class Title:</b>	<b>SWK 113 – Working with Diversity</b>		
<b>Prerequisites:</b>	<b>None</b>		

<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

### SOCIOLOGY (SOC)

<b>Class Title:</b>	SOC 210 Introduction to Sociology		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

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. **UGETC: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	SOC 213 Sociology of the Family		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

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. **Gen Ed: Social/Behavioral Sciences, AA/AS**

<b>Class Title:</b>	SOC 220 Social Problems		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		

<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
3	0	0	3

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. **Gen Ed: Social/Behavioral Sciences, AA/AS**

### SPANISH (SPA)

<b>Class Title:</b>	SPA 111 Elementary Spanish I		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
3	0	0	3

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	SPA 112 Elementary Spanish II		
<b>Prerequisites:</b>	SPA 111		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
3	0	0	3

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. **Gen Ed: Humanities/Fine Arts, AA/AS**

<b>Class Title:</b>	SPA 120 Spanish for the Workplace		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		

<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>
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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>Class Title:</b>	<b>SPA 141 Culture and Civilization</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Corequisites:</b>	<b>None</b>

<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>
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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.

<b>Class Title:</b>	<b>SPA 161 Cultural Immersion</b>
<b>Prerequisites:</b>	<b>SPA 111</b>
<b>Corequisites:</b>	<b>None</b>

<b>Class</b> <b>2</b>	<b>Lab</b> <b>3</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>
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This course explores Hispanic culture through intensive study on campus and field experience in a host country or comparable area within the United States. 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.

<b>Class Title:</b>	<b>SPA 181 Spanish Lab 1</b>
<b>Prerequisites:</b>	<b>None</b>
<b>Corequisites:</b>	<b>None</b>

<b>Class</b> <b>0</b>	<b>Lab</b> <b>2</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>1</b>
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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.

<b>Class Title:</b>	<b>SPA 182 Spanish Lab 2</b>
<b>Prerequisites:</b>	<b>SPA 111</b>
<b>Corequisites:</b>	<b>None</b>

<b>Class</b> <b>0</b>	<b>Lab</b> <b>2</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>1</b>
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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 increasing proficiency to spoken and written Spanish and demonstrate cultural awareness.

<b>Class Title:</b>	<b>SPA 211 Intermediate Spanish I</b>
<b>Prerequisites:</b>	<b>SPA 112</b>
<b>Corequisites:</b>	<b>None</b>

<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>
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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. *Gen Ed: Humanities/Fine Arts, AA/AS*

<b>Class Title:</b>	<b>SPA 212 Intermediate Spanish II</b>
<b>Prerequisites:</b>	<b>SPA 211</b>
<b>Corequisites:</b>	<b>None</b>

<b>Class</b> <b>3</b>	<b>Lab</b> <b>0</b>	<b>Work</b> <b>0</b>	<b>Credit</b> <b>3</b>
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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.

<b>Class Title:</b>	<b>SPA 215 Spanish Phonetics/Structure</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 languages.

<b>Class Title:</b>	<b>SPA 221 Spanish Conversation</b>		
<b>Prerequisites:</b>	<b>SPA 212</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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.

<b>Class Title:</b>	<b>SPA 231 Reading and Composition</b>		
<b>Prerequisites:</b>	<b>SPA 212</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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.

<b>Class Title:</b>	<b>SPA 281 Spanish Lab 3</b>		
<b>Prerequisites:</b>	<b>SPA 182</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>

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.

<b>Class Title:</b>	<b>SPA 282 Spanish Lab 4</b>		
<b>Prerequisites:</b>	<b>SPA 282</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>

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.

### SPANISH INTERPRETER (SPI)

<b>Class Title:</b>	<b>SPI 113 Intro to Spanish Interpreting</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>SPI 114 Ana. Skills Spanish Inter.</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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>Class Title:</b>	<b>SPI 213 Review of Grammar</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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 Title:</b>	<b>SPI 214 Intro to Translation</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

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.

### SUBSTANCE ABUSE (SAB)

<b>Class Title:</b>	<b>SAB 110 – Substance Abuse Overview</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.

### WEB TECHNOLOGIES (WEB)

<b>Class Title:</b>	<b>WEB 110 Internet/Web Fundamentals</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

### WELDING (WLD)

<b>Class Title:</b>	<b>WLD 110 Cutting Processes</b>		
<b>Prerequisites:</b>	None		
<b>Corequisites:</b>	None		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

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. *Competencies and Student Learning Outcomes are listed in*



*the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>WLD 112 Basic Welding Processes</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 3</b>	<b>Work 0</b>	<b>Credit 2</b>

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>Class Title:</b>	<b>WLD 115 SMAW (Stick) Plate</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 2</b>	<b>Lab 9</b>	<b>Work 0</b>	<b>Credit 5</b>

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. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>WLD 116 SMAW (Stick) Plate/Pipe</b>		
<b>Prerequisites:</b>	<b>WLD 115</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 9</b>	<b>Work 0</b>	<b>Credit 4</b>

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>Class Title:</b>	<b>WLD 121 GMAW (MIG) FCAW/Plate</b>		
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<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 2</b>	<b>Lab 6</b>	<b>Work 0</b>	<b>Credit 4</b>

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. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>WLD 122 GMAW (MIG) Plate/Pipe</b>		
<b>Prerequisites:</b>	<b>WLD 121</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 6</b>	<b>Work 0</b>	<b>Credit 3</b>

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>Class Title:</b>	<b>WLD 131 GTAW (TIG) Plate</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 2</b>	<b>Lab 6</b>	<b>Work 0</b>	<b>Credit 4</b>

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. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>WLD 132 GTAW (TIG) Plate/Pipe</b>		
<b>Prerequisites:</b>	<b>WLD 131</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 6</b>	<b>Work 0</b>	<b>Credit 3</b>

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>Class Title:</b>	<b>WLD 141 Symbols &amp; Specifications</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 2</b>	<b>Lab 2</b>	<b>Work 0</b>	<b>Credit 3</b>

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. *Competencies and Student Learning Outcomes are listed in the Combined Course Library of the NC Community College System.*

<b>Class Title:</b>	<b>WLD 145 Thermoplastic Welding</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 3</b>	<b>Work 0</b>	<b>Credit 2</b>

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>Class Title:</b>	<b>WLD 151 Fabrication I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>

<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining 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>Class Title:</b>	<b>WLD 215 SMAW (Stick) Pipe</b>		
<b>Prerequisites:</b>	<b>WLD 115 OR WLD 116</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 9</b>	<b>Work 0</b>	<b>Credit 4</b>

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>Class Title:</b>	<b>WLD 221 GMAW (MIG) Pipe</b>		
<b>Prerequisites:</b>	<b>WLD 122</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 6</b>	<b>Work 0</b>	<b>Credit 3</b>

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 Title:</b>	<b>WLD 261 Certification Practices</b>		
<b>Prerequisites:</b>	<b>WLD 115, WLD 121, WLD 131</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class 1</b>	<b>Lab 3</b>	<b>Work 0</b>	<b>Credit 2</b>

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>Class Title:</b>	<b>WLD 262 Inspection &amp; Testing</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

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.

<b>Class Title:</b>	<b>WLD 265 –Automated Welding/Cutting</b>		
<b>Prerequisites:</b>	<b>WLD 110 and WLD 121</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>

This course introduces automated welding equipment and processes. Topics include setup, programming, and operation of automated welding and cutting equipment. Upon completion, students should be able to set up, program, and operate automated welding and cutting equipment.

### WORK-BASED LEARNING (WBL)

<b>Class Title:</b>	<b>WBL 110 World of Work</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.

<b>Class Title:</b>	<b>WBL 112 Work-Based Learning I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>

This course provides a work-based learning 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 Title:</b>	<b>WBL 115 Work-Based Learning Seminar I</b>		
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>Take One: WBL-111, WBL-112, WBL-113 OR WBL-114</b>		
<b>Class</b>	<b>Lab</b>	<b>Work</b>	<b>Credit</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

This course description is defined by academic department.

# ADMISSIONS

## GENERAL ADMISSIONS

Sampson Community College (SCC) adheres to the open-door admissions policy of the North Carolina Community College System (NCCCS). The College will admit any person who is a legal resident of the United States and who is a high school graduate, a GED® or adult high school equivalency diploma recipient, or who is at least 18 years of age. Accreditation of a secondary school located in North Carolina that a person has attended is not a factor affecting admission to the College or to any program of study, scholarships, or other educational activity at the community college. This policy is pursuant to 1D SBCCC 400.2.

Admissions requirements are consistent for all students seeking to enter courses or programs offered by the College. All students enrolling in an associate degree or diploma program of study at SCC must be a high school graduate, possess a GED®, or adult equivalency diploma. 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 SBCCC 02C.0301 of the State Board of Community Colleges Code.

## GENERAL ADMISSIONS REQUIREMENTS

1. **Application for Admission:** Prospective students must complete an application for admission, including a residency determination through North Carolina's Residency Determination Service. The SCC admissions application can be accessed and submitted online at: [www.cfnc.org](http://www.cfnc.org). Please visit the SCC Admissions page at [www.sampsoncc.edu](http://www.sampsoncc.edu) for more information.
2. **Official Transcripts:** Applicants should request for official transcripts to be sent to the SCC Admissions Office. An official transcript showing high school graduation or GED® completion is required for all students seeking financial aid. Transcripts from other colleges or universities attended are required to verify prerequisite coursework and for transfer credit review.

- 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 a 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. Adult High School Equivalency Diploma: Applicants who have successfully completed an Adult High School Equivalency program or GED® program should request for their scores to 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 or going online to [www.MyGED.com](http://www.MyGED.com).
  - 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 from other colleges or universities attended are required to verify prerequisite coursework and for transfer credit review.
  - d. Official transcripts from non-US schools must be translated and evaluated by any member agency associated with the National Association of Credential Evaluation Services (NACES). Please visit [www.naces.org](http://www.naces.org) for more information.
3. **Placement Testing**: When applicants do not demonstrate college readiness through specified multiple measures or waiver criteria, the College requires all diploma and degree seeking students to complete the NC Diagnostic Assessment for Placement (NCDAP). Test results are used to determine students' readiness for college-level courses. There is no charge for taking the placement test. Students who meet acceptable criteria for a waiver may be exempt from taking the test (See Placement Test Waiver). Prospective students who have not completed the NCDAP or other approved entry assessment (ASSET, ACCUPLACER, COMPASS) within the past five years must contact the Admissions office at: (910) 592-8084 to schedule a test date.
  4. **Admissions Interview**: As part of the admissions process, students meet with a counselor to review placement test scores (if applicable) and determine an appropriate program of study. Admissions interviews are completed after students finish the placement test or by appointment.

#### READMISSION TO THE COLLEGE

Students who have not been enrolled in curriculum courses for one calendar year or longer will be readmitted under the catalog current at the time of readmission. Returning students must complete an updated application for admission, including a residency statement and an updated medical history form. An admissions interview will also be required to meet with a counselor and update or change program

information. Official transcripts not on record will be needed to verify prerequisite coursework.

#### PROVISIONAL STUDENTS

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

#### SPECIAL CREDIT STUDENTS

Special credit students enroll in curriculum courses for credit but are not working toward earning a degree, diploma, or certificate. Special credit students must meet all prerequisites before registering for a course. All requirements for general admission must be completed before a special credit student can be admitted to a program of study. Special credit students may earn up to 15 credit hours prior to acceptance into a curriculum program. Additional credit hours may be accepted at the discretion of the division chair of the program the student plans to enter. Special credit status does not qualify for federal financial aid.

#### HOME SCHOOL STUDENTS

Home school graduates must meet all established general admission requirements to enter a degree or diploma programs. The home school must be authorized to operate in North Carolina. Official high school transcripts documenting credit earned and the date of graduation are required. Official transcripts must be issued by the chief administrator of the home school and show the school's name and address. Home school students interested in taking curriculum courses before graduation should contact the Admissions Office to obtain information about Career and College Promise (CCP) opportunities and eligibility.

#### ADMISSION OF NON-HIGH SCHOOL GRADUATES

While SCC advises all prospective students to earn a high school diploma or high school equivalency diploma prior to enrollment, non-graduates who are legal residents of the United States and at least 18 years of age may be admitted to certificate programs. Students who have not completed a high school diploma or equivalent 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 high school equivalency is required for certificate completers who wish to enter diploma or degree programs.

## ADMISSION OF UNDOCUMENTED IMMIGRANTS

In accordance with amended regulations prescribed by the State Board of Community Colleges, undocumented immigrants may enroll as specified:

An undocumented immigrant, any immigrant who is not lawfully present in the United States, must have attended or graduated from a United States high school, private high school or home school that operates in compliance with state or local law. An undocumented immigrant with a diploma from an Adult High School located in the United States that operates in compliance with state or local law is also eligible to be admitted. All undocumented immigrants must be admitted as out-of-state student for tuition purposes whether or not they reside in North Carolina. Undocumented immigrant students are not eligible for federal financial aid.

## CAREER AND COLLEGE PROMISE FOR HIGH SCHOOL STUDENTS

The Career and College Promise (CCP) program provides structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential as well as provide entry-level job skills.

Prospective students seeking to take college courses through CCP must meet the eligibility requirements set by the State and demonstrate the level of behavioral maturity expected for the adult educational setting. All students enrolled in college courses are required to observe the College's policies on attendance, academic integrity, and the student code of conduct. Interested applicants should contact the CCP Coordinator in Student Services or their high school guidance counselor.

To view the CCP Operating Procedures, please visit the North Carolina Community Colleges website: <http://www.nccommunitycolleges.edu/academic-programs/career-college-promise>.

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 SBCCC 02C.0301 of the State Board of Community Colleges Code.

# RESIDENCY

## RESIDENCY CLASSIFICATION

The state of North Carolina substantially subsidizes the cost of tuition for all students whose domicile, or permanent legal residence, is in North Carolina. Since it first became a state, North Carolina has abided by the philosophy that an educated public is necessary to a democratic government and that the State, therefore, has an obligation to provide for the education of its people. Article IX, Section 9, of the State Constitution states "The General Assembly shall provide that the benefits of the University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense". Therefore, while North Carolina welcomes out-of-state students it considers the privilege of providing a reduced in-state tuition rate to be a taxpayer benefit. Among other benefits provided only to students who meet the domiciliary requirements is eligibility for consideration for State-sponsored programs of student financial aid to help pay for college expenses. The same rules that govern residency determination for in-state tuition are also applicable to the residency status for State aid programs at both public institutions and independent colleges and universities. For decades the determination of residency has resided on the campus where the tuition benefit and/or the State aid was administered.

In 2013 the NC General Assembly became concerned about inconsistency in residency determinations across institutions of higher education in North Carolina. The General Assembly legislatively directed UNC General Administration (GA), the NC Community College System (NCCCS), the NC State Education Assistance Authority (SEAA) and the NC Independent Colleges and Universities (NCICU) to create a centralized, uniform process for determining residency for tuition purposes and for administration of state financial aid. This centralized process is known as the Residency Determination Service (RDS). In order for a student to receive the benefits of in-state tuition and/or State student aid a residency determination from RDS is required. A student generally only has to complete the RDS one time instead of seeking separate residency determinations at multiple colleges and universities. To learn more about residency and complete a determination go to [www.NCresidency.org](http://www.NCresidency.org).

Regulations concerning residency classification for tuition purposes are set forth in detail in the [Residency Determination Service \(RDS\) Guidebook](#).

## 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 even when the employee does not meet the requirements for in-state tuition.

2. Out-of-state members of the armed forces and the dependent relatives of such members who are stationed at a North Carolina base are eligible to be charged the in-state tuition rate under. The student must submit appropriate documentation prior to initial enrollment and re-enrollment each successive academic year.

#### IN-STATE TUITION FOR VETERANS

For veterans, the 12-month residency requirement for in-State tuition is waived for any veteran who meets all of the following criteria:

- Served active duty for at least 90 days in the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.
- Was discharged or released under conditions other than dishonorable.
- Qualifies for and uses federal educational benefits under either the Montgomery G.I. Bill® Active Duty Education Program or the Post -9/11 Educational Assistance.
- Qualifies for admission to the community college.
- Enrolls within 3 years of the veteran's discharge or release.
- The veteran's abode is North Carolina, meaning the veteran must actually live in NC, whether temporarily or permanently.
- Provides the college with a letter of intent to establish legal residence in North Carolina.

For other individuals, the 12-month residency requirement is waived if the person meets all of the following criteria:

- The person is the recipient of a veteran's federal educational benefits under either 38 USC Chapter 30 (Montgomery G.I. Bill® Active Duty Education Program) or 38 USC Chapter 33 (Post -9/11 Educational Assistance).
- The person qualifies for admission and enrolls in a community college within 3 years of the veteran's discharge or release from the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.
- The person's abode is North Carolina meaning the person must actually live in NC, whether temporarily or permanently.
- The person provides the institution of higher education with a letter of intent to establish legal residence in North Carolina.

After expiration of the three-year period, any enrolled veteran or other enrolled individual eligible for the educational benefits listed above and for whom the 12-month residency requirement was waived will continue to be eligible for the in-state tuition rate so long as the veteran or qualified individual remains continuously enrolled at the same institution of higher education.

This applies to qualifying veterans and other individuals listed above who enroll in institutions of higher education for any academic quarter, term, or semester that begins on or after July 1, 2015. Additional questions can be directed to the Colleges' Veterans Affairs Certifying Official or local Veteran's Administration Office.

#### VETERANS CHOICE ACT

Under the Veterans Access, Choice, and Accountability Act of 2014 (Choice Act) as it pertains to the in-state tuition provision – Section 702, “covered individuals,” as described, to include same-sex spouses and children (biological, adopted, pre-adoptive and stepchildren of same-sex spouses) will be charged in-state tuition and fees for terms that start after July 1, 2015. A covered individual is defined in the Choice Act as:

- A Veteran using Montgomery G.I. Bill®-AD (CH30) or Post 9/11 G.I. Bill® (CH33) who lives in NC (regardless of his/her legal state of residence) and enrolls in the school within three years of discharge from a qualifying period of active duty service of 90 days or more.
- Anyone using transferred CH33 Post-9/11 G.I. Bill® benefits (TOE) who lives in NC (regardless of his/her legal state of residence) and enrolls in the school within three years of the transferor's discharge from a qualifying period of active duty service of 90 days or more.
- A spouse or child using benefits under the CH33 Marine Gunnery Sergeant John David Fry Scholarship (FRY) who lives in NC (regardless of his/her legal state of residence) and enrolls in the school within three years of the Service member's death in the line of duty, following a period of active duty service of 90 days or more.

**IMPORTANT:** Individuals who initially meet the requirements above will maintain “covered status” as long as they are using Post-9/11 G.I. Bill® (CH33) or Montgomery G.I. Bill® - Active Duty (MGIB-AD CH30) benefits and remain continuously enrolled at the SAME institution of higher learning, even if they are outside the three-year window or change programs. **NOTE: Once a student changes schools they are no longer “covered” under Section 702.**

Continuity of enrollment is not broken by regularly scheduled breaks between courses, semesters, or terms. Individuals do not have to enroll in summer sessions or terms to maintain continuous enrollment.

Active duty individuals nor their dependents using TOE while the Transferor is on active duty are considered “covered” individuals under Section 702.

# PLACEMENT AND ASSESSMENT

## MULTIPLE MEASURES FOR PLACEMENT

Multiple Measures determine college readiness based on specific criteria. Recent high school graduates, who meet the required GPA benchmark or demonstrate proficiency through standardized testing, will be exempt from diagnostic placement testing and will be considered college-ready for gateway math and English courses. To be eligible for exemption from placement testing, an applicant must meet the following criteria:

1. Graduation from a high school legally authorized to operate in North Carolina within five years prior to enrolling in courses at SCC.
2. Applicants must present an official high school transcript verifying graduation with an unweighted GPA of 2.6 or higher and completion of an approved fourth mathematics course.
3. If a recent high school graduate does not meet the GPA benchmark, the following SAT/ACT scores will be used to determine whether the student is college-ready in math and English:

Scholastic Aptitude Test (SAT) scores of the following:

- Writing 500 or Critical Reading 500; Math 500 or higher (if taken prior to March 2016).
- Evidence Based Reading 480; Math 530 or higher (beginning March 2016)
- SAT scores over five years old are not accepted by the College.

American College Test (ACT) scores of the following:

- Reading 20 or English 18; Math 22 or higher.
- ACT scores over five years old are not accepted by the College.

Applicants who graduated from out-of-state institutions may be considered college-ready based on the following criteria:

1. Graduation from high school within five years prior to enrolling in courses at SCC.
2. Unweighted GPA is 2.6 or higher and the official transcript shows a course of study that included Algebra I, Geometry, Algebra II, and a fourth math class beyond/above high school Algebra II.
3. Unweighted GPA is 2.6 or higher and the official transcript includes four units of English.

If a recent high school graduate does not meet the GPA benchmark or have college-ready ACT or SAT scores, the College will administer the NCDAP diagnostic assessment to determine placement. Sampson Community College does not allow co-enrollment in college-level courses and developmental education prerequisite for the college-level course. Applicants who graduated more than five years prior to enrollment or earned a high school equivalency diploma must complete the NCDAP prior to enrollment in a degree or diploma program.

## PLACEMENT TESTING

Sampson Community College administers the North Carolina Diagnostic Assessment and Placement (NCDAP) test as a standard part of the admissions process. The NCDAP is a computerized test that determines proficiency in math, reading and writing as students prepare to enroll in college-level courses. The results of the assessment are used by admissions counselors to help place entering students in courses and programs that are appropriate to their individual aptitudes and abilities. Because students achieve at varying proficiency levels, developmental course work may be required during the first one to two semesters of enrollment. Prospective students who have completed the NCDAP or other approved entry assessment (ASSET, COMPASS, ACCUPLACER) within the past five years may have their official test scores sent to the SCC Admissions Office.

#### PLACEMENT 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 Scholastic Aptitude Test (SAT) scores of the following: Writing 500 or Critical Reading 500; Math 500 or higher. SAT scores over five years old are not accepted by the college.
3. Achieved a composite American College Test (ACT) score of Reading 22, English 18, Math 22 or higher. ACT scores over five years old are not accepted by the College.
4. Graduation from an accredited institution with an associate degree or higher.

#### RETEST POLICY

When a student has made an initial attempt at taking the placement test and has not begun developmental coursework, the College allows students to repeat placement testing 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 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. 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.
2. No second retest will be granted unless a documented technical failure such as a power outage interferes with the testing process.
3. Students who have not been enrolled in any college classes for five years or more may request to retake the placement test.

## 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. All requests for accommodations or audio/visual implements should be presented to the Disability Services Counselor at least two weeks prior to the scheduled test date.

## SPECIAL ADMISSIONS

### 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.

## ADMISSIONS FOR BASIC LAW ENFORCEMENT TRAINING (BLET)

### GENERAL BLET INFORMATION

The Basic Law Enforcement Training (BLET) Curriculum is designed to prepare entry-level individuals with the cognitive and physical skills needed to become certified law enforcement officers in North Carolina.

The curriculum is comprised of 36 separate blocks of instruction to include topics such as Firearms, Driver Training, Motor Vehicle Law, and Arrest, Search and Seizure.

The BLET program is filled with practical exercises and an extensive ethics section that is woven throughout the training experience. The BLET curriculum has been thoroughly researched, legally reviewed, and contains the most current law enforcement information available. The North Carolina Department of Justice Training and Standards Commission and Sampson Community College mandated 632-hour course concludes with a comprehensive written exam and skills testing.

Upon successful completion of the BLET State Comprehensive Written Examination, the BLET trainee has one year from the date of the State Comprehensive Examination to be duly appointed and sworn as a law enforcement officer in North Carolina. However, most agencies include an additional period of field training.

### ADMISSIONS REQUIREMENTS FOR BLET

In addition to general admissions requirements, all applicants to the Basic Law Enforcement Training (BLET) program must meet the following program requirements and submit all required documentation in the BLET admissions packet prior to enrollment.

1. Be sponsored or employed by a North Carolina Public Law Enforcement Agency and maintain that sponsorship or employment throughout the course.
2. Meet minimum standards for employment as established by the NC Criminal Justice Education Training and Standards Commission and/or the NC Sheriff's

Education Training and Standards Commission as outlined in the North Carolina Administrative Code.

3. Provide true and accurate information concerning his or her criminal background. Any information provided by the candidate that is determined to be false or inaccurate will be grounds to deny entry/drop enrollment or invoke sanctions under the SCC Student Code of Conduct.
4. Provide a criminal record check from the clerk of courts office in each county and state of residence since the student became sixteen (16) years of age. This also applies to all periods of active duty in the U.S. Military Service. (Contact BLET Director for more information.)
5. Score of 10<sup>th</sup> grade reading level or higher on the SCC BLET Admissions Reading Level exam. The exam must be taken within one (1) year preceding the candidates anticipated date of enrollment into BLET.
6. Individuals under twenty years of age must be granted authorization for early enrollment from the Director of the Standards Division (NCDOJ Training and Standards Commission). The Director shall approve early enrollment as long as the individual turns twenty years of age prior to the date of the state exam for the course.
7. Provide current medical examination report forms F-1 & F-2; SCC Exposure to Tear Gas, Mace, and Pepper Mace Release Form; and SCC Medical Questionnaire and a Release Form properly completed by a physician licensed to practice medicine in North Carolina. Satisfactory health documented by physician is mandatory for acceptance into the program. (Contact BLET Director for more information.)
8. Provide a certified driving record for every state the candidate has lived in since receiving a driver's license. This can be obtained from the Department of Motor Vehicles office for each state of residence. (Contact BLET Director for more information.)
9. Be a high school graduate or received a high school equivalency diploma.
10. Possess a valid driver's license.
11. Each candidate must be a citizen (born or naturalized) of the United States of America.

## ADMISSIONS FOR COSMETOLOGY INSTRUCTOR TRAINING PROGRAM

In addition to general admissions requirements, all applicants to the Cosmetology Instructor training program must meet the following program requirements:

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.

## ADMISSIONS FOR NURSING PROGRAMS

Nursing Programs and options offered at SCC:

- Associate Degree Nursing (ADN) – Generic Students
- Practical Nursing (PN) – Generic Students
- Advanced Placement Option (Transition to ADN for Licensed Practical Nurses)
- Licensed Practical Nursing (LPN) to Associate Degree Nursing (ADN) Online Option

Sampson Community College follows special admission procedures for nursing programs and options offered. Applicants seeking entry to the Associate Degree Nursing (ADN), Practical Nursing (PN) programs, or the options listed above must meet additional admission requirements beyond those established for general College admission. Students who provide false information when applying to any of the program options, will be disqualified for admissions.

Students interested in enrolling in one of the nursing programs or options must complete the following admissions requirements and application process as stated.

### ADDITIONAL ADMISSIONS REQUIREMENTS FOR ADN and PN PROGRAMS

1. Evidence of successful completion of ALL prerequisite courses with a grade of “C” or better. Prerequisite courses are:
  - a. High school or college Chemistry (CHM 092 or higher) with respective labs.
  - b. High school or college Biology (BIO 110 or higher *excluding BIO 168 & BIO 169*) with respective labs.
  - c. Algebra (DMA 40 & 50 OR MAT 070 *unless waived by placement test or multiple measures*).
  - d. Developmental Reading/English (DRE 096, 097, & 098 *unless waived by placement test or multiple measures*).

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. Submit an SCC admissions application.
3. Applicants must have successfully completed a North Carolina approved Certified Nurse Aide I program and be currently listed on the North Carolina Nurse Aide I Registry with no substantiated findings. The Certified Nurse Aide 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.

4. Current CPR Certification – American Heart Association Basic Life Course. No online courses are accepted. Certification card is required (no certificates are accepted). Certification in CPR must remain current throughout the nursing curriculum
5. Students who have completed courses within their program of study (Associate Degree Nursing or Practical Nursing) prior to applying must have a grade of “C” or higher to be considered for acceptance into the Nursing Program.
6. Applicants must have a cumulative GPA of 2.00 or higher.
7. Completion of the ATI Test of Essential Academic Skills Test (TEAS). Test scores are valid for three calendar years. Applicants may take the ATI TEAS only after all prerequisites as listed above have been met. One retake per academic 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.
8. A student may have two admissions into the ADN program, the PN program, the Advancement Placement option, or the LPN to ADN online option.

#### ADN and PN APPLICATION PROCESS

Students seeking admission to the nursing program (Associate Degree Nursing or Practical Nursing) must complete the following steps by March 15 to be considered for the Fall semester. All applicants meeting the minimum stated requirements for consideration will be reviewed after March 15. *The College reserves the right to extend the application period when warranted.*

1. Students who have completed all prerequisites and achieved the required ATI TEAS scores must bring their ATI TEAS score report, ATI TEAS transcript, and CPR card to the nursing department. Faxes are not accepted.
2. Complete the Admissions Requirements Checklist in the nursing department.
3. Applicants from previous years who met the minimum qualifications must submit an updated SCC admissions application and resubmit their Admissions Requirements Checklist in the nursing department.

#### REVIEW PROCESS FOR ADN and PN APPLICATION

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 ATI Test of Essential Academic Skills (ATI TEAS) and other criteria. Using a formula that assigns numerical values to specific criteria, all applicants will be ranked. Acceptance into the ADN or PN programs will be based on the *highest*



*cumulative scores*. In case of a tie, the earliest date of the submission of the Admissions Requirements Checklist will be used to select applicants for admission to the program.

#### ATI TEAS TESTING POLICY ADN and PN

All nursing applicants must achieve a proficient, advanced or exemplary level on the ATI TEAS (Test of Essential Academic Skills Test) to be eligible to apply to the nursing programs. Applicants may take the ATI TEAS only after the following prerequisite courses and requirements have been completed:

- High school or college Chemistry (CHM 092 or higher).
- High school or college Biology (BIO 110 or higher *excluding BIO 168 & BIO 169*) with respective labs.
- Algebra (DMA 40 &50 OR MAT 070 *unless waived by placement test or multiple measures*).
- Developmental Reading/English (DRE 096, 097, & 098 *unless waived by placement test or multiple measures*).
- Each of the above courses should be completed within the past ten years (if high school courses, 10 years by graduation date) with a letter grade of C or better.
- Completion of a North Carolina approved Certified Nurse Aide I program and be currently listed on the North Carolina Nurse Aide I Registry with no substantiated findings.
- CPR certified by American Heart Association Healthcare Provider Course. The CPR card must be presented (no certificates are accepted).

The ATI TEAS must be completed within three years of the applicant's proposed admission. One retake per academic year is permitted. This is true regardless of testing site. When retesting, applicants must repeat all sections of the test. Scores from more than one test will not be split, mixed or combined. Once the required minimum score for eligibility is achieved, an applicant may not retest for higher scores within the same academic year. When retesting for higher scores, the most recent score will be used.

The examination is administered by Sampson Community College and payment is due prior to testing. The examination cost is set by the company. The fee is non-refundable and non-transferable. Registration and scheduling of the ATI TEAS must be done in person at SCC in the Student Services Division (not by phone or by mail). Applicants will not be allowed to take the ATI TEAS without proof of payment and photo identification.

Testing will begin in the fall semester and will end March 15 of each academic year. Students seeking admission into the nursing programs (Associate Degree Nursing or Practical Nursing) will need to complete the admission prerequisites courses and requirements by March 15 of the year in which entry is desired. The college reserves the right to extend testing after March 15. Students who lack only one of the above prerequisites or requirements may test after March 15 at the College's discretion.

#### POINT SYSTEM FOR ADN and PN APPLICANTS:

1. **Points for ATI Test of Essential Academic Skills Test (TEAS)** - All applicants will be awarded points for admission based on the scores earned for the ATI TEAS.
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 co-requisite courses attempted within the curriculum.

Students will submit to criminal background checks and drug screening upon admission to the program and random drug screening, as directed by affiliated 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; 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. 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 nursing in the state of North Carolina. 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. 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 nursing in the state of North Carolina.

#### ADVANCED PLACEMENT OPTION APPLICATION PROCESS

(Transition to the Associate Degree Nursing program):

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. Submit an SCC admissions application.
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 earning a “C” or better, with a cumulative GPA of 2.00 or above (ACA 115, 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 following documents to the Division Chair of Nursing by January 31<sup>st</sup>. Faxed copies will not be accepted.
  - Advanced Placement Testing Request Form – the Advanced Placement Testing Request Form may be obtained from the Nursing Division Secretary and/or SCC website.
  - Copy of American Heart Association Healthcare Provider CPR card.
7. Upon Admission to the Associate Degree Nursing Program, complete an admissions interview with a counselor in Student Services, complete an SCC Health History form and Physical Examination 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.
10. **Applicants for the AP option must assume responsibility for confirming that required documents, official transcripts, scores, and grades have been received by the Admissions Office by the application deadline.**

## VALIDATION AND TRANSFER FOR ADVANCED PLACEMENT

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 80 on the Nursing Acceleration Challenge Exam I (NACE I) to be eligible for advanced 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.

### LPN to ADN ONLINE OPTION

The LPN to ADN option is a unique two semester online/hybrid option which includes a clinical component. Although primary instruction will be delivered via the Internet, students are required to return to campus for specified activities such as orientation and tests. It is a limited-enrollment associate's degree that traditionally accepts 10 students each fall (subject to change). Students are selected through a documentation and testing process.

1. Applicants must have 2000 hours experience in the role of a LPN in a **medical/surgical unit of an acute care hospital or skilled nursing facility** within the last 2 years. **There are NO exceptions to this requirement. Clinics, infirmaries, doctor's offices, hospice, prisons and home health care do not meet this requirement.**
2. Hold a current unrestricted **LPN license in NC (or compact state).**
3. CPR certified: American Heart Association – Healthcare Provider. Card required.
4. The LPN to ADN online option requires that **ALL** of the following ADN support classes are completed (earning a "C" or better) at a regionally accredited institution **BEFORE** being eligible for NACE testing and program selection:

Course Prefix	Course Title	Credit Hours
<b>BIO 168</b>	Anatomy & Physiology I	4
<b>BIO 169</b>	Anatomy & Physiology II	4
<b>ENG 111</b>	Expository Writing	3
<b>ENG 114</b>	Prof Research & Reporting	3
<b>OR</b>		
<b>ENG 112</b>	Writing/Researching in the Discipline	3
<b>PSY 150</b>	General Psychology	3
<b>PSY 241</b>	Developmental Psychology	3
<b>Humanities</b>	ART 111, 114, 115, MUS 110, 112, PHI 215, 240, HUM 115	3
<b>Elective</b>		
<b>Math Proficiency</b>	DMA 040 – DMA 050 or MAT 070	P

Applicants without college credits in English and/or Algebra may be required to complete a placement assessment prior to acceptance.

5. Students who have not had a computer class in the last 5 years will be required to take a computer assessment test with a passing score. Due to the nature of the

LPN to ADN Online Option, students must possess effective computer skills, have an active e-mail address and access to a computer meeting the minimum standards for on-line education and be willing and able to purchase and install appropriate software. SCC's hardware/software requirements can be found in the SCC Distance Learning Handbook. SCC will set the date for testing if needed.

6. Submit the following documents to the Division Chair of Nursing by January 31<sup>st</sup>. Faxed copies will not be accepted.

- LPN to ADN Intent Form
- Verification of Practice Form with a print out from the employer of actual hours worked within the last 2 years
- Copy of American Heart Association Healthcare Provider CPR card.

7. Submit the SCC Application for Admission and ALL official transcripts to the Admissions Office to begin the file review process by January 31<sup>st</sup> of the year desiring admission.

8. Eligible students are selected for the program based on results from the Nursing Acceleration Challenge Exam (NACE: Foundation of Nursing Examination). A minimum score of 82% is required on the NACE to be considered for admission. SCC will set the date and time for the NACE.

9. Eligible applicants not accepted will not be carried over to a waiting list for the following year and must re-apply in the next LPN to ADN online cycle.

10. Each of the two LPN to ADN courses require 144 hours of clinical practice, UNPAID, and under the supervision of an RN. This may be arranged in the student's place of residence and possibly within the current place of work, but may not be within the same unit of employment. All clinical experiences must be within North Carolina and the nursing faculty must make final approval of facilities and preceptor(s).

11. Upon successful completion of the two semesters, the student will graduate at the end of Spring Semester with an Associate Degree in Applied Science in Nursing and be eligible to take the National Council Licensure Exam – RN.

12. **LPN to ADN applicants must assume responsibility for confirming that required documents, official transcripts, scores, and grades have been received by the Admissions Office by the application deadline.**

# FINANCIAL AID & COST OF ATTENDANCE

## FINANCIAL AID

The student financial aid program at Sampson Community College is designed to assist qualified 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 determines the student's financial need for college attendance. The need is the difference between the resources of the student (and his or her family) and the cost of attendance. Any student who has completed the financial aid application process is considered for all types of financial aid without regard to the student's race, color, national origin, religion, sex, age, disability, or political affiliation.

A student has the right to accept, reject, or appeal the aid he or she has been offered. To maintain eligibility to receive financial aid, students are required to meet the Satisfactory Academic Progress Standards for Financial Aid Recipients as defined in this catalog.

### ELIGIBILITY

All students may be eligible for some type of financial aid and all are encouraged to complete the Free Application for Federal Student Aid (FAFSA). All students are encouraged to apply for scholarships in addition to federal student aid. Both need-based and merit-based scholarships are available.

### 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, and 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 who do not have internet access, call the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3243).
5. The FAFSA should be completed as soon as federal tax return(s) are completed or at least eight weeks prior to enrollment.
6. An official transcript showing completion of high school or an adult high school equivalency diploma must be on file in the SCC Admissions Office in order for financial aid to be awarded.

7. The Financial Aid Office will provide written notice of eligibility. Students may also access financial aid award information online by logging into their SCC Web Advisor account.
8. The SCC Scholarship Application is accessible on the College's website and is made available in September. Students planning to attend SCC in the fall after high school graduation may contact their high school guidance counselor about submitting a scholarship application.
9. Scholarship applications must be received by the SCC Foundation Office by April
10. Scholarships are awarded for the Fall and Spring Semesters.

#### TYPES OF FINANCIAL AID

1. Federal Pell Grant Program - The Pell Grant is a federal aid program which provides awards ranging from \$575 to \$5,920 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 types of financial aid.* Currently, all Associate Degree and Diploma programs offered by the College are eligible, but only certain certificate programs meet eligibility criteria. 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 or on the *Financial Aid Forms* page of the SCC website.
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 Education Lottery Scholarship - The NCEL Scholarship provides assistance for students who are not eligible for Pell Grant or only a reduced amount of the Pell Grant based on their estimated family contribution as determined by the Student Aid Report. The NCEL Scholarship is awarded only for the fall and spring semesters. 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 Community College Grant - The North Carolina Community College Grant provides funds for North Carolina residents attending a community college who qualify for limited Pell Grant funds. Eligible students must be enrolled at least six (6) credit hours per semester in an approved curriculum program. Applicants must complete the Free Application for Federal Student Aid (FAFSA). The NCCCG is awarded only for the fall and spring semesters. Availability of grant funds is contingent on funding from the state of North Carolina.
6. Forgivable Education Loan for Service – This loan was established by the North Carolina General Assembly in 2011 and the first loans were available for the 2012-13

academic year. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas. Information regarding the application process, requirements, and eligible programs can be found online at <http://www.cfnc.org>.

7. 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.
8. SCC Foundation Academic Scholarships - The SCC Foundation administers the following scholarships:
  9. SCC Foundation Endowed Scholarships
  10. SCC Foundation General Scholarships
  11. Emergency Loans – The Sampson Community College Foundation, Inc. provides small, short-term loans for currently enrolled students who experience emergency situations prior to receiving other financial aid. Applications for these loans are available in the SCC Foundation Office and are limited by availability of funds.
  12. Other Types of Aid - Sampson Community College coordinates with federal, state, and local agencies to offer other types of assistance. Students should check their College email throughout the semester to learn of other financial aid opportunities. For more information, contact: The SCC Financial Aid Office, Sampson County Department of Social Services, Sampson County Office of Employment and Training, Telamon Corporation, or other awarding agency.

#### STANDARDS OF ACADEMIC PROGRESS FOR FINANCIAL AID

Federal regulations require minimum standards of satisfactory academic progress that students must meet in order to receive financial assistance from Title IV programs. The Title IV programs currently offered at Sampson Community College include: Federal Pell Grant, Federal Work-Study, and Federal Supplemental Opportunity Grant. In addition to the Title IV programs, North Carolina also offers financial assistance such as the NC Community College Grant, NC Educational Lottery Scholarship, and other special state scholarships. The same satisfactory academic progress standards apply for state funded programs.

Once final grades have been posted at the end of each semester, an evaluation will be performed to determine the student's satisfactory academic progress. To remain in good academic standing and to be eligible to receive financial aid, a student must meet the following conditions:

1. **A student must maintain a cumulative 2.0 grade point average (GPA).** All coursework completed at Sampson Community College is included in the student's cumulative GPA.
2. **A student must successfully complete a minimum of 67 percent of the cumulative attempted credit hours in the active program of study.** Attempted hours



include all developmental courses, all withdrawals, incompletes, and repeated courses. See the following example:

Number of credit hours student is originally enrolled	Number of credit hours student must complete to meet 67%
15	11
12	8
9	6

3. **A student must complete degree, diploma, and certificate requirements within the maximum timeframe allowed.** The maximum timeframe is 150 percent of the credit hours required to complete a program of study. All attempted credits count toward the 150 percent even if they are not required for the student’s current program of study. See the following examples:

Program of Study	Number of Credit hours to complete program	Number of Credit hours equaling 150%
Associate in Arts Degree	60	90
Information Systems Security Degree	65	98
Welding Technology Diploma	36	54
Early Childhood Education Certificate	16	24

**Students will be notified when they are nearing the maximum time frame for completion of their program.** Developmental courses are included in the student’s attempted hours. Students may not receive federal financial aid for more than 30 credit hours of developmental coursework.

#### LIMITS ON FINANCIAL AID ELIGIBILITY

The Consolidated Appropriations Act of 2012 limits the receipt of a federal Pell Grant to a lifetime limit of twelve (12) semesters of full time enrollment, which is 600 percent. This is monitored by the U.S. Department of Education (DOE). Once a student has reached the 600 percent lifetime eligibility limit, they are no longer eligible to receive additional Pell Grant and other state and federal funds. There is no appeal for process for the lifetime eligibility limit in accordance with DOE regulations.

#### FINANCIAL AID ACADEMIC WARNING

Students who do not meet the cumulative GPA of 2.0 and/or successfully complete the minimum cumulative credit hours (67%) at the end of each semester, will receive a written notice of academic warning by e-mail and postal mail. Students on academic warning are eligible to receive financial aid for one additional semester. Students on academic warning are not permitted to preregister for the next semester until satisfactory academic progress is verified. Before students on academic warning are allowed to register for courses, they must meet with a Counselor in Student Services to review their

academic progress and discuss strategies for improving academic success. Students who do not meet minimum standards for satisfactory academic progress during the next semester of enrollment may be subject to further sanctions and loss of financial aid.

#### FINANCIAL AID ACADEMIC PROBATION

Students who do not meet the cumulative GPA of 2.0 and/or successfully complete the minimum cumulative credit hours (67%) by the end of the academic warning period will be placed on academic probation. **Financial aid recipients on academic probation are not eligible to receive Pell Grant and other state and federal funds.** A student may appeal to have financial aid eligibility reinstated following the process for financial aid appeals.

#### FINANCIAL AID APPEAL PROCESS

Students who have not met the standards of academic progress for financial aid recipients may appeal their academic standing in the following ways:

**Appeal of Unsatisfactory Academic Progress:** This appeal may be filed based on unusual circumstances that negatively affected the student's academic performance. These factors may include: Death in the immediate family, Personal illness/Injury, or Special Circumstances. Appropriate documentation supporting the student's claims must be submitted with the appeal.

Students seeking to appeal unsatisfactory academic progress should submit an Unsatisfactory Progress Appeal Form to the Financial Aid Office. The form is available in Student Services and on the Financial Aid Forms page on the College's website. The Director of Financial Aid will coordinate an Appeals Committee review with the Vice President of Academic Affairs and Administration, the Dean of Student Services, and the Director of Admissions. The committee will review the appeal to make a determination regarding the student's continued eligibility. Students will be notified in writing of the outcome within ten (10) business days.

**Maximum Timeframe Appeal:** Students who have exceeded the 150 percent maximum timeframe allowed to complete program requirements may appeal on the basis of having a limited number of courses remaining to complete the program of study or other special circumstances.

Students seeking to appeal must meet with their academic advisor to complete a Maximum Timeframe Appeal Form. The form is available in Student Services and on the Financial Aid Forms page on the College's website. The completed form must be signed by the student's academic advisor and reviewed with a Student Services Counselor before submitting it to the Financial Aid Office. The Director of Financial Aid will coordinate an Appeals Committee review with the Vice President of Academic Affairs and Administration, the Dean of Student Services, and the Director of Admissions. The

committee will review the appeal to make a determination regarding the student's continued eligibility. Students will be notified in writing of the outcome within ten (10) business days.

## TUITION

Tuition for Fall, Spring, and Summer semesters for in-state curriculum students is \$76.00 per credit hour, not to exceed \$1,216.00 per semester. Tuition for out-of-state students is \$268.00 per credit hour, not to exceed \$4,288.00 per semester. The College shall charge for each credit hour taken up to 16 credit hours. 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. All tuition and fees are due and must be paid prior to entering the first scheduled class.

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

## 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 for a 100 percent refund if the student officially withdraws from the class prior to or on the official 10 percent date 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 if 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.

## FEES

### ACTIVITY FEE

Each curriculum student enrolled for twelve semester hours or more (full-time) will pay \$16.00 per semester for a student activity fee. This fee is for the cost of student publications, social events, and other activities. This fee is refundable if the conditions for tuition refund apply. 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

#### 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.

#### INSURANCE FEE

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

#### PARKING FEE

All students who operate motor vehicles on campus must register their vehicle(s) with the SCC Security Office and obtain a parking permit. A \$5.00 parking fee is charged each semester to curriculum students. Fees may be changed by action of the Board of Trustees. The College enforces parking regulations. Violations of the parking and registration regulations will result in fines, towing, or loss of parking privileges. Parking fines will be assessed at \$25.00 for each parking ticket. Students are not able to register for courses until all outstanding balances have been cleared.

#### SPECIAL SUPPLY AND UNIFORM COSTS

Students in some programs 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 the department chair over their program of study for a list of special supplies required in their curriculum.

#### TECHNOLOGY FEE

Each curriculum student enrolled for twelve semester hours or more (full-time) will pay \$16.00 per semester for a technology fee. 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.

## PAYMENT OF TUITION & 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 REFUNDS

The College's tuition refund policy is established by the North Carolina State Board of Community Colleges. 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 academic 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.
4. 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.

Tuition refund for students shall not be made except under the following circumstances:

1. (A) 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 is cancelled due to insufficient enrollment.  
(B) A 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.

#### REFUND FOR ACTIVITY, TECHNOLOGY & PARKING FEES

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 FEE REFUND

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.
4. 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 CFR 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 College 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 College 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.

## RESOURCES & SERVICES

### STUDENT SERVICES

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 with various aspects of their education from pre-admission and enrollment through graduation and career or transfer planning. Student Services staff are dedicated to helping all students achieve their goals while developing self-direction and independence.

Student Services handles admissions, placement testing, counseling, registration and records, financial aid, Veterans assistance, career counseling, disability services, transfer assistance, and coordination of student activities. Various offices within the Division are open Monday through Thursday, 8:00 a.m. to 7:00 p.m. and Friday, 8:00 a.m. to 4:00 p.m. with the exception of scheduled breaks and holidays. Hours of operation for the summer are posted in the division and may be found on the College's website.

### ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) is located on the first floor of the Kitchin Building and is open to all currently enrolled curriculum students. The ASC houses an open computer lab, study rooms, and open work/study areas. Professional and peer tutoring is available to all students at no charge. ASC staff provides user support and assist students with logging into Web Advisor, registering for courses, and using Moodle to access course content. Hours of operation are posted each semester and may be found on the College's website.

## 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 develop 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. Progress conferences may be scheduled at any time throughout the year. Academic advisors 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.

## BILINGUAL SERVICES

Bilingual Services are provided to the Spanish-speaking population in the college's service area. Services provided include counseling and providing referrals to outside agencies. The English as a Second Language (ESL) program offered through the Butler Basic Skills Department provides instruction in language, life skills, and cultural enrichment opportunities.

## BOOKSTORE

The College Bookstore is located on the first floor of the Warren Student Center. Required textbooks, general supplies, and other items are available for purchase. The Bookstore offers extended hours during registration periods. Hours of operation are posted at the store entrance and may be found on the College's website. Students should be aware of the following operational policies of the Bookstore: Refunds or exchanges will not be allowed for textbooks that have been soiled, written in, or if shrink wrap has been removed. No refunds are allowed on supply items. Students must present valid identification and a cash receipt when returning books.

## CAMPUS SECURITY

The College strives to maintain a safe and orderly environment for students, faculty, and visitors. Crime awareness is a collective responsibility of all people on our campus, and they must take individual precautions to protect themselves from becoming the victim of a crime. The promotion of campus security is a shared responsibility as well; and the cooperation of students, faculty, and visitors is necessary to ensure safety on campus.

### **1. Campus Law Enforcement**

The College employs one full-time officer from the Clinton Police Department (CPD) and other part-time police officers as security personnel. These officers are



recognizable on the campus in their CPD uniforms. Their duties include parking and traffic enforcement as well as campus security. While on duty on the campus, these officers serve as representatives of the College and as sworn members of the Clinton Police Department with arrest authority. The College resides within the City of Clinton. Students, employees, and visitors are subject to the enforcement actions of sworn officers from the Clinton Police Department.

These officers have the authority to arrest individuals without approval of College officials for violations of city, state, and federal laws. The College encourages the accurate and prompt reporting of all crimes to campus security personnel, to College officials, or directly to the Clinton Police Department through 911 calls.

Security/evening staff are available to accompany individuals to their cars during evening hours when requested through the Evening Coordinator. Officers may also provide additional assistance to the maintenance staff in closing and securing the buildings at the conclusion of evening operations.

Security staff members are equipped with radios that may be used to request assistance directly from central dispatch for responses by the Clinton Police Department and Sampson County Emergency Services. These employees are sworn officers with the power of arrest. They are authorized to summon police in the event of an incident requiring law enforcement. Law enforcement support agencies include the State Bureau of Investigation, the State Highway Patrol, the Sheriff's Department, Clinton Police, and other special agencies.

## **2. Emergency Call Stations**

An emergency call station is available near both east and west student parking areas that allow students to request immediate assistance when needed. These stations alert College staff and security officers that assistance is needed and provide a visible flash to notify others in the area that a person needs aid. Questions concerning the use of these stations should be directed to the Security Staff.

## **3. Security Considerations**

The College campus provides designated well-lighted parking areas for students and employees with open walkways between buildings and parking lots. The campus is equipped with emergency call boxes located in the west parking lot and the southeast parking lot adjacent to the Activity Center. These call boxes alert the employees monitoring the College's radio system that emergency assistance is needed. In addition to those carried by campus security officers, the maintenance and housekeeping employees and a number of administrators carry hand-held radios that communicate across the campus. These employees can

request 911 services through the switchboard operator or summon assistance from other staff when needed.

When not in use by the College, the plant staff secures all campus buildings. Most buildings are equipped with security alarm systems that report intruders to a monitoring service that then calls both local police and an administrator for response. During hours the College is closed, the Clinton Police Department (CPD) drives through the campus as part of their regular monitoring activity.

**4. Access to Campus Facilities**

The College provides access to the campus for students, employees, and visitors during the College's scheduled hours of operation. During the fall and spring semesters, the hours of operation are from 8:00 a.m. through 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 4:00 p.m. on Fridays during scheduled academic days. During the summer, these hours are 7:00 a.m. to 6:00 p.m. Monday through Thursday.

The College's hours of operation are subject to change during non-academic days. During weekends, the College opens only those buildings housing weekend classes during class hours. Access to buildings after these hours may be requested through the administration.

**5. Student Right-To-Know and Campus Security Act of 1990**

The information in this section summarizes the College's policies and programs intended to promote campus safety and to comply with the provisions of the 1990 Campus Security Act and the 1998 Clery Act and their amendments.

Questions concerning campus security, crime reporting, or the College's compliance with The Clery Act and its amendments should be directed to the Dean of Student Services located in the Student Services Division, North Building, or the Vice President of Administration, North Building Administrative Offices. Both administrative offices may be reached by calling 910-592-8081.

In compliance with the requirements of Clery Act, the following crime statistics are provided to inform the campus community about the occurrence of crimes on the campus and within the City of Clinton for the noted three-year period.

OFFENSE	2014-15	2015-16	2016-17
MURDER / NON-NEGLIGENT MANSLAUGHTER	0	0	0
SEX OFFENSES	0	0	0
ROBBERY	0	0	0
AGGRAVATED ASSAULT	0	0	0
BURGLARY	0	0	0

<b>MOTOR VEHICLE THEFT</b>	0	0	0
<b>ARSON</b>	0	0	0
<b>LIQUOR LAW VIOLATIONS</b>	0	1	1
<b>DRUG LAW VIOLATIONS</b>	0	3	4
<b>ILLEGAL WEAPONS POSSESSION</b>	0	3	1
<b>HARASSMENT</b>	0	0	0
<b>STALKING</b>	0	0	0

### **6. Monitoring and Recording of Criminal Activity**

Anyone suspected of involvement in any illegal acts should be reported immediately to the Clinton Police Officer assigned to the campus or to any College employee. An administrative officer can be reached during the College's normal hours of operation by dialing the operator (0) or an administrative office directly.

### **7. Information on Registered Sex Offenders**

Information concerning registered sex offenders residing in Sampson County may be obtained at the following web site maintained by the State Bureau of Investigation: <http://sexoffender.ncsbi.gov/>

### **8. Criminal Reporting and Notification**

The policy of the College is to prepare and disclose both campus and community crime statistics to currently enrolled students in a timely manner through one or more methods of notification including mail, information handouts, posters, and electronic means.

As noted above, students are encouraged to report all crimes to a campus officer or to an administrative staff member for the purpose of making timely warning reports and for the purposes of making the annual statistical disclosure. These staff members include the president, vice presidents, dean, evening coordinator, or any campus official supervising a College event.

## **CHILD CARE SERVICES**

Counselors can provide students with information about subsidized child care resources and make referrals for assistance. The College also provides a limited number of awards to offset child care costs incurred while students attend college. Any student who has child care concerns should contact a Counselor in the Student Services Division. Applicants must be in good academic standing to qualify for a child care award. Priority is given to single parents, homemakers lacking job skills, and displaced homemakers. Awards are based on student need and the availability of funds.

## COLLEGE & CAREER READINESS

The College & Career Readiness (CCR) department is located on the first floor of the Technology Building. Programs are provided to assist adult students eighteen years of age or older in attaining fundamental educational skills. CCR is designed to increase the level of adult literacy within the community and to assist adults in obtaining their adult high school equivalency diploma. The program provides students with the foundational 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 High School Equivalency Diploma (HSE) program. These programs provide instruction ranging from courses to meet the needs of individuals requiring basic literacy instruction to those designed to improve the skills of high school graduates. The college also offers English as a Second Language (ESL) for non-English speaking students to learn English. These courses are offered on the college's main campus and throughout the county. No registration fee is charged for these classes. In addition to structured classes, Basic Skills provides learning labs and computer-assisted instruction for students. There are no fees charged for use of these resources.

## COUNSELING SERVICES

Counseling Services at Sampson Community College provide access to support and resources that are critical to student success. Counselors in the Student Services Division are available to provide academic, career, and personal counseling from pre-admission through graduation. Students are encouraged to meet with counselors throughout their enrollment for progress updates. Counseling is confidential and free of charge for all prospective and current students as well as graduates of the College. Appointments may be scheduled and walk-ins are welcome at any time during regular operating hours. Counseling services are also available to distance learning students. Students must use their assigned SCC e-mail account with submitting questions online.

### ACADEMIC COUNSELING

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 (by program) who assists with course planning, registration, and documenting academic progress. Progress conferences are encouraged 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 their chosen program.

#### SELECTING A PROGRAM OF STUDY

Choosing a program of study that aligns with a student's future goals and plans is critical to a good academic start. Program selection is an individual choice that should accurately reflect the student's aptitudes and interests. Counselors work with all incoming students to help them identify and select a program that is suitable for workforce training or transferability. Students are often undecided on which program would be best for them. Several assessments, including the Interest Profiler, are available through the College Foundation of North Carolina (CFNC) website. Results from these assessments provide insight on suggestions for potential majors and careers. These are important talking points for the Counselor and student to discuss during program selection.

#### CHANGING A PROGRAM OF STUDY

Students may find that the program they initially selected no longer fits their educational and career objectives. A Change of Program form must be completed with a Counselor in Student Services when a student changes programs. Counseling is provided on the potential impact a program change may have on a student's academic progress and financial aid. Once a new program of study is selected, students will meet with an advisor in that program to gain a full understanding of the necessary requirements and expectations. Before changing to a new program, please consider that a program change may result in one or more the following:

- Exceeding the 150% maximum timeframe for Financial Aid.
- Require additional courses.
- Take longer to complete a degree or credential.
- Delay entry into the workforce.

Changing an academic plan should be in the best interest of the student and done with careful consideration. Counselors are available to discuss potential options with students prior to starting the change of program process.

#### COUNSELING FOR SATISFACTORY 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. When students encounter difficulty

maintaining their grades and/or attendance, academic progress may be hindered. Students are encouraged to contact a Counselor to discuss issues they are experiencing prior to being placed on Academic Warning or Probation. Counselors will provide suggestions for strategies and resources to help students succeed. Referrals for tutoring through the College or outside services may also be provided.

#### ADMISSIONS COUNSELING

Counselors in the Student Services Division talk with prospective and incoming students about programs and services offered by the College. They also answer questions and assist students with the admissions process. All students complete an Admissions Interview, which is an informal, one-on-one meeting between the student and a Counselor. During the interview, Counselors review placement test scores and/or previous academic accomplishments to make recommendations for course placement. An academic program advisor is assigned and program requirements are also reviewed during the interview.

#### CAREER COUNSELING

Finding a career or specific job suited an individual's personality and aspirations can be a considerable task. Student Services Counselors offer support and resources to help students and graduates look for opportunities and transition from the educational environment to the workplace. Career counseling is available to students and graduates and is provided to help applicants identify opportunities that match their qualifications. Other services include assistance with resume writing, job application, job search referrals, and interview preparation. Students may contact the Career Specialist or a Counselor in Student Services for additional information on Career Services.

#### PERSONAL COUNSELING

The College recognizes that maintaining the responsibilities of family life, work, and social interests while being a successful student can be stressful and demanding. Students are strongly encouraged to speak with a counselor before personal or social problems interfere with academic performance. 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 may also refer students for counseling. Counselors provide referrals to outside agencies for 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.

#### TRANSFER COUNSELING

Completing a degree at SCC opens the door to endless possibilities for students planning to transfer to a four-year college or university. Transfer students are encouraged to start planning with their ultimate goal in mind. Counselors help students choose a program of study that will meet their transfer goals. They also provide assistance with helping students find four-year degree options and degree requirements. Contact a counselor in Student Services to learn more about transfer options.

## DISABILITY SERVICES

Disability Services at Sampson Community College is committed to creating an accessible community where all students have equal opportunity to participate in and benefit from programs and services offered by the College. The goal of Disability Services is to ensure that programs and facilities are in compliance with The Rehabilitation Act of 1973 and all provisions, as well as the Americans with Disabilities Act as amended in 2008.

The Disability Services Counselor works with students, faculty, and staff to ensure that students with disabilities receive effective and meaningful services. College policies and procedures are not discriminatory and every effort is made to provide reasonable accommodations for auxiliary aids and services as indicated by the functional limitations of a qualified disability.

### TYPES OF DISABILITIES

A disability is described as a mental, or physical impairment that substantially limits a major life activity. The definition of a disability and criteria for establishing eligibility for accommodations under 504 and ADA for colleges and universities may be different than the definitions and criteria implemented in the public schools, rehabilitation programs, social security, Veterans Administration, or as covered under insurance policies. The major categories of disabilities that accommodations are provided for include, (but are not limited to) the following:

- Autism Spectrum Disorder
- Blindness/Visual Impairment
- Chronic Medical Condition (i.e., asthma, seizure disorder, neurological condition)
- Deafness/Hearing Impairment
- Psychological/Psychiatric Condition
- Learning Disabilities
- Orthopedic/Mobility Impairment
- Spinal Cord Injury
- Traumatic Brain Injury

### SEIZURE DISORDERS

Students with a history of seizures should register with Disability Services in the Student Services Division and provide medical documentation to ensure appropriate procedures are followed in the event of a seizure.

### ELIGIBILITY

In order to receive disability accommodations, students must complete the standard SCC admissions process. It is the student's responsibility to contact the Counselor/Coordinator of Disability Services and self-disclose his or her need for accommodations. Students are asked to give a statement regarding how their disability impacts access to programs and activities of the College. Professional documentation must be provided for verification purposes. The documentation must include a diagnostic statement, document the functional impact of the disability, include recommendations for accommodations and state the credentials of the diagnosing professional. Eligibility is determined on a case by case basis.

Inquiries regarding appropriate documentation should be directed to the Coordinator of Disability Services. Appointments may be scheduled and walk-in appointments are welcome during regular business hours.

Once the necessary documentation is received, a counseling session is held with the student to determine the appropriate accommodations and coordinate them accordingly. Students should make periodic contact with the Coordinator of Disability Services or assigned Counselor during each term of enrollment. Accommodations cannot be provided for students who are not registered with Disability Services and accommodations are not retroactive. Please visit the Disability Services webpage for a listing of services and accommodations that may be provided to students.

## 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.

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 mitigate conflicts with work, child-care, and/or transportation.

Traditional courses meet in a classroom, face-to-face setting for 100 percent of the scheduled classroom hours. Most traditional curriculum courses are supported by Moodle, which is the learning management system used at Sampson Community College for web-assisted, hybrid, and online courses. This is widely accepted as commonplace and



does not generally constitute special consideration regarding distance learning course offerings.

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

#### NCVIP COURSES

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

#### WEB ASSISTED COURSES

Web-assisted courses primarily involve face-to-face instruction with a portion of the course content offered online. Students will spend the majority of their time in the classroom. The remaining portion of lab work or course assignments are completed online.

#### HYBRID COURSES

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 meetings in an NCVIP format.

#### ONLINE COURSES

Online courses provide access to both college credit and non-credit courses via the Internet. Online students interact and communicate with the instructor and classmates through e-mail, discussion forums, and chat rooms as well as other traditional methods (telephone, postal mail). Online course materials are posted in Moodle, the learning management system (LMS) that provides 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 self-motivation from the student. Class assignments are due at specific times, but coursework can be completed at the student's convenience wherever Internet access is available.

Students taking online and hybrid courses should have regular access to a personal computer with a minimum 56K modem connection to the Internet. Broadband Internet connectivity is preferred. Google Chrome is the recommended as the most compatible browser for performing online work in Moodle. Microsoft Word is required for all online and hybrid courses offered at Sampson Community College. Documents saved in other formats are incompatible with Moodle and are inaccessible by faculty teaching online or hybrid courses. Microsoft Suite is a requirement for all online courses at SCC. Software versions and requirements are periodically subject to change. All online courses at Sampson Community College are password protected ensuring that all personal information is secure.

All students enrolled in online classes must complete the following steps to access course content and avoid being dropped from the course:

1. Read the Online Course Participation Expectations for Students statement before being able to proceed in the online course.
2. Students who are new to Moodle: Go to the SCC Moodle Orientation site. Enter the site using an enrollment key that will be provided and watch tutorial videos on the basics of Moodle.
3. Read the course syllabus in its entirety. The syllabus is a course contract that outlines course requirements and makes students aware of their responsibilities. Students will need to refer to the course syllabus before taking their Mandatory Online Course Assessment.
4. Complete the Mandatory Online Course Assessment (MOCA). This is required for all online classes taken each semester with no exceptions or exemptions. The MOCA must be completed by the ten percent point of the semester to avoid being dropped from the online class. The ten percent point of the semester will be calculated for all online courses beginning on the first day of campus curriculum scheduled courses.
5. Once students have completed the Mandatory Online Course Assessment and received a grade, the online course will be made available to them.

#### STUDENT EMAIL ACCOUNTS

All currently enrolled students are issued Office 365 e-mail accounts. Students are strongly encouraged to log into Office 365 on the first day of classes, and daily thereafter, in order to keep up to date on important course and College-related information. Students will use their Office 365 e-mail accounts to communicate with instructors and

classmates. Students also receive important information from Financial Aid, Student Services, the SCC Bookstore, the Student Government Association, and the Sampson Community College Library.

#### DISTANCE LEARNING SUPPORT

A distance learning help desk [dlhelpdesk@sampsoncc.edu](mailto:dlhelpdesk@sampsoncc.edu) is available to assist students with Moodle, Office 365, or anything else related to distance learning. Students may also call Sampson Community College at (910) 592-8081 between 8:00 a.m. and 5:00 p.m. and ask for Distance Learning to speak directly with a staff member.

Additionally, an online support center is available on Sampson Community College's Moodle login to provide the following assistance with Moodle:

1. Browse or search the knowledge base for a wide variety of solutions.
2. Submit a ticket to an experienced Moodle service representative. The status of a ticket can be tracked in My Support.
3. Contact a Moodle service representative by telephone. SCC's dedicated toll free number is 1-855-671-6896.
4. Live Chat with an experienced Moodle service representative over the web.

Specific distance learning guidelines and policies are available in both the printed Distance Learning Handbook and online at the College's website under [Distance Learning](#).

## FINANCES

The Business Office is responsible for the collection of all tuition, fees, fines, and other educational costs 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, 8:00 a.m. to 4:00 p.m. on Friday, and other published periods for registration. Hours of operation in the summer are posted outside the office and may be found on the College's website.

## LIBRARY

The Library is located on the first floor of the Kitchin Building. Library resources are available to students, faculty, and staff, at no charge. Students and employees must present a valid SCC ID card to utilize library resources. The Library provides access to print resources (books, periodicals) as well as audiovisual materials (electronic media, audio books) and equipment. Online resources offer access to numerous electronic databases (NC LIVE, SIRS, JSTOR,). A variety of materials are also available through Interlibrary Loan. A comprehensive listing of materials and equipment is available in the Library Catalog.

Library staff are always available to provide assistance and instruction for the use of Library resources and equipment.

During the fall and spring semesters, the Library is open Monday through Thursday from 8:00 a.m. to 8:30 p.m. and 8:00 a.m. to 4:00 p.m. on Fridays. Operating hours vary during the summer and are posted at the Library entrance and may be found on the College's website. Students with outstanding library fines will not be allowed to register for the next semester or obtain transcripts. Student records will be blocked until all materials are returned and/or fines are paid. Fines should be paid in a timely manner to avoid registration blocks.

## **LOST AND FOUND**

This service is provided through the Student Services Division. All articles found should be turned in to any Student Service's staff member. These articles will be held for two weeks and then discarded.

## **MEDICAL AID ON CAMPUS**

Sampson Community College does not have a Nurse or EMS staff member assigned as an emergency employee for campus medical needs. The campus security officer, the director of EMS training, and nursing faculty are available for responses to medical emergencies. A number of college employees are trained in the use of automated external defibrillators that are located in all of the main buildings. Major illness or injury should be reported by dialing 911 first and then notifying a faculty or staff member as soon as possible.

For minor injuries, first aid kits are available in each building on campus.

## **NOTARY SERVICES**

Notary publics are available on campus for employees and students to notarize documents pertaining to college business. Please contact the President's Division or the Student Services Division for information on the availability of notary services.

## **SAMPSON EARLY COLLEGE HIGH SCHOOL**

Sampson Early College High School (SECHS) is a public high school of choice in partnership with Sampson Community College. The SECHS serves Sampson County and Clinton City School students as a five-year high school which provides an opportunity for students to have a meaningful high school experience on the College's campus.

Graduates earn a high school diploma and an associate degree or two years of transferrable college credit. The Sampson Early College high school seeks to educate all students to their highest level of academic performance and to prepare them to become productive members of society in the 21st Century. Residents of Sampson County currently enrolled in the 8th grade are eligible to apply. Students must enter the

program as a high school freshmen in the fall semester of the 9th grade year. Accepted applicants must be self-motivated with a sincere interest in academics and be able to fit into an adult learning environment. Please visit the [SECHS webpage](#) for more information.

## SNACK BAR & VENDING

The Snack Bar is located on the first floor of the Warren Student Center and offers soft drinks, breakfast items, sandwiches, and plate lunches. During the fall and spring semesters, hours of operation are Monday through Thursday 7:30 a.m. until 2:00 p.m. The Snack Bar is closed on Fridays fall and spring, and does not operate in the summer. Beverage and snack vending machines in various buildings are available during the College's regular operating hours.

## STUDENT CENTER

The Student Center, on the first floor of the Warren Building, houses the bookstore, fitness room, recreation area, and snack bar. The fitness room offers cardio and strength training equipment and is open to all currently enrolled curriculum students at no charge. Students must have a valid SCC ID to use the fitness room and games in the recreation area.

## SGA & STUDENT ACTIVITIES

### STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Government Association (SGA) 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 student's 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.

The Student Government Association (SGA) of Sampson Community College seeks to preserve an atmosphere of free discussion, inquiry, and personal enrichment. The SGA develops students' awareness of personal capabilities and leadership development. Student activities are an integral part of the total development of the individual. The SGA Constitution provides for events and activities through standing committees. The SGA Advisor assists students and oversees the coordination and planning of all events. The objectives of the Student Government Association are:

1. To promote the welfare of the students.
2. To establish laws to govern student conduct and elections.
3. To establish an annual budget for the Activity Fee Fund.
4. To advise and work with the administration in the improvement of student life.

### SGA MEMBERSHIP

All curriculum students are required to pay an activity fee to the College and are members of the Student Government Association of Sampson Community College by virtue of their registration. SGA members are eligible to participate in all activities and events and vote in elections while currently enrolled. For more information about the SGA and student activities on campus, contact the SGA Advisor in the Student Services Division or visit the Student Life page on the College's website.

### STUDENT ACTIVITIES

Student Activities are an integral part of the total development and awareness of personal capabilities of the individual. The Student Government Association (SGA) Constitution provides for these activities through the SGA Senate and student committees in consultation with College staff and administration. These activities provide opportunities for leadership development and training in planning and implementation for students. All students are encouraged to participate in planning and evaluating activities. Financing of student activities is derived primarily from the budget adopted annually by the SGA.

### STUDENT CLUBS

The College has established student clubs, organizations, and societies that directly relate to the College's mission and goals and fall into one of three categories:

1. Honorary Societies - promote scholarship and leadership among students
2. Curriculum Clubs - promote student interest in the College curriculum
3. Cultural Clubs - promote interest in the diverse culture of the College's student body and community

Official student clubs and organizations are listed in the SCC Student Handbook and on the Student Life page of the College's website.

The College does not infringe upon students' freedom to organize and exercise their rights to free speech and religion. Students at the College should be free to form groups, societies, and clubs, but in so doing they act independently of the College and they shall not represent themselves as a college organization. The College will not be responsible for these organizations or their activities. These clubs, however, may use the College's facilities and resources to the same extent as the public

### STUDENT PUBLICATIONS

Sampson Community College honors the right of free and open discussion. To further facilitate responsible discussion and expression on campus, the College encourages student input for *The Viking Voice*, a blog for SCC students on the SCC website. The SGA Advisor assists students in establishing publication policy consistent with responsible journalism, acceptable English composition, and the stated purpose of the College.

Whenever the Advisor is unable to resolve policy issues or questions about the appropriateness of any article or item for publication, the Advisor may refer the issue to the College administration for resolution.

#### THE VIKING VOICE

The Viking Voice is a blog located on the College's website that features items of interest to the student body, staff, faculty and general public. It includes information regarding special events, activities on campus, and student and faculty highlights. Students, staff and faculty are encouraged to submit information and articles to be published to the Student Government Advisor. The blog is edited by SCC Staff in accordance with guidelines established by the College administration.

## VETERANS AFFAIRS

The Veterans' Benefits Law provides financial assistance to any veteran who is eligible for benefits under the G.I. Bill®. The Veterans Administration determines the eligibility of students requesting educational benefits. Veteran students may obtain more information about veteran programs and apply for veteran benefits at [www.gibill.va.gov](http://www.gibill.va.gov).

The Department of Veteran Affairs will notify the veteran student of eligibility of benefits. Documentation must be submitted to the Director of Financial Aid, who coordinates educational benefits from the Department of Veteran Affairs.

After completing all admissions requirements and enrolling in an approved curriculum program, the Director of Financial Aid will submit enrollment information to the Department of Veteran Affairs.

The Veterans' Access, Choice, and Accountability Act of 2014 ("Choice Act") Section 702 requires Public schools to charge the in-state rate for covered VA beneficiaries that meet the state guidelines beginning July 1, 2015.

The Department of Veterans Affairs requires all prior coursework be evaluated to determine eligible transfer course credit(s) from other colleges/universities.

Therefore, official transcripts from all previously attending colleges/universities must be submitted to the Admissions Office for evaluation.

#### MAINTAINING ELIGIBILITY

Students receiving veterans' educational benefits are required to maintain satisfactory academic progress. To remain in good academic standing, all students must maintain a cumulative GPA of 2.0 or higher. Recipients of veterans educational benefits whose cumulative GPA falls below 2.0 will be placed on academic warning. During the semester of warning, the student is given the opportunity to achieve a satisfactory GPA in the

next term. If the cumulative GPA remains below 2.0 at the end of the warning semester, the student will not be eligible to receive veterans' educational benefits.

It is the responsibility of the student receiving VA benefits to inform the SCC VA Certification Official when any class is dropped or of any other changes. Failure to do so could result in a delay in VA educational benefit payments to the student or the suspension of the student's certification to receive VA educational benefits. Veterans withdrawing from a course with a grade of "W" could incur an overpayment with the Veterans Administration and will be held liable for repayments.

## WIRELESS INTERNET ACCESS

Wireless Internet access is available to students and the public in all main buildings on the campus. Printing resources are not accessible through public Internet access and categories with explicit themes may be blocked.

**Network Name:** SCC Public Wireless – select from list of available networks.

## WORKFORCE DEVELOPMENT & CONTINUING EDUCATION (WD&CE)

SCC provides diverse training opportunities through the Division of Workforce Development & Continuing Education (WD&CE). Course offerings open the door to education, training, and retraining for employment prospects in Sampson County and beyond. Opportunities include basic skills and literacy education, occupational and customized industry training, and lifelong learning programs which improve overall quality of life.

Instruction is offered on the College's main campus and at numerous instructional sites throughout Sampson County. For information concerning current class offerings and locations, call the WD&CE Division at (910) 592-7176, visit the office, or the College web site at [www.sampsoncc.edu/wdce](http://www.sampsoncc.edu/wdce). The WD&CE Division is located in the East Building on the College's main campus and is open Monday through Thursday, 8:00 a.m. to 5:00 p.m. and Friday, 8:00 a.m. to 4:00 p.m. The office is open for additional evening hours as needed.

### ADMISSION REQUIREMENTS

Admission to Workforce Development & Continuing Education programs and courses is open to all individuals without regard to race, color, national origin, religion, sex, age,



disability, or political affiliation. Generally, any person who is 16 years of age or older, or whose high school class has graduated, is eligible for admission.

Applicants are admitted on a first-come, first-serve basis. Some classes have specific admission requirements and prerequisite requirements such as age and/or educational attainment. 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.

#### COURSE FEES

Fees for continuing education courses are as follows:

<b>Classes from 1 to 24 hours:</b>	<b>\$70.00</b>
<b>Classes from 25 to 50 hours:</b>	<b>\$125.00</b>
<b>Classes from 51 hours or more:</b>	<b>\$180.00</b>

#### REFUNDS

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, are received before the 10% period of the classes (usually the first or second class meeting). Typically refunds are issued within four to six weeks of the date which the request was submitted.

#### ACADEMIC CREDIT

Most Continuing Education courses do not award curriculum course credit. Students who successfully complete courses may 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

Class dates, meeting times, and locations are determined based on demand and the availability of suitable facilities and equipment. Classes usually meet once or twice a week from two to three hours each session. The College reserves the right to cancel or discontinue a class if enrollment/attendance fall below an acceptable level.

#### ATTENDANCE

Students are encouraged to attend all classes to gain mastery of the content 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 more strict attendance requirements. In these instances, the instructor will notify students of the attendance requirements.

#### TRANSCRIPTS

A student may obtain a transcript containing a record of all completed continuing education classes by submitting a written request to the Continuing Education Office. The number of hours, CEU's, titles of classes, and grades are indicated on each transcript.

#### PROGRAMS

Occupational training programs include fire and technical rescue, allied health, law enforcement, truck driver training, and computer technology.

The Small Business Center (SBC) is available to individuals seeking to start or expand a business. The SBC provides free, one-on-one consulting services as well as valuable seminars that provide training and tools for success.

Specialized training to Sampson County businesses and industries is provided through the Customized Training program.

Butler Basic Skills offers programs that enable adults to refresh fundamental math and reading skills, complete a high school equivalency diploma, or learn English as a second language. Students with intellectual disabilities are also served through the Academy of Continuing Excellence.

Continuing Education also provides an array of opportunities for adults to satisfy personal fulfillment and interests which contribute to the community's overall enhancement.

#### SELF-SUPPORTING PROGRAMS

The College offers a limited number of courses and activities on a self-supporting basis. Self-supported classes may be recreational or occupational, in areas of public interest as approved by the Dean of Continuing Education. Creative Art, Cake Decorating, Digital Photography, are among the regularly offered self-supporting classes.

The Defensive Driving class is also offered as a self-supporting class. Completion of the class may prevent assessment of insurance points or premium surcharges on an auto insurance policy and/or points on a North Carolina driver's license for individuals charged with minor traffic violations.

This course is made available through Sampson Community College and the Safety and Health Council of North Carolina to train motorists in the principles and practices of safe driving. The concern for public safety is addressed in three different programs:

- 4 Hour Defensive Driving
- 8 Hour Defensive Driving
- Alive@25 (aimed at reducing teenage driving-related accidents and deaths)

## ACADEMIC POLICIES & PROCEDURES

### 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. The following conditions apply:

1. Academic forgiveness must be initiated by the student.
2. The student must be currently enrolled and have a minimum of 12 semester hours of required course credit (developmental hours can be included) in the chosen program of study within the previous year, and have achieved an overall grade-point average of 2.0 or above in those courses.
3. Academic forgiveness applies to all courses taken by the student at Sampson Community College and/or for which transfer credit was awarded by the College more than 5 years prior to the date of application for academic forgiveness.
  - a. All credit earned more than 5 calendar years before the date of application for academic forgiveness will be removed from consideration for credit in fulfillment of general education or major course requirements or for grade point average or for any other purpose or requirement. The 5 years will be calculated from the semester preceding the date the application is received in the Registrar's Office. Summer term is considered one semester.
  - b. All credit earned within 5 years prior to the date of application for academic forgiveness will not be eligible.
4. Academic forgiveness will be granted exactly once and, when granted, is irrevocable.
5. Students should contact their advisor or a Counselor in Student Services for more information about Academic Forgiveness.

NOTE: Academic forgiveness cannot be used to waive satisfactory academic progress standards for financial aid.

## **ACADEMIC FREEDOM POLICY**

Academic freedom is the cornerstone of higher education; without it learning cannot occur. In keeping with this core value and belief, Sampson Community College encourages a positive atmosphere for learning where faculty and students are free to engage in academic enquiry and expression free of arbitrary censorship or limitation.

Of course, with freedom comes the responsibility to exercise it with care and with the full consideration of the rights and freedoms of others. Instructors, being citizens with all appropriate Constitutional and legal protections for freedom of expression, are reminded that exercising those rights irresponsibly could adversely affect the College's image in the community. Both instructors and students are encouraged to freely explore multiple perspectives and viewpoints; however, controversial or potentially inflammatory material (lectures, reading materials, assignments) should be presented responsibly and respectfully.

To safeguard academic freedom for both faculty and students, those who believe their right to academic freedom has been compromised or infringed upon have a right to file a grievance in accordance with the grievance procedures described in the Student Handbook for students and Staff Handbook for faculty.

## **ACADEMIC HONORS**

### **DEAN'S LIST**

The Dean's List, issued each semester, includes 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 is issued each semester and includes 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.

## ATTENDANCE POLICY

Students are expected to attend all registered classes and report on time. The College computes attendance beginning with the first scheduled class meeting date and does not distinguish between excused and unexcused absences.

Students enrolled in online courses must complete a mandatory online course assessment (MOCA) by the 10 percent point of each online course to avoid being dropped from those courses. Online course attendance is established by submitting assignments on or before the identified due dates. Failure to submit assignments by the due dates will be interpreted as absences.

Students enrolled in hybrid courses must complete a syllabus acknowledgement quiz by the 10 percent point of each hybrid course to avoid being dropped from those courses. Hybrid course attendance is established by attending face-to-face meetings and submitting assignments online. Failure to attend class meetings or submit online assignments by the due dates will be interpreted as absences.

An instructor may drop a student when absences exceed 15 percent of the scheduled contact hours. In the event of extenuating circumstances, an instructor may grant an exception to the Attendance Policy. Guidelines regarding attendance and tardiness are defined in course syllabi. *Effective Spring 2017*

### CLASS ABSENCES FOR STUDENT ACTIVITIES

The College encourages student participation in college-sponsored events and extracurricular programs. However, in some instances these activities may conflict with a student's class schedule. Students who miss a class, shop, lab, or clinical experience will be counted absent when not in attendance and are expected to complete all missed assignments.

## CHANGE OF PROGRAM

Students are permitted to change curriculum programs in response to changes in their educational and career objectives. Students seeking to change programs must meet 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 program changes should be initiated at least four weeks prior to the date of registration. Previous curriculum course work will be evaluated for 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.

## **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. Auditing students are charged the same tuition and fees as students taking the course for credit.

Students with a recorded "AU" 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. Courses taken for audit are not eligible for financial aid.

## **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 credit hours.

A student seeking to enroll in more than 18 credit hours during a semester must receive approval from the appropriate Division Chair. This also applies to a student attending more than one college during the same semester. Any student enrolled in two or more colleges concurrently will provide complete enrollment information including the name of each college the student attends, number of credit hours enrolled, class schedules, and other relevant information.

Students may enroll only in the courses approved by their academic advisor. Students on academic probation may be required to register for a reduced course load according to limitations imposed by the advisor.

## COURSE SUBSTITUTIONS

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. Substitutions must be recommended by the Department Chair and have the approval of the appropriate Division Chair and the VP of Academic Affairs and Administration. All substitution approvals must be filed with the Registrar's Office.

## CREDIT BY EXAMINATION

Approved standardized and challenge examination programs may allow students to receive credit (in lieu of course work) 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 that include material similar to a course for which college credit has already been received.
3. No more than 25 percent of coursework required for completion of a selected program may be earned by examinations.
4. Students successfully completing a standardized examination will have a grade of "CE" recorded on the official transcript. This designation does not earn grade points, but earns credit hours toward program completion.
5. The course(s) must be a curriculum course on record with the Registrar's Office as a course approved for credit by examination.
6. Credit by Exam 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 Admissions Office for evaluation concerning placement and credit.

Students may also receive course credit 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 some students, may already have achieved the objectives of certain courses in a selected curriculum by means of special studies or experiences.

Students may petition to receive credit in selected courses by special examinations referred to as challenge examinations developed by College faculty.

Students interested in this opportunity must submit a request to their department chair and schedule the examination. A student may challenge a course only once.

Unsuccessful attempts are not recorded on the transcript. Approved challenge examinations must be on record in the Registrar's Office before credit will be awarded.

## CREDIT HOURS & SEMESTER SYSTEM

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 one fall semester one spring semester and a summer session.

## DEVELOPMENTAL EDUCATION

Developmental Studies is an instructional program designed to provide students with the opportunity to strengthen skills in reading, English, math, and chemistry. Placement in developmental courses is based on placement testing policies and procedures which are outlined in the Placement and Assessment section of this catalog.

The time required for completion of developmental courses varies based on individual proficiency levels. Developmental Education courses are offered to promote student success and to meet specific course prerequisite requirements. Developmental courses do not offer college credit, but are available to all students who plan to enter diploma or degree programs. Financial Aid cannot be used for more than 30 hours of developmental course work.

### EXIT CRITERIA

In compliance with the state redesign of developmental education, developmental studies mathematics and reading/English courses have a minimum passing grade of 80%. Students achieving at or above this level of mastery will receive a grade of "P". Those who do not reach the 80% level of mastery will receive a grade of "R" and will be required to retake the module until mastery is demonstrated.

Criteria for course exit is defined by the North Carolina Community College System. The grade required to pass all other developmental courses is specified in the following chart:

DMA/DRE & *MAT 001	
P =	80 - 100
R =	0 - 79



CC =	Completion credit for each DMA module within a shell.
NR =	DMA module student did not reach within a shell.
DMA/DRE grades based on exit exam score	
MAT 001 grade based on final course <u>average</u>	

\*MAT 001 - optional course for students enrolled in MAT 171

#### ALL OTHER DEVELOPMENTAL COURSES

A = 93 - 100
B = 85 - 92
C = 77 - 84
F = 0 - 76

\*State standards require grade of 77 or higher for proficiency in developmental courses.

## ENROLLMENT OF MINORS

Enrollment opportunities for minors include the Career and College Promise (CCP) program and Career and College Readiness (CCR) Programs.

The CCP program provides structured opportunities for qualified high school students to dually enroll in community college courses that provide pathways that lead to a certificate, diploma, degree, or State or industry-recognized credential as well as provide entry-level job skills.

College and Career Readiness 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, provided that the following criteria are met:

- The referral and/or enrollment form for minors must be completed, signed and dated.
- Minors must also submit a school transcript and disciplinary report from the last public school attended.
- Minor students and a parent/guardian must meet with the director or coordinator of the program before enrolling in the mandatory orientation program.

## EXPERIENTIAL LEARNING POLICY

When a student's experience through employment, training, and/or certifications provided by non-collegiate institutions (e.g. public and/or military services) parallels course work in the student's program of study, he or she may request experiential learning credit. SCC will evaluate and award credits for prior experiential learning when sufficient documentation demonstrates 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 subject to change. Students may receive experiential learning credit toward degree completion under the following conditions:

1. The student must submit a written request to the appropriate Department Chair. The request must include specific courses and sufficient justification for each course for which experiential credit is requested. Copies of certificates, licenses, job descriptions, letters from supervisors and/or former employers, and any other documentation deemed appropriate must support the request.
2. The Department Chair will meet with the student (if necessary) to review the request and all supporting documents. Documentation will be compared with the course description and the course's syllabus and competencies. If credit for experiential learning is recommended, the Department Chair will forward his or her rationale for awarding credit to the Division Chair, then to the VP of Academic Affairs and Administration for further review.
3. If experiential learning credit is approved, the Vice President of Academic Affairs will submit a statement of approval documenting the basis for awarding credit to the Registrar. A grade of "EC" (experiential credit) will be posted to the student's record.
4. If credit for experiential learning is not approved, an explanation of the reason(s) for disapproval and supporting documents will be returned to the student and submitted to the Registrar for filing.
5. Experiential credit awarded does 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 VP of Academic Affairs and Administration. Upon request from another institution, a copy of the Vice President's statement of approval can be released to substantiate the "EC" grade. Copies of supporting documentation will not be sent to another institution without the student's written consent.

## GRADING SYSTEM

The following categories of institutional grades and corresponding symbols are used to indicate that students have met minimum course requirements:

<b>A</b>	Superior academic performance.
<b>B</b>	Good academic performance.
<b>C</b>	Average academic performance.
<b>D</b>	Passing - below average academic performance.

<b>S</b>	Satisfactory completion of course requirements in select lab courses.
<b>P</b>	Satisfactory completion of developmental coursework.
<b>AC</b>	Articulated Credit earned through the K-12 articulation agreement with North Carolina public schools.
<b>AU</b>	Participation as an auditor of a course for no grade or credit.
<b>CE</b>	Credit earned by examination procedures of the College.
<b>EC</b>	Credit earned under the experiential learning policy of the College.
<b>TD</b>	Credit for developmental coursework successfully completed at other accredited educational institutions.
<b>TR</b>	Credit for courses successfully completed with a grade of 'C' or higher at other accredited educational institutions.
<b>NC</b>	Indicates non-course credit awarded when students place out of developmental education courses/modules.

The following categories of institutional grades and corresponding symbols are used to indicate that students have not met minimum course requirements:

<b>F</b>	Failure to meet course requirements - student performance is judged to require repetition of the course. Used to indicate withdrawal from a course after the 70% date of the semester.
<b>I</b>	Incomplete - used when the instructor determines that minimum course requirements may be met during the next consecutive semester without repeating the course.
<b>NG</b>	No grade - indicates a student failed to enter/attend a class.
<b>R</b>	Repeat – unsatisfactory completion of developmental coursework. Student performance is judged to require repetition of the course/module.
<b>U</b>	Unsatisfactory completion of course requirements in selected lab courses. Student performance is judged to require repetition of the course.
<b>W</b>	Withdrawal from a course prior to the 70% date of the semester.

#### GRADE POINT AVERAGE (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 GPA is calculated based only on courses included in their declared program of study.

Program grade point averages are used for determining satisfactory academic progress and for graduation readiness. A student's cumulative GPA includes all college-level courses attempted in which grades of A, B, C, D, and F are assigned. Grades for developmental coursework are not included in the program GPA or cumulative GPA.

Grade point averages are based on quality points assigned as follows:

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

### GRADING SCALE

Individual faculty members are responsible for grading students' course work. Academic departments have adopted standardized grading scales within curriculum programs. Curriculum courses at Sampson Community College use a standard 10-point grading scale with the exception of courses that are graded on a 7-point scale to meet state and institutional standards.

Standard	Nursing/Health Programs
A = 90 - 100	A = 93 - 100
B = 80 - 89	B = 85 - 92
C = 70 - 79	C = 80 - 84
D = 60 - 69	D = 70 - 79.99
F = 0 - 59	F = 69.99 and below

## GRADUATION REQUIREMENTS

Graduation exercises are conducted once a year at the conclusion of the Spring semester. Students who anticipate completing all requirements in their program of study 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 (defined as enrolling Fall and Spring semesters) in the same program may elect to complete the requirements of that curriculum as stated in the catalog at the time of their admission. Students who interrupt their studies 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 programs through actions taken by the North Carolina State Board of Community Colleges. 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.

Students who anticipate completing degree requirements in the summer may participate in the College's graduation ceremony at the conclusion of the spring semester provided that all degree requirements will be completed at the conclusion of the summer term following graduation. Official transcripts and any other necessary documentation must be submitted with a completed application for graduation before a degree or diploma can be awarded. 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.

## **INDEPENDENT STUDY**

Under unusual circumstances a student may 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 VP of Academic Affairs and Administration and filed with the Registrar's Office. Students receiving federal financial aid including veterans' benefits are not eligible for courses delivered under this policy.

## **REGISTRATION**

One or more registration days are provided for students prior to the first day of classes for each semester. Pre-registration is held during the fall and spring semesters and is generally scheduled for students already in attendance at the College. Students are requested to register during the periods designated by the College. The last day to register for each term is the schedule adjustment date listed on the academic calendar.

## **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 for 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.

## **REMOVAL OF INCOMPLETE GRADES**

When a student experiences extenuating circumstances that prevent completion of course requirements, faculty members may assign a grade of "I" (incomplete) when, in the judgment of the faculty member, the student is making satisfactory progress at the end of the semester. When an incomplete is granted, the student must satisfactorily complete all course 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 all course 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.

## **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 (See Standards of Academic Progress for Financial Aid). Students enrolled as special students are exempt from these policies.

### **SATISFACTORY ACADEMIC 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 indicates the student is not making adequate academic progress and may be subject to further academic sanctions if he or she fails to achieve a satisfactory GPA in the next term of enrollment.

### **ACADEMIC PROBATION**

If the required minimum GPA is not achieved 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 course load, a change of program, 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, he or she will enroll under academic warning and will be required to meet the minimum GPA at the end of the probationary term.

### **ACADEMIC 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 advisor. 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 OF ACADEMIC SUSPENSION**

Students who have a legitimate reason for not meeting one or all of the academic standards may submit a written appeal to the VP of Academic Affairs. The VP of Academic Affairs will appoint an Appeals Committee to review the appeal and provide a decision. Students will be notified of the outcome in writing within ten (10) business days of the decision. 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. Upon approval of an appeal, a student is considered to be maintaining satisfactory progress for enrollment purposes.

## **SCHEDULE ADJUSTMENT PERIOD**

A schedule adjustment period is provided following the registration period for each semester. Students may not add class(es) once the class(es) has/have met.

## **STUDENT IDENTIFICATION CARDS**

All students enrolled in courses or programs offered by the College (Curriculum or Workforce Development & Continuing Education) 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 SGA Advisor 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 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 Workforce Development & Continuing Education (WD&CE) courses are issued temporary student ID's through the Division of Workforce Development & Continuing Education. WD&CE 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 SGA Advisor in the Student Services Division.

## **TRANSCRIPTS & 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.

## **TRANSFER CREDIT POLICY**

Sampson Community College may award transfer credit for comparable coursework or programs completed at other accredited institutions. Credits for course work completed (with a grade of "C" or better) within ten (10) years prior to a student's enrollment in a certificate, degree, or diploma program at SCC, will be eligible for transfer toward graduation. Transfer credits from non-regionally accredited institutions will be evaluated by the appropriate Department Chair, Division Chair, and the Vice President of Academic Affairs. Transfer credit will be approved or disapproved on the basis of level,



content, quality, comparability, and degree of program relevance. All approved transfer credits must be filed with the Registrar's Office for posting to the student's transcript.

#### TIME LIMIT ON TRANSFERABILITY

Certain courses have a time limit on transferability. Credit for course work completed (with a grade of "C" or better) more than ten (10) years prior to admission must be evaluated by the Department Chair and approved by the Division Chair and the Vice President of Academic Affairs. A student may be required to repeat courses in their program's major area of concentration when changes in technology and/or current practices indicate new competencies must be acquired.

Transfer credit is not calculated in the student's curriculum grade point average. Students transferring from other institutions 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 standards for satisfactory academic progress. At least 25 percent of the curriculum requirements must be completed through SCC.

#### TRANSFER CREDITS WITHIN THE COLLEGE

When a student transfers from one curriculum program to another, applicable courses with grades of "C" or better taken within ten (10) years, may be transferred to the new program and included in the calculation of the student's GPA. Credit for coursework with a grade of "D" may be awarded with the recommendation of the Department Chair when a student transfers from one level to another (Diploma to Degree) within the same program. Acceptance of courses completed beyond the ten-year period must be evaluated by the Department Chair and approved by the Division Chair, and the Vice President of Academic Affairs.

#### TRANSFER CREDITS FROM THE COLLEGE

Credits earned at Sampson Community College may be transferred to other North Carolina Community Colleges and other senior institutions. Counselors in Student Services guide students seeking to transfer to another institution. Faculty advisors assist transfer students with course planning.

It is the student's responsibility to indicate the intent to transfer and to initiate contact with the counselor and faculty advisor. Students should obtain a current catalog and application from their selected institution for guidance in selecting courses. Students must complete and submit a transcript request form to Student Services for an official transcript to be forwarded to another college or university.

## 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 published 70 percent point of the semester, a student will receive a grade of "F". Students who stop participating in a class will be withdrawn administratively when the student violates the attendance policy. 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 extenuating circumstances may request approval from the VP of Academic Affairs and Administration to withdraw with a grade of “W” after the 70 percent date.

## GENERAL POLICIES & PROCEDURES

### COMMUNICABLE DISEASE POLICY

Sampson Community College is committed to assure, to the extent possible, that each employee and student enjoys safe and healthful work and study conditions. The College, in its effort to control communicable diseases on the campus, has adopted a Communicable Disease and Blood-borne Pathogens policy as defined in the following sections.

#### POLICY STATEMENT

Sampson Community College is committed to assure, to the extent possible, that each employee and student enjoys a safe and healthful work and study conditions. The college, in its effort to control communicable diseases on the campus, has adopted the following policy provisions:

Persons infected or reasonably believed to be infected with communicable diseases will not be excluded from enrollment or employment, or restricted in their access to college services or facilities unless medically-based judgments in individual cases establish that exclusion or restriction is necessary to the welfare of the individual, or others associated with the institution through clinical, cooperative, intern, or other such experiences involving the general public.

Persons who know, or have a reasonable basis for believing, that they have been infected or have a communicable diseases which may pose a threat to others are expected to seek expert advice about their health circumstances and are obligated ethically and legally to conduct themselves so as to protect themselves and others.

Employees, employees of contractors, or students infected with a communicable disease have the responsibility of reporting this information to the Personnel Officer or the Dean of Student Services, as appropriate. The institution will continue a program of educating and informing employees and students about communicable diseases,

warning signs, and protective measures. The education program will include, but not be limited to written publications, seminars and workshops, and curriculum content.

#### STUDENT ADMISSIONS AND PARTICIPATION IN PROGRAMS

Curriculum Programs – students entering the associate degree nursing, practical nursing education, or nursing assistant programs and such other programs as the college may at times designate will be required:

1. To show satisfactory written evidence to have begun or completed all hepatitis B (HB) immunizations as specified in a pre-entrance medical record review prior to admission or,
2. To show satisfactory written evidence of the applicant's acquired immunity from HB, or
3. To show satisfactory written evidence provided from a licensed physician that the vaccination is contraindicated for medical reasons, or
4. To sign a waiver form indicating their refusal to submit to the vaccination schedule.

Students who have begun an immunization schedule must complete this schedule appropriately. Those students who reject immunizations could jeopardize their ability to fulfill clinical requirements. In such circumstances the student could be suspended from further studies until clinical privileges could be restored. Students admitted into these programs will be required to sign an immunization form(s) releasing the college from liability related to the failure to have immunizations.

Continuing Education Programs – Students who enter non-curriculum continuing education programs potential exposure to blood or other body fluids will be required to:

1. Show satisfactory written evidence to have begun or completed all HB immunizations as specified in a pre-entrance medical record review prior to admission, or
2. Show satisfactory written evidence of the applicants acquired immunity from HB, or
3. Show satisfactory written evidence provided from a licensed physician that the vaccination is contraindicated for medical reasons, or
4. To sign a waiver form indicating their refusal to submit the vaccination schedule.

These students who reject immunizations could jeopardize their ability to fulfill clinical requirements. Students participating in these programs will be required to sign an immunization form(s) releasing the college from liability related to the failure to have immunizations.

## ELECTRONIC DEVICE USE POLICY

Students may not disrupt class with the use of cellular phones, pagers, or similar electronic devices. Students who act in disregard to this policy are subject to being dropped from class at the discretion of the instructor. Specific penalties are included in the course syllabus.

*Effective Fall 2006 semester*

## EMERGENCY CALLS

Students should ask their family, friends and associates not to contact them at the College. Classes will not be interrupted for incoming calls for students except during emergency situations. The Dean of Student Services, Security Officer or other College designee will screen all messages in order to determine the nature of the emergency. If it is apparent that an emergency exists, the staff will make every effort to relay the message. Callers must identify themselves and the number from which they are calling.

If a person visits the campus requesting the location of a student concerning an emergency situation, the person should be referred to the Dean of Student Services or the Security Officer. If an emergency situation exists, reasonable measures will be taken to deliver the message will be delivered to the student giving the name of the person, a brief message, and where the person will be waiting.

If a law enforcement officer wishes or asks to see a student, the officer should be referred to the Student Services Division. In situations where the safety of the College community is in question, the officer will be referred to the Dean of Student Services, the Vice President of Administration, or the Evening Coordinator.

**Emergency Messages should be directed to:**

**(910) 592-8084 (day)**

**(910) 990-4994 (night)**

## FOOD & DRINK IN CLASSROOMS

Vended-type snacks and drinks may be permitted in classrooms at the discretion of the instructor. Drinks must have a spill-proof top. If snacks or drinks are allowed, the classroom must be left clean. No snacks or drinks are permitted in laboratories (computer, science, shops).

## FUNDRAISING

Approval for solicitation of gifts by clubs and organizations must be coordinated and approved by the Resource Development Officer. Approval forms may be obtained

through the SGA Office or the SCC Foundation Office. For your convenience, detailed information on fund-raising procedures is available in the Library, SGA Office, or Foundation Office. Limited resources are available through the SCC Foundation for special club needs. For more information, contact your club advisor.

## GRIEVANCES / FILING A COMPLAINT

Any student who has a grievance related to the programs, services, or activities offered by the College may file a complaint with the Dean of Student Services. The Dean will conduct an investigation and notify the student of the outcome within **five (5) business days**. If a student disputes the outcome, he or she may follow the process described in the section on appeal of non-academic sanctions.

## INCLEMENT WEATHER & EMERGENCY CLOSINGS

The Sampson Community College President or designee is responsible for delaying classes or closing the College in the event of inclement weather or other emergency. When the campus is closed for inclement weather or other emergencies, all classes and programs offered and hosted by the college are cancelled without regard to program. This applies to curriculum and continuing education courses as well as programs offered by outside agencies.

### WD&CE | WORKFORCE DEVELOPMENT & CONTINUING EDUCATION

Instructional time that has been missed due to inclement weather or emergencies resulting in the college closing or delaying its opening will be made up on an individual basis at the discretion of the Dean of Continuing Education. The Dean of Continuing Education or designee is authorized to close Academy of Continuing Excellence site classes when inclement weather or another emergency is considered a danger to the transport of students on College vans. Class cancellations and any make-up of lost time must be documented through a change form. Make-up dates may not be scheduled on College holidays.

### CURRICULUM INSTRUCTION

If the College is closed due to inclement weather or other emergencies, instruction will continue using the College's Learning Management System (LMS, e.g. Moodle). Instructors are required to post alternative assignments in the LMS and notify students of the posted assignments at the next scheduled class meeting.

Classes with state minimum clock hour completion requirements (e.g. BLET, cosmetology) will make up missed instruction by extending class time on regularly scheduled days and/or on additional days (except College holidays) within the current semester. Adequate make up time will be jointly determined by the Instructor and Department

Chair, with approval of the Division Chair. Additional class time will be documented and confirmed with the Registrar's Office to ensure that all contact hours are met.

Associate degree and practical nursing will make up missed clinical time through clinical reassignment or through simulation activities. Missed classroom instruction will be made up through online graded assignments, case studies, and/or faculty led discussion boards using the LMS. The Division Chair of Health Programs or designee may reschedule clinical experiences when, in the opinion of the Chair, driving conditions for faculty and students are hazardous.

Sampson County Early College High School Students (SECHS), Sampson County Schools (SCS), Clinton City Schools (CCS), and private and home school dual enrolled students are expected to follow the College's plan for inclement weather/emergency closing.

When a public or private school announces a closing due to inclement weather or other emergencies, students from these systems will be released from SCC classes without attendance penalty. (Note: SECHS is a SCS high school) When SCC is open and a public, private, or home school is closed, instruction will continue using the college's LMS. Instructors are required to post alternative assignments in the LMS and notify students of the posted assignments at the next scheduled class meeting.

Make-up dates for lost class time may not be on College holidays. This applies to curriculum and continuing education courses as well as programs offered by outside agencies.

Announcements regarding College closings and delays will be made through the following media outlets: WRAL-TV, WECT-TV, WRDU, and WCLN radio.

## **INTELLECTUAL PROPERTY RIGHTS**

Sampson Community College recognizes the need to protect ownership rights in intellectual property, defined as any work that could lead to copyright or patent. This includes, but is not limited to, course materials, artistic creations, software programs, or inventions. The College's intellectual property rights policy applies to all employees (full-time and part-time), consultants hired by or under contract to the College, and students. As a general rule, all rights to copyrightable or patentable material belong to the creator. In the case of independent works, a College employee or student owns all rights to copyrightable or patentable work, provided:

- The work is the result of individual initiative and not the product of a specific contract or assignment made as a result of employment with, or enrollment at, the College.
- The work is not a product of the employee's job duties.
- The work is produced by an employee outside his/her work schedule.

- The work is produced by an employee or student without College funds or significant use of College owned and controlled facilities.

In the case of College-sponsored work, the College is the creator and retains all intellectual property rights to the work unless the College chooses to formally relinquish them. College-sponsored works are defined using the following criteria:

- The work is the product of a specific contract or assignment made as a result of employment with, or enrollment at, the College.
- The work is a product of the employee's job duties.
- The work is produced by an employee during his/her work schedule.
- The work is produced by an employee or student with College funds and/or with significant use of College owned and controlled facilities.

College funds include but are not limited to:

- Release time
- Grant funds
- Salary supplements
- Leave with pay
- Other material or financial assistance

The College controls any revenues or other benefits related to or deriving from College sponsored works. The College is permitted to charge a reasonable rental fee to use any College sponsored works. Furthermore, items such as a learned journal, work of art, book, publication, textbook, library book, form, bulleting, or instructional supply may be, as allowed under the Umstead Act, sold by the College.

With authorization of the Board of Trustees, the President may enter into an equitable written agreement with an employee or student for shared or joint ownership, royalty sharing, or reimbursement to the College for its cost and support of any College-sponsored work. In such cases the College retains a royalty-free license to use the intellectual property for research and educational purposes.

Should a dispute arise over ownership of intellectual property, the employees may assert their rights under the employee grievance procedure. Students may assert their rights under the student grievance procedure.

## **MINORS ON CAMPUS**

Minor children (under the age of 18) are not allowed to accompany parents or guardians to classrooms, shops, or laboratories. Minors not enrolled in courses at Sampson Community College are not allowed to loiter in the buildings and facilities or to play on the College grounds. This policy is intended to prevent disruption to the campus and to prevent injuries to unsupervised minors. The College assumes no liability for injuries incurred by minors on campus.

## NC 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 for six consecutive months 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. For additional information, please contact the Director of Basic Skills at 910-592-8081.

## PARKING PERMITS

Currently enrolled students who drive to campus must obtain a student parking permit within the first week of class. The parking permit should be clearly displayed in the windshield 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 \$25.00 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.

## PEER-TO-PEER COMPUTING APPLICATIONS AND UNAUTHORIZED DOWNLOADS OF MUSIC

### PURPOSE

The primary purpose of this policy is to inform, educate, and set expectations for all members of the college community of their individual and corporate responsibilities in the use of Peer-to-Peer applications using the College's network. (The policy is also intended to bring attention to the possibility of enforcement proceedings against individuals who illegally download music as defined by the Recording Industry Association of America. "RIAA")

### POLICY

It is the policy of Sampson Community College that the College's network connections may not be used to violate copyright laws. The unauthorized reproduction of copyrighted



materials is a serious violation of SCC's Computer Use Policy, as well as the U.S. Copyright Laws, as discussed above.

The College may, at its discretion, put into place file transfer limitations on inbound and outbound traffic necessary to support the primary usage of the network: academic and enterprise computing. The data network must be available for SCC's students, faculty, and staff to support essential daily operations.

If an artist, author, publisher, the Recording Industry Association of America (RIAA), the Motion Picture Association of America (MPAA), or a law enforcement agency notifies the College that a faculty/staff member of student is violating copyright laws, the computer services staff will provide administrative officers information in the form of Internet Protocol (IP) address information and any information from logs to assist in the investigation of the complaint. Appropriate action will be taken against the violator in accordance with College policy. In some cases, violations of College policy will result in suspension or revocation of network privileges and/or civil or criminal prosecution under state and federal statutes.

## **SPEAKER APPROVAL**

Any group, club, or staff member must obtain approval prior to having a guest speaker in accordance with the College's Free Speech and Public Assembly Policy. For more information, contact the Student Services Division.

## **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. The College does not maintain a list of approved housing facilities.

## **STUDENT ORGANIZATIONS**

### **COLLEGE SPONSORED ORGANIZATIONS**

The College has established student clubs, organizations, and societies for the purpose of assisting the College in carrying out its mission and goals. These groups are sanctioned by the College and directly relate to the purposes of the institution. Clubs and organizations shall fall into one of three categories: (1) Honor Societies which promote scholarship among students; (2) Curriculum Clubs/Organizations which promote student interest in specific programs of study; (3) Cultural Clubs which promote interest in the diversity of the College's student body and service area.

All college-sponsored clubs shall have at least one advisor from the instructional or non-instructional faculty. These clubs may conduct fundraisers with approval by the College administration and in compliance with state and federal laws. Any solicitation from local

businesses must be done with the approval and assistance of the College's Resource Development Office.

#### STUDENT CLUBS & ORGANIZATIONS

The College does not infringe upon students' freedom to organize and exercise their rights to free speech and free religion. Students at the College should be free to form groups, societies, and clubs, but in so doing they act independently of the College and they shall not represent themselves as a college organization. The College will not be responsible for these organizations or their events. These clubs may use the College's facilities and resources to the same extent as the public may use them. Any employee of the College assisting a student club in this category shall do so on their own time and shall not act as an agent of the College.

## STUDENT RECORDS

When a prospective student submits 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, and other documents related to 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, program of study, enrollment status, and degrees and awards received. Student ID numbers are considered directory information for use on SCC student ID cards. Student ID numbers cannot be used to access student records and personal information except when used in combination with one or more elements that confirm the user's identity.

**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

The College will provide an official transcript of the student's educational record upon written request. 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 in the Student Services Division and on the Student Services page of the College's website. Completed forms may be returned to SCC by fax or postal mail. Completed forms may be accepted by e-mail if they contain an original signature.

#### CHANGE OF INFORMATION

When any pertinent information such as name, address, or phone number changes, it is the student's responsibility to notify the Student Services Division in a timely manner. Any changes require valid identification and documentation verifying the current and updated information before records will be changed. Current information is required to ensure that grades or other information from the College will be received and that emergency messages can be delivered.

#### RETENTION OF RECORDS

Permanent records of curriculum students are maintained in the Student Services Division and are protected against fire, theft, destruction, and other hazards. Appropriate measures are taken to protect the security, confidentiality and integrity of student records. Incomplete or inactive records of students who have never enrolled at the College may be destroyed after two years.

## 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 the following graduation/completion, transfer-out, and retention rates:

- Fall 2013 first-time, full-time degree-seeking cohort: 27% graduation within normal time
- Fall 2013 first-time, full-time degree-seeking cohort: 18% transfer out-rate

- Fall 2015 first-time, full-time degree-seeking cohort: 33% retention (first year to second year)

*Source: IPEDS Data Center report for Sampson Community College, FY 2016-2017 information (final release).*

## **STUDENTS' ROLE AND PARTICIPATION IN DECISION-MAKING**

Sampson Community College encourages all students to participate in the institution's decision-making process to the fullest extent possible. Opportunities for participation are provided through formalized structure and the administration's practice of an open-door policy. Formalized participation is provided in the following ways:

1. The Student Government Association President serves as an ex-officio member of the Board of Trustees (ex-officio status accords the SGA President all rights as other Trustees except the voting privilege).
2. Student representatives serve on several standing committees of the College.
3. When appropriate, student representatives serve on College ad-hoc committees.
4. The President meets with the SGA Senate and students periodically to discuss how the College can best meet student needs.
5. Students may appeal decisions made by faculty and staff through the academic and grievance processes.

Students may as individuals or groups present ideas for improvement or concerns to the appropriate administrator or the President at any time. The College administration will respond to such input in a timely manner. The College believes it can achieve excellence only by the full participation of those it serves, the students, in institutional decision-making.

## **TITLE IX & SEXUAL HARASSMENT**

The Board of Trustees and the Administration of Sampson Community College are fully committed to the principles and practice of equal employment and educational opportunities. The college does not practice or condone discrimination in any form, against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, disability, or political affiliation. The college commits itself to positive action to secure equal opportunity regardless of those characteristics.

SCC prohibits all forms of illegal discrimination and fosters a campus environment which empowers individuals to bring forth claims of illegal discrimination without fear of retaliation. No form of illegal discrimination shall be tolerated whether it arises in the employment environment or in some manner which impedes the ability of students, employees, and others to access any service offered by the College. SCC shall place a special emphasis on providing training designed to help faculty, staff, and students recognize, intervene, prevent, and end illegal discrimination based on sex or gender,

including sexual harassment, sexual violence, sexual assault, stalking, domestic violence, dating violence, or other forms of intimate partner violence.

It is the goal of the college to provide the safest educational environment possible. The college employs one full-time Director of Security and other part-time Clinton City Police Department officers as security personnel. These officers serve as representatives of the college and have full law enforcement authority to provide coverage of the main campus during the college's scheduled hours of operation. All criminal incidents that occur at SCC sponsored off-campus activities should be reported to the college official in charge of the activity and the appropriate law enforcement agency having jurisdiction. Campus security personnel will investigate and document incidents that are reported.

#### GRIEVANCE PROCEDURES

Employees or students who believe they are victims of, or witnesses to, sexual harassment or discrimination, should report the matter immediately to one of the grievance officers so that appropriate corrective action may be taken. When an allegation of misconduct is made, SCC shall:

- Inform the alleged victim of options and assistance which may be available to them;
- Maintain confidentiality to the fullest extent permitted by law;
- Thoroughly and impartially investigate the allegation;
- When reasonably necessary, provide an interim remedy(ies) pending a final resolution;
- Provide all parties involved in the allegation a prompt and equitable determination of the merits of the claim;
- Decide whether the allegations are more likely than not to have occurred (preponderance of the evidence standard); and, if it is more likely than not that the allegations occurred, resolve the allegations in a manner designed to end the discrimination, prevent its reoccurrence, remedy the effects upon the victim and the community, and impose reasonable sanctions on any party found to have engaged in behavior prohibited by this policy.

Any individual who does not feel that appropriate action has been taken as a result of a harassment or discrimination report, may appeal to the Board of Trustees. The Operating Manual of the Board of Trustees may be found on the college's web site at [www.sampsoncc.edu](http://www.sampsoncc.edu).

For definitions of prohibited conduct and additional information regarding Title IX policies and procedures, please visit the Title IX page on College's website.

#### GRIEVANCE OFFICERS

Dean of Student Services - North Building (910) 592-8084 x.2021

Counselor - Student Services/North Building (910) 592-8084  
Frankie Sutter, Title IX Compliance Officer (910) 592-8081 x.2005  
Director of Security - Warren Student Center (910) 592-8081

If none of these grievance officers are available, employees should report such incidents through the chain of command or to the college president. Students should report such incidents to their instructor or any member of the college administration.

## SEXUAL HARASSMENT POLICY AND PROCEDURES

### PURPOSE

This policy is adopted to promote an atmosphere in which all members of the Sampson Community College community may work and study free of sexual harassment and to provide for the orderly resolution of complaints of sexual harassment. The sexual harassment policy and procedures are distributed and made available to the campus community through the Student Handbook, College website, and an informational brochure. The policy is also posted on the College information board in the North Building.

### POLICY

All members of this College community are expected and instructed to conduct themselves in such a way as to contribute to an atmosphere free of sexual harassment. Sexual harassment of any student or employee by any other student or employee is a violation of the policy of this College and will not be tolerated. Any such person violating the policy will be disciplined in accordance with the procedures outlined below.

### DEFINITION

Requests or demands for sexual favors, and other unwelcome verbal or physical conduct of a sexual nature by any student or employee constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing, or
2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual, or
3. such conduct has the effect of unreasonably interfering with an individual's performance, or creating an intimidating, hostile or offensive working/learning environment and is not protected by free speech under the First Amendment to the Constitution.

Sexual harassment refers to behavior that is not welcome, that is personally offensive, that fails to respect the rights of others, and that, therefore, interferes with the individual's work/learning effectiveness. Sexual harassment may take different forms. One specific form is the demand for sexual favors. Other forms of harassment include, but are not limited to:

- **Verbal:** Comments of a sexual nature, including innuendos, suggestive comments, jokes, propositions, threats, and degrading/discriminating/stereotypical words; comments directed primarily at one's gender.
- **Nonverbal:** Sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures.
- **Physical:** Unwanted physical contact including touching, pinching, brushing the body, pushing.

#### EXAMPLES OF PROHIBITED CONDUCT

Prohibited conduct may include, but is not limited to, unwelcome behavior with sexual overtones that is intimidating or offensive to the recipient or observer of the behavior such as:

- Grabbing, touching, or patting
- Sexual propositions
- Sexually offensive pictures, magazines, notes, calendars, cartoons, or jokes
- Unwanted flirtations or advances
- Repeated pressure or requests for sexual activities
- Rewards for sexual favors or withholding of rewards for refusing to grant sexual favors
- Graphic comments about an individual's body or dress
- Sexually degrading names
- Teasing a person about their sexual orientation

When reporting an incident, it is helpful to provide as much information as possible. Such information includes:

- A description of the event or events,
- The number of occurrences with dates and places,
- The names of any witnesses, and
- If appropriate, documents, papers, and/or other exhibits

Sexual harassment can apply to people of the same gender, not just male/female interactions. Whatever form it takes, sexual harassment is insulting and demeaning to the recipient, and will not be tolerated at the College. All employees, administrators, faculty and staff alike, are responsible for maintaining an environment that is free from sexual harassment. Students, as well, are expected to comply with this policy and to take appropriate measures to ensure that such conduct does not occur. Employees or students who violate this policy will be subject to appropriate disciplinary action up to and including termination or expulsion.

Do not take sexual harassment lightly. The College cannot address the problem unless and until it is made aware a problem exists. Do not wait until the situation becomes intolerable to report sexual harassment.

#### APPOINTMENT OF GRIEVANCE OFFICER

The President shall appoint two or more sexual harassment officers (hereafter termed “grievance officers”) whose duty is to receive complaints in an informal manner. The names of the grievance officers are posted annually on the official bulletin board of the College (located at the east entrance of North Building) with the list of College committees.

#### SEXUAL HARRASSMENT GRIEVANCE OFFICERS

Dean of Student Services

Counselor, Student Services

Frankie Sutter, Title IX Compliance Officer

Director of Security

If none of these grievance officers are available, employees should report such incidents through the chain of command or to the College president. Students should report such incidents to their instructor or any member of the College administration.

#### APPLICATION OF GRIEVANCE PROCEDURES

Any employee who believes that she/he has been sexually harassed by a supervisor, a co-worker, or by anyone else associated with the College, or who believes that another employee is being subjected to sexual harassment, should report the matter immediately to either of the grievance officers so that appropriate corrective action may be taken.

Any student who believes that she/he has been the subject of sexual harassment or who believes that another student is being sexually harassed, should report the situation immediately to either of the grievance officers so that appropriate corrective action may be taken.

Following a complaint of sexual harassment, an investigation will be undertaken by the College. The College will, to the maximum extent feasible, maintain the confidentiality of all complaints on a need-to-know basis. However, an adequate investigation of such complaints generally will require disclosure to the accused party and other witnesses in order to gather pertinent facts.

No retaliatory measures will be taken against any student or any employee for complaining of sexual harassment. Likewise, no retaliatory measures will be taken against any individual for assisting or cooperating with the College in its investigation of sexual harassment complaints.



Any employee, student, or member of the College community who feels he or she has been or may have been subjected to sexual harassment is strongly encouraged to seek assistance from one of the grievance officers.

Any employee or student who has reported a violation but does not feel that appropriate corrective action has been taken may appeal the College's action to the College's Board of Trustees as set forth in Chapter VIII of the Board Manual. Also, the person or persons against whom the complaint was made may appeal to the Board of Trustees as set forth in Chapter VIII. The Board Manual may be found in the College Library and on the College's website.

## **TOBACCO FREE POLICY**

Sampson Community College is committed to providing a safe and healthy environment in which people can learn and work. As an expression of this commitment, effective August 10, 2015, the College is designated a "tobacco-free campus", defined as free of all tobacco products. The use of any tobacco product (to include electronic cigarettes or vapor devices) is prohibited in campus buildings, on campus grounds, in College vehicles, or at any College-sponsored event. The sale or distribution of these products is also prohibited.

To foster an understanding of this policy, faculty, staff, students, and visitors who violate this policy will receive reminders of the policy. Faculty, staff or students with repeat offenses may receive sanctions as provided in the Student Code of Conduct or the Staff and Faculty Handbook. Visitors may be asked to leave the campus.

## **VISITORS**

Sampson Community College welcomes all visitors. Campus tours may be scheduled with the Admissions Office. Upon arrival, visitors check in at the receptionist's desk in the North Building, stating their intended purpose on campus. A Visitor's ID badge must be worn for the duration of the visit and 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.

## **WEAPONS ON CAMPUS**

Sampson Community College (SCC) upholds all federal and state laws pertaining to the possession of weapons on campus. Carrying a "weapon" either openly or concealed on community college property is generally prohibited by North Carolina general statute N.C.G.S. § 14-269.2. A "weapon" includes firearms, explosives, BB guns, stun guns, air rifle

or pistol, and certain types of knives or other sharp instruments. Law enforcement officers acting in their official capacity are allowed to carry weapons on campus. In accordance with state law S.L. 2013-369, sec. 2; HB 937; N.C.G.S. § 14-269.2(k), a firearm is permissible on the College's campus **ONLY** under the following limited circumstances:

1. The firearm is a handgun; **AND**
2. The individual has a valid concealed handgun permit or is exempt from the law requiring a permit; **AND**
3. The handgun remains in either: a closed compartment or container within the permit holder's locked vehicle; or a locked container securely affixed to the permit holder's locked vehicle; **AND**
4. The vehicle is only unlocked when the permit holder is entering or exiting the vehicle; **AND**
5. The firearm remains in the closed compartment at all times.

Any person on the campus of Sampson Community College who is found to be in possession of an **unauthorized** weapon will be charged with violation of all applicable federal and/or state laws. Penalties for violations of the SCC Weapons on Campus Policy and/or Student Code of Conduct may be imposed independently of any criminal charges or legal sanctions.

*Approved by SCC Board of Trustees October 2013*

# STUDENT CODE OF CONDUCT & APPEALS PROCESS

## STUDENT RIGHTS & RESPONSIBILITIES

### STUDENT RIGHTS

1. Students have the right to receive in writing the requirements, evaluation methods, and the method of grade determination of a course at the beginning of each semester.
2. Students have a right to be informed about personal grooming requirements of a curriculum in which such requirements are applicable.
3. Students have a right to reasonably frequent evaluation including the grading and timely return of all work submitted on time by the student based solely on an academic basis in accordance with the College's grading scale and designed to measure student progress and acquired knowledge. Students may discuss their grades with the appropriate instructors. (In Health Science programs, letter grades are determined using published criteria.)
4. Students have the right in a classroom to non-disruptive open discussion, inquiry, and self-expression.
5. Students have the right to participate in a College-approved process of course evaluations.
6. Students have the right to attend classes under the guidelines established by the College's attendance policy; when students are late for classes, they can be admitted as "tardy" as long as they are not disruptive to the ongoing class.
7. Students have the right of access to their official academic records and the assurance that official records are free from information on personal, social, religious, or political activities or beliefs.
8. Students have the right to privacy of individual official student records. Access to student records will be granted to parents of a dependent student, appropriate College officials, and persons or agencies having a legitimate educational interest. Others wishing access must have written consent from the student. An exception to the above right will be made in the event of legal action or when the safety of persons or property is involved.
9. Students have the right to have protected the privacy of personally identifiable information contained in student records.
10. Students who have completed a course of study have the right to have their academic transcript permanently maintained by the Records Office.
11. Students have the right to express their views on issues of College policy on matters of interest to the student body.
12. Students have the right to a clearly defined means of participating in the formulation of College policy affecting academic issues and student affairs issues.

13. Students have the right to representation on committees that involve student life.
14. Students have the right to elect and be represented by Student Government Association officers in accordance with the College-approved procedures set forth in the SGA Constitution.
15. Students have the right to sponsor and produce publications free from undue censorship provided proper journalism techniques and general College publication guidelines are followed.
16. Students have the right to organize and join clubs and associations and to plan and participate in activities sponsored by those clubs and associations.
17. Students have the right to invite non-classroom guest speakers to the College. Guest Speaker Authorization Forms are located in the SGA office.
18. Students have the right to receive through publications such as a student handbook or a generally available body of institutional regulations, written statements of policies, rules, regulations, and penalties regarding the standards of behavior considered essential to the College's educational mission, its community life, and the educational progress of the individual.
19. Students have the right of access to a clearly defined, official grievance review process and the right to appeal a disciplinary action (See Section G.)
20. Students who are formally charged with an infraction of College rules and regulations are entitled to attend classes until the charge is adjudicated unless it is determined that the student's presence is a danger to person(s) or College property.
21. Students have the right to the same protection of their rights and liberties as provided to any other citizen of the United States or resident of North Carolina where infractions of Federal or State laws are being investigated.

#### STUDENT RESPONSIBILITIES

1. Students are responsible for an awareness of and for abiding by institutional rules, regulations, and policies.
2. Students are responsible for maintaining individual honor in their academic pursuits by neither participating in nor condoning acts of academic dishonesty.
3. Students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled.
4. Students are responsible for learning the content and demonstrating the competencies of any course of study in which they are enrolled.
5. Students are responsible for maintaining in each course the standard of classroom conduct deemed by the institution to be conducive to the learning process.
6. Students are responsible for complying with institutional procedures governing tardies and absences.
7. Students are responsible for periodically reviewing their institutional academic record for completeness and accuracy.

8. Students are responsible for making arrangements to meet periodically with their advisors to review progress toward graduation.
9. Students are responsible for conducting themselves in an appropriate manner while on campus or while functioning as a representative of SCC.
10. Students are responsible for the creditable expression, individually and collectively, of views on issues of institutional policy and matters of interest to the student body.
11. Students are responsible for producing creditable student publications that follow proper journalism techniques and general College publication guidelines.
12. Students are responsible for conducting the business of student clubs and associations in a fair and equitable manner.
13. Students are responsible for adhering to and complying with prescribed institutional grievance procedures.

**NOTE: All information listed in Student Rights and Responsibilities and Student Code of Conduct applies to students enrolled in curriculum programs or Workforce Development & Continuing Education courses.**

## STUDENT CODE OF CONDUCT

Sampson Community College reserves the right to maintain a safe and orderly educational environment. Therefore, when in the judgment of College officials a student's conduct disrupts or threatens to disrupt the sanctity of the community; appropriate disciplinary action will be taken. All students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality while on campus and when attending college-sponsored events or field trips. The purpose of this code is not to restrict student rights but to protect the rights of individuals and to ensure the integrity of the institution's academic programs. The code of conduct applies to all currently enrolled students participating in any of the programs offered by the college. Officers of the Clinton Police Department will enforce criminal laws on the college campus.

### ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION

Academic misconduct is defined to include but is not limited to:

1. Giving or receiving unauthorized aid (aid or material used without the instructor's permission or approval) on an assignment. Unauthorized material includes but is not necessarily limited to test information, research papers, books, periodicals, and unauthorized electronic information.
2. Plagiarism as defined by the *American Heritage Dictionary* is "to steal and use the ideas and writings of another as one's own." Plagiarism includes not giving proper acknowledgment via footnote, endnote, or in-text citation. Quoting part of a source (a sentence or more) without proper acknowledgment through the above citation is plagiarism.
3. Copying, taking, or acquiring without permission any academic material (test information, research papers, notes, books periodicals, etc.) from a member of the

College staff, faculty, or student body or any comparable violation of academic security.

#### DISCIPLINARY PROCEDURES FOR ACADEMIC MISCONDUCT

Faculty members will make a preliminary judgment about the seriousness of the incident and determine whether it is a possible violation of the Academic Code of Conduct. If the incident appears to be a violation, the faculty member will then decide whether the incident justifies a formal charge or whether a sanction on the test or assignment is appropriate. If the finding is that a violation rising to the level of a code of conduct charge has occurred, the faculty member may impose a variety of penalties for academic misconduct depending on the nature of the offense. Penalties include giving the student a grade of “F” or zero on the assignment or a grade of “F” in the course. Penalties will be included in the course syllabus.

In the event that the student wishes to appeal an individual grade resulting from alleged academic misconduct, including overcuts, the student must submit a written appeal within **three (3) business days** from the date they are informed of the penalty. Students may continue to attend class during the entire appeal process provided that they have initiated a written notice of appeal at each stage of the review process.

The student must present to the department or division chair supervising the faculty member a written notice of appeal outlining the grounds for the appeal. The department or division chair will provide the student with written notice of his or her finding as soon as practicable but not to exceed **three (3) business days** from notice of the appeal.

#### OTHER MISCONDUCT SUBJECT TO DISCIPLINARY ACTION

1. All forms of dishonesty including falsifying information to the College or another student and forgery, alteration, or use with intent to defraud the College’s documents or instruments of identification without the College’s permission.
2. Theft of, misuse of, or damage to College property; or theft of or damage to property of a member of the College community or a campus visitor on College premises or at College functions; trespassing which includes unauthorized entry upon the property of the College or into a College facility or a portion thereof that has been restricted in use and thereby placed off limits; unauthorized presence in a College facility after closing hours.
3. Possession of or use of alcoholic beverages or being in a state of intoxication on the College campus or at College-sponsored or College supervised functions off campus or in College-owned vehicles.
4. Possession, use or distribution of any illegal drugs, except as expressly permitted by law. Any influence that may be attributed to the use of drugs or of alcoholic beverages may not in any way limit the responsibility of the individual for the consequences of his or her actions.

5. Possession or use of an unauthorized firearm, incendiary device, or explosive, except in connection with a College-approved activity. This also includes unauthorized possession or use of any instrument that may be used to inflict serious bodily injury to any person.
6. Lewd or indecent conduct, including public, physical, or verbal action or distribution of or wearing clothes bearing obscene or libelous written material.
7. Intimidating, threatening, or mentally or physically abusing any person on College premises or at a College-sponsored or College-supervised functions, including verbal or physical actions that threaten or endanger the health or safety of any such persons or that promote hatred or racial prejudice.
8. Violation of College regulations regarding the operation and parking of motor vehicles.
9. Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.
10. Engaging in any conduct that causes or is likely to result in any material disruption of any lawful function or activity of the College including the intentional obstruction or disruption of teaching, research, administration or disciplinary proceedings or other College activities including public service functions and other duly authorized activities on College premises.
11. Participating in or conducting an assembly, demonstration, or gathering in a manner that threatens or causes injury to person or property; that interferes with free access to, ingress or egress of College facilities; which is harmful, obstructive or disruptive to the educational process or institutional functions of the College; remaining at the scene of such an assembly after being asked to leave by a representative of the College staff.
12. Occupation or seizure in any manner of College property, a College facility or any portion thereof for a use inconsistent with prescribed, customary, or authorized use.
13. Unauthorized use, or misuse, of the College's computing resources including:
  - Logging on an account without the knowledge and permission of the account owner.
  - Changing, deleting, or adding to the programs, files, and data without authorization of the account owner.
  - Theft of program data and machine resources.
  - Attempts to thwart security of any College computer or computer system.
  - Attempts to disrupt the normal operations of any College computer system(s) including hardware and software.
14. Smoking or the use of other forms of tobacco products, in classrooms, shops, labs or any unauthorized areas.
15. Fiscal irresponsibility such as failure to pay College-levied fines, failure to repay College-funded loans, or the passing of worthless checks to College officials.
16. Failure to comply with instructions of College officials acting in performance of their duties.
17. Violation of a local, state, or federal criminal law on the College campus.

18. Violation of the terms of a disciplinary action or any College regulation during the period of probation, suspension or expulsion.

#### DISCIPLINARY PROCEDURES FOR OTHER MISCONDUCT

If an act of misconduct threatens the health or well-being of any member of the academic community or seriously disrupts the function and good order of the College, an employee or administrative officer may direct the student(s) involved to cease such conduct and advise them that failing to cease and desist will result in immediate suspension. If the student(s) fails to comply with the directions, the instructor or administrator may then excuse the student(s) from the class or activity. The Dean of Student Services or another administrative officer may suspend the student(s) from either the class or the College until a resolution of the matter can be made.

The college official invoking such action is required to notify the Dean of Student Services and the assigned Clinton Police Officer in writing of the individual(s) involved and the nature of the infraction immediately. In order to provide an orderly procedure for handling student disciplinary cases in accordance with due process, the Dean of Student Services, or an appointed designee, is responsible for conducting such investigation as necessary and appropriate to determine the accuracy of the allegation(s) of misconduct and for handling the judicial procedures associated with the hearings and possible sanctions. All persons involved in reported incidents of misconduct are expected to comply with requests for information and to assist in any investigation.

The Dean of Student Services will notify the parties involved of the alleged misconduct and complete an investigation within **five (5) business days** after the charge is filed. The accused may be permitted to attend classes and participate in campus activities during the course of the investigation unless his or her presence poses an immediate or imminent threat to the safety and well-being of the campus community. The Dean will meet with all parties involved to present the findings of the investigation. If a party cannot be reached to schedule an appointment or refuses to cooperate, he or she will be notified of the outcome in writing. The Dean will send a certified letter to the address on record providing a list of the charges, the imposed sanction, and instructions governing the appeal process as described on page 58.

After concluding the investigation of misconduct, the Dean may act as follows:

1. Drop the charges.
2. Impose a sanction consistent with those described in the levels of sanctions below.

#### NON-ACADEMIC SANCTIONS

1. **Counseling Intervention/Warning:** The student will receive counseling and verbal or written communication that gives official notice that any subsequent offense of the Student Code of Conduct will result in heavier penalties. This sanction has two important implications: (1) the individual is given a chance to show capability and



- willingness to observe the Student Code of Conduct without further penalty; and (2) if the individual errs again, further action will be taken. This sanction will remain in effect for no more than two semesters of the student's attendance.
2. **Restrictive Probation:** Restrictive probation results in the loss of good standing and becomes a matter of record. Restrictive conditions may limit the student's activity within the College community. Generally, the student will not be eligible for initiation into any local, state, or national organization and may not receive any College award or honorary recognition. The individual may not occupy a position of leadership or responsibility with any College or student organization, publication, or activity. This sanction will remain in effect for no more than two semesters of the student's attendance.
  3. **Suspension:** The student is dismissed from campus (and is not allowed to participate in any courses including distance education delivery) for a minimum of one semester to a maximum of one full academic year (three (3) semesters). This sanction is reserved for those offenses warranting discipline more severe than reprimands or for repeated misconduct. Students who are suspended from the College must submit a written request for readmission to the Dean of Student Services and obtain written permission before returning to the campus. Failure to secure permission prior to returning to campus may result in arrest for trespassing.
  4. **Expulsion:** The student is dismissed from campus (and is not allowed to participate in any courses including distance education delivery) for an indefinite period and loses student status.

All of the above sanctions may be imposed on a College club or other organized group for a specified period of time. If group violations are repeated during the term of the sentence, the group's affiliation with the College may be revoked or activities restricted.

#### OTHER SANCTIONS

1. **Restitution:** The student is required to pay for damaging, misusing, destroying, or losing property belonging to the College, College personnel, or other students.
2. **Financial Obligation:** The College has the right to withhold transcripts, diplomas, or the right to register or participate in graduation ceremonies.

#### INSTITUTIONAL POLICIES AND STAFF CONDUCT

The complaint of a student or applicant who believes that he or she has been subjected to unfair, arbitrary, or discriminatory action resulting from any institutional policy or subjected to unfair, arbitrary, discriminatory or unprofessional conduct by a member of the College staff is a grievance to be resolved through the grievance procedures set forth below. (For code of conduct violations set forth on page 44, use procedures under that section. For appeals of course grades covered on page 45, use procedures under that section.)

1. The student or applicant shall be referred to the staff member involved for resolution of the grievance; or, if the complainant does not wish to consult with the

- staff member on the grievance, he/she shall be referred to the division chair or staff member's supervisor.
2. If the grievance cannot be resolved by consultation between the student and the staff member, the assigned division chair or supervisor shall mediate.
  3. If such mediation does not result in a resolution of the grievance, the complainant, the staff member, and the division chair, supervisor, or any two of them, shall present the grievance to the division chair or dean for resolution.
  4. If further review is sought, the finding of the dean may be appealed in writing to the President of the College.
  5. Further appeal may be made in writing to the Board of Trustees.

## APPEALS PROCESS

### APPEAL OF ACADEMIC STANDING

Students who have a legitimate reason for not meeting one or all of the academic standards for satisfactory academic progress, as outlined in the College Catalog, may submit a written appeal to the VP of Academic Affairs. 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 for enrollment purposes. The VP of Academic Affairs will appoint an Appeals Committee to review the appeal and provide a decision. Students will be notified of the outcome in writing within five (5) business days of the committee's decision.

Any student who disagrees with the outcome of an academic appeal or financial aid appeal, may appeal to the President following the process described in the previous section. The decision of the President is final unless amended upon appeal to the Board of Trustees.

### FINAL COURSE GRADE APPEALS

Any student who protests a **final course grade** shall first attempt to resolve the disagreement with the course instructor. The student has the responsibility to identify the error in the assignment of the grade or to provide substantial evidence in support of a claim that the grade was not assigned in an impartial manner. Failing such resolution, the student may appeal the grade in accordance with the procedures outlined below. All final course grade appeals must be initiated **within 10 business days** of the Registrar's distribution of final course grades for the academic term.

The student should present the appeal to the department or division chair supervising the faculty member. By conferring with the instructor and the student, the chair will seek resolution by mutual agreement. Failing such resolution, the division or department chair will transmit the appeal to the Vice President of Academic Affairs who will appoint an academic review committee. The committee will consist of the vice president, serving as

the committee chair, the Dean of Student Services, the appropriate division chair/dean, and at least two faculty members appointed by the Vice President.

The committee will meet with the student and review any information provided in support of his/her appeal. Likewise, the committee will meet with the instructor(s) who must provide evidence in support of the assigned grade. If the committee affirms the instructor's grade assignment, the Vice President will notify in writing the faculty member, the student, and the appropriate department and/or division chair. If the committee supports the student's appeal, it will (1) identify the source of the error in the calculation of the grade and direct the faculty member to reassign the grade and (2) prescribe the method and conditions under which the student will be re-evaluated. In the event that the recalculation of the grade or the reevaluation of the student's work results in a grade change, the established course grade change procedure will be followed.

The grade resulting from the reevaluation is final unless amended upon appeal to the President or the Hearing Committee of the Board of Trustees consistent with the policies set forth under Appeals to the President and/or Appeals to the Board of Trustees.

#### FINANCIAL AID APPEAL PROCESS

**Appeal for Waiver of Unsatisfactory Progress:** This appeal may be filed based on unusual circumstances that have negatively affected the student's academic performance. These factors are: Death in the Immediate Family, Illness or Injury, or Special Circumstances. Appropriate documentation must be submitted with the appeal. Students who have a legitimate reason for not meeting one or all of the academic standards may submit an Unsatisfactory Progress Appeal Form to the Financial Aid Office. The form is available in Student Services and on the financial aid forms page on the College's website. The Director of Financial Aid will review and forward appeals to the VP of Academic Affairs who will appoint an Appeals Committee to review the appeal and render a decision. The committee will consist of the Academic Vice President, serving as the committee chair, the Dean of Student Services, the appropriate Division Chair, and at least two faculty members appointed by the Vice President. Students will be notified in writing of the outcome within five (5) business days of the appeal hearing.

**Maximum Timeframe Appeal:** Students who have exceeded the maximum time frame allowed to complete degree, diploma, or certificate requirements may appeal on the basis of having a limited number of courses remaining to complete the program of study. Students seeking an appeal must complete a Maximum Timeframe Appeal Form with their academic advisor. The form is available in Student Services and on the financial aid forms page on the College's website. The completed form must be signed by the advisor and reviewed with a Student Services counselor. Maximum timeframe appeals will be forwarded to the Director of Financial Aid who will review the appeals and submit them to an Appeals Committee. The committee will consist of the VP of Academic Affairs, the Dean of Student Services, a Student Affairs Committee representative, and a Faculty

Senate representative. The committee will review the appeal and render a decision. Students will be notified of the outcome in writing within five (5) business days.

### APPEAL OF NON-ACADEMIC SANCTIONS

A student who disputes the imposed sanction may request a hearing before a Student Appeals Committee. The student must provide a written notice outlining the grounds for appeal to the Dean of Student Services within **three (3) business days** from the date he or she is informed of the penalty. The Dean shall refer the matter to the Student Appeals Committee and provide a report detailing the nature of the alleged misconduct and the relevant facts revealed during the investigation. The accused student will remain in good standing and be permitted to attend classes throughout the appeal process unless the presence of the accused poses an immediate or imminent threat to the safety and well-being of the campus community. If a student disagrees with the decision of the committee, he or she may appeal to the President following the process described below.

### APPEALS TO THE PRESIDENT

Students who wish to appeal any academic and non-academic sanctions must submit a written notice of their appeal to the President within **three (3) business days** from the date of the written decision of the findings of the appropriate appeals committee. The decision of the President will be presented to the student via **certified letter within five (5) business days**. Students may appeal the finding of the President to the Board of Trustees as described below.

### APPEALS TO THE BOARD OF TRUSTEES

If an Appeal to the President is denied, any student may then submit an appeal to the Board of Trustees filing a written notice of appeal with the Chair of the Board of Trustees within **three (3) business days** after notification of the rendering of the decision of the President. The Notice of Appeal shall contain the following:

1. The words "An Appeal to the Board of Trustees of Sampson Community College" as its title.
2. A statement of the decision of the administration from which the appeal is taken.
3. The particular area or areas of disagreement with the administration's decision.
4. The appellant's allegation of facts to support the relief, solution, or remedy sought.
5. The relief, solution, or remedy sought.
6. The names and addresses of witnesses to be called by the appellant(s) at the hearing.
7. The name(s), address(es), and telephone number(s), and signature(s) of legal counselor(s), if any, who will represent the appellant(s) at the hearing.
8. The name(s), address(es), telephone number(s), and signature(s) of the appellant(s).
9. Date(s) of signature(s).

Also, the Notice of Appeal shall contain any other information required under the provisions of the particular section which authorizes the appeal.

#### HEARING COMMITTEE

Upon the filing of a Notice of Appeal, the Chair shall appoint at least three trustees to the Hearing Committee and one of the appointed trustees as Chair of the Hearing Committee. The Chair of the Board of Trustees may serve as Chair of the Hearing Committee or as a member of the committee without being Chair. The Chair of the Board may ask the Board of Trustees to appoint the committee or the Board of Trustees without being requested may appoint the committee or, if prior to the beginning of the hearing, modify the composition of the committee appointed by the Chair.

#### PRE-HEARING CONFERENCE

The Chair of the Hearing Committee will call and conduct a pre-hearing conference. Both the appellant(s) and the administration of the College must be represented at the conference and must be given at least three business days' notice of the conference. At this conference he/she will set a time and place of the hearing and notify the parties verbally; determine if a transcript or audio-visual tape recording of the hearing will be made and notify the parties of his/her determination; obtain from the parties the names and addresses of any counsel that will be representing them at the hearing; obtain a list of witnesses to be called; explain the format of the due process hearing; and receive any brief of law the parties may submit.

#### RIGHT TO LEGAL COUNSEL

An appellant who exercises any of the rights granted hereunder has the right to be represented by legal counsel or by another person designated in writing to act on the appellant's behalf throughout the appeal. The appellant will be responsible for his or her own legal fees. If the appellant is to be represented by legal counsel, he or she must so inform the Hearing Committee in the notice of appeal or by separate written documents filed with the President at or prior to the Pre-Hearing Conference.

#### PROCEEDINGS TO BE CLOSED

All proceedings before the Hearing Committee will be closed with only the Committee members, the appellant(s), the President, any other College official involved in the matter, the appellant(s) representative(s) or legal counsel, any legal counsel representing the College officials involved in the matter, the legal counsel representing the Hearing Committee, and such witnesses as may be called by either side to be in attendance. Witnesses may be sequestered before their testimony and requested to leave following their testimony. Either a written transcript or an audio tape recording of all proceedings before the Committee will be kept, and upon request, a copy will be furnished to the appellant at his/her or their expense.

#### WAIVER OF PRIVACY RIGHTS

By taking any appeal hereunder, an appellant consents to all of his or her relevant College records being made available to the College officials involved in the matter, all members of the Hearing Committee, all legal counsel involved in the matter, and such witnesses as may be called by either side.

#### BURDEN OF PROOF

Burden of proof means that the party(ies) having the burden is (are) required to present evidence to prove the existence of those contentions. The appellant(s) will have the burden of proof, unless stated facts which entitle him/her or them to a favorable answer to his/her or their contentions otherwise in this manual or unless the law provides otherwise.

#### HEARING

The hearing will be conducted under the control of the Chair of the Hearing Committee. The Hearing Committee may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers fair and reliable. All witnesses may be questioned by the Hearing Committee members, the appellant(s), the College officials involved in the matter, the legal counsel or representative(s) of the appellant(s), the legal counsel representing the College officials involved in the matter, and the legal counsel representing the Hearing Committee. The Committee may call additional witnesses or request to see any additional records or other information it deems relevant. If the Committee requests additional testimony or evidence, such evidence may be represented and such witnesses may be questioned in accordance herewith. Any such additional evidence may be questioned in accordance herewith. Any such additional evidence may be represented at the initial Hearing or the Chair, in his or her sole discretion, may postpone the Hearing for up to ten (10) business days and reconvene at that time to hear such evidence.

The Hearing will begin with presentation by the party having the burden of proof of evidence to support his or her contentions. The College officials or appellant(s) involved in the matter will then be entitled to present rebuttal evidence. The Chair of the Hearing Committee may then allow such rebuttal or hear any additional positions of the appellant(s) and/or the College officials involved in the matter as the Chair deems reasonable. During these proceedings, the Hearing Committee may at any time meet in closed session with only the Committee members and any other person(s) so requested to be in attendance. At the end of all presentation of evidence, the Hearing Committee will meet in closed session to consider and reach a final disposition of the matter.

The Hearing Committee will notify in writing the appellant, the President, and any other parties involved in writing of its decision within ten (10) business days of the final hearing in the matter. If the Hearing Committee affirms the decision below, then this will constitute the final action of the College in the matter, and all proceedings hereunder will

be deemed to be terminated. If the Hearing Committee decides that some relief is merited then the committee will notify the President, the appellant, and any parties involved, of its disposition of the matter, which will be deemed to terminate all proceedings hereunder, or will recommend such other action as it deems appropriate in its sole discretion.

#### IMPLEMENTATION AND ENFORCEMENT OF DECISIONS

Any decision of the Hearing Committee rendered hereunder will be implemented and enforced by the President.

#### COMPLIANCE WITH TIME REQUIREMENTS

If applicant(s) fail(s) to comply with any of the time requirements set forth herein with respect to completing and filing the documents required to pursue his or her appeal, to appear or be represented at the Pre-Hearing Conference, or otherwise to proceed under this appeal procedures, then the last substantive decision rendered on behalf of the College will stand as final, and all proceedings hereunder will be deemed to be terminated.

#### NOTICE TO APPELLANTS

Notices, decision, and other documents in this proceeding may be mailed to the appellant(s) at his or their address(es) of record by U.S. Postal Service first-class mail, postage prepaid and such mailing will be deemed delivered upon actual receipt by the party to whom sent or after three calendar days of when sent, whichever first occurs. The address of record from an appellant is the address of the appellant shown on the Notice of Appeal unless thereafter amended by the appellant. Personal delivery of documents to the appellant or to his legal counselor shall also constitute valid delivery and notice of documents.

#### DEFINITION OF BUSINESS DAY

Business day is defined as any day the College is open to do business.

# ABOUT

## BOARD OF TRUSTEES

Ms. Erika Starling, Chair .....	2020
Ms. Sandra Carroll, Vice-Chair .....	2020
Mr. Michael Chestnutt.....	2019
Ms. Catherine Ezzell.....	2019
Mr. Chris Fann.....	2018
Ms. Larinda Haight.....	2021
Mr. Nash Johnson .....	2018
Mr. R. Pat Jones .....	2018
Mr. Robert O. Sanderson .....	2020
Mr. Charles “Chuck” Spell.....	2019
Dr. Ted Thomas.....	2021
Ms. Shadavia Pridgen-Boddie, SGA President .....	2017-18

## MISSION STATEMENT

“The mission of Sampson Community College is to provide accessible and affordable education, workforce training, and lifelong enrichment. This mission is accomplished through effective teaching, student support, public outreach, and partnering with others to improve the quality of life for the people of Sampson County.”

*Approved by the Board of Trustees–March 13, 2012*

## VALUES

- Academic Excellence
- Open Access
- Teamwork
- Innovation
- Diversity
- Life Long Learning
- Responsibility
- Collaboration with Our Community
- Accountability
- Honesty and integrity



## 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 by 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 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 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.

## HOURS OF OPERATION

The College provides access to the campus for students, employees, and visitors during the College's scheduled hours of operation. During the fall and spring semesters, the hours of operation are from 8:00 a.m. through 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 4:00 p.m. on Fridays during scheduled academic days. During the summer, these hours are 7:00 a.m. to 6:00 p.m. Monday through Thursday. The College's hours of operation are subject to change during non-academic days. During weekends, the College opens only those buildings housing weekend classes during class hours. Access to buildings after these hours may be requested through the administration.

## SERVICE AREA

By action of the State Board of Community Colleges, the college is limited to offering classes at sites within the County of Sampson. Any classes offered at sites out of the county must be held in accordance with state policies and with the written approval of the community or technical college serving that area.

## MAILING ADDRESS

Sampson Community College  
P.O. Box 318  
Clinton, NC 28329

## PHYSICAL LOCATION

Sampson Community College  
1801 Sunset Avenue  
Clinton, NC 28328

## PERFORMANCE MEASURES

### NCCCS - Performance Measures and Standards

June 2016 Performance Summary	A. BASIC SKILLS PROGRESS	C. DEV ENG SUBSEQ SUCCESS	D. DEV MATH SUBSEQ SUCCESS	E. YEAR ONE PROGRESS	F. CURR COMPLETION RATE	G. LICENSURE PASS RATE	H. TRANSFER PERFORMANCE				
System Excellence Level	68.3%	55.9%	32.5%	75.0%	51.9%	90.9%	87.6%	Met or Exceeded Excellence Level	Below Excellence Level, Above College Average	Below College Average	Below Baseline Level
System Baseline	34.5%	23.8%	10.1%	54.1%	35.9%	69.9%	65.1%				
Average College Percentage	56.1%	46.9%	26.9%	68.4%	44.1%	82.3%	82.7%				
System Totals (All Students)	55.7%	48.4%	27.6%	67.6%	43.7%	84.4%	82.4%				
Sampson CC	53.8%	37.8%	28.0%	66.9%	53.7%	84.4%	80.6%	1	2	4	0

# DIRECTORY

## ADMINISTRATION, FACULTY & STAFF

**George “Ronnie” Adams**  
*Maintenance Supervisor*

**Walter Ammons**  
*Instructor, Truck Driver Training*

**Chester “Chet” Bass**  
*Department Chair, Applied Animal  
Science Technology*

**Leslie Bautista**  
*Receptionist/Support Staff*

**Dr. Susan Baxter**  
*Division Chair, Education /  
QEP Executive Director*

**Amy Black**  
*Instructor, ACE*

**Edwin Boone**  
*Maintenance*

**Mary Bordeaux**  
*Housekeeping*

**Julia “Amanda” Bradshaw**  
*Dean of Workforce Development  
& Continuing Education*

**Robin Bradshaw**  
*Coordinator/Instructor, Unlicensed  
Healthcare Programs*

**Nancy Brake**  
*Instructor, Life Sciences*

**Holly Brewington**  
*Director of Admissions*

**Charles “Perry” Bringham**  
*Aide/Driver, ACE*

**Frances “Kate” Brown**  
*Director of Customized Training &  
Occupational Extension Programming*

**Mark Brown**  
*Instructor, Welding Technology*

**Patricia “Susan” Burns**  
*Lead Instructor, Science*

**Sue Butler**  
*Aide/Driver, ACE*

**Wanda Capps**  
*Division Chair, Health Programs*

**Laura Carraway**  
*Instructor, English/SECHS Liaison*

**Melissa Carter**  
*Workforce Dev. & Continuing Ed.  
Administrative Assistant*

**Alisha Carwise**  
*Instructor, Practical Nursing*

**Reuben Cashwell**  
*Instructor, Industrial Systems*

**Torwanna Coe**  
*Instructor, Education*

**Elizabeth “Beth” Daughtery**  
*Division Secretary - Arts & Sciences*

**Kimberly “Kim” Davis**  
*Assistant to the Dir. of Financial Aid*

**Jennifer Eavenson**  
*Instructor, Mathematics*

**Krystle Edge**  
*Instructor, Associate Degree Nursing*

**Kristina Edwards**  
*Instructor, Practical Nursing*

**Melissa Ezzell**  
*Instructor, Mathematics*

**LaVoice Faison-Stevens**  
*Director of College & Career Readiness*

**Jason Frazier**  
*Instructor, English*

**Shaneita Garner**  
*Instructor, Adult High School  
Equivalency*

**Perry Gillespie**  
*Career & College Promise  
(CCP) Coordinator*

**Pamela Godwin**  
*Bookstore/Auxiliary Services Assistant*

**Barney Grady**  
*Department Chair, Building  
Construction Technology*

**Darryl Grady**  
*Director of Security*

**Lewis "Lew" Gravis**  
*Instructor, Sociology*

**Laura Gray**  
*Instructor, Associate Degree Nursing*

**Myra Gray**  
*Housekeeping Supervisor*

**James "Dan" Grubb**  
*TV Production Coordinator/PIO*

**Anna "Blair" Hairr**  
*Dean of Student Services*

**Benita Hayes**  
*Department Chair, Office Admin. /  
Medical Office Admin.*

**Sharon Herring**  
*Instructor, Education*

**Britt Honeycutt**  
*Instructor, English*

**Lisa Horne**  
*Coordinator of Auxiliary Services*

**Adriene Howard**  
*College & Career Readiness/HRD Data  
Specialist*

**Betty Hudson**  
*Asst. Printing Technician/Asst.  
Equipment Coordinator*

**Loreen Hudson**  
*Housekeeping*

**Lauren Huskey**  
*Department Chair, Accounting  
& Business Administration*

**Dr. Paul Hutchins**  
*President*

**Amelia Jackson**  
*Admissions and Records Specialist*

**Kelly Jackson**  
*VP of Finance and Auxiliary Services*

**Tommy Jackson**  
*Instructor, Truck Driver Training*

**Susan Jernigan**  
*Instructor/Tutor, Mathematics*

**Emily Johnson**  
*Instructor, English*

**Loreta Jones**  
*Department Chair, Cosmetology*

**Sheron Jones**  
*Instructor, College & Career Readiness*

**Nicole Jordan**  
*Payroll Officer/Accounts Receivable  
Coordinator*

**Toledo Kemmer**  
*Workforce Development Specialist*

**William "Bill" Kemmer**  
*Computer Systems Technician*

**Billy "BG" Kennedy**  
*Instructor, Human Services Technology*

**Wanda Kenny**  
*Computer Lab Coordinator*

**Durwood King**  
*Instructor, Industrial Systems /  
Industrial Maintenance*

**Daphene Lane**  
*Instructor, Practical Nursing*

**Sharon Leggett**  
*Counselor*

**Chris Lewis**  
*Maintenance*

**Peggy "Krista" Lewis**  
*Cashier/Business Office Assistant*

**Cornelius Lindsey**  
*Computer Systems Technician*

**Betsy Lloyd**  
*Registrar*

**David Locklear**  
*Instructor, Industrial Systems*

**David Lockwood**  
*Distance Learning and Computer  
Systems Technician*

**Kenny Lynch**  
*Maintenance*

**Nathan McKee**  
*Department Chair, Information  
Technology*

**Angela Magill**  
*Department Chair–EMS/Coordinator,  
EMS, Workforce Dev & Con Ed*

**Angela Marco**  
*Instructor, History/Political Science*

**Rex Matthis**  
*Department Chair, Welding Technology*

**Carol H. McLamb**  
*Library Technical Assistant*

**April Melvin**  
*Instructor, College & Career Readiness*

**Linda Meredith**  
*Housekeeping*

**Cheryl Merritt**  
*Accounts Payable Coordinator/Payroll  
Specialist*

**Nydia Negron-Lopez**  
*Coordinator of College &  
Career Readiness/ESL*

**Donna Odum**  
*Director of Library Services*

**Regina Parker**  
*Instructor, Associate Degree Nursing*

**Summer Parrott**  
*Cashier/Business Office Assistant*

**Carole Phipps**  
*Division Chair, Arts &  
Sciences/Department Chair of College  
Transfer*

**Marion Pope**  
*Coordinator of Distance Learning*

**Sabrina Pope**  
*Instructor, Associate Degree Nursing*

**Marleen Powell**  
*Director of Financial Aid*

**Jeanette Rackley**  
*Student Services Office Assistant*

**Amanda Raynor**  
*SGA Advisor/Support Staff*

**Ashley Register**  
*Division Secretary, Health Programs*

**Bart Rice**  
*Small Business Center Director*

**Edith Rogers**  
*Division Secretary, Business &  
Occupational Technologies Programs*

**Joy Rogers**  
*Instructor, Communications*

**Marvin Rondon**  
*Director of Academic Services &  
Institutional Effectiveness*

**Anna Rouse**  
*Coordinator/Lead Instructor, ACE*

**Stanley “Alonza” Royal**  
*Director of Allied Health & HRD  
Programming*

**Shelley Ryals**  
*Library Services Coordinator*

**Karen Sadvary**  
*Director of Internal Controls*

**Rebecca Scott**  
*Instructor, Unlicensed Health Programs*

**Meagan Sessoms**  
*Aide/Driver, ACE*

**Kayla Shatley**  
*Coordinator of Financial Services*

**Dr. Lucinda “Cindy” Shillady**  
*Instructor, Biology*

**Pharris Shirley**  
*Instructor, Cosmetology*

**Lisa Smith**  
*Instructor, Associate Degree Nursing*

**Dr. Tonita Smith**  
*Counselor/Disability Services*

**Frederick “Fred” Stamey**  
*Lead Instructor, Truck Driving Training*

**Dr. William “Bill” Starling**  
*VP of Academic Affairs and  
Administration*

**Veronica Stevens**  
*Department Chair, Nursing/Instructor,  
Nursing*

**Frankie Sutter**  
*Director of Personnel/Executive  
Assistant to the President & Board of  
Trustees*

**Ida Thornton**  
*Aide/Driver, ACE*

**Angela Tousey**  
*Director of Information Tech. Services*

**Lisa Turlington**  
*Foundation Executive Director*

**Misti Turnage**  
*Instructor, Medical Assisting*

**Angela “Angie” Warner**  
*Planning and Research Coordinator*

**Carol Watson**  
*Registrar, Workforce Development &  
Continuing Education*

**Janet Wenrich**  
*Purchasing Agent*

**Sharon West**  
*Division Secretary –  
Education/BLET/QEP*

**Ria Westphal**  
*Instructor, Humanities/Art*

**Aleta Whaley**  
*Director of Public Safety*

**Brandon Wiggins**  
*Foundation Assistant / Social Media  
Specialist*

**Jennifer Wiley**  
*Division Chair, Business & Occupational  
Technology/Dept Chair, Criminal Justice  
Tech/BLET Director*

**Katherine “Vicky” Williams**  
*Instructor, Office Admin. /  
Medical Office Admin.*

**Randy Williams**  
*Maintenance*

**Patricia Willoughby**  
*Instructor, Spanish*

**Paul Wolf**  
*Instructor, Psychology*

**Phillip Wrench**  
*Computer Systems Technician*

## INQUIRIES

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

- Admissions - Director of Admissions
- Business Operations - VP of Finance & Auxiliary Services
- Workforce Development & Continuing Education - Dean of Workforce Dev. & Continuing Education
- Curriculum - VP of Academic Affairs & Administration
- Disability Services - Disability Services Counselor
- Faculty - VP of Academic Affairs & Administration
- Financial Aid - Director of Financial Aid
- Fiscal Operations - VP of Finance & Auxiliary Services
- General Matters - President
- Library - Director of Library Services
- Student Activities - SGA Advisor
- Student Records - Registrar
- Student Services - Dean of Student Services
- Veterans Affairs - Director of Financial Aid

Address inquiries to:

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**Post Office Box 318**  
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