



2015-2016

CO

lege

catalog

and student handbook

THE COLLEGE

Stanly Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Stanly Community College. Web site: www.sacscoc.org

Notice of Nondiscrimination

Stanly Community College is an equal opportunity educational institution and employer. 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, gender, age, or disability consistent with the Assurance of Compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1992.

Stanly Community College does not discriminate on the basis of sex in the education programs or activities it operates. SCC is required by Title IX of the Education Amendments of 1972, 20 U.S.C. Section 1681 et seq. (Title IX) and its implementing regulations, 35 C.F.R. Part 106 not to discriminate in such a manner.

Inquiries related to SCC's responsibilities and practices regarding Title IX may be directed to the SCC Title IX Coordinator or to the Office of Civil Rights of the United States Department of Education (OCR). Complaints under Title IX may also be made to the SCC Title IX Coordinator or to OCR.

Title IX Student Coordinator:

Cindy Dean, Associate Dean of University Transfer, Title IX Student Coordinator

Office location: 207 Snyder Building

Telephone: (704) 991-0329

Email: cdean5600@stanly.edu

Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

An Equal Opportunity/Affirmative Action Institution. A Unit of the North Carolina Community College Systems.

THE CATALOG

The purpose of the catalog is to furnish prospective students and other interested persons with information about Stanly Community College and its programs. Information contained in this catalog is subject to change without notice and may not be regarded as binding on the institution or the state. Efforts will be made to keep changes to a minimum, but changes in policy, graduation requirements, fees and other charges, curriculum, course structure and content, and other such matters as directed by the North Carolina Community College System or by the local Board of Trustees may occur after publication.

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FROM THE PRESIDENT



Welcome to Stanly Community College!

I am pleased that you have opted to explore the abundant opportunities that exist for students at SCC. You will find that SCC offers access to an affordable, high-quality education. Pursuing post-secondary educational opportunities is an exciting time in every student's life. Whether you are a recent high school graduate or are now pursuing alternate career skills or credentials having already been in the workforce, I believe that Stanly Community College is a perfect fit for you.

At Stanly Community College we understand that students lead busy lives and require flexible learning environments. Often job or family responsibilities make it difficult to attend classes in a face-to-face setting. SCC offers both hybrid (partially online) and totally online programs and classes to help meet your educational goals while still participating in your other life roles.

Stanly Community College has a strong reputation as an institution where student learning and success are given top priority. Our faculty offers quality learning experiences in an environment that is collaborative and supportive. Here at SCC you aren't just a number on a registration form—we treat you as an individual and seek to meet your individualized needs. The professional staff is poised to help students obtain their educational and career goals.

At SCC we never forget that students have a choice in where and how to pursue their education. I sincerely hope that you will make Stanly Community College your choice.

Sincerely,

A handwritten signature in black ink that reads "Brenda S. Kays". The signature is fluid and cursive, with a large, stylized initial 'B'.

Brenda S. Kays

BOARD OF TRUSTEES



Nadine Barbee Bowers
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Albemarle, NC



Keshia Smith
Midland, NC



Todd Swaringen
Norwood, NC

Anita Owens-Scott
No picture available

COLLEGE LOCATIONS

Albemarle Campus

141 College Drive
Albemarle, NC 28001
(704) 982-0121

Albemarle Correctional Institution

44150 Airport Road
New London, NC 28127
(704) 422-3036

Crutchfield Education Center

Allied Health Signature Campus
102 Stanly Parkway
Locust, NC 28097
(704) 888-8848

Cosmetology Site

1598 NC 24 27 Bypass E
Albemarle, NC 28001
(704) 982-3304

Economic Development Division/Small Business Center

143 N. 2nd Street
Albemarle, NC 28001
(704) 991-0355

West Main Site

1503 West Main Street
Albemarle, NC 28001
(704) 982-0121

West Stanly High School

306 East Red Cross Road
Oakboro, NC 28129
(704) 982-0121

CAMPUS MAP

The Dennis Auditorium is located in the upper level of the Kelley Building.

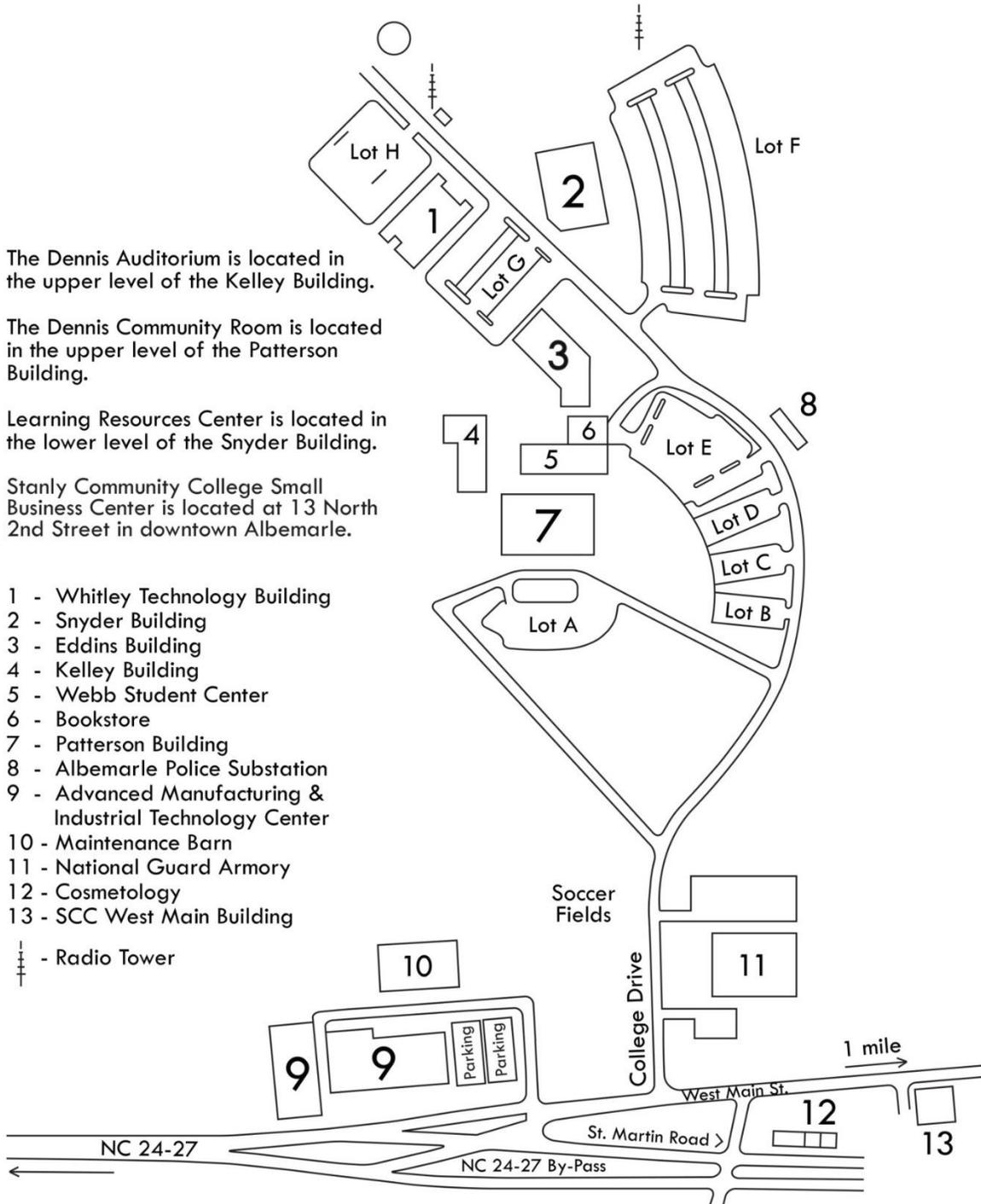
The Dennis Community Room is located in the upper level of the Patterson Building.

Learning Resources Center is located in the lower level of the Snyder Building.

Stanly Community College Small Business Center is located at 13 North 2nd Street in downtown Albemarle.

- 1 - Whitley Technology Building
- 2 - Snyder Building
- 3 - Eddins Building
- 4 - Kelley Building
- 5 - Webb Student Center
- 6 - Bookstore
- 7 - Patterson Building
- 8 - Albemarle Police Substation
- 9 - Advanced Manufacturing & Industrial Technology Center
- 10 - Maintenance Barn
- 11 - National Guard Armory
- 12 - Cosmetology
- 13 - SCC West Main Building

⋮ - Radio Tower



Crutchfield Education Center (Locust)
approx. 15 miles N.C. 24/27 West

MISSION, VISION & VALUES

Mission

Stanly Community College offers a learning-centered environment that encourages student access and completion, fosters partnerships, enables life-long learning, and enhances the economic, social and cultural life of the community.

The College is committed to:

- Encouraging diversity and mutual respect that promotes excellence and a free exchange of ideas;
- Providing quality programs and instruction, through traditional and electronically delivered formats, to prepare students for a competitive, global marketplace and an evolving workforce;
- Providing the foundation for students to successfully transfer to universities and pursue other educational goals;
- Providing a productive level of technological expertise;
- Supporting the economic growth and development of the community.

Vision

Stanly Community College will be regarded as a student's first choice for education due to its quality educational programming, innovation and premier customer service.

Values

- Students
- A personalized and holistic approach to student support services
- Being on the technological cutting edge
- Excellence, creativity, and flexibility in instructional delivery
- Being an active workforce and economic development partner
- Acceptance and diversity
- The safety and security of the college community
- Professional development opportunities for faculty and staff
- Providing an aesthetically pleasing and well maintained learning environment
- Promoting honesty and integrity in every aspect of the College

ACADEMIC CALENDAR

2015-16 ACADEMIC CALENDAR

Fall Semester 2015

April 22-May 1 (Wednesday-Friday)	Early Fall 2015 Registration
June 1 – June 28 (Monday-Sunday)	Fall Registration Open
July 2-4 (Thursday-Saturday)	Independence Day Holiday – College Closed
July 8-August 13 (Wednesday-Thursday)	Fall 2015 Registration
July 27-August 7 (Monday-Friday)	Faculty Break
August 10 (Monday)	Convocation-College Closed
August 10 (Monday)	All Full Time Faculty Return
August 14 (Friday)	Registration Closed for Clean-Up
August 15 (Saturday)	Registration Resumes
August 17 (Monday)	Fall Term Begins
August 17-19 (Monday-Wednesday)	Add Period for 16-week and 1 st 8-week Classes
August 22 (Saturday)	Fall Term Weekend Classes Begin
September 1-4 (Tuesday – Friday)	Registration Closed for FA/Finance
September 5 (Saturday)	Registration Resumes
September 5-7 (Saturday-Monday)	Labor Day Holiday – College Closed
September 14 (Monday)	Last Day of 1 st 4-week Classes
September 15 (Tuesday)	12- and 2 nd 4-week Classes Begin
September 15-17 (Tuesday-Wednesday)	Add Period for 12-week Classes
September 28 (Monday)	Last Day to Withdraw from 1 st 8-week classes
October 7-8 (Wednesday – Thursday)	Registration Closed for FA/Finance
October 9 (Friday)	Registration Resumes
October 12 (Monday)	Last Day of 1 st 8-week and 2 nd 4-week Classes
October 13-18 (Tuesday-Sunday)	Fall Break for Curriculum Students
October 13 -16 (Tuesday-Friday)	Faculty Work Days
October 19 (Monday)	2 nd 8-week and 3 rd 4-week Classes Begin
October 19-21 (Monday-Wednesday)	Add Period for 2 nd 8-week Classes
October 28 (Wednesday)	Fall Fest (Classes Canceled 10am-2pm)
November 4 (Wednesday)	Spring 2016 registration opens
November 11-12 (Wednesday-Thursday)	Registration Closed for FA/Finance
November 13 (Friday)	Registration Resumes
November 13 (Friday)	Last Day of 3 rd 4-week Classes
November 16 (Monday)	1 st Day of 4 th 4-week Classes
November 25 (Wednesday)	No Classes/Faculty Work Day - College Open
November 26-29 (Thursday-Sunday)	Thanksgiving Holiday – College Closed
December 2 (Wednesday)	Last Day to Withdraw from Fall Term Classes
December 14 (Monday)	FRIDAY Classes Meet
December 15 (Tuesday)	THURSDAY Classes Meet
December 16 (Wednesday)	Last Day of the Fall Term
December 17 (Thursday)	Fall Fest Make-Up Day
December 17-18 (Thursday-Friday)	Faculty Work Day
December 21-December 31 (Monday-Thursday)	Faculty Break
December 23-25 (Wednesday-Friday)	Christmas Holiday – College Closed

(16-TH meeting on Dec. 15th, 16-F meeting on Dec. 14th)

Spring Semester 2016

November 4 – January 5 (Wednesday-Tuesday)	Spring 2016 Registration
January 1 (Friday)	New Year’s Holiday – College Closed
January 4 (Monday)	All Return
January 4 (Monday)	Convocation – College Closed
January 6 (Wednesday)	Registration Closed for Clean-Up
January 7 (Thursday)	Spring Term Begins
January 7 (Thursday)	Registration Resumes
January 7-11 (Thursday-Monday)	Add Period for 16- and 1 st 8-week Classes
January 9 (Saturday)	Spring Term Weekend Classes Begin
January 16-18 (Saturday-Monday)	Martin Luther King Jr. Holiday – College Closed
January 19-22 (Tuesday-Friday)	Registration Closed for FA/Finance
January 23 (Saturday)	Registration Resumes
February 4 (Thursday)	Last Day of 1 st 4-week Classes
February 5 (Friday)	12-week and 2 nd 4-week Classes Begin
February 5-9 (Friday-Tuesday)	Add Period for 12-week Classes
February 18 (Thursday)	Last Day to Withdraw from 1 st 8-week Classes
February 23-24 (Tuesday-Wednesday)	Registration Closed for FA/Finance
February 25 (Thursday)	Registration Resumes
March 3 (Thursday)	Last Day of 1 st 8-week and 2 nd 4-week Classes
March 4 (Friday)	First Day of 2 nd 8-week and 3 rd 4-week Classes
March 4-8 (Friday-Tuesday)	Add Period for 2 nd 8-week Classes
March 22-23 (Tuesday-Wednesday)	Registration Closed for FA/Finance
March 23 (Wednesday)	Spring Fling (classes canceled 10am-2pm)
March 24 (Thursday)	Registration Resumes
March 25-April 1 (Friday-Friday)	Easter Break for Students – No Classes
March 25-28 (Friday-Monday)	Easter Holiday – College Closed
March 29-April 1 (Tuesday-Friday)	Spring Break for Students
March 29-April 1 (Tuesday-Friday)	Faculty Work Days
April 4-17 (Monday-Sunday)	Early Fall 2016 Registration
April 8 (Friday)	Last Day of 3 rd 4-week Classes
April 11 (Monday)	1 st Day of 4 th 4-week Classes
April 19 (Tuesday)	Summer Registration Opens
April 22 (Friday)	Last Day to Withdraw from Spring Term Classes
May 5 (Thursday)	MONDAY Classes Meet
May 6 (Friday)	Last day of Spring Term
May 9 (Monday)	Make-Up Day for Spring Fling
May 10 (Tuesday)	Last day for 9-Month Faculty
May 12 (Thursday)	Graduation, College Closed
May 12 (Thursday)	Registration Closed
May 13 (Friday)	Registration Resumes
May 16 -19 (Monday-Thursday)	Faculty Break

(16-M meeting on May 5th)

Summer Semester 2016 (four day class week)

April 19-May 11 (Tuesday-Wednesday)	Summer 2016 Registration
May 13 (Friday)	Summer Registration Resumes
May 16-19 (Monday-Thursday)	Faculty Break
May 24 (Tuesday)	Registration Closed for Clean-Up
May 25 (Wednesday)	Summer Term Begins
May 25 (Wednesday)	Registration Resumes
May 25-31 (Wednesday-Tuesday)	Add Period for Summer Classes
May 28-30 (Saturday-Monday).....	Memorial Day Holiday – College Closed
June 6-June 30 (Monday-Thursday)	Fall 2016 Registration Open
June 14-15 (Tuesday-Wednesday).....	Registration Closed for FA/Finance
June 16 (Thursday)	Registration for Fall 2016 Resumes
June 22 (Wednesday)	Last Day of 1 st 4-week Classes
June 23 (Thursday)	1 st Day of 2 nd 4-week Classes
July 4 (Monday)	Independence Holiday – College Closed
July 6 (Wednesday)	Registration Closed for Fall 2016 Clean-Up
July 7 (Thursday)	Registration for Fall 2016 Resumes
July 7 (Thursday)	Last Day to Withdraw from Summer Courses
July 20 (Wednesday)	Monday Classes 7 th Meeting
July 21 (Thursday)	Monday Classes 8 th Meeting
July 21 (Thursday)	Last Day of Summer Term
July 27 (Wednesday)	Start of Faculty Break
July 7- August 14 (Thursday- Sunday)	Fall Registration Open

(7-M meeting on July 20th, 8-M meeting on July 21st)

PERFORMANCE MEASURES

SCC Performance Measures Summary (2014 Report)

	1. Basic Skills Progress	2. GED Pass Rate	3. Developmental English Subsequent Success	4. Developmental Math Subsequent Success
System Goal	51.2%	82.0%	74.9%	75.4%
System Baseline	20.6%	49.3%	45.2%	47.5%
College Mean	41.3%	73.6%	64.4%	64.4%
Stanly CC	50.4%	76.1%	70.3%	80.0%
Stanly CC vs. Mean	Above	Above	Above	Above

	5. Year One Progress	6. Curriculum Completion Rate	7. Licensure Pass Rate	8. Transfer Performance
System Goal	74.6%	45.6%	91.7%	93.8%
System Baseline	53.2%	28.6%	71.0%	71.2%
College Mean	68.3%	43.6%	83.3%	87.8%
Stanly CC	74.9%	38.8%	88.3%	89.8%
Stanly CC vs. Mean	Above	Above	Above	Above

SCC Performance Measure Data.081114.091614
9/16/2014

Institutional Goal - For each of the eight North Carolina Community College System (NCCCS) performance measures, Stanly Community College will achieve rates at or above the state average for all NCCCS institutions.

Summary of Progress - The NCCCS 2014 Performance Measure Report indicates that in all eight performance measures, Stanly Community College exceeds the state averages.

COLLEGE ENTRY -STEPS TO SUCCESS

01

Apply for Admission

https://www1.cfnc.org/applications/nc_community_college/apply.html?application_id=1528
Please allow 24-48 hours for your application to be processed. For assistance or questions about your admissions applications, please contact the Eagle's 1 Stop at 704-991-0123 or email at onestop@stanly.edu.

02

Apply for Financial Aid

SCC offers a variety of financial assistance to students such as the Pell Grant, state grants, work study, and scholarships. To apply for financial aid (Pell Grant) complete the Free Application for Federal Student Aid (FAFSA) online at <http://www.fafsa.gov/>. SCC's school code is 011194. The Eagle's 1 Stop staff along with the Financial Aid staff are available to guide students through the application process.

03

Apply for Scholarships

SCC offers a variety of scholarships. To apply for a scholarship, you must have completed an application for admission. The scholarship application can be completed by logging on to WebAdvisor, then completing the electronic application. The Eagle's 1 Stop and Financial Aid staff are available to assist students in completing this application.

04

Submit Official High School Transcripts and Official College Transcripts (if applicable)

You must submit to SCC an official high school or GED transcript. If applicable, students may submit official college transcripts to be considered for transfer credit.

05

Take Placement Test (NC DAP)/ Satisfy Placement Test Requirements (if needed)

If your program requires a math and/or English course and you have not previously completed college level course work in math or English or completed a placement test in the past 5 years, you will need to complete a placement test (NC DAP) prior to registering for classes. Placement tests should be taken seriously as your scores impact how long it will take you to finish your program or earn your degree.

06

Activate WebAdvisor Account

The username that you use to activate your WebAdvisor account is the same username that will enable you to access the New Student Orientation information (if completing online), student email and Moodle. After your admissions application is processed, it will take approximately 24 hours for your WebAdvisor account to be created. Through WebAdvisor, you can pay your tuition, check the status of your financial aid, apply for scholarships, register for classes, change your address, request transcripts, view your program evaluation, and much more.

07

Check SCC Gmail Account (Your Student Email Account)

Once you have submitted your admissions application, you will have access to your SCC email account (Gmail) within 24 hours. It is very important that students check their SCC email account immediately as well as on a regular basis. Students will login using the same username and password as for WebAdvisor and Moodle. If you have issues logging in, you may contact SCC's Tech Support at 704-991-0222.

08

Complete Steps 1, 2, and 3 of New Student Orientation (NSO)

NSO is offered through both seated and online formats to conveniently meet all students' needs. In NSO, you will learn about services available to students, policies and procedures, academic advising, financial aid information, and other relevant information. New students must complete NSO before registering for classes. NSO is offered through both seated and online formats to conveniently meet all student's needs. The online format is offered through Moodle, our learning management system. At the end of NSO, you will schedule an appointment with your advisor.

09

Register for Classes

New students and students who have not completed more than 30 hours of courses at SCC must see their advisor before registering for classes. Students who have completed more than 30 hours of courses are still strongly encouraged to see their advisor before registering for classes but may register online through WebAdvisor or through the Eagle's 1 Stop Advising Center.

10

Pay Tuition and Fees

After you have registered, you must pay your tuition and fees and any other financial obligations. You are responsible for purchasing books and supplies for your courses. The amount of tuition is determined by residency and by the number of credit hours. Some classes require an additional course fee, and there may be other fees as well. The College offers the following payment options: pay all tuition and fees at once, tuition deferment (payment plan), financial aid/scholarships, and sponsorships.

11

Purchase Books and Supplies

You can find your required textbooks by visiting the SCC bookstore or online at <http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=37904&catalogId=1000>

12

Get Student ID Badge (Check with Advisor to see if required for program)

Student ID Badges are created on the Albemarle Campus in the Eagle's 1 Stop (Patterson Building, room 230) at any time and at the Crutchfield Education Center during advertised times of the year or by appointment. Student ID badges are \$2.00 each (exact cash only). Id badges are not required for all programs. Please check with your advisor to see if an id badge is required for your program of study.

13

Go to Class/Login to Moodle

Class attendance is an integral part of the learning process. Students are responsible for their attendance in class for which they are enrolled. Non-attendance is not a basis for refund or nonpayment of tuition. If attending an online class, students must login to our learning management system, Moodle, and complete the census date assignment before the 10% point and submit and academic activity or be dropped from the course. Some courses have stricter attendance policies so students need to be aware of each class's attendance policy.

Limited Enrollment Programs

Some programs at Stanly Community College are considered limited enrollment. This means that the demand for the program is greater than the instructional resources available. For those programs, applicants must meet certain criteria in order to become eligible.

Initial applicants to those programs will be classified as Associate in General Education (AGE) Pathway applicants until they have met the requirements for the limited enrollment program and have been selected. Meeting the requirements does not guarantee admission to the desired program.

The selection process for the following programs are based on the completion date of the requirements, in which applicants are ranked and offered admission based on first qualified-first admitted basis:

- Medical Assisting
- Medical Laboratory Technology
- Respiratory Therapy
- Pharmacy Technology
- Emergency Medical Science
- Basic Law Enforcement Training (BLET)

Nursing and Radiography are Limited Enrollment Programs with additional selection criteria. Once applicants have met the requirements for admission, they are then ranked greatest to least based on their score achieved on the TEAS® test. Admissions staff, AGE advisors and Retention Specialists are available to assist students in the admission process for these programs.

Please refer to the Stanly Community College website (www.stanly.edu) for program information, deadline dates, and admission requirements.

COSTS

Tuition - Curriculum Students

Tuition and other charges are set by the North Carolina General Assembly, the North Carolina State Board of Community Colleges, and Stanly Community College's Board of Trustees and are subject to change. While it is the Board's policy to keep all charges as low as possible, nonresident students are required under North Carolina law to pay a higher tuition rate than residents. The student is responsible for complying with regulations concerning declaration of residency.

For tuition purposes, full-time students are those students taking 16 or more credit hours during each semester.

There is no additional tuition charge for those hours beyond 16. Part-time students (carrying fewer than 16 credit hours for the specific term) are charged by the credit hour. The following tuition is payable each term:

Tuition Charges (for the latest costs, see <https://www.stanly.edu/future-students/college-catalog/costs/tuition>)

TUITION & FEES EFFECTIVE FALL 2014

IN-STATE TUITION AND FEE CHART

CREDIT	TUITION	STUDENT*	CAPS**	TECH	INS	TOTAL
1	72.00	35.00	25.00	48.00	1.25	181.25
2	144.00	35.00	25.00	48.00	1.25	253.25
3	216.00	35.00	25.00	48.00	1.25	325.25
4	288.00	35.00	25.00	48.00	1.25	397.25
5	360.00	35.00	25.00	48.00	1.25	469.25
6	432.00	35.00	25.00	48.00	1.25	541.25
7	504.00	35.00	25.00	48.00	1.25	613.25
8	576.00	35.00	25.00	48.00	1.25	685.25
9	648.00	35.00	25.00	48.00	1.25	757.25
10	720.00	35.00	25.00	48.00	1.25	829.25
11	792.00	35.00	25.00	48.00	1.25	901.25
12	864.00	35.00	25.00	48.00	1.25	973.25
13	936.00	35.00	25.00	48.00	1.25	1045.25
14	1008.00	35.00	25.00	48.00	1.25	1117.25
15	1080.00	35.00	25.00	48.00	1.25	1189.25
16 OR MORE	1152.00	35.00	25.00	48.00	1.25	1261.25

OUT-OF-STATE TUITION AND FEE CHART

CREDIT	TUITION	STUDENT*	CAPS**	TECH	INS	TOTAL
1	264.00	35.00	25.00	48.00	1.25	373.25
2	528.00	35.00	25.00	48.00	1.25	637.25
3	792.00	35.00	25.00	48.00	1.25	901.25
4	1056.00	35.00	25.00	48.00	1.25	1165.25
5	1320.00	35.00	25.00	48.00	1.25	1429.25
6	1584.00	35.00	25.00	48.00	1.25	1693.25
7	1848.00	35.00	25.00	48.00	1.25	1957.25
8	2112.00	35.00	25.00	48.00	1.25	2221.25
9	2376.00	35.00	25.00	48.00	1.25	2485.25
10	2640.00	35.00	25.00	48.00	1.25	2749.25
11	2904.00	35.00	25.00	48.00	1.25	3013.25
12	3168.00	35.00	25.00	48.00	1.25	3277.25
13	3432.00	35.00	25.00	48.00	1.25	3541.25
14	3696.00	35.00	25.00	48.00	1.25	3805.25
15	3960.00	35.00	25.00	48.00	1.25	4069.25
16 OR MORE	4224.00	35.00	25.00	48.00	1.25	4333.25

*\$17.50 STUDENT FEE WILL BE CHARGED DURING THE SUMMER

**\$10.00 CAPS FEE WILL BE CHARGED DURING THE SUMMER

**CAPS FEE WILL BE WAIVED IF ALL CLASSES ARE ONLINE

LIABILITY INSURANCE: \$6.50 per semester, \$13.00 max per year (applies to certain programs/classes)

Other programs/courses may be subject to additional lab/supply fees

Tuition charges and fees are subject to change without prior notice to students. The College will accept cash, personal checks, and credit cards (MasterCard, Visa, American Express, and Discover) for payment of tuition and fees.

Residence Classification for Tuition Purposes

Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina, thereby being eligible for a tuition rate lower than that for nonresidents. The controlling North Carolina statute (G.S. 116-143.1) requires that "To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her enrollment in a state maintained institution of higher education." Ownership of property in or payment of taxes to the state of North Carolina does not automatically qualify one for the in-state tuition rate. Failure to provide requested information for residency classification can result in the student's being classified as a nonresident for tuition purposes and disciplinary action. A student who believes that he or she has been erroneously classified shall be permitted to appeal the case in accordance with the procedure outlined by the State Residence Committee.

Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification, which is available for student inspection in the Student Development Office. Questions related to residency classification should be directed to the Dean of Students.

FINANCIAL AID

FINANCIAL AID & SCHOLARSHIPS

The Stanly Community College Financial Aid Office is committed to assisting those students who cannot assume the full financial burden of a college education. Working closely with individual students, the Financial Aid Office helps bridge the gap between the cost of education and available resources through grants and scholarships.

The primary responsibility for financing education is with the student and his or her family. When the total resources provided do not meet expenses, SCC will do as much as possible to assist so that the student will not be denied an education and may take advantage of the life-long opportunities offered at Stanly Community College.

A student must submit a FAFSA application each year in which he or she expects to be considered for financial aid. The FAFSA is available beginning January 1 each year for the upcoming academic year (July 1 through June 30). Students must complete a FAFSA or FAFSA renewal for each academic year.

Stanly Community College uses the Free Application for Federal Student Aid (FAFSA) to assess a student's financial condition. Information entered onto the FAFSA is analyzed according to the requirements of the U.S. Congress and federal guidelines. This ensures that all applicants are treated fairly and equitably. Such items as income, assets, family size, marital status, and number of family members in college are used to determine financial need.

Stanly Community College is authorized to provide funding to eligible individuals through Federal and State grants, VA Educational Benefits and Institutional Scholarships.

Stanly Community College does not discriminate on the basis of sex, race, color, national or ethnic origin, disability, or religion in the administration of financial aid resources. The Financial Aid Office is located on the Albemarle Campus in the Patterson Building, room 108.

Telephone: 704.991.0302

FAX: 704.991.0160

E-mail address: financialaid@stanly.edu

Check the SCC [Financial Aid Webpage](#) for further information regarding financial aid opportunities.

GAINFUL EMPLOYMENT

DIPLOMAS

Stanly Community College

Accounting Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

A. Tuition and fees: \$2,792
Books and supplies: \$4,269
On-campus room & board: *not offered*

[What other costs are there for this program?](#)

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 10/15/2014

Advertising and Graphic Design Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$3,408
Books and supplies: \$1,809
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$3,097
Books and supplies: \$4,235
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

- Federal loans: *
- Private education loans: *
- Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Cosmetology Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$3,500
Books and supplies: \$1,935
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Criminal Justice Technology Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A. Tuition and fees: \$3,719
Books and supplies: \$2,505
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A. The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A. The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Early Childhood Education Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A. Tuition and fees: \$4,029
Books and supplies: \$3,259
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

- Federal loans: *
- Private education loans: *
- Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A. The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A. The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Heavy Equipment Operations Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A. Tuition and fees: \$3,905
Books and supplies: \$471
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A. The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A. The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Human Services Technology Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$3,486
Books and supplies: \$2,232
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Medical Assisting Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A. Tuition and fees: \$4,107
Books and supplies: \$3,023
On-campus room & board: *not offered*

.....
What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: \$0
Private education loans: \$0
Institutional financing plan: \$0

SUCCESS

Q. How long will it take me to complete this program?

- A. The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, 100% finished in 1 years.

Q. What are my chances of getting a job when I graduate?

- A. The job placement rate for students who completed this program is *%.

.....
* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

School Age Education Diploma

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A. Tuition and fees: \$3,646
Books and supplies: \$2,739
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

- Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A. The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, *% finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A. The job placement rate for students who completed this program is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

GAINFUL EMPLOYMENT - CERTIFICATES

Stanly Community College

Basic Law Enforcement Training Certificate

Program Level - Undergraduate certificate

Program Length - 4 months



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$232
Books and supplies: \$1,131
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: \$0
Private education loans: \$0
Institutional financing plan: \$0

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 4 months to complete. Of those that completed the program in 2013-2014, 86% finished in 4 months.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 11/13/2014

Business Administration Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

- Q. How much will this program cost me?*
- A. Tuition and fees: \$1,624
Books and supplies: \$1,812
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

- Q. What financing options are available to help me pay for this program?
- A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

- Federal loans *
- Private education loans *
- Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

- Q. How long will it take me to complete this program?
- A. The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, % finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

- Q. What are my chances of getting a job when I graduate?
- A. The job placement rate for students who completed this program is %.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Small Business Entrepreneurship Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$1,702
Books and supplies \$1,008
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, % finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is %.

* This institution is not currently required to calculate a job placement rate for program completers.

[Click here for more information on jobs related to this program.](#)

Cosmetology Certificate

Program Level - Undergraduate certificate

Program Length - 1 years



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$3,594
Books and supplies: \$2,023
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 1 years to complete. Of those that completed the program in 2013-2014, % finished in 1 years.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is %.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Stanly Community College

Cosmetology Instructor

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$2,378
Books and supplies: \$241
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, % finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is %.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

? For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 11/13/2014

Computer Crime Investigation Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$1,702
Books and supplies: \$851
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

- Federal loans: *
- Private education loans: *
- Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, **% finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Security/Loss Prevention Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$1,624
Books and supplies: \$828
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, **% finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

[Click here for more information on jobs related to this program.](#)

Advanced Computer Forensics Certificate

Program Level - Undergraduate certificate
Program Length - 16 weeks



COST

- Q.** How much will this program cost me?*
- A.** Tuition and fees: \$1,624
Books and supplies: \$308
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

- Q.** What financing options are available to help me pay for this program?
- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

- Q.** How long will it take me to complete this program?
- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, **% finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

- Q.** What are my chances of getting a job when I graduate?
- A.** The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Early Childhood Associate Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A. Tuition and fees: \$1,779
Books and supplies: \$1,607
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A. The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, **% finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A. The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

[Click here for more information on jobs related to this program.](#)

Early Childhood - Infant Toddler Care Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$1,603
Books and supplies \$1,193
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, **% finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

Medical Assisting Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A. Tuition and fees: \$1,758
Books and supplies \$1,023
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans *
Private education loans *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A. The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, % finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A. The job placement rate for students who completed this program is %.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

School Age Care Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$1,680
Books and supplies: \$860
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

- Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, % finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is %.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

School Age Administration Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$1,654
Books and supplies: \$1,187
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, **% finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

School Age Substitute Teacher Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$1,758
Books and supplies: \$1,122
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, **% finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

[Click here for more information on jobs related to this program.](#)

Simulation and Game Design Certificate

Program Level - Undergraduate certificate

Program Length - 16 weeks



COST

Q. How much will this program cost me?*

- A.** Tuition and fees: \$1,779
Books and supplies: \$136
On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

* The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

- A.** Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *
Private education loans: *
Institutional financing plan: *

* There were fewer than 10 graduates in this program. Median amounts are withheld to preserve the confidentiality of graduates.

SUCCESS

Q. How long will it take me to complete this program?

- A.** The program is designed to take 16 weeks to complete. Of those that completed the program in 2013-2014, **% finished in 16 weeks.

* Fewer than 10 students completed this program in 2013-14. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

- A.** The job placement rate for students who completed this program is **%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

CAMPUS SECURITY

Campus Safety and Security

The College maintains a Security Department for security and law enforcement on its campuses. Stanly Community College's (SCC) Security Department employs sworn law enforcement officers. Sworn officers possess the power of arrest and the authority to enforce all state laws and college regulations on all of SCC's property and on all roads and highways that run through or adjacent to the campuses. The Security Department enjoys a close working relationship with local law enforcement agencies, including the Albemarle Police Department, Stanly County Sheriff's Department and the Locust Police Department.

The College will make timely warning reports to members of the campus community regarding the occurrence of criminal offenses as required by 20 United States Code section 1092(f), the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." The annual statistics on criminal activity for each campus of SCC for the most recent three calendar years will be available for public viewing on the college website and at campus locations.

All students, employees, and others on campus have a duty to report incidents or suspected incidents of criminal activity to Campus Police or another college official immediately.

Campus Security Officers are present on the SCC Albemarle campus from 7:00 a.m. until 10:00 p.m. Monday through Thursday or until 15 minutes after the last class has ended whichever is later and from 7:00 a.m. until 6:00 p.m. on Fridays not including special events/details. Campus Security Officers are present at the Crutchfield Education Center from 9:00 a.m. until 15 minutes after the last class has ended Monday-Saturday not including special events/details. Campus buildings are locked at the end of each day of the instructional/work week and reopened by 7:30 a.m. at the beginning of each day of the instructional/work week.

Parking

All drivers are expected to drive carefully, courteously and obey all state and college traffic regulations while on campus. Parking stickers are not required to park on campus. College parking fines are \$5 and may be paid in the Business Office, which is located in Room 125 of the Patterson Building. Students owing parking fines will not be allowed to register for the following semester. If a student believes he or she has received a parking ticket in error, he or she may contact the Chief Financial Officer to appeal.

For more information and to view the most current Campus Security Report, visit our website at

<https://www.stanly.edu/college-information/campus-safety>

CAREER & COLLEGE PROMISE

Stanly Community College believes that students currently enrolled in secondary education should have potential pathways to obtain college credits as they work to complete their secondary credential. Pathways currently available at Stanly Community College for students interested in this goal include Stanly Early College and the Career and College Promise Program. The Career and College Promise Program has replaced all other previously used programs for dual enrollment.

- CCP offers tuition free college courses that can lead to college credits and/or certificates and job training.
- Students may enroll in college transfer or career pathways depending upon future plans.
- College transfer pathways can lead up to 30 hours of college transfer credits.
- Career and Technical Education Pathways lead to credits used towards certificates, diplomas, and degrees.

Stanly Community College Pathways

College Transfer - for those who hope to eventually attain a four-year degree.

Career & Technical - for those who hope to pursue a career-based diploma, certificate or training.

Transfer Pathways

Business & Economics
Humanities & Social Science

Engineering & Mathematics
Life & Health Sciences

Career and Technical Pathways

Advertising & Graphics
Business Administration
Computer Engineering
Corrections
Cyber Crime
Electronics
Infant Toddler Care
Machining
Microsoft Technologies
Pharmacy Technology
Simulation & Game Development

Biomedical Equipment Technology
Cisco
Computer Information
Cosmetology
Early Childhood Education
Human Services
Law Enforcement
Medical Assisting
Nursing Assisting
School Age Education
Welding

To get started with CCP, contact your high school guidance counselor or Steve Cumming at (704) 991-0139 or scumming0450@stanly.edu for more information.

STANLY EARLY COLLEGE

Stanly Early College is a unique and innovative educational opportunity for entering high school freshmen. Selected students will enroll as ninth graders and complete high school and college graduation requirements concurrently. Those who successfully complete the program will be awarded a high school diploma and a Stanly Community College associate degree after five years of study. All coursework is completed on the Albemarle campus of Stanly Community College.

Stanly Early College students have access to all services and programs available through the College. Students who wish to be considered for Stanly Early College should speak with their school counselor or principal early in their eighth grade year about the requirements for participation in the program.

DISTANCE LEARNING

Online Courses

Many courses and several complete degree programs are offered in online format and the number of online course sections increases with each semester. The student enrolled in an online course has access to the virtual classroom, which is available via the Internet 24 hours a day, 7 days a week. In an online course all lectures and instructions needed for the course are available within the virtual classroom, including links and references to learning materials. Most courses incorporate interactive tools within the course that mirrors the experiences that the student would have in a traditional face-to-face classroom. Such tools include, but are not limited to, live chat rooms, streaming video, pre-recorded video, discussion forums, and live online classroom/classroom hours. Many online instructors are not located on the traditional campus but they are still accessible through non-traditional formats including email, live chat, or online office hours.

Online delivery is an alternative option that offers flexibility for students who cannot or choose not to attend a traditional face-to-face class on campus. Online courses require the student to be self-disciplined, self-motivated and possess basic computer literacy skills such as typing assignments, navigating the Internet and various software programs. As with any registration related process the student should seek the advice of a program advisor or the course instructor when considering online courses.

Hybrid/Web-assisted

Hybrid classes provide a unique blend of the traditional seated classroom and non-traditional course delivery formats. Hybrid courses take advantage of ever-increasing technology, multi-media options and class scheduling flexibilities. Options may include a mix of face-to-face class meetings with some distance education and/or online formats, or the courses may meet for longer periods on fewer days, including weekends. When considering a hybrid course the student should seek the advice of a program advisor or the course instructor to determine if the learning style of the student is conducive to the hybrid course format.

STUDENT SUPPORT SERVICES

Counseling and Special Services

Counseling & Special Services provide support to all students who want to maximize their college experience. Services available include:

- Career interest testing, career information, educational planning, and goal setting
- Assistance with applying to and transferring to a four-year college or university
- Assistance with academic concerns, creating academic support systems in test taking, note taking, time management skills, and other issues or obstacles preventing students from being successful
- Support for students with documented disabilities including physical, psychological, and other health concerns. Such conferences are kept confidential. Students are encouraged to contact a counselor any time a problem arises that could affect progress in their studies.

For emergency assistance or to arrange an appointment for counseling services, students may contact one of the counselors listed under Counseling in the online directory.

Disability Services (ADA)

The Disability Services Office provides assistance to students with documented disabilities. For information about the services available to students with disabilities, please contact the Director of Counseling and Special Services.

Career Center

Stanly Community College offers a variety of career services to students including career planning, resume building, interviewing skills, job search and job placement. The goal of the Career Center is to provide services that will assist students in developing the skills necessary for seeking and gaining employment. For more information about the Career Center, visit the website at www.stanly.edu.

Learning Resources Center

Most of the materials in the library are available to borrow. Individuals must make sure to apply for a library card in order to use this service. Books (including audiobooks) are loaned for a period of 21 days and DVDs are loaned for a period of 3 days. Any past-due materials will accumulate late charges. Librarians assist with finding and instructing in the use of research materials, both print and online. The library computers are available for research and reference. A printer/photocopier is available for your printing needs. There is a fee for this service. If a particular book you need is not available in our library, please ask a librarian for instruction in how to borrow it from another library.

Student Clubs and Activities

Webb Student Center

Students are encouraged to use the Webb Student Center as a place to talk, eat, and relax. The area provides an opportunity for students, faculty, and staff to socialize in an informal atmosphere. Individuals who need a quiet place to study should use the Learning Resources Center in the Snyder Building.

Activities

Socials, cookouts, and other leisure activities are planned for both day and evening students by the Student Government Association. Each Wednesday from 12 noon until 1 p.m. is blocked for activity hour. Students are encouraged to participate in SGA and/or other clubs and organizations.

Student Government Association

The Student Government Association is composed of curriculum students who are enrolled at Stanly Community College. Members are encouraged to be active participants in student affairs and to voice opinions and thoughts through their representatives. All extracurricular activities are coordinated through the Student Government Association.

Clubs and Organizations

Student clubs and organizations are chartered under the umbrella of the Student Government Association and represent a large number of students with diverse interests who are active on campus. For a complete list of clubs and activities, please visit our website at www.stanly.edu.

Honor Societies

Stanly Community College acknowledges students for their academic achievements through Phi Theta Kappa and the National Society of Leadership and Success. For more information on these honor societies, please visit our website at www.stanly.edu.

Testing Services

Placement Testing

Stanly Community College offers a variety testing services depending on the student's needs. Applicants for associate degree, diploma, and curriculum level certificate programs must complete a placement (assessment) test. ACCUPLACER is used by Stanly Community College for placement testing. If the applicant has taken the ASSET, COMPASS, or ACCUPLACER test at another college, those scores may be transferred to SCC. For more information on Placement Testing, please visit our website at www.stanly.edu.

TEAS Testing

The Test of Essential Academic Skills (TEAS®) measures basic essential skills in the academic content area domains of reading, mathematics, science and English and language usage. This test is required for entry into the Nursing and Radiography Programs. For more information about the TEAS Test, please visit our website at www.stanly.edu

Certification Testing

Stanly Community College also has a Certification Testing Center located in the Whitley Technology Center. Here, individuals can register for certification testing for Prometric and Pearson Vue tests. Please visit our website for more information on Certification Testing at www.stanly.edu.

Credit by Exam

Credit by Exam is offered to students whose proficiency in a particular course's subject matter may be demonstrated by completing a test prior to enrollment in the course. Upon successfully completing the Credit by Exam, a grade of "CE" is awarded for the course and applied toward graduation requirements.

Proctored Testing

Proctored testing is offered at the Testing Center for online students, students needing to make-up tests or students who have special needs. The Testing Center is a quiet environment where students are monitored at all times. Students must set up an appointment in advance to use the Testing Center. To make an appointment or schedule a test, contact the Testing Coordinator.

Student Success Center

The Student Success Center is a student support center available to all students to receive the extra assistance they need to be successful. The center specializes in tutoring where trained student and faculty tutors are available by appointment at no charge for students. The center also serves as an academic computer lab for student use. For more information, visit our website at www.stanly.edu.

Writing Center

The Writing Center is housed in SCC's Learning Resource Center which is located in the Snyder Building and offers face-to-face tutoring options to help students at every level of proficiency. The Writing Center is here to help students become stronger, more confident writers.

Eagle's 1 Stop

The Eagle's 1 Stop is an advising center where trained mentors can assist students with filling out admissions applications, financial aid applications, assisting with registering for classes, making student ID badges, and much more. For more information, visit our website at www.stanly.edu.

Veteran's Services

SCC values our students who have served in the armed forces. We offer a variety of services for our veteran students including financial aid support, counseling services through the Veteran's Center, and a Veteran's Nook on the Albemarle Campus. For more information about these services, visit our website at www.stanly.edu.

COLLEGE POLICIES & RULES

***See Appendix starting on page 222 for complete policies and procedures.**

Academic Probation

Student learning and success are at the core of Stanly Community College's (SCC) mission. Students who maintain a 2.00 cumulative Grade Point Average (GPA) are classified as making satisfactory academic progress. If a student's cumulative GPA falls below a 2.00 at the end of a semester, the student will be placed on academic probation. During academic probation, a student is expected to achieve a minimum GPA of 2.00 each semester until he/she returns to a cumulative GPA of 2.00 or above. In order to promote student success and the improvement of a student's GPA, course loads will be limited based on the student's current cumulative GPA. Some SCC programs may have more rigorous academic progress criteria. It is the student's responsibility to be aware of and meet all requirements related to satisfactory academic progress and/or academic probation.

Career & College Promise

Stanly Community College believes that students currently enrolled in secondary education should have potential pathways to obtain college credits as they work to complete their secondary credential. Pathways currently available at Stanly Community College for students interested in this goal include Stanly Early College and the Career and College Promise Program. The Career and College Promise Program has replaced all other previously used programs for dual enrollment.

Catalog of Record

Stanly Community College strives to provide a seamless route for students toward educational goal attainment. In support of this, the catalog that is current when the student enrolls at the College is the catalog of record.

Class Attendance

Class attendance is an integral part of the learning process, and each student is expected to attend all classes for which he or she is registered. Class attendance prior to the 10% point (census date) of the class is required. Seated, Internet, and hybrid classes may have different requirements for satisfying census date attendance.

Communicable Disease

Stanly Community College actively promotes the good health, safety and well-being of students and employees to such extent or degree as possible while prohibiting discrimination against persons afflicted with communicable diseases.

Communicable disease is defined as any condition which is transmitted directly or indirectly to a person from an infected person or animal through the agency of an intermediate animal, host, or vector, or through the inanimate environment. Communicable disease includes, but is not limited to: influenza;

tuberculosis; conjunctivitis; infectious mononucleosis; acquired immune deficiency syndrome (AIDS); AIDS-related complex (ARC); positive HIV antibody status; hepatitis A, B, C and D; meningitis; community associated methicillin-resistant staphylococcus aureus (CA-MRSA); and sexually transmitted diseases.

Computer and Network Use

In order to preserve the utility and flexibility of the technology systems, protect privacy of Stanly Community College financial information, student records, electronic documents of faculty and staff, and to preserve access to the global Internet, the College publishes guidelines that govern the use of the computer and network system for all users.

Copyright

The purposes of the Stanly Community College (SCC) Copyright Policy are to:

- 1) establish the requirement for all SCC employees and students to comply with federal copyright laws;
- 2) meet the requirements of the Technology, Education, And Copyright Harmonization Act (TEACH); and,
- 3) prohibit the unauthorized duplication and distribution of copyrighted works through peer to peer file sharing on campus networks in accordance with the Digital Millennium Copyright Act (DMCA) of 1998.

Any SCC employee or student that does not adhere to this policy is subject to disciplinary action. Violators of the policy are also subject to civil and criminal penalties for violation of federal copyright laws. Anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages (Title 17, United States Code, Sections 504, 505).

Credit Through Advanced Standing

The College recognizes and values knowledge and skills gained in many ways. In addition to completion of credits at Stanly Community College (SCC) or the transfer of credits from other approved institutions of higher education, Advanced Academic Standing Credit may be earned by any or all of the following methods:

1. SCC Credit by Proficiency Examination,
2. College Level Examination Program (CLEP),
3. Advanced Placement Examinations (AP),
4. Professional Certification, and/or
5. Service Related Experience and Training

Students who have gained knowledge and skills through continuing education courses, where no avenue for cross-walked credit exists, or work experiences alone may be eligible for advanced standing credit through the Credit by Proficiency Examination process.

Curriculum Credit Hour

Stanly Community College provides instruction for each curriculum course based on the number of contact hours listed in the North Carolina Community College Combined Course Library (CCL). Instruction is delivered by a variety of methods, including traditional and online formats, or a combination of both. Students will attend course instruction and participate in outside studies to achieve the student learning outcomes. For every one hour of instruction, students are to spend a minimum of two hours outside of class reading, studying, completing assignments, and learning independently.

Drop/Adds, Never Attended, Withdrawals

Courses may be added only during published dates as noted in the Academic Calendar. Courses may be dropped up to and on the census date for each class, which is also defined as the 10% point of the course. After the census date, a grade is required as published in the college catalog.

Never Attended

A student who has not attended at least one class period or logged into an online class and completed an assignment by the census date of the course will be dropped from the course roster for failure to attend. The instructor is required to initiate the process to drop a student who never attended a class. Grades are not applicable to students who never attend.

Withdrawals

After the drop/add period, a student withdrawing from a course is responsible for initiating an official course withdrawal through the Records and Registration Office or with the instructor of the course. No refunds are issued for withdrawn classes. Once the last date to withdraw has passed, students cannot request to be withdrawn; however, the instructor has the discretion to assign a withdrawal grade, or the grade earned.

Drug Free Campus and Workplace - Under Revision

In compliance with the Federal Drug Free Workplace and Drug Free Schools and Campuses Regulations, Stanly Community College prohibits the unlawful use, possession, distribution, manufacture, or dispensation of any controlled substance or alcohol while on campus, facilities leased by the College, or at college-supported functions. Anyone violating this policy will be subject to disciplinary action under the SCC Code of Conduct and the laws of the state of North Carolina.

Email Use

Communication using Stanly Community College (SCC) email systems is often perceived as official correspondence. This policy covers appropriate use of any email sent from a SCC email address and applies to all employees, students, vendors, and agents operating on behalf of SCC. Procedures have been established to minimize the risk of tarnishing the public image of SCC when sending email messages. To view the procedures or to view the policy in full, see page 238 or visit our website at www.stanly.edu.

Field Trip

Stanly Community College recognizes the importance of off-campus learning experiences in fostering student development and enhancing the understanding of educational content. Enrolled students with appropriate status may participate in off-campus learning experiences.

Free Speech and Public Assembly

Stanly Community College encourages its community to exercise the right to freedom of speech granted by the First Amendment to the Constitution of the United States of America. This policy informs members of the college community and the public of the manner in which they may engage in constitutionally protected speech and expression at SCC. It is intended to protect one's right to freedom of speech without interfering with the primary educational purpose of the College.

The College will protect the rights of freedom of speech, petition, and peaceful assembly. The right to restrict the time, place, and manner of expression is specifically reserved for the College. Any acts that are disruptive to normal operations of the College, including but not limited to instruction or college business, or actions that interfere with the rights of others will not be tolerated. Faculty, staff, and students engaging in disruptive activity will be subject to disciplinary action. Any participant in a disruptive activity may face criminal charges.

General Admission

As a member institution within the North Carolina Community College System, Stanly Community College practices an open door admissions policy. Admission to the College does not guarantee acceptance to the program of choice or guarantee continued enrollment in the College. The program appropriate for an applicant is dependent upon the applicant's specific interest and level of education. Undocumented immigrants may enroll in SCC under the conditions outlined under 1D SBCCC 400.2.

Stanly Community College may deny admission to a student who is under current suspension or expulsion from another educational entity. If the suspension or expulsion is for non-academic disciplinary reason(s), the student may request a review of the circumstances surrounding the suspension or expulsion. Students requesting a review must provide Stanly Community College with an official statement from the educational entity where the suspension or expulsion occurred explaining the term and circumstances of the sanction. Transfer students must be eligible to return to the last institution attended. Stanly Community College has the authority to evaluate whether an applicant has exhibited behavior or made statements that would constitute an articulable, imminent, and significant threat to the applicant or others. If an applicant has demonstrated behavior that is threatening consistent with 1D SBCCC 400.2, then Stanly Community College has the authority to deny admission to that applicant because of the articulable, imminent, and significant threat and not because of any disability that individual may have. Applicants denied admission pursuant to 1D SBCCC 400.2 that request a review must submit an appeal in writing to the SCC President.

Stanly Community College subscribes to the use of multiple measures to place students in curriculum courses. The use of multiple measures to evaluate an applicant for placement into college level courses includes placement (assessment) testing and examination of other student data. Applicants who have graduated from a legally authorized NC high school within the last five years and present an official transcript with an un-weighted grade point average of 2.6 or higher and appropriate high school code notations may be exempt from placement testing. Students with the qualifying criteria above with an un-weighted grade point average between 2.6 and 2.99 may be subject to required interventions designed to assist them in successful completion of their college-level courses.

Grade

Stanly Community College recognizes the value of student work by establishing a grading system and guidelines based on the quality of the work submitted by the student throughout the course with a cumulative grade earned at the completion of the course. All curriculum final grades, based on a four quality point system, are made available to the students electronically through their student accounts. Occupational Extension courses are based on a Satisfactory/Unsatisfactory grading system, with some grades based solely on attendance while others may have additional criteria to determine satisfactory completion. College and Career Readiness courses have grading systems based on the uniqueness of the program. All students have the right to review with the instructor their grades if concerns are expressed. Curriculum students may submit one grade forgiveness request for a maximum of five courses if they have experienced a lapse of enrollment at the College for a period of three consecutive academic years.

Inclement Weather

The intent of the policy is to ensure the safety of SCC's students, faculty, staff, administrators and visitors during severe/hazardous weather. Stanly Community College defines severe/hazardous weather conditions as any weather condition that may endanger students, faculty, or staff while en route to their classroom or work place. Students, faculty, and staff are required to follow the guidelines of this institutional policy.

Intellectual Property

SCC encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the College, to enhance the teaching and learning environment, and to contribute to the betterment of the community. Intellectual property includes but is not limited to intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, and inventions.

Legitimate Presence on Campus

As a public community college, SCC encourages the use of its facilities and services by all. The College reserves the right to determine whether an individual or group has a legitimate reason to be on its campus or facilities. The College also reserves the right to ask individuals or groups to immediately leave its campus or facilities. This determination will be made by the Director of Security or, if necessary, the appropriate Executive Leadership Team (ELT) member.

Children are not allowed to accompany an individual to class or to be left unattended anywhere on campus. The College assumes no liability for injuries by or to children on campus.

Stanly Community College recognizes that adults may accompany students on campus and should be directed to a designated area while students are in class.

Mandatory Advising

Stanly Community College recognizes the value of academic advising in student success. The College has determined the need for mandatory advising of first year students to establish a clear academic plan and develop an advisor-advisee relationship. Students are required to attend the appropriate New

Student Orientation and mandatory advising sessions throughout their first year of attendance with the College.

Netiquette (Rule)

The term Netiquette refers to "Network Etiquette." As you engage in online communications including but not limited to emails, forum discussions and chat sessions at the College, it is essential that you communicate effectively with your instructor and other students. To view the complete Netiquette Rule, see Appendix or www.stanly.edu.

Placement Testing (Rule)

Applicants for associate degree, diploma, and curriculum level certificate programs must complete a placement (assessment) test. ACCUPLACER is used by Stanly Community College for placement testing. Test scores determine an applicant's academic readiness relative to the academic requirements of his or her program of study. If the applicant has taken the ASSET, COMPASS, or ACCUPLACER test at another college, those scores may be transferred to SCC. Appropriate developmental course work is available beginning the first term of enrollment for those applicants whose test score(s) indicate deficiencies. To increase college success, the applicant will be advised to limit his/her course load based on the number of developmental courses he/she has placed into. Applicants presenting placement test scores older than five years will be required to retest unless special circumstances exist that, at the discretion of the Admissions Department, justify waiver. To view the complete Placement Test Rule see Appendix or visit the website at www.stanly.edu.

Pre and Co-requisites

Stanly Community College recognizes the need for adherence to course pre/co-requisites. The College will follow the course pre/co-requisite requirements as established by the North Carolina Community College System and the Institution.

Public Release of Information

Stanly Community College complies with the state public disclosure laws (North Carolina General Statutes, Chapter 115D-78 and Chapter 132) governing access to public records. SCC also protects the rights of others, for example, the right to privacy for student education records and employee personnel files while also minimizing disruption to the operation of college programs and services.

Resident Classification for Tuition Purposes

A legal resident of North Carolina is one who has established residence in the state. Persons 18 years of age or older are not deemed eligible for in-state tuition status until legal residence in North Carolina has been maintained at least twelve (12) months (General Statutes, Chapter 115D-39).

Satisfactory Academic Progress for Financial Aid

Federal regulations require that students receiving financial aid must maintain academic and progress standards to complete his or her educational program within a specified timeframe. Financial Aid students will note that SCC's Academic Probation Policy contains the same GPA requirement; however, the Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients is stricter than for a student enrolled in the same educational program who is not receiving financial aid. This policy is

applied to all students receiving financial aid assistance within all eligible categories of students, i.e. full-time or part-time and enrolled in curriculum diplomas and degrees and eligible certificates established by the College.

Smoking/ Tobacco-Free Campus

Stanly Community College recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and college facilities. The College believes that the use of tobacco products on college grounds, in college buildings and facilities, on college property, and at college-sponsored events is detrimental to the health and safety of students, employees, and visitors. The College takes seriously its obligation to provide a healthy learning and working environment, free from unwanted smoke and tobacco use, for students, employees, and visitors at all SCC instructional facilities.

Social Media and Networking

Stanly Community College recognizes that Internet-provided social media can be a highly effective tool for sharing ideas and exchanging information. While the College believes that social media can support professional and business development, the College is also aware that excessive or inappropriate social media use for personal or professional reasons can negatively impact SCC's productivity and resources.

Student Code of Conduct

Stanly Community College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when a student's behavior disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken. The purpose of this code is not to restrict student rights, but to protect the rights of individuals in their academic pursuits.

Student Grievance

Stanly Community College recognizes the importance of a prompt and efficient resolution process for both academic as well as non-academic student grievances. The primary objective is to ensure that students have the opportunity to present grievances to the College regarding a certain action or inaction by a member of the college community and that the College has a consistent way of resolving those grievances in a fair and just manner.

Student Records and Privacy Rights

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Stanly Community College, with certain exceptions, obtain a student's written consent prior to the disclosure of personally identifiable information from his/her education records.

Stanly Community College may disclose appropriately designated "directory information" without written consent, unless the student has advised the College to the contrary in accordance with SCC procedures. The primary purpose of directory information is to allow Stanly Community College to include directory type of information from the student's education records in certain college publications. Examples of such publications include honor roll or other recognition lists and graduation programs.

Student Screening Requirements

Facilities that serve as student clinical/practicum sites have enacted requirements that ensure that students and faculty who enter their facilities meet the same qualifications as any potential hires. Students must comply with Criminal Background Checks (CBC), Office of the Inspector General Reviews (OIG), and Drug Testing in such curriculum programs as have clinical or internship placements at facilities where these screenings are required. Accordingly, completion of the CBC, OIG Review, and submission of a negative Twelve Panel Urine Drug Screen report from a National Institute of Drug Abuse (NIDA) approved laboratory is required prior to the first assignment/student experience at any requiring health facility partner.

Student Success

Stanly Community College promotes student success. The College requires students to take the appropriate college success courses (designated by an ACA prefix) or module in their first semester of enrollment. ACA content assists students in developing the skills necessary to be successful in their academic careers at the community college or upon transition to a university or the workplace.

Transfer of Credit from Other Institutions for Curriculum

The Records and Registration Office will review post-secondary transcripts of applicants for admission once official transcripts are received by Stanly Community College. Transfer credit will be granted for courses having a “C” or better and meeting both of the following qualifications:

- Course content closely parallels the course content of the SCC course for which credit is granted.
- Course credit hours match the credit hours of the SCC course for which is granted.

Unlawful Harassment/Discrimination

It is the policy of SCC to provide an educational and working environment free from sexual and other unlawful harassment, discrimination and retaliation. Harassment, discrimination or retaliation against an employee or student on the basis of race, color, religion, creed, gender, national or ethnic origin, age, disability, veteran or active military status, genetic characteristics, or any other category protected by law is strictly prohibited and will not be tolerated of anyone associated with the College (including but not limited to members of the Board of Trustees, College administration, faculty and staff, and students) either at a campus facility or college-sponsored event. The scope of this policy also extends to visitors, vendors and/or contractors while on campus property.

Violation of the policy is considered to be a serious offense and is prohibited by Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Title IX states in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” The legislative mandate is clear: the College must provide a safe, harassment- and discrimination-free environment for students and employees.

Use of Human Subjects

The purpose of the SCC Use of Human Subjects Policy is to protect the rights and welfare of human subjects through the review of educational practices and potential research projects. Stanly Community College encourages and supports the scholarly endeavours of its students, faculty, and staff. When such scholarly work involves the use of human subjects for training and/or data collection and analysis, the proposed educational practices and research projects will be reviewed to ensure that:

- The rights and welfare of human subjects are protected;
- Risks have been considered and minimized;
- Potential for benefit has been identified and maximized;
- All human subjects only volunteer to participate in research and/or training after being provided with legally effective informed consent; and,
- Any research and educational practice is conducted in an ethical manner and in compliance with established standards, including handling all private information with confidentiality.

Verifying Student Identity in Online Courses

Verifying the identity of the student accessing and participating in an online course is fundamental to the integrity of the course as well as the College. In addition, SCC's accrediting agencies require a consistent procedure to ensure student identity within the online course. Stanly Community College satisfies these standards with the use of a unique student username and password.

Weapons on Campus

Stanly Community College recognizes the importance of providing a safe and secure learning environment for all campus constituents. It is a violation of State Criminal Law (NC General Statutes 14-269.2) and college policy to possess or carry any weapon on the SCC property except as otherwise specifically provided by law. Violators will be referred for criminal prosecution; and faculty, staff, or student violations are also subject to college disciplinary action.

CURRICULUM PROGRAMS OF STUDY

ACCOUNTING

ADVERTISING AND GRAPHIC DESIGN

AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

ASSOCIATE IN ARTS (University Transfer)

ASSOCIATE IN SCIENCE (University Transfer)

BIOMEDICAL EQUIPMENT TECHNOLOGY

BUSINESS ADMINISTRATION

COMPUTER ENGINEERING TECHNOLOGY

COMPUTER INTEGRATED MACHINING

COMPUTER TECHNOLOGY INTEGRATION

COSMETOLOGY

CRIMINAL JUSTICE TECHNOLOGY

CYBER CRIME TECHNOLOGY

EARLY CHILDHOOD EDUCATION

ELECTRONICS ENGINEERING TECHNOLOGY

EMERGENCY MEDICAL SCIENCE

HEAVY EQUIPMENT OPERATIONS

HUMAN SERVICES TECHNOLOGY

INDUSTRIAL SYSTEMS TECHNOLOGY

MEDICAL ASSISTING

MEDICAL LABORATORY TECHNOLOGY

NURSING

NURSING – RETURNING LPN

PHARMACY TECHNOLOGY

RADIOGRAPHY

RESPIRATORY THERAPY

SCHOOL AGE EDUCATION

SIMULATION AND GAME DEVELOPMENT

WELDING

Suggested Humanities and Social Science Electives List for A.A.S. Majors

The following lists of courses can be used to satisfy the humanities and social science elective requirements for individual **Associate in Applied Science** (AAS) programs. See individual degree program requirements for more information.

*Courses in bold are **UGETC** courses and will transfer to universities as course-for-course credit. Other humanities courses may transfer as elective credit only.

Note: All classes listed below are not offered every semester. Please see the appropriate semester course schedule when planning your classes. Previous credits from any of the subjects listed below not appearing on the list may be considered for substitution.

Humanities Electives

ART 111 Art Appreciation UGETC
ART 114 Art History Survey I UGETC
ART 115 Art History Survey II UGETC
ART 116 Survey of American Art
DRA 111 Theatre Appreciation
ENG 125 Creative Writing I Pre-Major/Elective
HUM 120 Cultural Studies
HUM 122 Southern Culture
HUM 150 American Women's Studies
HUM 160 Introduction to Film
MUS 110 Music Appreciation UGETC
MUS 112 Introduction to Jazz UGETC
MUS 113 American Music
MUS 210 History of Rock Music
REL 110 World Religions
REL 211 Intro to Old Testament
REL 212 Intro to New Testament

Social/Behavioral Science Electives

ECO 251 Prin of Microeconomics UGETC
ECO 252 Prin of Macroeconomics UGETC
HIS 111 World Civilizations I UGETC
HIS 112 World Civilizations II UGETC
HIS 131 American History I UGETC
HIS 132 American History II UGETC
POL 120 American Government UGETC
POL 210 Comparative Government
PSY 150 General Psychology UGETC
SOC 210 Introduction to Sociology UGETC
SOC 213 Sociology of the Family
SOC 220 Social Problems
SOC 232 Social Context of Aging

ACCOUNTING (ACC)

Associate in Applied Science - A25100 *

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

In addition to coursework 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.

Upon completion of this program, students will be able to:

- Demonstrate the ability to prepare a financial statement.
- Analyze and then apply proper tax treatments.
- Analyze, summarize, and prepare managerial accounting reports.
- Use computerized accounting tools to prepare accounting reports.
- Effectively communicate in writing to accounting customers and co-workers.

* Programs marked with an asterisk (*) are available online.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	Other	1	0	0	1
ACC-120	Principles of Financial Accounting	Major	3	2	0	4
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
ETR-210	Intro to Entrepreneurship	Major	3	0	0	3
Spring Semester (first year)						
ACC-121	Principles of Managerial Accounting	Major	3	2	0	4
ACC-122	Principles of Financial Accounting II	Major	3	0	0	3
BUS-110	Introduction to Business	Major	3	0	0	3
BUS-115	Business Law I	Major	3	0	0	3
MAT-143	Quantitative Literacy	General	2	2	0	3
Summer Semester (first year)						
	Humanities Elective	General	0	0	0	3
	Social/Behavioral Science Elective	General	0	0	0	3
Fall Semester (second year)						
ACC-129	Individual Income Taxes	Major	2	2	0	3
ACC-140	Payroll Accounting	Major	1	2	0	2
ACC-149	Intro to ACC Spreadsheets	Major	1	2	0	2
ACC-220	Intermediate Accounting I	Major	3	2	0	4
ECO-251	Principles of Microeconomics <u>or</u>	Major	3	0	0	3
ECO-252	Principles of Macroeconomics	Major	3	0	0	3
ENG-114	Professional Research & Reporting <u>or</u>	General	3	0	0	3
ENG-112	Writing/Research in the Disc.	General	3	0	0	3
Spring Semester (second year)						
ACC-130	Business Income Taxes	Major	2	2	0	3
ACC-150	Accounting Software Applications	Major	1	2	0	2
ACC-180	Practices in Bookkeeping	Major	3	0	0	3
ACC-225	Cost Accounting	Major	3	0	0	3
BUS-137	Principles of Management	Major	3	0	0	3
BUS-260	Business Communication	Major	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

Please see your advisor for complete details.

Accounting Diploma Option - D25100

Students completing the following courses will receive a diploma in Accounting:

Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
ACC-120	Principles of Financial Accounting	Major	3	2	0	4
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	Major	3	0	0	3
MAT-143	Quantitative Literacy	General	2	2	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACC-121	Principles of Managerial Accounting	Major	3	2	0	4
ACC-122	Principles of Financial Accounting II	Major	3	0	0	3
ACC-130	Business Income Taxes	Major	2	2	0	3
ACC-150	Accounting Software Application	Major	1	2	0	2
BUS-115	Business Law I	Major	3	0	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACC-129	Individual Income Taxes	Major	2	2	0	3
ACC-140	Payroll Accounting	Major	1	2	0	2
ACC-149	Intro to Accounting Spreadsheets	Major	1	2	0	2
ACC-220	Intermediate Accounting I	Major	3	2	0	4

Accounting Certificate Option - C25100 *

Students completing the following courses will receive a certificate in Accounting:

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
ACC-120	Principles of Financial Accounting	Major	3	2	0	4
Spring Semester						
ACC-121	Principles of Managerial Accounting	Major	3	2	0	4
ACC-122	Principles of Financial Accounting	Major	3	0	0	3
ACC-140	Payroll Accounting	Major	1	2	0	2

ADVERTISING & GRAPHIC DESIGN

Associate in Applied Science - A30100

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations.

Upon completion of this program, students will be able to:

- Demonstrate an application of design theory using industry standard software.
- Showcase advanced software skills in industry-specific software.
- Progress a concept to creation following graded project timeline milestones of Roughs Presentation and Idea Critique, Digital Comp Critique, and Complete Project Submission.
- Create complete output-specific design files meeting specific industry standards for web and print.
- Demonstrate the ability to answer a client brief through effective visual communication solutions.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	General	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
DES-125	Graphic Presentation I	Major	0	6	0	2
DES-135	Principles and Elements of Design I	Major	2	4	0	4
ENG-111	Writing and Inquiry	General	3	0	0	3
GRD-110	Typography I	Major	2	2	0	3
Spring Semester (first year)						
ENG-114	Professional Research & Reporting <u>or</u>	General	3	0	0	3
ENG-112	Writing/Research in the Disc.	General	3	0	0	3
GRD-131	Illustration I	Major	1	3	0	2
GRD-141	Graphic Design I	Major	2	4	0	4
GRD-151	Computer Design Basics	Major	1	4	0	3
WEB-111	Introduction to Web Graphics	Major	2	2	0	3
Summer Semester (first year)						
ART-111	Art Appreciation	General	3	0	0	3
	Technical Elective	Major	3	0	0	3
Fall Semester (second year)						
GRA-121	Graphic Arts I	Major	2	4	0	4
GRD-142	Graphic Design II	Major	2	4	0	4
GRD-152	Computer Design Tech I	Major	1	4	0	3
MAT-143	Quantitative Literacy	General	2	2	0	3
	Social Science Elective	Major	3	0	0	3
Spring Semester (second year)						
GRD-241	Graphic Design III	Major	2	4	0	4
	Technical Elective		2	2	0	3
GRD-280	Portfolio Design	Major	2	4	0	4
WBL-111	Work-Based Learning I or	Major	0	0	10	1
	Technical Elective	Major	2	3	0	4

Students will select electives from the following list of courses for Technical Electives:

ART-264 - Digital Photography I	MKT-120 - Principles of Marketing
BUS-110 - Introduction to Business	NOS-110 - Operating Systems Concepts
CET-111 - Computer Upgrade/Repair I	SGD-114 - 3D Modeling
WBL-111- Work-Based Learning I	SGD-161 - SG Animation
CTS-115 - Info Sys Business Concepts	SGD-162 - SG 3D Animation
CTS-120 - Hardware/Software Support	SGD-164 - SG Audio/Video
CTS-125 - Presentation Graphics	WEB-110 - Internet/Web Fundamentals
GRD-167 - Photographic Imaging I	WEB-120 - Intro Internet Multimedia

See Page 60 for list of Humanities, Social and Behavioral Science electives.

Advertising and Graphic Design Diploma Option - D30100

Students completing the following courses will receive a diploma in Advertising and Graphic Design:

Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
DES-125	Graphic Presentation I	Major	0	6	0	2
DES-135	Principles and Elements of Design I	Major	2	4	0	4
GRA-121	Graphic Arts I	Major	2	4	0	4
GRD-110	Typography I	Major	2	2	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
GRD-131	Illustration I	Major	1	3	0	2
GRD-141	Graphic Design I	Major	2	4	0	4
GRD-151	Computer Design Basics	Major	1	4	0	3
WEB-111	Introduction to Web Graphics	Major	2	2	0	3
	Major Elective	Major	0	0	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ENG-111	Writing and Inquiry	General	3	0	0	3
	Humanities Elective	Major	0	0	0	3

Students may select 9.0 hours from the following courses:

ART 264 Digital Photography I	SGD 161 SG Animation
CTS 125 Presentation Graphics	SGD 162 SG 3D Animation
MKT 120 Principles of Marketing	SGD 164 SG Audio/Video
OST 131 Keyboarding	WEB 110 Internet/Web Fundamentals
SGD 114 3D Modeling	WEB 120 Intro Internet Multimedia

Advertising and Graphic Design Certificate Option - C30100

Students completing the following courses will receive a certificate in Advertising and Graphic Design:

ACA-111	College Student Success	Other	1	0	0	1
DES-125	Graphic Presentation I	Major	0	6	0	2
DES-135	Principles and Elements of Design I	Major	2	4	0	4
GRD-110	Typography I	Major	2	2	0	3
GRD-131	Illustration I	Major	1	3	0	2
GRD-141	Graphic Design I	Major	2	4	0	4

AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

Diploma – D35100

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
AHR-110	Intro to Refrigeration	Major	2	6	0	5
AHR-112	Heating Technology	Major	2	4	0	4
AHR-113	Comfort Cooling	Major	2	4	0	4
ENG-101	Applied Communications I <u>or</u>	General	3	0	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
Spring Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
AHR-111	HVACR Electricity	Major	2	2	0	3
BPR-130	Print Reading – Construction	Major	3	0	0	3
AHR-114	Heat Pump Technology	Major	2	4	0	4
AHR-160	Refrigeration Certification	Major	1	0	0	1
WBL-110	World of Work <u>or</u>	Major	1	0	0	1
WBL-111	Work-Based Learning	Major	0	0	10	1
MAT-110	Mathematical Measurement & Literacy	Major	2	2	0	3
Summer Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
AHR-130	HVAC Controls	Major	2	2	0	3
AHR-211	Residential System Design	Major	2	2	0	3
AHR-213	HVACR Building Codes	Major	1	2	0	2

Air Conditioning, Heating, and Refrigeration Technology
Basic HVACR Certificate - C35100B

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
AHR-110	Intro to Refrigeration	Major	2	6	0	5
AHR-112	Heating Technology	Major	2	4	0	4
Spring Semester						
AHR-111	HVACR Electricity	Major	2	2	0	3
AHR-160	Refrigeration Certification	Major	1	0	0	1
AHR-114	Heat Pump Technology	Major	2	4	0	4

Air Conditioning, Heating, and Refrigeration Technology
Intermediate HVACR Certificate - C35100I

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
AHR-113	Comfort Cooling	Major	2	4	0	4
ACA-111	College Student Success	Other	1	0	0	1
Spring Semester						
AHR-111	HVACR Electricity	Major	2	2	0	3
AHR-160	Refrigeration Certification	Major	1	0	0	1
WBL-110	World of Work	Major	1	0	0	1
Summer Semester						
AHR-130	HVAC Controls	Major	2	2	0	3
AHR-211	Residential Systems Design	Major	2	2	0	3
AHR-213	HVACR Building Codes	Major	1	2	0	2

ASSOCIATE IN ARTS (AA) – School of University Transfer

AA - A10100 *

SCC offers two fully transferable degrees: Associate in Arts (AA) and Associate in Science (AS).

Stanly Community College's transfer degrees offer an economical and efficient way to work towards a bachelor's degree. The Associate in Arts degree is a good choice for future education, social science (history, psychology, sociology, economics, business, etc.), liberal arts (languages, English, fine arts, etc.) majors, or a professional school that requires a strong liberal arts background. The mathematics and science requirements are fewer than for an Associate in Science degree. For most majors, if a student wishes to attend a university, the Associate in Arts degree is the best degree to pursue.

UNC-system universities (and most private colleges and universities) will accept the completed AA degree as a package, which will waive the undergraduate general education requirements.

Courses identified as Universal General Education Transfer Component courses (UGETC) will transfer to the UNC-system universities and receive *course for course* credit (provided students earn a C or better in these courses). Other courses marked for transfer may receive general education or elective credit. Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an Associate in Arts (AA) degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she may transfer before completing the AA degree; however, completing the AA degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

Associate in Arts students are required to have basic computer literacy and should take CIS 110 as an elective course.

University Transfer Program Student Learning Outcomes

Upon completion of the University Transfer Program:

- PO.1 Students should be able to demonstrate effective research skills including all required elements as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the research skills rubric.
- PO.2 Students should be able to demonstrate global and cultural literacy as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the global/cultural literacy rubric.
- PO.3 Students will be able to analyze concepts of individuals and people within social and historical contexts as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the social/historical contexts rubric.
- PO.4: Students will be able to use critical thinking skills to solve problems as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the critical thinking skills rubric.
- PO.5: Students will be able to apply scientific principles to the natural and physical world as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the scientific principles rubric.

Students must complete a total of 60 semester hours (SH) to receive the Associate in Arts degree (see program outline below). Students must earn a “C” or better in all transferable courses. Please consult an advisor, review the Associate in Arts and Associate in Science Transfer Course List or see the *Course Descriptions* to ensure course transferability when selecting elective courses. The last sentence in the course description will indicate if the course is transferable.

Associate in Arts Degree – Program of Study

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC)

The following two English composition courses are required:

ENG 111 Writing & Inquiry (3 SHC)
 ENG 112 Writing/Research in the Disciplines (3 SHC)

CHM 151 General Chemistry I (4 SHC)

PHY 110 Conceptual Physics (3 SHC)

and

PHY 110A Conceptual Physics Lab (1 SHC)

Humanities/Fine Arts (9 SHC)

Select three courses from the following from at least two different disciplines:

ART 111 Art Appreciation (3 SHC)
 ART 114 Art History Survey I (3 SHC)
 ART 115 Art History Survey II (3 SHC)
 ENG 231 American Literature I (3 SHC)
 ENG 232 American Literature II (3 SHC)
 MUS 110 Music Appreciation (3 SHC)
 MUS 112 Introduction to Jazz (3 SHC)
 PHI 215 Philosophical Issues (3 SHC)
 PHI 240 Introduction to Ethics (3 SHC)

Additional General Education Hours (13-14 SHC)

An additional 13-14 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Other Required Hours (15 SHC)

An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Social and Behavioral Sciences (9 SHC)

Select three courses from the following from at least two different disciplines:

ECO 251 Principles of Microeconomics (3 SHC)
 ECO 252 Principles of Macroeconomics (3 SHC)
 HIS 111 World Civilizations I (3 SHC)
 HIS 112 World Civilizations II (3 SHC)
 HIS 131 American History I (3 SHC)
 HIS 132 American History II (3 SHC)
 POL 120 American Government (3 SHC)
 PSY 150 General Psychology (3 SHC)
 SOC 210 Introduction to Sociology (3 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122 College Transfer Success (1 SHC)
 (Take first semester)

Total SHC in program: 60-61

Math (3-4 SHC)

Select one course from the following:

MAT 143 Quantitative Literacy (3 SHC)
 MAT 152 Statistical Methods I (4 SHC)
 MAT 171 Pre-calculus Algebra (4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

BIO 110 Principles of Biology (4 SHC)
 BIO 111 General Biology I (4 SHC)

Associate in Arts

COURSE SEQUENCE (Suggested)

Semester I (13-17 semester hours credit)

Academic Transition

ACA 122 College Transfer Success (1 SHC)

English Composition

ENG 111 Writing & Inquiry (3 SHC)

Humanities/Fine Arts (select one):

ART 111 Art Appreciation (3 SHC)

ART 114 Art History Survey I (3 SHC)

ART 115 Art History Survey II (3 SHC)

MUS 110 Music Appreciation (3 SHC)

MUS 112 Introduction to Jazz (3 SHC)

PHI 215 Philosophical Issues (3 SHC)

PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (select one):

ECO 251 Principles of Microeconomics (3 SHC)

ECO 252 Principles of Macroeconomics (3 SHC)

HIS 111 World Civilizations I (3 SHC)

HIS 112 World Civilizations II (3 SHC)

HIS 131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

POL 120 American Government (3 SHC)

PSY 150 General Psychology (3 SHC)

SOC 210 Introduction to Sociology (3 SHC)

Math* (select one):

MAT 143 Quantitative Literacy (3 SHC)

MAT 152 Statistical Methods I (4 SHC)

MAT 171 Pre-calculus Algebra (4 SHC)

Focused Elective* (optional) 3 SHC

Semester II (16 semester hours credit)

English Composition

ENG 112 Writing/Research in the Disc. (3 SHC)

Humanities/Fine Arts (select one):

ART 111 Art Appreciation (3 SHC)

ART 114 Art History Survey I (3 SHC)

ART 115 Art History Survey II (3 SHC)

MUS 110 Music Appreciation (3 SHC)

MUS 112 Introduction to Jazz (3 SHC)

PHI 215 Philosophical Issues (3 SHC)

PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (select one):

HIS 111 World Civilizations I (3 SHC)

HIS 112 World Civilizations II (3 SHC)

HIS 131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

Natural Sciences (4 SHC) (select one):

BIO 110 Principles of Biology (4 SHC)

BIO 111 General Biology I (4 SHC)

CHM 151 General Chemistry I (4 SHC)

PHY 110 Conceptual Physics (3 SHC)

and

PHY 110A Conceptual Physics Lab (1 SHC)

Focused Elective* (3 SHC)

Semester III (16-17 semester hours credit)

Humanities/Fine Arts (select one):

ENG 231 American Literature I (3 SHC)

ENG 232 American Literature II (3 SHC)

Social/Behavioral Sciences (select one):

ECO 251 Principles of Microeconomics (3 SHC)

ECO 252 Principles of Macroeconomics (3 SHC)

HIS 111 World Civilizations I (3 SHC)

HIS 112 World Civilizations II (3 SHC)

HIS 131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

POL 120 American Government (3 SHC)

PSY 150 General Psychology (3 SHC)

SOC 210 Introduction to Sociology (3 SHC)

Focused elective (4-6 SHC):

Language (4 SHC)

SPA 111 Elementary Spanish I (3 SHC)

SPA 181 Spanish Lab I (1 SHC)

Semester IV (12-16 semester hours credit)

Focused electives* (12-13 SHC)

Language (4 SHC)

SPA 112 Elementary Spanish II (3 SHC)

SPA 182 Spanish Lab II (1 SHC)

(*Notes: Focused elective, math and science courses must be chosen with the intended major and university of transfer in mind. Please work with your advisor to select these courses to facilitate the transfer process.

See *Associate in Arts and Associate in Science Transfer Course List* for approved transfer elective courses.)

Total semester hours: 61

ASSOCIATE IN SCIENCE (AS) – School of University Transfer

AS - A10400

SCC offers two fully transferable degrees: Associate in Arts (AA) and Associate in Science (AS).

Stanly Community College's transfer degrees offer an economical and efficient way to work towards a bachelor's degree. The Associate in Science degree is a good choice for future engineering, math, science (biology, chemistry, physics, etc.) or technical (computer science) majors.

UNC-system universities (and most private colleges and universities) will accept the completed AS degree as a package, which will waive the undergraduate general education requirements.

Courses identified as Universal General Education Transfer Component courses (UGETC) will transfer to the UNC-system universities and receive *course for course* credit (provided students earn a C or better in these courses). Other courses marked for transfer may receive general education or elective credit. Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an AS degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she may transfer before completing the AS degree; however, completing the AS degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

Associate in Science students are required to have basic computer literacy and should take CIS 110 as an elective course.

University Transfer - Program Student Learning Outcomes

Upon completion of the University Transfer Program:

- PO.1 Students should be able to demonstrate effective research skills including all required elements as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the research skills rubric.
- PO.2 Students should be able to demonstrate global and cultural literacy as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the global/cultural literacy rubric.
- PO.3 Students will be able to analyze concepts of individuals and people within social and historical contexts as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the social/historical contexts rubric.
- PO.4: Students will be able to use critical thinking skills to solve problems as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the critical thinking skills rubric.
- PO.5: Students will be able to apply scientific principles to the natural and physical world as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the scientific principles rubric.

Students must complete a total of 60 semester hours (SH) to receive the Associate in Science degree (see program outline below). Students must earn a "C" or better in all transferable courses. Please consult an advisor, review the Associate in Arts and Associate in Science Transfer Course List or see the *Course Descriptions* to ensure course transferability when selecting elective courses. The last sentence in the course description will indicate if the course is transferable.

Associate in Science Degree - Program of Study

English Composition (6 SHC)

The following two English composition courses are required:

ENG 111 Writing & Inquiry	(3 SHC)
ENG 112 Writing/Research in the Disciplines	(3 SHC)

Humanities/Fine Arts (6 SHC)

Select two courses from the following from at least two different disciplines:

ART 111 Art Appreciation	(3 SHC)
ART 114 Art History Survey I	(3 SHC)
ART 115 Art History Survey II	(3 SHC)
ENG 231 American Literature I	(3 SHC)
ENG 232 American Literature II	(3 SHC)
MUS 110 Music Appreciation	(3 SHC)
MUS 112 Introduction to Jazz	(3 SHC)
PHI 215 Philosophical Issues	(3 SHC)
PHI 240 Introduction to Ethics	(3 SHC)

Social/Behavioral Sciences (6 SHC)

Select two courses from the following from at least two different disciplines:

ECO 251 Principles of Microeconomics	(3 SHC)
ECO 252 Principles of Macroeconomics	(3 SHC)
HIS 111 World Civilizations I	(3 SHC)
HIS 112 World Civilizations II	(3 SHC)
HIS 131 American History I	(3 SHC)
HIS 132 American History II	(3 SHC)
POL 120 American Government	(3 SHC)
PSY 150 General Psychology	(3 SHC)
SOC 210 Introduction to Sociology	(3 SHC)

Math (8 SHC)

Select two courses from the following:

MAT 171 Precalculus Algebra	(4 SHC)
MAT 172 Precalculus Trigonometry	(4 SHC)
MAT 263 Brief Calculus	(4 SHC)
MAT 271 Calculus I	(4 SHC)

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

BIO 110 Principles of Biology	(4 SHC)
BIO 111 General Biology I	(4 SHC)
<i>and</i>	
BIO 112 General Biology II	(4 SHC)
CHM 151 General Chemistry I	(4 SHC)
<i>and</i>	
CHM 152 General Chemistry II	(4 SHC)
PHY 110 Conceptual Physics	(3 SHC)
<i>and</i>	
PHY 110A Conceptual Physics Lab	(1 SHC)
PHY 151 College Physics I	(4 SHC)
<i>and</i>	
PHY 152 College Physics II	(4 SHC)

Additional General Education Hours (11 SHC)

An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Other Required Hours (15 SHC)

Academic Transition (1 SHC).

The following course is required:

ACA 122 College Transfer Success	(1 SHC)
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(Take first semester)

An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total SHC in program: 60

Associate in Science

COURSE SEQUENCE (Suggested)

Semester I (14-17 semester hours credit)

Academic Transition

ACA 122 College Transfer Success (1SHC)

English Composition

ENG 111 Writing & Inquiry (3 SHC)

Humanities/Fine Arts (select one):

ART 111 Art Appreciation (3 SHC)

ART 114 Art History Survey I (3SHC)

ART 115 Art History Survey II (3 SHC)

MUS 110 Music Appreciation (3SHC)

MUS 112 Introduction to Jazz (3 SHC)

PHI 215 Philosophical Issues (3 SHC)

PHI 240 Introduction to Ethics (3 SHC)

Social/Behavioral Sciences (select one):

ECO 251 Principles of Microeconomics (3 SHC)

ECO 252 Principles of Macroeconomics (3 SHC)

HIS 111 World Civilizations I (3 SHC)

HIS 112 World Civilizations II (3 SHC)

HIS 131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

Math* (select one):

MAT 171 Precalculus Algebra (4 SHC)

MAT 172 Precalculus Trigonometry (4 SHC)

MAT 263 Brief Calculus (4 SHC)

MAT 271 Calculus I (4 SHC)

Focused Elective* (optional) (3 SHC)

Semester II (13-16 semester hours credit)

English Composition

ENG 112 Writing/Research in the Disciplines (3 SHC)

Social/Behavioral Sciences (select one):

HIS 111 World Civilizations I (3 SHC)

HIS 112 World Civilizations II (3 SHC)

HIS 131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

Math* (select one):

MAT 171 Precalculus Algebra (4 SHC)

MAT 172 Precalculus Trigonometry (4 SHC)

MAT 263 Brief Calculus (4 SHC)

MAT 271 Calculus I (4 SHC)

Focused Elective* (3-7 SHC)

Semester III (14-17 semester hours credit)

Humanities/Fine Arts (select one):

ENG 231 American Literature I (3 SHC)

ENG 232 American Literature II (3 SHC)

Natural Sciences* (4 SHC) (select one):

BIO 110 Principles of Biology (4 SHC)

BIO 111 General Biology I (4 SHC)

and

BIO 112 General Biology II (4 SHC)

CHM 151 General Chemistry I (4 SHC)

and

CHM 152 General Chemistry II (4 SHC)

PHY 110 Conceptual Physics (3 SHC)

and

PHY 110A Conceptual Physics Lab (1 SHC)

PHY 151 College Physics I (4 SHC)

and

PHY 152 College Physics II (4 SHC)

(*Students should complete sequences in science.)

Focused elective* (6 SHC):

Language (4 SHC)

SPA 111 Elementary Spanish I (3 SHC)

SPA 181 Spanish Lab I (1 SHC)

Semester IV (12-14 semester hours credit)

Natural Sciences* (4 SHC) (select one):

BIO 110 Principles of Biology (4 SHC)

BIO 111 General Biology I (4 SHC)

and

BIO 112 General Biology II (4 SHC)

CHM 151 General Chemistry I (4 SHC)

and

CHM 152 General Chemistry II (4 SHC)

PHY 110 Conceptual Physics (3 SHC)

and

PHY 110A Conceptual Physics Lab (1 SHC)

PHY 151 College Physics I (4 SHC)

and

PHY 152 College Physics II (4 SHC)

(*Students should complete sequences in science.)

Language (4 SHC)

SPA 112 Elementary Spanish II (3 SHC)

SPA 182 Spanish Lab II (1 SHC)

Focused electives* (4-6 SHC)

(*Notes: Focused elective, math and science courses must be chosen with the intended major and university of transfer in mind. Please work with your advisor to select these courses to facilitate the transfer process. See *Associate in Arts and Associate in Science Transfer Course List* for approved transfer elective courses.)

Total semester hours: 61

Associate in Arts and Associate in Science Transfer Course List

From the COMPREHENSIVE ARTICULATION AGREEMENT

UGETC - Indicates a Universal General Education Transfer Component Course (listed in bold below)

Community College Course Transfer Designation

ACA 122 College Transfer Success AA/AS Required Course

ACC 120 Prin of Financial Accounting Pre-Major/Elective

ACC 121 Prin of Managerial Accounting Pre-Major/Elective

ART 111 Art Appreciation UGETC: Humanities/Fine Arts – AA/AS

ART 114 Art History Survey I UGETC: Humanities/Fine Arts – AA/AS

ART 115 Art History Survey II UGETC: Humanities/Fine Arts – AA/AS

ART 116 Survey of American Art GEN ED: Humanities/Fine Arts

ART 117 Non-Western Art History GEN ED: Humanities/Fine Arts

ART 131 Drawing I Pre-Major/Elective

ART 132 Drawing II Pre-Major/Elective

BIO 110 Principles of Biology UGETC: Natural Sciences – AA/AS

BIO 111 General Biology I UGETC: Natural Sciences – AA/AS

BIO 112 General Biology II UGETC: Natural Sciences – AS

BIO 120 Introductory Botany GEN ED: Natural Science

BIO 130 Introductory Zoology GEN ED: Natural Science

BIO 140 Environmental Biology GEN ED: Natural Science

BIO 140A Environmental Biology Lab GEN ED: Natural Science

BIO 163 Basic Anatomy & Physiology Pre-Major/Elective

BIO 165 Anatomy and Physiology I Pre-Major/Elective

BIO 166 Anatomy and Physiology II Pre-Major/Elective

BIO 168 Anatomy and Physiology I Pre-Major/Elective

BIO 175 General Microbiology Pre-Major/Elective

BIO 275 Microbiology Pre-Major/Elective

BUS 110 Introduction to Business Pre-Major/Elective

BUS 115 Business Law I Pre-Major/Elective

BUS 137 Principles of Management Pre-Major/Elective

CHM 131 Introduction to Chemistry GEN ED: Natural Science

CHM 131A Introduction to Chemistry Lab GEN ED: Natural Science

CHM 132 Organic and Biochemistry GEN ED: Natural Science

CHM 151 General Chemistry I UGETC: Natural Sciences – AA/AS

CHM 152 General Chemistry II UGETC: Natural Sciences – AS

CIS 110 Intro to Computers GEN ED: Mathematics

CIS 115 Intro to Prog & Logic GEN ED: Mathematics

CJC 111 Intro to Criminal Justice Pre-Major/Elective

CJC 121 Law Enforcement Operations Pre-Major/Elective

CJC 141 Corrections Pre-Major/Elective

COM 231 Public Speaking UGETC: Communications – AA/AS

ECO 251 Prin of Microeconomics UGETC: Social/Behavioral Sci – AA/AS

ECO 252 Prin of Macroeconomics UGETC: Social/Behavioral Sci – AA/AS

EDU 216 Foundations in Education Pre-Major/Elective

EDU 221 Children with Exceptional Pre-Major/Elective

ENG 111 Writing & Inquiry UGETC: English Comp - AA & AS

ENG 112 Writing/Research in the Disciplines UGETC: English Comp - AA & AS

ENG 114 Prof Research and Reporting GEN ED: English Composition

ENG 125 Creative Writing I Pre-Major/Elective

ENG 231 American Literature I UGETC: Humanities/Fine Arts – AA/AS

ENG 232 American Literature II UGETC: Humanities/Fine Arts – AA/AS

ENG 233 Major American Writers GEN ED: Humanities/Fine Arts

ENG 241 British Literature I GEN ED: Humanities/Fine Arts

ENG 242 British Literature II GEN ED: Humanities/Fine Arts

ENG 251 Western World Literature I GEN ED: Humanities/Fine Arts

ENG 252 Western World Literature II GEN ED: Humanities/Fine Arts

ENG 253 The Bible as Literature Pre-Major/Elective

ENG 261 World Literature I GEN ED: Humanities/Fine Arts

ENG 262 World Literature II GEN ED: Humanities/Fine Arts

HEA 110 Personal Health/Wellness Pre-Major/Elective
HIS 111 World Civilizations I UGETC: Social/Behavioral Sci – AA/AS
HIS 112 World Civilizations II UGETC: Social/Behavioral Sci – AA/AS
HIS 121 Western Civilization I GEN ED: Social/Behavioral Science
HIS 122 Western Civilization II GEN ED: Social/Behavioral Science
HIS 131 American History I UGETC: Social/Behavioral Sci – AA/AS
HIS 132 American History II UGETC: Social/Behavioral Sci – AA/AS
HIS 236 North Carolina History Pre-Major/Elective
HUM 110 Technology and Society GEN ED: Humanities/Fine Arts
HUM 115 Critical Thinking GEN ED: Humanities/Fine Arts
HUM 120 Cultural Studies GEN ED: Humanities/Fine Arts
HUM 121 The Nature of America GEN ED: Humanities/Fine Arts
HUM 122 Southern Culture GEN ED: Humanities/Fine Arts
HUM 150 American Women's Studies GEN ED: Humanities/Fine Arts
HUM 160 Introduction to Film GEN ED: Humanities/Fine Arts
MAT 143 Quantitative Literacy UGETC: Math – AA
MAT 152 Statistical Methods I UGETC: Math – AA
MAT 171 Precalculus Algebra UGETC: Math – AA/AS
MAT 172 Precalculus Trigonometry UGETC: Math– AS
MAT 263 Brief Calculus UGETC: Math– AS
MAT 271 Calculus I GEN ED: Math– AS
MAT 272 Calculus II GEN ED: Mathematics
MAT 273 Calculus III GEN ED: Mathematics
MUS 110 Music Appreciation UGETC: Humanities/Fine Arts – AA/AS
MUS 112 Introduction to Jazz UGETC: Humanities/Fine Arts – AA/AS
MUS 113 American Music GEN ED: Humanities/Fine Arts
MUS 210 History of Rock Music GEN ED: Humanities/Fine Arts
PED All one-hour PED activity courses are approved as Pre-Major/Electives
PHI 215 Philosophical Issues UGETC: Humanities/Fine Arts – AA/AS
PHI 240 Introduction to Ethics UGETC: Humanities/Fine Arts – AA/AS
PHY 110 Conceptual Physics UGETC: Natural Sciences – AA/AS
PHY 110A Conceptual Physics Lab UGETC: Natural Sciences – AA/AS
PHY 151 College Physics I UGETC: Natural Sciences – AS
PHY 152 College Physics II UGETC: Natural Sciences – AS
POL 120 American Government UGETC: Social/Behavioral Sci – AA/AS
POL 220 International Relations GEN ED: Social/Behavioral Science
PSY 150 General Psychology UGETC: Social/Behavioral Sci – AA/AS
PSY 237 Social Psychology GEN ED: Social/Behavioral Science
PSY 241 Developmental Psychology GEN ED: Social/Behavioral Science
PSY 281 Abnormal Psychology GEN ED: Social/Behavioral Science
REL 110 World Religions GEN ED: Humanities/Fine Arts
REL 111 Eastern Religions GEN ED: Humanities/Fine Arts
REL 112 Western Religions GEN ED: Humanities/Fine Arts
REL 211 Intro to Old Testament GEN ED: Humanities/Fine Arts
REL 212 Intro to New Testament GEN ED: Humanities/Fine Arts
REL 221 Religion in America GEN ED: Humanities/Fine Arts
SOC 210 Introduction to Sociology UGETC: Social/Behavioral Sci – AA/AS
SOC 213 Sociology of the Family GEN ED: Social/Behavioral Science
SOC 232 Social Context of Aging Pre-Major/Elective
SPA 111 Elementary Spanish I GEN ED: Humanities/Fine Arts
SPA 112 Elementary Spanish II GEN ED: Humanities/Fine Arts
SPA 141 Culture and Civilization Pre-Major/Elective
SPA 161 Cultural Immersion Pre-Major/Elective
SPA 181 Spanish Lab 1 Pre-Major/Elective
SPA 182 Spanish Lab 2 Pre-Major/Elective
SPA 211 Intermediate Spanish I GEN ED: Humanities/Fine Arts
SPA 212 Intermediate Spanish II GEN ED: Humanities/Fine Arts
SPA 281 Spanish Lab 3 Pre-Major/Elective
SPA 282 Spanish Lab 4 Pre-Major/Elective

BIOMEDICAL EQUIPMENT TECHNOLOGY (BMET)

Associate in Applied Science - A50100

The Biomedical Equipment Technology curriculum prepares individuals to install, operate, troubleshoot, and repair sophisticated devices and instrumentation used in the healthcare delivery system. Emphasis is placed on preventive and safety inspections to ensure biomedical equipment meets local and national safety standards.

Coursework provides a strong foundation in mathematics, physics, electronics, chemistry, anatomy, physiology, and troubleshooting techniques. People skills are very important as well as the ability to communicate both in written and oral form. A biomedical equipment technician is a problem solver.

Graduates should qualify for employment opportunities in hospitals, clinics, clinical laboratories, shared service organizations, and manufacturers field service. With an AAS degree and two years of experience, an individual should be able to become a certified Biomedical Equipment Technician.

Upon completion of this program, students will be able to:

- Assume a lead role in a simulated mock hospital safety committee.
- Demonstrate competency in biomedical equipment technician knowledge and skills.
- Demonstrate networking skills by successfully connecting a monitoring system and manage a medical equipment inventory.
- Perform the duties of a Biomedical Equipment Technician while serving in an intern position in a hospital Biomedical Department.

ADDITIONAL INFORMATION: Applicants should be aware that some clinical affiliates require that students submit an acceptable criminal background check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying any costs associated with meeting this clinical site requirement. Progress toward graduation may be jeopardized by any inability to complete the clinical portion of the Biomedical Equipment Technology program.

BACKGROUND CHECKS / DRUG SCREENING: Applicants accepted for admission to health services programs at Stanly Community College are required to complete a criminal background check, drug screening, and possibly a finger print check after notification of acceptance and prior to participation in on-site clinical training. Based on the results of the checks, hospitals or clinical affiliates where the student will participate in on-site training may deny access to their facility resulting in the student's inability to complete the clinical portion of training. Students unable to complete the clinical portion of his or her training will be unable to progress in the program. Students are responsible for paying all costs associated with this requirement.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	Other	1	0	0	1
BIO-163	Basic Anatomy & Physiology	Major	4	2	0	5
BMT-111	Introduction to Biomedical Field	Major	2	0	0	2
CIS-110	Introduction to Computers	Major	2	2	0	3
ELC-131	Circuit Analysis I	Major	3	3	0	4
ELC-131A	Circuit Analysis I Lab	Major	0	3	0	1
Spring Semester (first year)						
ELN-131	Analog Electronics I	Major	3	3	0	4
ELN-133	Digital Electronics	Major	3	3	0	4
ENG-111	Writing and Inquiry	Major	3	0	0	3
CTS-120	Hardware/Software Support	Major	2	3	0	3
Summer Semester (first year)						
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
BMT-112	Hospital Safety Standards	Major	2	2	0	3
	Social Science Elective	General	0	0	0	3
Fall Semester (second year)						
BMT-212	BMET Instrumentation I	Major	3	6	0	6
BMT-223	Imaging Techniques/Laser Fundamentals	Major	3	2	0	4
NET-110	Networking Concepts <u>or</u>	Major	2	2	0	3
NET-125	Networking Basics	Major	1	4	0	3
MAT-171	Precalculus Algebra		3	2	0	4
Spring Semester (second year)						
BMT-213	BMET Instrumentation II	Major	2	3	0	3
BMT-225	Biomedical Trouble Shooting	Major	1	4	0	3
	Humanities Elective	Other	0	0	0	3
WBL-112	Work-Based Learning I	Major	0	0	20	2
WBL-115	Work Experience Seminar I	Major	1	0	0	1

Please see your advisor for complete details.

See Page 60 for list of Humanities, Social and Behavioral Science electives.

BUSINESS ADMINISTRATION (BUS)

Associate in Applied Science - A25120 *

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

Coursework 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.

Upon completion of this program, students will be able to:

- Evaluate and apply managerial techniques.
- Evaluate and apply effective marketing techniques.
- Analyze transactions, apply the rules of debit and credit properly, and prepare managerial accounting reports.
- Effectively communicate in writing to business customers and co-workers.

* Programs marked with an asterisk (*) are available online.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
ACC-120	Principles of Financial Accounting	Major	3	2	0	4
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
ETR-210	Intro to Entrepreneurship	Major	3	0	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACC-121	Principles of Managerial Accounting	Major	3	2	0	4
BUS-110	Introduction to Business	Major	3	0	0	3
BUS-115	Business Law I	Major	3	0	0	3
MAT-143	Quantitative Literacy	General	2	2	0	4
MKT-120	Principles of Marketing	Major	3	0	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
	Humanities Elective	General	0	0	0	3
	Social/Behavioral Science Elective	General	0	0	0	3
Fall Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACC-140	Payroll Accounting	Major	1	2	0	2
ACC-149	Intro to Accounting Spreadsheets	Major	1	2	0	2
BUS-260	Business Communication <u>or</u>	Major	3	0	0	3
ECO-251	Principles of Microeconomics <u>or</u>	Major	3	0	0	3
ECO-252	Principles of Macroeconomics		3	0	0	3
ENG-114	Professional Research & Reporting <u>or</u>	General	3	0	0	3
ENG-112	Writing/Research in the Disc.	General	3	0	0	3
ETR-230	Entrepreneur Marketing	Major	3	0	0	3
LOG-110	Introduction to Logistics	Major	3	0	0	3
Spring Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACC-150	Accounting Software Application	Major	1	2	0	2
BUS-137	Principles of Management	Major	3	0	0	3
BUS-239	Business Applications Seminar	Major	1	2	0	2
LOG-215	Supply Chain Management	Major	3	0	0	3
MKT-223	Customer Service	Major	3	0	0	3
PMT-110	Intro to Project Management	Major	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

Business Administration Diploma Option - D25120 *

Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
ACC-120	Principles of Financial Accounting	Major	3	2	0	4
BUS-110	Introduction to Business	Major	3	0	0	3
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACC-121	Principles of Managerial Accounting	Major	3	2	0	4
BUS-115	Business Law I	Major	3	0	0	3
MKT-120	Principles of Marketing	Major	3	0	0	3
MAT-143	Quantitative Literacy <u>or</u>	General	3	0	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACC-131	Federal Income Taxes	Major	2	2	0	3
ACC-149	Intro to Accounting Spreadsheets	Major	1	2	0	2
BUS-137	Principles of Management	Major	3	0	0	3
ECO-251	Principles of Microeconomics <u>or</u>	Major	3	0	0	3
ECO-252	Principles of Macroeconomics		3	0	0	3

Business Administration Certificate Option - C25120 *

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
ACC-120	Principles of Financial Accounting	Major	3	2	0	4
BUS-110	Introduction to Business	Major	3	0	0	3
Spring Semester						
BUS-115	Business Law I	Major	3	0	0	3
BUS-137	Principles of Management	Major	3	0	0	3

Marketing Certificate Option - C25120M *

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
BUS-110	Introduction to Business	Major	3	0	0	3
BUS-137	Principles of Management	Major	3	0	0	3
Spring Semester						
		Other	1	0	0	1
MKT-120	Principles of Marketing	Major	3	0	0	3
MKT-223	Customer Service	Major	3	0	0	3

Small Business Entrepreneurship - C25120E *

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
ACC-120	Principles of Financial Accounting	Major	3	2	0	4
ETR-210	Intro to Entrepreneurship	Major	3	0	0	3
Spring Semester						
BUS-110	Introduction to Business	Major	3	0	0	3
BUS-280	REAL Small Business	Major	4	0	0	4
ETR-230	Entrepreneur Marketing	Major	3	0	0	3

COMPUTER ENGINEERING TECHNOLOGY (CET)

Associate in Applied Science - A40160

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, wired and wireless networks, and microprocessor and computer-controlled equipment. It includes training in both hardware and software with emphasis on operating systems concepts, data security, and data recovery.

Coursework includes mathematics, physics, electronics, digital circuits, and programming with emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications.

Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

Upon completion of this program, students will be able to:

- Integrate computer hardware and operating systems to create a functional computer.
- Install and configure a printer on a computer.
- Configure, manage and secure network equipment and services.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
DFT-151	CAD I	Major	2	3	0	3
ELC-131	Circuit Analysis I	Major	3	3	0	4
ELC-131A	Circuit Analysis I Lab	Major	0	3	0	1
NOS-110	Operating Systems Concepts	Major	2	3	0	3
SEC-110	Security Concepts	Major	2	2	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CIS-110	Introduction to Computers	Major	2	2	0	3
ELC-116	Telecom Cabling	Major	1	2	0	2
ELN-131	Analog Electronics I	Major	3	3	0	4
ELN-133	Digital Electronics	Major	3	3	0	4
NOS-130	Windows Single User	Major	2	2	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ELN-232	Introduction to Microprocessors	Major	3	3	0	4
	Social Science Elective	Major	3	0	0	3
Fall Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CTS-120	Hardware/Software Support	Major	2	3	0	3
ENG-111	Writing and Inquiry	Major	3	0	0	3
MAT-171	Precalculus Algebra		3	2	0	4
NET-125	Networking Basics	Major	1	4	0	3
NET-126	Routing Basics	Major	1	4	0	3
	Humanities Elective	Other	0	0	0	3
Spring Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CSC-139	Visual BASIC Programming	Major	2	3	0	3
CTS-220	Advanced Hard/Software Support	Major	2	3	0	3
ENG-114	Professional Research & Reporting <u>or</u>	General	3	0	0	3
ENG-112	Writing/Research in the Disc.	General	3	0	0	3
NET-175	Wireless Technology	Major	2	2	0	3
PHY-131	Physics-Mechanics	Major	3	2	0	4

See Page 60 for list of Humanities, Social and Behavioral Science electives.

COMPUTER-INTEGRATED MACHINING

Associate in Applied Science – A50210

The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product.

Coursework may include manual machining, computer applications, computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, and precision.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
MAC-111	Machining Technology I	Major	2	12	0	6
MAC-114	Intro to Metrology	Major	2	0	0	2
MAC-151	Machining Calculations	Major	1	2	0	2
MAC-131	Blueprint Reading/Mach I	Major	1	2	0	2
CIS-110	Introduction to Computers	Other	2	2	0	3
ACA-111	College Student Success	Other	1	0	0	1
Spring Semester (first year)						
MAC-132	Blueprint Reading/Mach II	Major	1	2	0	2
MAC-142	Machining Applications II	Major	2	6	0	4
MAC-152	Advanced Machining Calculations	Major	1	2	0	2
MAC-121	Intro to CNC	Major	2	0	0	2
MAT-110	Math Measurement & Literacy	General	2	2	0	3
ISC-112	Industrial Safety	Major	2	0	0	2
Summer Semester (first year)						
MAC-231	CAM: CNC Turning	Major	1	4	0	3
MAC-232	CAM: CNC Milling	Major	1	4	0	3
Fall Semester (second year)						
ENG-111	Writing and Inquiry	General	3	0	0	3
MAC-122	CNC Turning	Major	1	3	0	2
MAC-124	CNC Milling	Major	1	3	0	2
MAC-143	Machining Applications III	Major	2	6	0	4
ACA-121	Managing a Team	Other	1	0	0	1
	Social Science Elective	Other	3	0	0	3
Spring Semester (second year)						
MAC-228	Advanced CNC Processes	Major	2	3	0	3
MAC-222	Advanced CNC Turning	Major	1	3	0	2
MAC-224	Advanced CNC Milling	Major	1	3	0	2
	Humanities Elective	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
WBL-110	World of Work <u>or</u>	Major	1	0	0	1
WBL-111	Work Based Learning I <u>or</u>	Major	0	0	10	1
WBL-112	Work Based Learning I	Major	0	0	20	2

See Page 60 for list of Humanities, Social and Behavioral Science electives.

Computer-Integrated Machining Diploma – D50210

Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-111	Machining Technology I	Major	2	12	0	6
MAC-131	Blueprint Reading/Mach I	Major	1	2	0	2
MAC-151	Machining Calculations	Major	1	2	0	2
ACA-111	College Student Success	Other	1	0	0	1
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-142	Machining Applications II	Major	2	6	0	4
MAC-121	Intro to CNC	Major	2	0	0	2
MAC-132	Blueprint Reading/Mach II	Major	1	2	0	2
MAC-152	Advanced Machining Calculations	Major	1	2	0	2
MAT-110	Math Measurement & Literacy	General	2	2	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-231	CAM: CNC Turning	Major	1	4	0	3
MAC-232	CAM: CNC Milling	Major	1	4	0	3
Spring Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ENG-111	Writing and Inquiry	General	3	0	0	3
MAC-122	CNC Turning	Major	1	3	0	2
MAC-124	CNC Milling	Major	1	3	0	2
MAC-143	Machining Applications III	Major	2	6	0	4

Computer-Integrated Machining – Manual Machining Certificate – C50210M

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-111	Machining Technology I	Major	2	12	0	6
MAC-131	Blueprint Reading/Mach I	Major	1	2	0	2
MAC-151	Machining Calculations	Major	1	2	0	2
Spring Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-132	Blueprint Reading/Mach II	Major	1	2	0	2
MAC-152	Advanced Machining Calculations	Major	1	2	0	2
MAC-142	Machining Applications II	Major	2	6	0	4

Computer-Integrated Machining – Manual/CNC Machine Operator Certificate – C50210MC

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-111	Machining Technology I	Major	2	12	0	6
MAC-121	Intro to CNC	Major	2	0	0	2
Spring Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-142	Machining Applications II	Major	2	6	0	4
MAC-124	CNC Milling	Major	1	3	0	2
Summer Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-122	CNC Turning	Major	1	3	0	2
WBL-110	World of Work _{or}	Major	1	0	0	1
WBL-111	Work Based Learning	Major	1	0	10	1

Computer-Integrated Machining – CNC Turning & Milling Certificate – C50210C

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-131	Blueprint Reading/Mach I	Major	1	2	0	2
MAC-151	Machining Calculations	Major	1	2	0	2
MAC-122	CNC Turning	Major	1	3	0	2
MAC-124	CNC Milling	Major	1	3	0	2
Spring Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-222	Advanced CNC Turning	Major	1	3	0	2
MAC-224	Advanced CNC Milling	Major	1	3	0	2
Summer Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MAC-231	CAM: CNC Turning	Major	1	4	0	3
MAC-232	CAM: CNC Milling	Major	1	4	0	3

COMPUTER TECHNOLOGY INTEGRATION (CTI)

Computer Technology - Associate in Applied Science – A25500C

The Computer Technology Integration (CTI) curriculum prepares graduates for employment as designers, testers, support technicians, administrators, developers, or programmers with organizations that use computers to design, process, manage, and communicate information, depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to communicate and solve technical issues related to information support and services, interactive media, network systems, programming and software development, 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.

Course	Title	Hours per Week		
		Class	Lab	Credit Hours
Fall Semester (first year)				
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
CTI 110	Web, Program, and Db Foundation	2	2	3
CTS 115	Info Sys Business Concepts	3	0	3
OST 131	Keyboarding or	1	2	2
ACC 120	Principles of Financial Accounting	3	2	4
WEB 110	Internet/Web Fundamentals	2	2	3
Spring Semester (first year)				
CTI 120	Network and Security Foundation	2	2	3
CTS-120	Hardware/Software Support	2	3	3
CTS 130	Spreadsheet (Excel)	2	2	3
DBA 110	Database Concepts (Access)	2	3	3
OST 136	Word Processing (Word)	2	2	3
Summer Semester (first year)				
CTS 125	Presentation Graphics (PowerPoint)	2	2	3
	Social Science Elective	3	0	3
Fall Semester (second year)				
CIS 115	Introduction to Programming and Logic	2	3	3
CIS 164	DTP Layout and Design	2	2	3
ENG 111	Writing and Inquiry	3	0	3
MAT-171	Precalculus Algebra	3	2	4
NOS 110	Operating Systems Concepts	2	3	3
SEC 110	Security Concepts	2	2	3
Spring Semester (second year)				
CTI 289	CTI Capstone Project	1	6	3
ENG-114	Professional Research & Reporting <u>or</u>	3	0	3
ENG-112	Writing/Research in the Disc.	3	0	3
MAT 143	Quantitative Literacy or	2	2	3
MAT-171	Precalculus Algebra	3	2	4
NOS 130	Windows Single User or	2	2	3
ACC 150	Accounting Software Application	1	2	2
	Humanities Elective	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

CTI Computer Technology Diploma Option – D25500

Fall Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
CTI 110	Web, Pgm, and Db Foundation	2	2	3
CTS 115	Info Sys Business Concepts	3	0	3
NOS 110	Operating Systems Concepts	2	3	3
WEB 110	Internet/Web Fundamentals	2	2	3
Spring Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
CTI 120	Network and Security Foundation	2	2	3
CTS-120	Hardware/Software Support	2	3	3
CTS 130	Spreadsheet (Excel)	2	2	3
NOS 130	Windows Single User or	2	2	3
ENG 111	Writing and Inquiry	3	0	3
Summer Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ENG-114	Professional Research & Reporting <u>or</u>	3	0	3
ENG-112	Writing/Research in the Disc.	3	0	3
SEC 110	Security Concepts	2	2	<u>3</u>

CTI Computer Technology – Microsoft Applications Diploma Option – D25500M

Fall Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
CTI 110	Web, Pgm, and Db Foundation	2	2	3
CTS 115	Info Sys Business Concepts	3	0	3
NOS 110	Operating Systems Concepts	2	3	3
OST-131	Keyboarding <u>or</u>	1	2	2
WEB 110	Internet/Web Fundamentals	2	2	3
Spring Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
CTI 120	Network and Security Foundation	2	2	3
CTS-120	Hardware/Software Support	2	3	3
CTS 130	Spreadsheet (Excel)	2	2	3
DBA 110	Database Concepts (Access)	2	3	3
ENG 111	Writing and Inquiry	3	0	3
OST 136	Word Processing (Word)	2	2	3
Summer Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ENG-114	Professional Research & Reporting <u>or</u>	3	0	3
ENG-112	Writing/Research in the Disc.	3	0	3
CTS 125	Presentation Graphics (PowerPoint)	2	2	3

CTI Computer Technology – MS Applications & Business Accounting Diploma – D25500A

Fall Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
ACC 120	Principles of Financial Accounting	3	2	4
CIS 110	Introduction to Computers	2	2	3
CTI 110	Web, Pgm, and Db Foundation	2	2	3
CTS 115	Info Sys Business Concepts	3	0	3
NOS 110	Operating Systems Concepts	2	3	3
Spring Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACC 150	Accounting Software Applications	1	2	2
CTI 120	Network and Security Foundation	2	2	3
CTS-120	Hardware/Software Support	2	3	3
CTS 130	Spreadsheet (Excel)	2	2	3
DBA 110	Database Concepts (Access)	2	3	3
ENG 111	Writing and Inquiry	3	0	3
OST 136	Word Processing (Word)	2	2	3
Summer Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ENG-114	Professional Research & Reporting <u>or</u>	3	0	3
ENG-112	Writing/Research in the Disc.	3	0	3
CTS 125	Presentation Graphics (PowerPoint)	2	2	3

CTI Computer Technology – Office Professional Certificate Option – C255000

		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
CTS 125	Presentation Graphics (PowerPoint)	2	2	3
CTS 130	Spreadsheet (Excel)	2	2	3
OST-131	Keyboarding	1	2	2
OST 136	Word Processing (Word)	2	2	3
WEB 110	Internet/Web Fundamentals	2	2	3

CTI Computer Technology – Microsoft Applications Certificate Option – C25500MS

		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
CTS 125	Presentation Graphics (PowerPoint)	2	2	3
CTS 130	Spreadsheet (Excel)	2	2	3
DBA 110	Database Concepts (Access)	2	3	3
OST 136	Word Processing (Word)	2	2	3

CTI Computer Technology – Technical Business Accounting Certificate Option – C25500BA

		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
ACC 120	Principles of Financial Accounting	3	2	4
ACC 150	Accounting Software Application	1	2	2
CIS 110	Introduction to Computers	2	2	3
CTS 130	Spreadsheet (Excel)	2	2	3
OST 136	Word Processing (Word)	2	2	3

COMPUTER TECHNOLOGY INTEGRATION (CTI)

Networking Technology - Associate in Applied Science – A25500N

The Networking Technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education.

Course work includes design, installation, configuration, and management of network infrastructure technologies and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers.

Graduates may find employment in entry-level jobs as local area network managers, network operators, network analysts, and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

Course	Title	Hours per Week		
		Class	Lab	Credit Hours
Fall Semester (first year)				
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
CTI 110	Web, Pgm, and Db Foundation	2	2	3
NOS 110	Operating Systems Concepts	2	3	3
NET-125	Networking Basics (1 st 8 weeks)	1	4	3
NET-126	Routing Basics (2 nd 8 weeks)	1	4	3
Spring Semester (first year)				
CTI 120	Network and Security Foundation	2	2	3
NOS 130	Windows Single User or	2	2	3
NOS 230	Windows Administration I	2	2	3
NET 225	Routing & Switching I (1 st 8 weeks)	1	4	3
NET 226	Routing & Switching I (2 nd 8 weeks)	1	4	3
Summer Semester (first year)				
CTS 115	Info Sys Business Concepts	3	0	3
MAT 143	Quantitative Literacy or	2	2	3
MAT-171	Precalculus Algebra	3	2	4
Fall Semester (second year)				
ENG 111	Writing and Inquiry	3	0	3
CTS-120	Hardware/Software Support	2	3	3
SEC 110	Security Concepts	2	2	3
NOS 120	Linux/UNIX Single User	2	2	3
NOS 231	Windows Administration II	2	2	3
Spring Semester (second year)				
NOS 232	Windows Administration III	2	2	3
CTI 289	CTI Capstone Project	1	6	3
ENG-114	Professional Research & Reporting <u>or</u>	3	0	3
ENG-112	Writing/Research in the Disc.	3	0	3
SEC 160	Security Administration I	2	2	3
	Humanities/Fine Arts/Social Science Elective	3	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

CTI Networking Technology Diploma Option – D25500N

Fall Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
CTI 110	Web, Pgm, and Db Foundation	2	2	3
NOS 110	Operating Systems Concepts	2	3	3
NET-125	Networking Basics (1 st 8 weeks)	1	4	3
NET-126	Routing Basics (2 nd 8 weeks)	1	4	3
Spring Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
CTI 120	Network and Security Foundation	2	2	3
NOS 130	Windows Single User or	2	2	3
NOS 230	Windows Administration I	2	2	3
NET 225	Routing & Switching I (1 st 8 weeks)	1	4	3
NET 226	Routing & Switching I (2 nd 8 weeks)	1	4	3
ENG 111	Writing and Inquiry	3	0	3
Summer Semester (first year)		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ENG-114	Professional Research & Reporting <u>or</u>	3	0	3
ENG-112	Writing/Research in the Disc.	3	0	3
CTS 115	Info Sys Business Concepts	3	0	3

CTI Networking Technology – Microsoft Technologies Certificate Option – C25500DM

		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
NET-125	Networking Basics	1	4	3
NOS 110	Operating Systems Concepts	2	3	3
NOS 130	Windows Single User or	2	2	3
NOS 230	Windows Administration I	2	2	3

CTI Networking Technology – CISCO Technologies Certificate Option – C25500DC

		<i>Class</i>	<i>Lab</i>	<i>Credit Hours</i>
ACA-111	College Student Success	1	0	1
NET-125	Networking Basics	1	4	3
NET-126	Routing Basics	1	4	3
NET 225	Routing & Switching I	1	4	3
NET 226	Routing & Switching I	1	4	3

COMPUTER TECHNOLOGY INTEGRATION (CTI)

Virtualization Technology - Associate in Applied Science – A25500V

Network virtualization is the process of combining hardware and software network resources and network functionality into a single virtual network. Virtualization saves money, energy, and space by reducing the number of servers you have to run. Virtualization makes one physical computer act and perform like many computers.

Virtualization has become a “megatrend”—and for good reason. Implementing virtualization allows for more efficient utilization of network server capacity, simpler storage administration, reduced energy costs, and better use of corporate capital. In other words, virtualization helps you save money, energy, and space. In summary, it’s just the process of taking computer resources and splitting and sharing it among several users or businesses.

Course	Title	Hours per Week		
		Class	Lab	Credit Hours
Fall Semester (first year)				
ACA-111	College Student Success	1	0	1
CIS 110	Introduction to Computers	2	2	3
CTI 110	Web, Pgm, and Db Foundation	2	2	3
NOS 110	Operating Systems Concepts	2	3	3
NET-125	Networking Basics (1 st 8 weeks)	1	4	3
NET-126	Routing Basics (2 nd 8 weeks)	1	4	3
Spring Semester (first year)				
CTI 120	Network and Security Foundation	2	2	3
NOS 130	Windows Single User or	2	2	3
NOS 230	Windows Administration I	2	2	3
NET 225	Routing & Switching I (1 st 8 weeks)	1	4	3
NET 226	Routing & Switching I (2 nd 8 weeks)	1	4	3
Summer Semester (first year)				
CTS 115	Info Sys Business Concepts	3	0	3
MAT 143	Quantitative Literacy <u>or</u>	2	2	3
MAT-171	Precalculus Algebra	3	2	4
Fall Semester (second year)				
ENG 111	Writing and Inquiry	3	0	3
CTS-120	Hardware/Software Support	2	3	3
NOS 120	Linux/UNIX Single User	2	2	3
CTI 140	Virtualization Concepts (1 st 8 weeks)	1	1	3
CTI 141	Cloud & Storage Concepts (2 nd 8 weeks)	1	4	3
Spring Semester (second year)				
CTI 240	Virtualization Admin I (1 st 8 weeks)	1	4	3
CTI 241	Virtualization Admin II (2 nd 8 weeks)	1	4	3
CTI 289	CTI Capstone Project	1	6	3
ENG-114	Professional Research & Reporting <u>or</u>	3	0	3
ENG-112	Writing/Research in the Disc.	3	0	3
	Humanities/Fine Arts Elective	3	0	3
	Social Science Elective	3	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

COSMETOLOGY (COS)

Associate in Applied Science - A55140

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

Coursework includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multicultural 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 an apprentice license. Employment is available in beauty salons and related businesses.

Upon completion of this program, students will be able to:

- Demonstrate the proper practices of manicuring, pedicuring and artificial nail application.
- Demonstrate the proper practices of facials, massage, and make-up application.
- Correctly demonstrate and perform all the proper practices of shampooing, conditioning, draping, and scalp treatments.
- Perform the proper practices of hair cutting, styling, hair coloring, hair lightening, chemical hair restructuring, and artificial hair design.
- Perform all services in accordance with the sanitation and disinfection procedures as set forth by the NC State Board of Cosmetic Art Examiners.
- Describe the basic skills of marketing, small business management and record-keeping.
- Recall the knowledge and perform the skills necessary to work as a North Carolina (NC) licensed cosmetologist.

BEGINNER'S DEPARTMENT

Students shall spend 300 hours in this department before entering the advanced department and shall not work on members of the public during this 300 hours. The hours earned in this department shall be devoted to Cosmetology Study and Mannequin Practice (first semester).

ADVANCED DEPARTMENT

The hours earned in the Advanced Department shall be devoted to the studies and live model performance completions. Work in this department may be done on the public. Students with fewer than 300 hours shall not work in this department.

COSMETOLOGY CERTIFICATE COURSE REQUIREMENTS 1,200-HOURS—C55140

Students successfully completing this program are required to pass the state board exam and work under the supervision of a licensed cosmetologist for a minimum of six months before being issued a cosmetologist license. Students successfully completing the following courses and 1,500 cosmetology contact hours will receive a **certificate**:

COS 111	COS 115
COS 112	COS 116
COS 113	COS 223 or COS 240
COS 114	ACA 111

COSMETOLOGY 1,500-HOUR DIPLOMA PROGRAM—D55140

Students successfully completing the following courses and 1,500 cosmetology contact hours will receive a **diploma**:

COS 111	COS 116
COS 112	COS 117
COS 113	COS 118
COS 114	ENG 111
COS 115	MAT 140
COS 223 or COS 240	
ACA 111	

OTHER MAJOR COURSES REQUIRED FOR 1,500-HOURS

COS 117	COS 118
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COSMETOLOGY ASSOCIATE IN APPLIED SCIENCE DEGREE—A55140

66 semester hours and 1,500 cosmetology contact hours

Fall Semester (first year)

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	Major	3	0	0	3
	Elective from list	Major				
	Humanities Elective	General				

Spring Semester (first year)

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ENG-114	Professional Research and Reporting	General	3	0	0	3
MAT-140	Survey of Mathematics or	General	3	0	0	3
	Elective from list	Major				
	Social/Behavioral Science elective	General				

* Students will select 6 credit hours from the following list of courses:

BUS 151 People Skills	WBL123 Work-Based Learning III
BUS 230 Small Business Management	COS 223 Contemporary Hair Coloring
BUS 270 Professional Development	COS 240 Contemporary Design
WBL113 Work-Based Learning	COS 250 Computerized Salon Operations 1

The Stanly Community College Cosmetology Department will not certify any student to the State Board of Cosmetic Arts unless all graduation requirements are successfully completed.

TRANSFER STUDENTS

The College reserves the right to test the student in any subjects missed in the Cosmetology curriculum due to transfer from another cosmetology curriculum. Tests to determine proficiency may be written, oral, laboratory, or any combination of these. Credits earned in this evaluation may qualify the student for advanced standing. Returning students may be requested to demonstrate proficiencies as determined by the program head.

Manicurist/Nail Technician -

This program is offered through the Continuing Education Division. Please contact (704) 991-0339 for more information.

Manicuring Instructor Certificate - C55380

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology. Coursework includes all phases of manicuring theory laboratory instruction. Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school.

Upon successful completion of this program, the student should be able to:

- Demonstrate a working knowledge of the procedures and methods of sanitation, including FEPA disinfectant guidelines, on products used in manicuring/pedicuring.
- Demonstrate knowledge of bacteriology and the relation to communicable diseases in public/personal domain.
- Conduct/perform a practical demonstration of all phases of manicuring.
- Teach theory, methods, and application of sculptured and other artificial nails.
- Conduct/perform a theory lecture class on communication skills in working with the public.
- Recall and perform the knowledge and skills necessary to work as a North Carolina (NC) licensed manicuring instructor.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
ACA-111	College Student Success	Other	1	0	0	1
COS-251	Manicure Instructional Concepts	Major	8	0	0	8
COS-252	Manicure Instructional Practicum	Major	0	15	0	5

Cosmetology Instructor Certificate Option - C55160

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

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

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

Upon completion of this program, students will be able to:

- Describe the procedures for developing various instructional materials and teaching aids.
- Demonstrate effective teaching practices and methods of instruction to all types of learners.
- Develop and evaluate classroom tests as well as alternative methods of testing.
- Perform a practical demonstration of sanitation and disinfection procedures, rules & regulations as set forth by the NC State Board of Cosmetic Art Examiners.
- Recall and perform the knowledge and skills necessary to work as a North Carolina licensed cosmetology instructor.

Course	Title	Course Category	Hours per Week			
			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
COS-271	Instructor Concepts I	Major	5	0	0	5
COS-272	Instructor Practicum I	Major	0	21	0	7
COS-273	Instructor Concepts II	Major	5	0	0	5
COS-274	Instructor Practicum II	Major	0	21	0	7

CRIMINAL JUSTICE TECHNOLOGY (CJC)

Associate in Applied Science - A55180 *

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

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

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

Upon completion of this program, students will be able to:

- Describe modern techniques of criminal investigations.
- Relate criminal law, constitutional law, juvenile law, and criminal procedures to "real world" situations.
- Describe contemporary theories in criminology.
- Compose effective written communication for criminal justice issues.
- Apply an ethical decision-making process to criminal justice dilemmas.

* Programs marked with an asterisk (*) are available online.

Stanly Community College's Criminal Justice graduates have continued their studies at universities in NC and around the country. The AAS degree might not be fully transferable to some universities.

Some graduates have continued their education at the following colleges and universities, although these colleges and universities may or may not currently have an articulation agreement.

Catawba College

Gardner-Webb University

Fayetteville State University

Pfeiffer University

UNC-Charlotte

Western Carolina University

Fort Hays State University

Winston-Salem State University

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	Other	1	0	0	1
CJC-111	Introduction to Criminal Justice	Major	3	0	0	3
CJC-113	Juvenile Justice	Major	3	0	0	3
CJC-131	Criminal Law	Major	3	0	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
PSY-150	General Psychology	General	3	0	0	3
Spring Semester (first year)						
CIS-110	Introduction to Computers	Other	2	2	0	3
CJC-112	Criminology	Major	3	0	0	3
CJC-141	Corrections	Major	3	0	0	3
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
MAT-140	Survey of Mathematics	General	3	0	0	3
Summer Semester (first year)						
CJC-222	Criminalistics	Major	3	0	0	3
	Social/Behavioral Science Elective	General	3	0	0	0
Fall Semester (second year)						
CJC-132	Court Procedure & Evidence	Major	3	0	0	3
CJC-212	Ethics & Community Relations	Major	3	0	0	3
CJC-215	Organization & Administration	Major	3	0	0	3
CJC-231	Constitutional Law	Major	3	0	0	3
Spring Semester (second year)						
CJC-213	Substance Abuse	Major	3	0	0	3
CJC-221	Investigative Principles	Major	3	2	0	4
PSY-281	Abnormal Psychology	Major	3	0	0	3
	Humanities Elective	General	0	0	0	3
	Major Elective from List	Major	3	0	0	3

*** Major Electives: The student will satisfy the three (3) semester hours required for the major elective by choosing from the following list:**

CJC 121 Law Enforcement Operations Major
CJC 151 Introduction to Loss Prevention
CJC 160 Terrorism: Underlying Issues Major
WBL 111 Work-Based Learning I Major
WBL 112 Work-Based Learning I Major

WBL 113 Work-Based Learning I Major
WBL 121 Work-Based Learning II Major
WBL 122 Work-Based Learning II Major
WBL 131 Work-Based Learning III Major

Note: Work-Based Learning may be taken over several semesters and may be repeated for additional credit.

See Page 60 for list of Humanities, Social and Behavioral Science electives.

CJ Diploma Option - D55180 *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
CJC-111	Introduction to Criminal Justice	Major	3	0	0	3
CJC-112	Criminology	Major	3	0	0	3
CJC-113	Juvenile Justice	Major	3	0	0	3
CJC-121	Law Enforcement Operations	Major	3	0	0	3
CJC-131	Criminal Law	Major	3	0	0	3
CJC-132	Court Procedure & Evidence	Major	3	0	0	3
CJC-141	Corrections	Major	3	0	0	3
CJC-212	Ethics & Community Relations	Major	3	0	0	3
CJC-213	Substance Abuse	Major	3	0	0	3
CJC-221	Investigative Principles	Major	3	2	0	4
CJC-231	Constitutional Law	Major	3	0	0	3
ENG-111	Writing and Inquiry	Major	3	0	0	3
PSY-150	General Psychology	Major	3	0	0	3

CJ Certificate Option - Corrections - C55180C *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CJC-111	Introduction to Criminal Justice	Major	3	0	0	3
CJC-112	Criminology	Major	3	0	0	3
CJC-113	Juvenile Justice	Major	3	0	0	3
CJC-141	Corrections	Major	3	0	0	3
CJC-212	Ethics & Community Relations	Major	3	0	0	3

CJ Certificate Option - Law Enforcement - C55180L *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CJC-111	Introduction to Criminal Justice	Major	3	0	0	3
CJC-112	Criminology	Major	3	0	0	3
CJC-121	Law Enforcement Operations	Major	3	0	0	3
CJC-131	Criminal Law	Major	3	0	0	3
CJC-212	Ethics & Community Relations	Major	3	0	0	3

CJ Certificate Option – Security/Loss Prevention - C55180S *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CJC-111	Introduction to Criminal Justice	Major	3	0	0	3
CJC-131	Criminal Law	Major	3	0	0	3
CJC-132	Court Procedures and Evidence	Major	3	0	0	3
CJC-151	Introduction to Loss Prevention	Major	3	0	0	3
CJC-221	Investigative Principles	Major	3	2	0	4

CJ Certificate Option – Court Procedures - C55180CT *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CJC-111	Introduction to Criminal Justice	Major	3	0	0	3
CJC-131	Criminal Law	Major	3	0	0	3
CJC-132	Court Procedures and Evidence	Major	3	0	0	3
CJC-212	Ethics and Community Relations	Major	3	0	0	3
CJC-231	Constitutional Law	Major	3	2	0	4

Basic Law Enforcement Training Certificate - C55120

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

This program utilizes state commission mandated topics and methods of instruction. General subjects include but are not limited to criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations. Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs Education and Training Standards Commission.

Upon successful completion of this program, the student should be able to:

- Demonstrate an understanding of North Carolina criminal law, juvenile law, motor vehicle law, controlled substance law, civil law, and alcoholic beverage control law.
- Demonstrate proficiency in defensive tactics, drive training, physical fitness, firearms training, and law enforcement patrol techniques.
- Describe proper criminal investigation and accident investigation procedures.
- Demonstrate an understanding of first responder techniques.
- Perform proper custody procedures.
- Demonstrate an understanding of laws of arrest, search, and seizure.
- Apply proper court procedures.
- Demonstrate effective oral and written communication skills.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
CJC-100	Basic Law Enforcement Training	Major	9	30	0	19

For more information on admission procedures, see the **Admissions Checklist** on our website, <https://www.stanly.edu/future-students/educational-offerings/basic-law-enforcement-training>

CYBER CRIME TECHNOLOGY (CCT)

Associate in Applied Science - A55210 *

This curriculum will prepare students to enter the field of computer crime investigations and private security. Students completing this curriculum will be capable of investigating computer crimes, properly seizing and recovering computer evidence, and aiding in the prosecution of cyber criminals.

Upon completion of this program, students will be able to:

- Create a forensically sound image of a device or hard drive.
- Create a scientific element in a forensic case.
- Collect artifacts in the Windows® Registry that may assist in a case.
- Formulate proper procedures in a cybercrime/ fraud investigation.
- Prepare a forensic case report in an investigation.
- Defend findings in a forensic case report in a court of law.

* Programs marked with an asterisk (*) are available online.

The Cyber Crime Technology Associate degree will transfer to other colleges and universities.

Champlain College - Bachelor of Science in Computer Forensics and Digital Investigations

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CIS-110	Introduction to Computers	Other	2	2	0	3
CCT-110	Introduction to Cyber Crime	Major	3	0	0	3
CCT-112	Ethics & High Technology	Major	3	0	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
CCT-121	Computer Crime Investigation	Major	3	2	0	4
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CCT-231	Technology Crime & Law	Major	3	0	0	3
CET-150	Computer Forensics I	Major	2	3	0	3
ENG-112	Writing/Research in the Disc.	General	3	0	0	3
SEC-110	Security Concepts	Major	2	2	0	3
CCT-260	Mobile Phone Examination	Major	1	4	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
PSY-150	General Psychology	General	3	0	0	3
	CCT Elective	Major	1	4	0	3
Fall Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CCT-271	Mac Digital Forensics	Major	1	4	0	3
CET-250	Computer Forensics II	Major	2	3	0	3
CCT-240	Data Recovery Techniques	Major	2	3	0	3
MAT-152	Statistical Methods I	Major	3	0	0	3
	Humanities Elective	General	3	0	0	3
	CCT Elective	Major	1	4	0	3
Spring Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CCT-273	Registry Forensics	Major	1	4	0	3
CCT-285	Trends in Cyber Crime	Major	2	2	0	3
CCT-241	Advanced Data Recovery	Major	2	3	0	3
CCT-289	Capstone Project	Major	1	6	0	3
PSY-231	Forensic Psychology	Major	3	0	0	3

Choose three courses from the following:

Major Electives

ACC 120 Prin of Financial Accounting
 ACC 121 Prin of Managerial Accounting
 CET 111 Computer Upgrade/Repair I

CCT 220 Forensic Accounting
 CCT 272 Forensic Password Recovery
 CTS 120 Hardware/Software Support
 NET 125 Networking Basics

See Page 60 for list of Humanities, Social and Behavioral Science electives.

CCT Computer Crime Investigation Certificate - C55180F *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CJC-132	Court Procedure & Evidence	Major	3	0	0	3
CJC-221	Investigative Principles	Major	3	2	0	4
CJC-231	Constitutional Law	Major	3	0	0	3
CCT-121	Computer Crime Investigation	Major	3	2	0	4
CET-111	Computer Upgrade/Repair I <u>or</u>	Major	2	3	0	3
CTS-120	Hardware/Software Support	Major	2	3	0	3

E-Crime & Fraud Investigations Certificate - C55210FA *

Fall Semester

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACC-120	Principles of Financial Accounting	Major	3	2	0	4
CCT-121	Computer Crime Investigation	Major	3	2	0	4
CCT-240	Data Recovery Techniques	Major	2	3	0	3

Spring Semester

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CCT-241	Advanced Data Recovery	Major	2	3	0	3
CCT-220	Forensic Accounting	Major	3	3	0	4

Computer Forensics Certificate - C25270F *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CCT-121	Computer Crime Investigation	Major	3	2	0	4
CET-111	Computer Upgrade/Repair I <u>or</u>	Major	2	3	0	3
CTS-120	Hardware/Software Support	Major	2	3	0	3
CJC-132	Court Procedure & Evidence	Major	3	0	0	3
SEC-110	Security Concepts	Major	2	2	0	3

Advanced Computer Forensics Certificate - C55210A *

Students are required to have completed the Computer Forensics Certificate program prior to enrolling for the Advanced Computer Forensics Certificate.

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
NET-125	Networking Basics	Major	1	4	0	3
CJC-221	Investigative Principles	Major	3	2	0	4
CCT-240	Data Recovery Techniques	Major	2	3	0	3
CCT-231	Technology Crimes & Law	Major	3	0	0	3
CCT-289	Capstone Project	Major	1	6	0	3

EARLY CHILDHOOD EDUCATION (ECE)

Associate in Applied Science - A55220 *

The Early Childhood Education curriculum prepares individuals to work with children from infancy through middle childhood in diverse, inclusive 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 parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

As professional educators, we are committed to providing quality instruction that is evidenced based and relates to current trends in the field. Throughout the entire Early Childhood program, learning opportunities and course assignments provide students with a strong foundation to work with children, families, and communities.

Students who earn an Associates of Applied Science in Early Childhood Education will have opportunities to work in a variety of child care settings or potentially go further towards a bachelor's degree in Child Development/Early Childhood or the Birth-Kindergarten Licensure. Students who wish to pursue a bachelor's beyond the AAS in Early Childhood should work with their advisor closely.

For more information about a listing of common Early Care and Education occupations in NC – click on the following link: http://www.childcareservices.org/downloads/CareersInEarlyChildhoodGuide_NC.pdf.

Upon completion of this program, students will be able to:

- Create environments that are healthy, respectful, supportive and challenging for ALL children.
- Design and implement developmentally effective curriculum that addresses all domains of learning.
- Support and empower ALL children, families and communities through trusting and respectful reciprocal relationships.
- Use authentic assessment responsibly to make informed decisions to guide ALL children's learning.
- Communicate effectively using standard written and verbal skills when teaching.
- Utilize technology to enhance learning for ALL children.
- Serve as a leader, advocate, and professional in the field of early education.

* Programs marked with an asterisk (*) are available online.

The Early Childhood Education degree will transfer to other Colleges and Universities:

Degree

BS in Birth-Kindergarten with Teacher Certification
BS in Human Development and Family Studies B-K
BA in Education of Young Children - EYC

College or University

Barton College
UNC-Greensboro
UNC-Wilmington

Mission/Conceptual Framework

The mission of the Early Childhood Department at Stanly Community College is to impact the lives of children from birth to age eight and their families, by producing well-rounded professionals with skills to meet the needs of children and families.

The Conceptual Framework at Stanly Community College is what sets us apart and reinforces our values that observation, documentation, and assessment are central to inform planning through play and drive instruction.

NAEYC Standards

The Early Childhood program strives to prepare students to learn, understand, and apply associate degree standards related to the field of Early Childhood set by the National Association for the Education of Young Children (NAEYC). Through the intentional design of activities and assignments in all the courses in the program, students will have the opportunity to ascertain competency in the NAEYC Standards for associate degree students.

All Early Childhood Education associate degree graduates should be able to use skills and knowledge to:

1. Promote Child Development and Learning

- Knowing and understanding young children's characteristics and needs
- Knowing and understanding the multiple influences on development and learning
- Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

2. Build Family & Community Relationships

- Knowing about and understanding diverse family and community characteristics
- Supporting and engaging families and communities through respectful, reciprocal relationships
- Involving families and communities in their children's development and learning

3. Observe, Document and Assess to Support Young Children and Families

- Understanding the goals, benefits, and uses of assessment
- Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- Understanding and practicing responsible assessment to promote positive outcomes for each child
- Knowing about assessment partnerships with families and with professional colleagues

4. Use Developmentally Effective Approaches to Connect with Children and Families

- Understanding positive relationships and supportive interactions as the foundation of their work with children
- Knowing and understanding effective strategies and tools for early education
- Using a broad repertoire of developmentally appropriate teaching/learning approaches
- Reflecting on their own practice to promote positive outcomes for each child

5. Use Content Knowledge to Build Meaningful Curriculum

- Understanding content knowledge and resources in academic disciplines
- Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

6. Become a Professional

- Identifying and involving oneself with the early childhood field
- Knowing about and upholding ethical standards and other professional guidelines
- Engaging in continuous, collaborative learning to inform practice
- Integrating knowledgeable, reflective, and critical perspectives on early education
- Engaging in informed advocacy for children and the profession

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	General	1	0	0	1
CIS-110	Introduction to Computers	Other	2	2	0	3
EDU-119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU-144	Child Development I	Major	3	0	0	3
EDU-146	Child Guidance	Major	3	0	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
Spring Semester (first year)						
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
EDU-131	Child, Family, and Community	Major	3	0	0	3
EDU-145	Child Development II	Major	3	0	0	3
EDU-151	Creative Activities	Major	3	0	0	3
EDU-153	Health, Safety and Nutrition	Major	3	0	0	3
EDU-234	Infants, Toddlers, & Twos	Major	3	0	0	3
Summer Semester (first year)						
EDU-221	Children With Exceptionalities	Major	3	0	0	3
	Elective	Major	3	0	0	3
Fall Semester (second year)						
EDU-259	Curriculum Planning	Major	3	0	0	3
EDU-280	Language and Literacy Experiences	Major	3	0	0	3
MAT-140	Survey of Mathematics	Major	2	2	0	3
	Social Science Elective	General	3	0	0	3
	Electives	Major	6	0	0	6
Spring Semester (second year)						
EDU-271	Educational Technology	Major	2	2	0	3
EDU-284	Early Childhood Capstone Practicum	Major	1	9	0	4
	Elective	Major	3	0	0	3
	Humanities Elective	General	3	0	0	3

Major Electives

(Select 12 hours from the following courses)

EDU 154 Social/Emotion/Behav Dev

EDU 157 Active Play

EDU 184 Early Childhood Intro Practicum

EDU 235 School-Age Dev & Program

EDU 251 Exploration Activities

EDU 254 Music & Move for Child

EDU 261 Early Childhood Admin I

EDU 262 Early Childhood Admin II

See Page 60 for list of Humanities, Social and Behavioral Science electives.

ECE Diploma Option - D55220 *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
CIS-110	Introduction to Computers	Other	2	2	0	3
EDU-119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU-131	Child, Family, and Community	Major	3	0	0	3
EDU-144	Child Development I	Major	3	0	0	3
EDU-145	Child Development II	Major	3	0	0	3
EDU-146	Child Guidance	Major	3	0	0	3
EDU-151	Creative Activities	Major	3	0	0	3
EDU-153	Health, Safety and Nutrition	Major	3	0	0	3
EDU-221	Children With Exceptionalities	Major	3	0	0	3
EDU-234	Infants, Toddlers and Twos	Major	3	0	0	3
EDU-271	Educational Technology	Major	2	2	0	3
EDU-280	Language and Literacy Experiences	Major	3	0	0	3
PSY-150	General Psychology	General	3	0	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3

ECE Certificate Option - C55220 *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU-144	Child Development I	Major	3	0	0	3
EDU-145	Child Development II	Major	3	0	0	3
EDU-146	Child Guidance	Major	3	0	0	3
EDU-151	Creative Activities	Major	3	0	0	3
EDU-153	Health, Safety and Nutrition	Major	3	0	0	3
EDU-280	Language and Literacy Experiences	Major	3	0	0	3

ECE Certificate Option—Administration Advanced - C55220A *

Students completing the following courses will receive a certificate in Early Childhood Education - Administration Advanced. A North Carolina Early Childhood Administration credential will be awarded upon completion of this certificate with the addition of Level I approved portfolio activities.

Fall Semester

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
EDU-119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU-261	Early Childhood Administration I	Major	3	0	0	3

Spring Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU-146	Child Guidance	Major	3	0	0	3
EDU-259	Curriculum Planning	Major	3	0	0	3
EDU-262	Early Childhood Administration II	Major	3	0	0	3

ECE Certificate Option—Infant/Toddler Care - C55290 *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Major	1	0	0	1
EDU-119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU-144	Child Development I	Major	3	0	0	3
EDU-131	Child, Family, and Community	Major	3	0	0	3
EDU-153	Health, Safety and Nutrition	Major	3	0	0	3
EDU-234	Infants, Toddlers, & Twos	Major	3	0	0	3

ELECTRONICS ENGINEERING TECHNOLOGY (EET)

Associate in Applied Science - A40200

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify development and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

A broad-based core of courses including basic electricity, solid-state fundamentals, digital concepts, and microprocessors ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems.

Special emphasis is placed on computer literacy, computer-aided design (CAD), data communications, electronic communications systems (telecommunications), as well as industrial controls (Programmable Logic Controller), microprocessor systems, and industrial control transducers. Online (Internet) experience is also an integral part of the EET program as much of the coursework provides hands-on laboratory experiments that often include accessing the web.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, or production control technician.

Upon completion of this program, students will be able to:

- Analyze and evaluate a broad variety of electronic technologies.
- Exhibit industry standard electronics skills and competencies.
- Analyze and evaluate a wide variety of electronics industry standard technologies.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	General	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
DFT-151	CAD I	Major	2	3	0	3
ELC-131	Circuit Analysis I	Major	3	3	0	4
ELC-131A	Circuit Analysis I Lab	Major	0	3	0	1
	Humanities Elective (HUM-115 recommended)	General	0	0	0	3
Spring Semester (first year)						
ENG-111	Writing and Inquiry	General	3	0	0	3
ELN-131	Analog Electronics I	Major	3	3	0	4
ELN-133	Digital Electronics	Major	3	3	0	4
HYD-110	Hydraulics/Pneumatics	Major	2	3	0	3
ISC-112	Industrial Safety	Major	2	0	0	2
Summer Semester (first year)						
MEC-130	Mechanisms	Major	2	2	0	3
	Social Science Elective (ECO-251 recommended)	General	3	0	0	3
Fall Semester (second year)						
ELN-132	Analog Electronics II	Major	3	3	0	4
ELN-260	Programmable Logic Controllers	Major	3	3	0	4
ENG-114	Professional Research & Reporting <u>or</u>	General	3	0	0	3
ENG-112	Writing/Research and Reporting	General	3	0	0	3
MAT-171	Precalculus Algebra	General	3	2	0	4
Spring Semester (second year)						
ATR-214	Advanced PLCs	Major	3	3	0	4
CTS-120	Hardware/Software Support	Major	2	3	0	3
ELC-117	Motors & Controls	Major	2	6	0	4
ELN-234	Communications Systems	Major	3	3	0	4

See Page 60 for list of Humanities, Social and Behavioral Science electives.

Students seeking to transfer to the BSEET program at UNCC or to double-major with the BMET or CET programs may be allowed to substitute certain courses for some of the above requirements. These students are encouraged to see the EET advisor as early as possible to plan their course sequence.

EET Certificate Option - C40200

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
ELC-117	Motors and Controls	Major	2	6	0	4
ELC-131	Circuit Analysis I	Major	3	3	0	4
ELC-131A	Circuit Analysis I Lab	Major	0	3	0	1
ELN-260	Prog Logic Controllers	Major	3	3	0	4
HYD-110	Hydraulics/Pneumatics I	Major	2	3	0	3
ISC-112	Industrial Safety	Major	2	0	0	2

EET Mechatronics Certificate Option - C40200M

Fall Semester

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ELC-131	Circuit Analysis I	Major	3	3	0	4
ELC-131A	Circuit Analysis I Lab	Major	0	3	0	1
ELC-160	Prog Logic Controllers	Major	3	3	0	4

Spring Semester

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ELC-117	Motors and Controls	Major	2	6	0	4
HYD-110	Hydraulics/Pneumatics	Major	2	3	0	3
ISC-112	Industrial Safety	Major	2	0	0	2

EMERGENCY MEDICAL SCIENCE (EMS)

Associate in Applied Science – A45340

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.

*For more information on admission procedures, see the **Admissions Checklist** on our website,*

<https://www.stanly.edu/future-students/educational-offerings/emergency-medical-science>

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	General	1	0	0	1
MED-120	Survey of Med Terminology I	Major	2	0	0	2
EMS-110	EMT-Basic	Major	6	6	0	8
BIO-163	Basic Anatomy & Physiology	General	4	2	0	5
Spring Semester (first year)						
EMS-122	EMS Clinical Practicum I	Major	0	0	3	1
EMS-130	Pharmacology	Major	3	3	0	4
EMS-131	Adv. Airway Management	Major	1	2	0	2
EMS-160	Cardiology I	Major	1	3	0	2
MAT-143	Quantitative Literacy	General	2	2	0	3
Summer Semester (first year)						
EMS-220	Cardiology II	Major	2	3	0	3
EMS-221	EMS Clinical Practicum II	Major	0	0	6	2
ENG-111	Writing and Inquiry	General	3	0	0	3
PSY-150	General Psychology	General	3	0	0	3
CIS-110	Introduction to Computers	General	2	2	0	3
Fall Semester (second year)						
EMS-231	EMS Clinical Practicum III	Major	0	0	9	3
EMS-240	Pts. With Special Challenges	Major	1	2	0	2
EMS-250	Advanced Medical Emergencies	Major	3	3	0	4
EMS-260	Trauma Emergencies	Major	1	3	0	2
EMS-270	Life Span Emergencies	Major	2	3	0	3
Spring Semester (second year)						
EMS-235	EMS Management	Major	2	0	0	2
EMS-241	EMS Clinical Practicum IV	Major	0	0	12	4
EMS-285	EMS Capstone	Major	1	3	0	2
ENG-112	Writing / Research in the Disc <u>or</u>	General	3	0	0	3
ENG-114	Prof. Research & Reporting	General	3	0	0	3
	Humanities Elective (HUM 115 recommended)	General	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

HEAVY EQUIPMENT OPERATIONS (HVEQ)

Diploma – D35240

The Heavy Equipment Operator curriculum prepares students to efficiently operate heavy equipment such as dozers, loaders, scrapers, and graders and to perform basic preventive maintenance on most types of heavy equipment.

Coursework includes construction safety, property equipment operation, grades, drawings, environmental concerns, heavy equipment design characteristics and features, equipment maintenance, and common equipment systems.

Graduates of this program may find employment with state and local government agencies and private contractors engaged in highway or other construction activities.

Upon completion of this program:

- The student will be able to determine the safety level of heavy equipment machinery.
- Given dimension and elevation specifications, the student will be able to lay out level pad sites.
- Given site lay-out and elevation grade, the student will be able to grade a dirt pad.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
HEO-111	Heavy Equipment Operations I	Major	8	8	0	12
ISC-115	Construction Safety	Major	2	0	0	2
ISC-121	Environmental Health & Safety	Major	3	0	0	3
ACA-111	College Student Success	General	1	0	0	1
ENG-101	Applied Communications I <u>or</u>	General	3	0	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
HEO-112	Heavy Equipment Operations II	Major	8	8	0	12
HEO-113	Grades and Drawings	Major	3	0	0	3
MAT-110	Mathematical Measurement & Literacy	General	2	2	0	3

Basic Operational Techniques Certificate – C35240B

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
HEO-111	Heavy Equipment Operations I	Major	8	8	0	12
ISC-115	Construction Safety	Major	2	0	0	2
ISC-121	Environmental Health & Safety	Major	3	0	0	3

Intermediate Operational Techniques Certificate – C35240I

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ISC-115	Construction Safety	Major	2	0	0	2
Spring Semester						
HEO-112	Heavy Equipment Operations II	Major	8	8	0	12
HEO-113	Grades and Drawings	Major	3	0	0	3

HUMAN SERVICES TECHNOLOGY (HS)

Associate in Applied Science - A45380 *

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that 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, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Upon completion of this program, students will be able to:

- Develop proper documentation skills.
- Apply counseling skills to volunteer experiences with clients.
- Describe various treatment modalities and their appropriate applications.
- Develop therapeutic communication techniques such as empathy and active listening.

* Programs marked with an asterisk (*) are available online.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
HSE-110	Introduction to Human Services	Major	2	2	0	3
PSY-150	General Psychology	Major	3	0	0	3
SOC-210	Introduction to Sociology	Major	3	0	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
HSE-112	Group Process I	Major	1	2	0	2
HSE-123	Interviewing Techniques	Major	2	2	0	3
PSY-241	Developmental Psychology	Major	3	0	0	3
SOC-213	Sociology of the Family	Major	3	0	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
HSE-227	Children & Adolescents in Crisis	Major	3	0	0	3
PSY-255	Intro to Exceptionality	Major	3	0	0	3
Fall Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
WBL-111	Work-Based Learning I	Major	0	0	10	1
WBL-115	Work-Based Learning Seminar I	Major	1	0	0	1
HSE-125	Counseling	Major	2	2	0	3
HSE-225	Crisis Intervention	Major	3	0	0	3
MAT-140	Survey of Mathematics <u>or</u> MAT-143 <u>or</u> MAT-171	General	3	0	0	3
PSY-281	Abnormal Psychology	Major	3	0	0	3
SAB-110	Substance Abuse Overview	Major	3	0	0	3
Spring Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
WBL-121	Work-Based Learning II	Major	0	0	10	1
WBL-125	Work-Based Learning Seminar II	Major	1	0	0	1
HSE-210	Human Services Issues	Major	2	0	0	2
SOC-232	Social Context of Aging	Major	3	0	0	3
	Electives from list	Major	6	0	0	6
	Humanities Elective	General	3	0	0	3

Students will select electives from the following:

DDT 110 Developmental Disabilities
 GRO 240 Gerontology Care Managing
 HSE 125 Counseling
 HSE 220 Case Management
 HSE 227 Children & Adol in Crisis

GRO 120 Gerontology
 PSY 265 Behavior Modification
 SAB 110 Substance Abuse Overview
 SAB 137 Co-Dependency
 SAB 210 Substance Abuse Counseling

HS Diploma Option - D45380

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Major	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	Major	3	0	0	3
ENG-112	Writing/Research in the Disc. <u>or</u>	Major	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
HSE-110	Introduction to Human Services	Major	2	2	0	3
HSE-123	Interviewing Techniques	Major	2	2	0	3
HSE-225	Crisis Intervention	Major	3	0	0	3
PSY-150	General Psychology	Major	3	0	0	3
PSY-241	Developmental Psychology	Major	3	0	0	3
PSY-255	Intro to Exceptionality	Major	3	0	0	3
SOC-210	Introduction to Sociology	Major	3	0	0	3
SOC-213	Sociology of the Family	Major	3	0	0	3
	Electives from list	Major	9	0	0	9

Students will select electives from the following:

- HSE 125 Counseling
- HSE 227 Children & Adol in Crisis
- SAB 110 Substance Abuse Overview
- SAB 137 Co-Dependency
- SAB 210 Substance Abuse Counseling

Human Services Certificate (Substance Abuse emphasis) - C45380S *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Major	1	0	0	1
HSE-225	Crisis Intervention	Major	3	0	0	3
SAB-110	Substance Abuse Overview	Major	3	0	0	3
SAB-137	Co-Dependency	Major	3	0	0	3
SAB-210	Sub Abuse Counseling	Major	2	2	0	3

INDUSTRIAL SYSTEMS TECHNOLOGY (IST)*

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.

**For more information on the Industrial Systems Technology program, contact Jeff Parsons at (704) 991-0321 or jparsons7694@stanly.edu.*

MEDICAL ASSISTING (MA)

Associate in Applied Science - A45400

The Medical Assisting curriculum prepares multi-skilled healthcare professionals who are qualified to perform administrative, clinical, and laboratory procedures.

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

Employment opportunities include ambulatory settings such as physicians' offices, clinics, and group practices. If possible, individuals desiring a career in medical assisting should take biology, mathematics, and typing courses prior to entering the program. Students are admitted to the Medical Assisting program during the fall semester.

Upon completion of this program, students will be able to:

- Perform the skills of a medical assistant under the guidance of a supervising physician.
- Demonstrate knowledge of medical assistant responsibilities in office management and patient care.
- Interpret verbal and written communication relevant to safe and effective medical office and patient care practices.
- Comply with ethical, legal, and professional guidelines as a member of a health service profession.
- Use computer programs to perform office clerical skills.
- Demonstrate critical thinking skills and problem solving abilities in the performance of entry-level medical assisting.
- Perform entry level Competencies for Medical Assistants as developed and published by the Commission on Accreditation of Allied Health Programs (CAAHEP) in cooperation with the Medical Assisting Education Review Board (MAERB).
- Perform all administrative and clinical procedures, which are assigned by a supervising medical assistant with a high degree of technical skill, effectiveness, efficiency and safety as an entry-level medical assistant.

Accreditation:

The Medical Assisting Program, at Stanly Community College is awarded a 1 + 1 program, which means that all AAS graduates also receive the Diploma and is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB) Commission on Accreditation on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, 727-210-2350 - www.caahep.org.

Graduates of CAAHEP accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants.

American Association of Medical Assisting Endowment, 20 N. Wacker Dr., Ste. 1575, Chicago, IL 60606 (312) 899-1500 (www.aama-ntl.org)

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	Other	1	0	0	1
BIO-163	Basic Anatomy & Physiology	Major	4	2	0	5
CIS-110	Introduction to Computers	Other	2	2	0	3
MED-110	Orientation to Medical Assisting	Major	1	0	0	1
MED-112	Orientation to Clinic Setting I	Major	0	0	3	1
MED-118	Medical Law and Ethics	Major	2	0	0	2
MED-121	Medical Terminology I	Major	3	0	0	3
MED-122	Medical Terminology II	Major	3	0	0	3
MED-130	Administrative Office Procedures I	Major	1	2	0	2
Spring Semester (first year)						
ENG-111	Writing and Inquiry	General	3	0	0	3
MED-131	Administrative Office Procedures II	Major	1	2	0	2
MED-232	Medical Insurance Coding	Major	1	3	0	2
MED-140	Examining Room Procedures I	Major	3	4	0	5
MED-150	Laboratory Procedures I	Major	3	4	0	5
OST-131	Keyboarding	General	1	2	0	2
PSY-150	General Psychology	General	3	0	0	3
Summer Semester (first year)						
MED-260	MED Clinical Practicum	Major	0	0	15	5
Fall Semester (second year)						
MAT-143	Quantitative Literacy	General	2	2	0	3
MED-264	Medical Assisting Overview	Major	2	0	0	2
MED-272	Drug Therapy	Major	3	0	0	3
BUS-151	People Skills	General	3	0	0	3
Spring Semester (second year)						
ENG-112	Writing/Research in Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
PSY-241	Developmental Psychology	General	3	0	0	3
	Humanities Elective	General	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

*For more information on admission procedures, see the **Admissions Checklist** on our website,*

<https://www.stanly.edu/future-students/educational-offerings/medical-assisting>

Medical Assisting Diploma Option - D45400

Students completing the following courses will receive a Medical Assisting Diploma:

Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
MED-110	Orientation to Medical Assisting	Major	1	0	0	1
BIO-163	Basic Anatomy & Physiology	Major	4	2	0	5
MED-112	Orientation to Clinic Setting I	Major	0	0	3	1
MED-118	Medical Law and Ethics	Major	2	0	0	2
MED-121	Medical Terminology I	Major	3	0	0	3
MED-122	Medical Terminology II	Major	3	0	0	3
MED-130	Administrative Office Procedures I	Major	1	2	0	2
CIS-110	Introduction to Computers	General	2	2	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ENG-111	Writing and Inquiry	General	3	0	0	3
MED-131	Administrative Office Procedures II	Major	1	2	0	2
MED-232	Medical Insurance Coding	Major	1	3	0	2
MED-140	Examining Room Procedures I	Major	3	4	0	5
MED-150	Laboratory Procedures I	Major	3	4	0	5
OST-131	Keyboarding	General	1	2	0	2
PSY-150	General Psychology	General	3	0	0	3
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MED-260	MED Clinical Practicum	Major	0	0	15	5

Medical Assisting Certificate Option - C45400

Students completing the following courses will receive a certificate in Medical Assisting:

Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
CIS-110	Introduction to Computers	Major	2	2	0	3
MED-110	Orientation to Medical Assisting	Major	1	0	0	1
MED-121	Medical Terminology I	Major	3	0	0	3
MED-122	Medical Terminology II	Major	3	0	0	3
MED-130	Administrative Office Procedures I	Major	1	2	0	2
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MED-131	Administrative Office Procedures II	Major	1	2	0	2
MED-232	Medical Insurance Coding	Major	1	3	0	2
MED-118	Medical Law and Ethics (may be taken Fall or Spring)	Major	2	0	0	2

Medical Billing & Coding Certificate Option - C45400M

Students completing the following courses will receive a certificate in Medical Billing & Coding:

Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
BIO-163	Basic Anatomy & Physiology	Major	4	2	0	5
MED-121	Medical Terminology I	Major	3	0	0	3
MED-122	Medical Terminology II	Major	3	0	0	3
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
MED-118	Medical Law and Ethics	Major	2	0	0	2
MED-131	Administrative Office Procedures II	Major	1	2	0	2
MED-232	Medical Insurance Coding	Major	1	3	0	2

MEDICAL LABORATORY TECHNOLOGY (MLT)

Associate in Applied Science - A45420

The mission of Stanly Community College's Medical Laboratory Technology program is to train laboratory professionals who will make a positive impact in healthcare through leadership that will assure excellence in the practice of laboratory medicine.

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis or treatment of disease. Coursework emphasizes mathematical and scientific concepts related to specimen collection; laboratory testing and procedures; quality assurance, reporting, or recording; and interpreting findings involving tissues, blood, and body fluids.

Students who successfully complete the program are eligible to take the national certification examination administered by the ASCP Board of Certification of American Society for Clinical Pathology and become a certified Medical Laboratory Technician (MLT) (ASCP). With additional education and/or technical experience, graduates may also advance in the field to become a technologist, research specialist, manager, or educator. Employment opportunities for graduates include laboratories in hospitals, medical offices, or industry. Upon completion of this program, students will be able to:

- Collect, prepare and evaluate biological specimens and other substances for analysis used in the diagnosis and treatment of patients.
- Discriminate and properly document the accuracy and validity of laboratory information.
- Appraise principles and practices of quality assessment.
- Interpret clinical signs, specimen types, and results of culture.
- Perform critical thinking, problem solving, and troubleshooting techniques.
- Demonstrate communication skills sufficient to serve the needs of the patient, the public, and members of the healthcare team and technical ability sufficient to train new employees.
- Recall and apply concepts and skills necessary to perform as a medical laboratory technician.

Accreditation

The SCC Medical Laboratory Technology Program is accredited by
National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Rd. Suite 720 Rosemont, IL 60018-5119
(847) 939-3597 (773) 714-8880 (773) 714-8886 (FAX)
* info@naacls.org * www.naacls.org

For more information on admission procedures, see the **Admissions Checklist** on our website,
<https://www.stanly.edu/future-students/educational-offerings/medical-laboratory-technology>

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	Other	1	0	0	1
BIO-163	Basic Anatomy & Physiology	Major	4	2	0	5
CHM-131	Introduction to Chemistry	Major	3	0	0	3
CHM-131A	Introduction to Chemistry Lab	Major	0	3	0	1
MLT-110	Introduction to MLT	Major	2	3	0	3
MLT-126	Immunology and Serology	Major	1	2	0	2
MLT-127	Transfusion Medicine	Major	2	3	0	3
Spring Semester (first year)						
CIS-110	Introduction to Computers	General	3	0	0	3
CHM-132	Organic and Biochemistry	Major	3	3	0	4
MLT-120	Hematology/Hemostasis I	Major	3	3	0	4
MLT-140	Introduction to Microbiology	Major	2	3	0	3
MLT-111	Urinalysis & Body Fluids	Major	1	3	0	2
MED-120	Survey of Medical Terminology	Major	2	0	0	2
Summer Semester (first year)						
ENG-111	Writing and Inquiry	General	3	0	0	3
MLT-220	Hematology/Hemostasis II	Major	2	3	0	3
MLT-253	MLT Practicum I	Major	0	0	9	3
Fall Semester (second year)						
MAT-152	Statistical Methods	General	3	1	0	4
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research and Reporting	General	3	0	0	3
MLT-130	Clinical Chemistry I	Major	3	3	0	4
MLT-265	MLT Practicum II	Major	0	0	15	5
	Elective (Humanities or Social Science*)	General	3	0	0	3
Spring Semester (second year)						
MLT-216	Professional Issues	Major	0	2	0	1
MLT-275	MLT Practicum III	Major	0	0	15	5
MLT-240	Special Clinical Microbiology	Major	2	3	0	3
	Elective (Humanities or Social Science*)	General	3	0	0	3

*Suggested Electives: Humanities – HUM 115; Social Science: SOC 210 or POL 120

*Note: English and mathematics courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements. * NC allows either MLT 126 and 127 (Immunology-Serology and Transfusion Medicine) or MLT 125 (Immuno-hematology). The separate courses are offered at Alamance, College of the Albemarle, Asheville-Buncombe, and Central Piedmont CC.*

NURSING (NUR)

Associate in Applied Science - A45110

The Annie Ruth Kelley 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 healthcare system and may include positions within acute, chronic, extended, industrial, and community healthcare facilities.

Upon completion of this program, students will be able to:

- Establish safe, professional nursing behaviors including accountability for continued nursing competence.
- Communicate with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
- Formulate holistic assessments to identify the needs of the individual in order to provide culturally competent client-centered care.
- Evaluate healthcare informatics to defend evidence-based practice, clinical judgments, and management decisions.
- Create nursing plans of care for clients across the lifespan.
- Incorporate teaching and learning principles into nursing practice.
- Manage healthcare for clients by utilizing cost-effective nursing strategies, quality improvement processes, and legal/ethical awareness to promote quality outcomes.

Accreditation

Location

North Carolina Board of Nursing
4516 Lake Boone Trail
Raleigh, NC 27607
(919)782-3211

Mailing Address

North Carolina Board of Nursing
Post Office Box 2129
Raleigh, North Carolina 27602-2129

Phone/Fax

Phone:(919) 782-3211
Fax: (919) 781-9461

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA-111	College Student Success	Other	1	0	0	1
BIO-168	Anatomy and Physiology I	Major	3	3	0	4
NUR-111	Introduction to Health Concepts	Major	4	6	6	8
NUR-117	Pharmacology	General	1	3	0	2
PSY-150	General Psychology	General	3	0	0	3
Spring Semester (first year)						
NUR-112	Health-Illness Concepts	Major	3	0	6	5
BIO-169	Anatomy and Physiology II	Major	3	3	0	4
PSY-241	Developmental Psychology	General	3	0	0	3
NUR-212	Health System Concepts	Major	3	0	6	5
Summer Semester (first year)						
NUR-113	Family Health Concepts	Major	3	0	6	5
Fall Semester (second year)						
NUR-211	Health Care Concepts	Major	3	0	6	5
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
NUR-114	Holistic Health Concepts	Major	3	0	6	5
Spring Semester (second year)						
NUR-213	Complex Health Concepts	Major	4	3	15	10
ENG-112	Writing/Research in the Disc. <u>or</u>	Major	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
	Humanities Elective	Major	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

After satisfactory completion of NUR 112, students are eligible to apply for Nurse Assistant II with the State Board of Nursing. Entrance point for Licensed Practical Nurses admitted to the Associate Degree Nursing program begins during first year spring semester. Note: English and pharmacology courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

*For more information on admission procedures, see the **Admissions Checklist** on our website,*

<https://www.stanly.edu/future-students/educational-offerings/nursing>

NURSING – RETURNING LPN (RLPN)

Associate in Applied Science - A45110R

A Licensed Practical Nurse may apply to the Annie Ruth Kelley Associate Degree Nursing program for the LPN to RN transition option. Full-time studies for a returning LPN will commence with spring term and will continue through spring semester of the following year.

Upon successful completion of this program, the student should be able to:

- Establish safe, professional nursing behaviors including accountability for continued nursing competence.
- Communicate with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
- Formulate holistic assessments to identify the needs of the individual in order to provide culturally competent client-centered care.
- Evaluate healthcare informatics to defend evidence-based practice, clinical judgments, and management decisions.
- Create nursing plans of care for clients across the life-span.
- Incorporate teaching and learning principles into nursing practice.
- Manage healthcare for clients by utilizing cost-effective nursing strategies, quality improvement processes, and legal/ethical awareness to promote quality outcomes.

Accreditation

Location

North Carolina Board of Nursing
4516 Lake Boone Trail
Raleigh, NC 27607

Mailing Address

North Carolina Board of Nursing
Post Office Box 2129
Raleigh, North Carolina 27602-2129

Phone/Fax

Phone:(919) 782-3211
Fax: (919) 781-9461

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Spring Semester (first year)						
ACA-118	College Study Skills *	Major	1	2	0	2
PSY-241	Developmental Psychology	Major	3	0	0	3
BIO-166	Anatomy & Physiology II	Major	3	3	0	4
NUR-117	Pharmacology	Major	1	3	0	2
NUR-212	Health System Concepts	Major	3	0	6	5
* Note – Credit earned for ACA-118 course does not apply for graduation						
Summer Semester (first year)						
NUR-113	Family Health Concepts	Major	3	0	6	5
Fall Semester (second year)						
NUR-211	Health Care Concepts	Major	3	0	6	5
NUR-114	Holistic Health Concepts	Major	3	0	6	5
CIS-110	Introduction to Computers	Major	2	2	0	3
ENG-111	Writing and Inquiry	Major	3	0	0	3
Spring Semester (second year)						
NUR-213	Complex Health Concepts	Major	4	3	15	10
ENG-112	Writing/Research in the Disc. <u>or</u>	Major	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
	Humanities Elective	Major	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

Note: English and Pharmacology courses may require prep courses (those courses numbered below 100) dependent on placement test scores. Applicants on the rank list who are not offered acceptance to the ADN program for the year in which they have applied to enter must submit another application if they wish to be considered for admission in a subsequent year. The rank list will be dissolved after spring term each year. Those applying for admission in a subsequent year will again be ranked along with the other applicants for that year.

*For more information on admission procedures, see the **Admissions Checklist** on our website,*

<https://www.stanly.edu/future-students/educational-offerings/nursing-returning-lpn>

PHARMACY TECHNOLOGY (PHM)

Associate in Applied Science – A45580

The Pharmacy Technology Program prepares individuals to assist the pharmacist in duties that a technician can legally perform and to function within the boundaries prescribed by the pharmacist and the employment agency. Students will prepare prescription medications, mix intravenous solutions and other specialized medications, update patient profiles, maintain inventories, package medications in unit-dose or med-card form, and gather data used by pharmacists to monitor drug therapy.

Employment opportunities include retail, hospitals, nursing homes, research laboratories, wholesale drug companies, and pharmaceutical manufacturing facilities. Graduates from the program may be eligible to take the National Certification Examination to become a certified pharmacy technician.

Upon completion of this program, students will be able to:

- Demonstrate the skills necessary to adequately assist the pharmacist.
- Demonstrate professionalism in all areas of pharmacy technology clinical practice.
- Demonstrate how to safely handle, store, and dispense medications.
- Utilize pharmacy practice error prevention strategies.
- Demonstrate the knowledge and skills necessary to practice as a pharmacy technician.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Spring Semester (first year)						
PHM-110	Introduction to Pharmacy	Major	3	0	0	3
PHM-111	Pharmacy Practice I	Major	3	3	0	4
PHM-115	Pharmacy Calculations	Major	3	0	0	3
BIO-163	Basic Anatomy & Physiology	Major	4	2	0	5
ACA-111	College Student Success	Other	1	0	0	1
Summer Semester (first year)						
PHM-160	Pharm Dosage Forms	Major	3	0	0	3
PHM-140	Trends in Pharmacy	Major	2	0	0	2
CIS-110	Introduction to Computers	General	2	2	0	3
Fall Semester (second year)						
PHM-120	Pharmacology I	Major	3	0	0	3
PHM-118	Sterile Products	Major	3	3	0	4
PHM-132	Pharmacy Clinical	Major	0	0	6	2
PHM-155	Community Pharmacy	Major	2	2	0	3
MAT-140	Survey of Mathematics	General	3	0	0	3
Spring Semester (second year)						
PHM-125	Pharmacology II	Major	3	0	0	3
PHM-134	Pharmacy Clinical	Major	0	0	12	4
PHM-150	Hospital Pharmacy	Major	3	3	0	4
ENG-111	Writing and Inquiry	General	3	0	0	3
Summer Semester (second year)						
PHM-165	Pharmacy Prof Practice	Major	2	0	0	2
PSY-150	General Psychology	General	3	0	0	3
	Humanities Elective	General	3	0	0	3
Fall Semester (third year)						
PHM-138	Pharmacy Clinical III	Major	0	0	24	8
PHM-265	Professional Issues	Major	3	0	0	3
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3

Other Major Hours to be selected from the following prefixes: BIO, BUS, CIS, COE, CSC, HSC, PBT, PHM, PSY, and SOC.

See Page 60 for list of Humanities, Social and Behavioral Science electives.

For more information on admission procedures, see the **Admissions Checklist** on our website,

<https://www.stanly.edu/future-students/educational-offerings/pharmacy-technology>

RADIOGRAPHY (RAD)

Associate in Applied Science - A45700

The Radiography curriculum prepares the graduate to be a radiographer, a skilled healthcare professional who uses radiation to produce images of the human body.

Coursework includes clinical rotations to area healthcare facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

Upon completion of this program, students will be able to:

- Accurately position patients for routine and non-routine exams.
- Comply with radiation safety principles.
- Evaluate radiographic images to determine diagnostic quality.
- Implement critical thinking skills during non-routine exams.
- Demonstrate the knowledge, skills, and abilities necessary for employment as a radiologic technologist.

The Radiography Program is currently in the process of obtaining accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
BIO-163	Basic Anatomy & Physiology	General	4	2	0	5
MAT-143	Quantitative Literacy	General	2	2	0	3
RAD-110	Rad Intro & Patient Care	Major	2	3	0	3
RAD-111	Rad Procedures I	Major	3	3	0	4
RAD-151	Rad Clinical Ed I	Major	0	0	6	2
Spring Semester (first year)						
CIS-110	Introduction to Computers	General	2	2	0	3
PSY-150	General Psychology	General	3	0	0	3
RAD-112	RAD Procedures II	Major	3	3	0	4
RAD-121	Radiographic Imaging I	Major	2	3	0	3
RAD-161	Rad Clinical Ed II	Major	0	0	15	5
Summer Semester (first year)						
RAD-122	Radiographic Imaging II	Major	1	3	0	2
RAD-131	Radiographic Physics I	Major	1	3	0	2
RAD-171	Rad Clinical Ed III	Major	0	0	12	4
Fall Semester (second year)						
ENG-111	Writing and Inquiry	General	3	0	0	3
RAD-211	Rad Procedures III	Major	2	3	0	3
RAD-231	Radiographic Physics II	Major	1	3	0	2
RAD-241	Radiobiology/Protection	Major	2	0	0	2
RAD-251	Rad Clinical Ed IV	Major	0	0	21	7
Spring Semester (second year)						
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
RAD-245	Image Analysis	Major	1	3	0	2
RAD-261	Rad Clinical Ed V	Major	0	0	21	7
RAD-271	Radiography Capstone	Major	0	3	0	1
	Humanities Elective	Major	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

For more information on admission procedures, see the **Admissions Checklist** on our website,
<https://www.stanly.edu/future-students/educational-offerings/radiography>

RESPIRATORY THERAPY (RT)

Associate in Applied Science - A45720

The Respiratory Therapy curriculum offers career education for respiratory therapists, who specialize in the application of scientific knowledge and theory to clinical problems of respiratory care.

Respiratory therapists perform diagnostic testing, treatments, and management of patients with heart and lung diseases. The respiratory therapist is qualified to assume primary clinical responsibility for all respiratory care modalities and is frequently required to exercise considerable independent, clinical judgment in the respiratory care of patients under the direct or indirect supervision of a physician.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include ventilator management and monitoring, drug administration, and treatment of patients of all ages in a variety of settings. Graduates may be employed in wide variety of health-related areas including hospitals, clinics, skilled nursing care facilities, home care agencies, rehabilitation centers, industrial and educational institutions.

Upon completion of all required course work, the student will be awarded an Associate in Applied Science degree in Respiratory Therapy. Graduates of the Respiratory Therapy program are eligible to take the Entry Level Certification exam from the National Board for Respiratory Care (NBRC), which will also allow them to apply for licensure in most states. (Licensure requirements vary by state.) Respiratory Therapy program graduates may also be eligible to take the Advanced Practitioner examinations from the NBRC.

Upon completion of this program, students will be able to:

- Perform specialized therapeutic and diagnostic procedures in clinical practice required for a respiratory therapist entering the profession.
- Create problem-solving strategies for therapeutic and life-supporting procedures based upon patient assessment.
- Develop therapeutic goals and respiratory care plans for patients with cardiopulmonary disease.
- Defend written and oral case studies with regards to evidence-based practice guidelines.
- Effectively employ interpersonal and communication skills to promote cardiopulmonary wellness and disease management given diverse population groups.
- Exhibit ethical decision making and professional responsibility according to the AARC Statement of Ethics and Professional Conduct.

Accreditation

The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care. Commission on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, Texas 76021-4244, (817) 283-2835

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
BIO-163	Basic Anatomy and Physiology	General	4	2	0	5
CIS-110	Introduction to Computers	Other	2	2	0	3
PSY-150	General Psychology	General	3	0	0	3
RCP-110	Intro to Respiratory Care	Major	3	3	0	4
RCP-115	C-P Pathophysiology	Major	2	0	0	2
RCP-122	Special Practice Lab	Major	0	2	0	1
Spring Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
RCP-111	Therapeutics/Diagnostics	Major	4	3	0	5
RCP-113	RCP Pharmacology	Major	2	0	0	2
RCP-114	C-P Anatomy and Physiology	Major	3	0	0	3
RCP-123	Special Practice Lab	Major	0	3	0	1
RCP-145	RCP Clinical Practice II	Major	0	0	15	5
Summer Semester (first year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
RCP-112	Patient Management	Major	3	3	0	4
RCP-154	RCP Clinical Practice III	Major	0	0	12	4
Fall Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ENG-111	Writing and Inquiry	General	3	0	0	3
MAT-152	Statistical Methods I	General	3	2	0	4
RCP-210	Critical Care Concepts	Major	3	3	0	4
RCP-213	Neonatal/Ped's Concepts	Major	2	0	0	2
RCP-222	Special Practice Lab	Major	0	2	0	1
RCP-234	RCP Clinical Practice IV	Major	0	0	12	4
Spring Semester (second year)			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
RCP-211	Adv Monitoring/Procedures	Major	3	3	0	4
RCP-215	Career Prep-Adv Level	Major	0	3	0	1
RCP-245	RCP Clinical Practice V	Major	0	0	15	5
	Humanities Elective	General	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

For more information on admission procedures, see the *Admissions Checklist* on our website,

<https://www.stanly.edu/future-students/educational-offerings/respiratory-therapy>

SCHOOL AGE EDUCATION (SAE)

School Age Education - A55440 *

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.

Upon completion of this program, students will be able to:

- Evaluate activities that foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.
- Support and empower ALL children through trusting and respectful relationships using appropriate guidance techniques for school-age populations.
- Assess and explain the nutritional and physical needs of school-age populations in today's society.
- Develop an understanding of communication skills with families of school-age children.
- Design and implement developmentally appropriate programs in school-aged environments.
- Identify oneself as a professional in the field of school age education.
- Utilize technology to enhance learning for ALL children.

* Programs marked with an asterisk (*) are available online.

Course	Title	Course Category	Hours per Week			
			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
Fall Semester (first year)						
ACA-111	College Student Success	General	1	0	0	1
CIS-110	Introduction to Computers	Other	2	2	0	3
EDU-144	Child Development I	Major	3	0	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
EDU-158	Healthy Lifestyle - youth	Major	3	0	0	3
	Social Science Elective	Major	3	0	0	3
Spring Semester (first year)						
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3
EDU-131	Child, Family, and Community	Major	3	0	0	3
EDU-145	Child Development II	Major	3	0	0	3
EDU-163	Classroom Management	Major	3	0	0	3
EDU-157	Active Play	Major	2	2	0	3
EDU-275	Effective Teacher Training	Major	2	0	0	2
Summer Semester (first year)						
EDU-221	Children With Exceptionalities	Major	3	0	0	3
EDU-235	School Age Development and Programming	Major	6	0	0	6
Fall Semester (second year)						
EDU-216	Foundations of Education	Major	4	0	0	4
EDU-251	Exploration Activities	Major	3	0	0	3
EDU-263	School Age Program Administration	Major	2	0	0	2
EDU-282	Early Childhood Literature	Major	3	0	0	3
MAT-143	Quantitative Literacy	General	2	2	0	3
Spring Semester (second year)						
EDU-271	Educational Technology	Major	2	2	0	3
EDU-281	Instructional Strategies/Reading & Writing	Major	2	2	0	3
EDU-285	Internship Experiences – School Age	Major	1	9	0	4
EDU-289	Advanced Issues/School Age	Major	2	0	0	2
	Humanities Elective	Major	3	0	0	3

See Page 60 for list of Humanities, Social and Behavioral Science electives.

School Age Education Diploma - D55440 *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
CIS-110	Introduction to Computers	Other	2	2	0	3
EDU-131	Child, Family, and Community	Major	3	0	0	3
EDU-144	Child Development I	Major	3	0	0	3
EDU-145	Child Development II	Major	3	0	0	3
EDU-157	Active Play	Major	2	2	0	3
EDU-163	Classroom Management and Instruction	Major	3	0	0	3
EDU-216	Foundations of Education	Major	4	0	0	4
EDU-221	Children With Exceptionalities	Major	3	0	0	3
EDU-235	School Age Development and Programming	Major	6	0	0	6
EDU-271	Educational Technology	Major	2	2	0	3
EDU-275	Effective Teacher Training	Major	2	0	0	2
EDU-285	Internship Experiences-School Age	Major	1	9	0	4
PSY-150	General Psychology	General	3	0	0	3
ENG-111	Writing and Inquiry	General	3	0	0	3
ENG-112	Writing/Research in the Disc. <u>or</u>	General	3	0	0	3
ENG-114	Professional Research & Reporting	General	3	0	0	3

School-Age Care Certificate - C55450 *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	General	1	0	0	1
EDU-131	Child, Family, and Community	Major	3	0	0	3
EDU-158	Healthy Lifestyles-Youth	Major	3	0	0	3
EDU-163	Classroom Management and Instruction	Major	3	0	0	3
EDU-145	Child Development II	Major	3	0	0	3
EDU-235	School-Age Development and Programs	Major	3	0	0	3
EDU-263	School-Age Program Administration	Major	2	0	0	2

NC School-Age Child Care Credentials Certificate - NCSACCC *

Students meeting the following criteria will be eligible to receive the (NCSACCC) certificate and possible bonus award which is determined by the Division of Child Development and is subject to laws, rules, and regulations in effect upon completion of individual courses:

Completion of EDU 145 (Child Development II) with a grade of “C” or higher; Completion of EDU 235 (School-Age Development and Program) or EDU 263 (Developing School-Aged Program) with a grade of “C” or higher; All coursework must have been completed after March 1999; Students will be required to fill out the official application.

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU-145	Child Development II	Major	3	0	0	3
EDU-235	School-Age Development and Programs	Major	3	0	0	3

School-Age Administration Certificate - C55440A *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU-144	Child Development I	Major	3	0	0	3
EDU-145	Child Development II	Major	3	0	0	3
EDU-163	Classroom Management and Instruction	Major	3	0	0	3
EDU-221	Children With Exceptionalities	Major	3	0	0	3
EDU-235	School-Age Development and Programs	Major	3	0	0	3
EDU-263	School-Age Program Administration	Major	2	0	0	2

School-Age Substitute Teacher Certificate - C55440S *

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU-144	Child Development I	Major	3	0	0	3
EDU-145	Child Development II	Major	3	0	0	3
EDU-163	Classroom Management and Instruction	Major	3	0	0	3
EDU-216	Foundations of Education	Major	4	0	0	4
EDU-221	Children With Exceptionalities	Major	3	0	0	3
EDU-275	Effective Teacher Training	Major	2	0	0	2

SIMULATION AND GAME DEVELOPMENT (SGD)

Associate in Applied Science - A25450

The Simulation and Game Development curriculum provides a broad background in simulation and game development with practical applications in creative arts, visual arts, audio/video technology, creative writing, modeling, design, programming, and management.

Students will receive hands-on training in design, 3D modeling, and programming for the purpose of creating simulations and games.

Graduates should qualify for employment as designers, artists, animators, programmers, testers, quality assurance analysts, engineers, and administrators in the entertainment industry, healthcare, education, and government organizations.

Upon completion of this program, students will be able to:

- Demonstrate advanced skill in one specialty area of simulation and game development.
- Design and plan an advanced simulation or game.
- Construct a playable simulation or game level.
- Create an animation for a simulation or game.
- Demonstrate proficiency in game programming.
- Generate cinematic sequences.
- Model a simulation or game object.

Course	Title	Course Category	Hours per Week			
			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
Fall Semester (first year)						
ACA-111	College Student Success	Other	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
CIS-115	Intro to Programming & Logic	Major	2	3	0	3
SGD-111	Introduction to Simulation and Game Development	Major	2	3	0	3
SGD-112	Simulation and Game Development Design	Major	2	3	0	3
SGD-114	3D Modeling	Major	2	3	0	3
Spring Semester (first year)						
ENG-111	Writing and Inquiry	General	3	0	0	3
MAT-143	Quantitative Literacy	General	2	2	0	3
SGD-212	SGD Design II	Major	2	3	0	3
SGD-113	Simulation and Game Development Programming	Major	2	3	0	3
SGD-214	3D Modeling II	Major	2	3	0	3
Summer Semester (first year)						
	Humanities Elective	General	3	0	0	3
	Social Science Elective	General	3	0	0	3
Fall Semester (second year)						
SGD-213	SGD Programming II	Major	2	3	0	3
CTS-115	Information Systems Business Concepts	Major	3	0	0	3
ENG-114	Professional Research & Reporting <u>or</u>	General	3	0	0	3
ENG-112	Writing/Research in the Disc.	General	3	0	0	3
SGD-161	Simulation and Game Animation	Major	2	3	0	3
SGD-285	Simulation and Game Software Engineering	Major	2	3	0	3
	Technical Elective	Major	0	0	0	3
Spring Semester (second year)						
SGD-125	Simulation and Game Artificial Intelligence	Major	2	3	0	3
SGD-162	Simulation and Game 3-D Animation	Major	2	3	0	3
SGD-164	Simulation and Game Audio and Video	Major	2	3	0	3
SGD-289	Simulation and Game Development Project	Major	2	3	0	3
	Technical Elective	Major	0	0	0	3

Technical Electives: The student will satisfy the six (6) semester hours required for the technical electives by choosing any two (2) courses from the list below:

DES 125 Graphic Presentation

DFT 151 CAD I

GRD 141 Graphic Design I

GRD 151 Computer Design Basics

NET 110 Networking Concepts

NET 125 Networking Basics

NOS 110 Operating System Concepts

SGD 116 Graphic Design Tools

SGD 165 SG Character Development

WEB 110 Internet/Web Fundamentals

WEB 120 Intro. to Internet Multimedia

SGD - Programming Certificate - C25450P

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
CIS-110	Introduction to Computers	Major	2	2	0	3
SGD-113	Simulation and Game Development Programming	Major	2	3	0	3
SGD-213	SGD Programming II	Major	2	3	0	3
SGD-125	Simulation and Game Artificial Intelligence	Major	2	3	0	3
SGD-285	Simulation and Game Software Engineering	Major	2	3	0	3

SGD - Design Certificate - C25450D

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
SGD-112	Simulation and Game Development Design	Major	2	3	0	3
SGD-114	3D Modeling	Major	2	3	0	3
SGD-212	SGD Design II	Major	2	3	0	3
SGD-214	3D Modeling II	Major	2	3	0	3
SGD-164	Simulation and Game Audio and Video	Major	2	3	0	3

WELDING DIPLOMA – D50420

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.

Course	Title	Course Category	Hours per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester						
ACA-111	College Student Success	Other	1	0	0	1
ENG-101 or	Applied Communications I or	General	3	0	0	3
ENG-111	Writing & Inquiry	General	3	0	0	3
WLD-110	Cutting Processes	Major	1	3	4	2
WLD-115	SMAW (Stick) Plate	Major	2	9	11	5
WLD-121	GMAW (Mig) FCAW/Plate	Major	2	6	8	4
WLD-141	Symbols & Specifications	Major	2	2	4	3
Spring Semester (first year)						
			Class	Lab	Exp	Credit Hours
MAT-110	Mathematical Measurement and Literacy	General	2	2	4	3
ISC-112	Industrial Safety	Major	2	0	2	2
WLD-116	SMAW (Stick) Plate/Pipe	Major	1	9	10	4
WLD-122	GMAW (Mig) Plate/Pipe	Major	1	6	7	3
WLD-131	GTAW (Tig) Plate	Major	2	6	8	4
WBL-110 or 111	World of Work/Work-Based Learning	Major	1	0	1	1
Summer Semester (first year)						
			Class	Lab	Exp	Credit Hours
WLD-132	GTAW (Tig) Plate/Pipe	Major	1	6	7	3
WLD-151	Fabrication I	Major	2	6	8	4

Basic Welding Certificate – C50420BW

Fall Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ACA-111	College Student Success	Other	1	0	0	1
WLD-110	Cutting Processes	Major	1	3	4	2
WLD-115	SMAW (Stick) Plate	Major	2	9	11	5
WLD-121	GMAW (Mig) FCAW/Plate	Major	2	6	8	4
Spring Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
ISC-112	Industrial Safety	Major	2	0	2	2
WLD-131	GTAW (Tig) Plate	Major	2	6	8	4

Intermediate Welding Certificate – C50420IW

Spring Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
WLD-116	SMAW (Stick) Plate/Pipe	Major	1	9	10	4
WLD-122	GMAW (Mig) Plate/Pipe	Major	1	6	7	3
ISC-112	Industrial Safety	Major	2	0	2	2
WBL-110 or 111	World of Work/Work-Based Learning	Major	1	0	1	1
Summer Semester			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
WLD-132	GTAW (Tig) Plate/Pipe	Major	1	6	7	3
WLD-151	Fabrication I	Major	2	6	8	4

CURRICULUM COURSE DESCRIPTIONS

The courses that follow are an alphabetical listing by course prefixes of curriculum courses.

Each entry includes:

- ◆ **Course prefix** indicates the subject area of the courses, such as ENG (English) and MAT (mathematics).
- ◆ **Course number** indicates the level of the course. Numbers that begin with zero designate developmental courses and are not applicable toward graduation requirements.
- ◆ **Course title** indicates the general course topic.
- ◆ **Contact and credit numbers** indicate the class hours, laboratory/clinical/work experience hours, and credit hours earned for the course. For example:

3-0-3: course meets 3 class and 0 laboratory/clinical/work experience hours per week and earns 3 semester credit hours.

5-9-8: course meets 5 class and 9 laboratory/clinical/work experience hours per week and earns 8 semester credit hours.

A breakdown of laboratory/clinical/work experience hours may be found in the *Programs of Study* section of this catalog.

- ◆ **Prerequisite** indicates a course that must be taken before the described course may be taken.
- ◆ **Corequisite** indicates a course that must be taken in the same semester as the described course.

The **Comprehensive Articulation Agreement (CAA)** (<http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa>) is a statewide contract between the North Carolina Community College System and the North Carolina University System. This agreement enables students to complete lower division general education requirements at the community college and meet the respective four-year college or university equivalents.

Transferable courses: Not every course listed in the following course description list is transferable. Transferable courses are designated as such in the North Carolina Community College System's Common Course Library (<http://www.nccommunitycolleges.edu/academic-programs/combined-course-library>) or see the CAA Transfer course list at (http://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/transfer_course_list_rev_04.30.15vs2.pdf).

Courses designated as **Universal General Education Transfer Component (UGETC)** will transfer to universities as *course-for-course* credit. Other transferable courses may or may not transfer as *course for course* credit. Students should check with their advisor. Students must earn a C or higher in transfer courses.

(For additional information regarding the CAA and/or course transferability, students should check with a transfer advisor or the college/university where they plan to transfer.)**

ACA-111	College Student Success	Class 1	Lab 0	Experience 0	Credit 1
<p>This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.</p> <p>Prerequisite: None Corequisites: None</p>					
ACA-121	Managing a Team	Class 1	Lab 0	Experience 0	Credit 1
<p>This course focuses on the process of the individual with an awareness of the reality in the collective teamwork approach for the workplace emphasizing process-orientation. Topics include how teams work, team effectiveness, team-building techniques, positive thinking, and leadership principles. Upon completion, students should be able to demonstrate an understanding of how teamwork strengthens ownership, involvement, and responsibility in the workplace.</p> <p>Prerequisite: None Corequisites: None</p>					
ACA-122	College Transfer Success	Class 0	Lab 2	Experience 0	Credit 1
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
ACC-120	Principles of Financial Accounting	Class 3	Lab 2	Experience 0	Credit 4
<p>This course introduces business decision-making using 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.</p> <p>Prerequisite: None Corequisites: None</p>					
ACC-121	Principles of Managerial Accounting	Class 3	Lab 2	Experience 0	Credit 4
<p>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.</p> <p>Prerequisite: Take ACC-120 Corequisites: None</p>					
ACC-122	Principles of Financial Accounting II	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.</p> <p>Prerequisite: Take ACC-120 Corequisites: None</p>					
ACC-129	Individual Income Taxes	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
ACC-130	Business Income Taxes	Class 2	Lab 2	Experience 0	Credit 3
<p>This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax law relating to business organizations, electronic research and methodologies, and the use of technology for the preparation of business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various business tax forms.</p> <p>Prerequisite: None Corequisites: None</p>					

ACC-131	Federal Income Taxes	Class 2	Lab 2	Experience 0	Credit 3
<p>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 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.</p> <p>Prerequisite: None Corequisites: None</p>					
ACC-140	Payroll Accounting	Class 1	Lab 2	Experience 0	Credit 2
<p>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.</p> <p>Prerequisite: Take One: ACC-115 or ACC-120 Corequisites: None</p>					
ACC-149	Intro to ACC Spreadsheets	Class 1	Lab 2	Experience 0	Credit 2
<p>This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.</p> <p>Prerequisite: Take One: ACC-115 or ACC-120 Corequisites: None</p>					
ACC-150	Accounting Software Applications	Class 1	Lab 2	Experience 0	Credit 2
<p>This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.</p> <p>Prerequisite: Take One: ACC-115 or ACC-120 Corequisites: None</p>					
ACC-180	Practices in Bookkeeping	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small businesses.</p> <p>Prerequisite: Take ACC-120 Corequisites: None</p>					
ACC-220	Intermediate Accounting I	Class 3	Lab 2	Experience 0	Credit 4
<p>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.</p> <p>Prerequisite: Take ACC-120 Corequisites: None</p>					
ACC-225	Cost Accounting	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.</p> <p>Prerequisite: Take ACC-121 Corequisites: None</p>					
AHR-110	Introduction to Refrigeration	Class 2	Lab 6	Experience 0	Credit 5
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					

AHR-111	HVACR Electricity	Class 2	Lab 2	Experience 0	Credit 3
<p>This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.</p> <p>Prerequisites: None Corequisites: None</p>					
AHR-112	Heating Technology	Class 2	Lab 4	Experience 0	Credit 4
<p>This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.</p> <p>Prerequisite: None Corequisites: None</p>					
AHR-113	Comfort Cooling	Class 2	Lab 4	Experience 0	Credit 4
<p>This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychrometrics, manufacturer specifications, and test instruments to determine proper system operation.</p> <p>Prerequisites: None Corequisites: None</p>					
AHR-114	Heat Pump Technology	Class 2	Lab 4	Experience 0	Credit 4
<p>This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.</p> <p>Prerequisites: None Corequisites: None</p>					
AHR-130	HVAC Controls	Class 2	Lab 2	Experience 0	Credit 2
<p>This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.</p> <p>Prerequisites: None Corequisites: None</p>					
AHR-160	Refrigerant Certification	Class 1	Lab 0	Experience 0	Credit 1
<p>This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.</p> <p>Prerequisites: None Corequisites: None</p>					
AHR-210	Residential Building Code	Class 1	Lab 2	Experience 0	Credit 2
<p>This course covers the residential building codes that are applicable to the design and installation of HVAC systems. Topics include current residential codes as applied to HVAC design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of residential building codes that apply to specific areas of the HVAC trade.</p> <p>Prerequisites: None Corequisites: None</p>					
AHR-211	Residential System Design	Class 2	Lab 2	Experience 0	Credit 3
<p>This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychrometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.</p> <p>Prerequisites: None Corequisites: None</p>					
AHR-213	HVACR Building Code	Class 1	Lab 2	Experience 0	Credit 2
<p>This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.</p>					

BMT-111	Introduction to Biomedical Field	Class 2	Lab 0	Experience 0	Credit 2
<p>This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties.</p> <p>Prerequisite: None Corequisites: None</p>					
BMT-112	Hospital Safety Standards	Class 2	Lab 2	Experience 0	Credit 3
<p>This course covers national, state, and local standards pertaining to hospital safety. Topics include electrical safety, gas safety, SMDA reporting, and JCAHO and FPA compliance. Upon completion, students should be able to conduct PM and safety inspections in compliance with safety regulations.</p> <p>Prerequisite: None Corequisites: None</p>					
BMT-212	BMET Instrumentation I	Class 3	Lab 6	Experience 0	Credit 6
<p>This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include electrodes, transducers, instrumentation amplifiers, electrocardiographs, monitors, recorders, defibrillators, ESU units, and related equipment used in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to calibrate, troubleshoot, repair, and certify that instrumentation meets manufacturer146s original specifications.</p> <p>Prerequisite: None Corequisites: None</p>					
BMT-213	BMET Instrumentation II	Class 2	Lab 3	Experience 0	Credit 3
<p>This course provides continued study of theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.</p> <p>Prerequisite: Take BMT-212 Corequisites: None</p>					
BMT-223	Imaging Techniques/Laser Fundamentals	Class 3	Lab 2	Experience 0	Credit 4
<p>This course covers techniques associated with X-Ray, CT Scan, Magnetic Resonance Imaging and ultrasound, along with fundamental concepts and applications of medical lasers. Topics include radiation interaction with matter, X-Ray emissions, beam restricting devices, laser energy generation, and laser usage in surgery and other related medical procedures. Upon completion, students should be able to understand the operation of imaging devices, evaluate, calibrate, align, and provide safety instruction in usage of medical lasers.</p> <p>Prerequisite: None Corequisites: None</p>					
BMT-225	Biomedical Trouble Shooting	Class 1	Lab 4	Experience 0	Credit 3
<p>This course is designed to provide students with basic problem solving skills, and to track down and identify problems frequently encountered with medical instrumentation. Emphasis is placed on developing logical troubleshooting techniques using technical manuals, flowcharts, and schematics, to diagnose equipment faults. Upon completion, students should be able to logically diagnose and isolate faults, and perform repairs to meet manufacturer specifications.</p> <p>Prerequisite: None Corequisites: None</p>					
BPR-130	Print Reading-Construction	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisites: None Corequisites: None</p>					
BPR-135	Schematics & Diagrams	Class 2	Lab 0	Experience 0	Credit 2
<p>This course introduces schematics and diagrams used in a variety of occupations. Topics include interpretation of wiring diagrams, assembly drawings, exploded views, sectional drawings, and service manuals, specifications, and charts. Upon completion, students should be able to research and locate components and assemblies denoting factory specifications and requirements from service and repair manuals.</p> <p>Prerequisite: None Corequisites: None</p>					

BUS-110	Introduction to Business	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
BUS-115	Business Law I	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.</p> <p>Prerequisite: None Corequisites: None</p>					
BUS-116	Business Law II	Class 3	Lab 0	Experience 0	Credit 3
<p>This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.</p> <p>Prerequisite: Take BUS-115 Corequisites: None</p>					
BUS-121	Business Math	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
BUS-125	Personal Finance	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
BUS-137	Principles of Management	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
BUS-151	People Skills	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.</p> <p>Prerequisite: None Corequisites: None</p>					
BUS-153	Human Resource Management	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
BUS-230	Small Business Management	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.</p>					

Prerequisite: None Corequisites: None

BUS-239 Business Applications Seminar Class 1 Lab 2 Experience 0 Credit 2

This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place.

Prerequisite: Take One Set: Set 1: ACC-120, BUS-115, BUS-137, MKT-120, and ECO-151 Set 2: ACC-120, BUS-115, BUS-137, MKT-120, and ECO-251 Set 3: ACC-120, BUS-115, BUS-137, MKT-120, and ECO-252 Corequisites: None

BUS-240 Business Ethics Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

BUS-260 Business Communication Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: Take One: ENG-110 or ENG-111 Corequisites: None

BUS-280 REAL Small Business Class 4 Lab 0 Experience 0 Credit 4

This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.

Prerequisite: None Corequisites: None

CCT-110 Introduction to Cyber Crime Class 3 Lab 0 Experience 0 Credit 3

This course introduces and explains the various types of offenses that qualify as cybercrime activity. Emphasis is placed on identifying cybercrime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cybercrime activities and select an appropriate response to deal with the problem.

Prerequisite: None Corequisites: None

CCT-112 Ethics & High Technology Class 3 Lab 0 Experience 0 Credit 3

This course covers ethical considerations and accepted standard practices applicable to technological investigations and computer privacy issues relative to the cybercrime investigator. Topics include illegal and unethical investigative activities, end-justifying-the-means issues, and privacy issues of massive personal database information gathered by governmental sources. Upon completion, students should be able to examine their own value systems and apply ethical considerations in identifiable cybercrime investigations.

Prerequisite: None Corequisites: None

CCT-121 Computer Crime Investigation Class 3 Lab 2 Experience 0 Credit 4

This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports and court presentations. Upon completion, students should be able to identify cybercrime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution.

Prerequisite: None Corequisites: None

CCT-220 Forensic Accounting Class 3 Lab 3 Experience 0 Credit 4

This course introduces the basic principles and procedures of investigative accounting and analysis of financial evidence. Emphasis is placed on collecting data and evidence, evaluation of internal control systems, accounting systems, concealed

income analysis and fraud detection. Upon completion, students should be able to apply generally accepted accounting standards and procedures for conducting a criminal investigation audit for financial information.

Prerequisite: None Corequisites: None

CCT-231 Technology Crimes & Law Class 3 Lab 0 Experience 0 Credit 3

This course covers the applicable technological laws dealing with the regulation of cyber security and criminal activity. Topics include an examination of state, federal and international laws regarding cybercrime with an emphasis on both general and North Carolina statutes. Upon completion, students should be able to identify the elements of cybercrime activity and discuss the trends of evolving laws.

Prerequisite: None Corequisites: None

CCT-240 Data Recovery Techniques Class 2 Lab 3 Experience 0 Credit 3

This course introduces the unique skills and methodologies necessary to assist in the investigation and prosecution of cybercrimes. Topics include hardware and software issues, recovering erased files, overcoming encryption, advanced imaging, transient data, Internet issues and testimony considerations. Upon completion, students should be able to recover digital evidence, extract information for criminal investigation and legally seize criminal evidence.

Prerequisite: None Corequisites: None

CCT-241 Advanced Data Recovery Class 2 Lab 3 Experience 0 Credit 3

This course further explores the methodologies necessary to assist in the investigation and analysis of cybercrimes. Topics include commercial and open-source software tools for working with evidence acquisition, data recovery, and encryption. Upon completion, students should be able to perform the data recovery and analysis for a complete criminal or corporate investigation.

Prerequisite: Take CCT-240 Corequisites: None

CCT-260 Mobile Phone Examination Class 1 Lab 4 Experience 0 Credit 3

This course introduces the unique skills and methodologies necessary to assist in the investigation and prosecution of cybercrimes involving mobile phones. Topics include the basics of the cellular networks as well as data extraction from GSM, iDEN and CDMA handsets. Upon completion, students should be able to use the course processes and methodologies to obtain forensic evidence from GSM, iDEN and CDMA handsets.

Prerequisite: None Corequisites: None

CCT-271 Mac Digital Forensics Class 1 Lab 4 Experience 0 Credit 3

This course provides students with the unique knowledge and skills necessary to analyze Macintosh operating system artifacts and file system mechanics. Topics include Macintosh architecture, HFS (+) based file systems, Macintosh decryption, address book and chat archives, Internet artifacts related to Safari and Firefox. Upon completion, students will be able to use the course processes and methodologies to forensically analyze a Mac computer.

Prerequisite: None Corequisites: None

CCT-272 Forensic Password Recovery Class 1 Lab 4 Experience 0 Credit 3

This course introduces the unique skills and methodologies necessary to assist in the investigation and prosecution of cybercrimes involving decryption. Topics include decryption of PGP key rings, private keys, EFS hard drives, and encrypted containers. Upon completion, students will be able to use the course processes and methodologies to obtain forensic evidence from encrypted files, folders, and systems.

Prerequisite: None Corequisites: None

CCT-273 Registry Forensics Class 1 Lab 4 Experience 0 Credit 3

This course provides unique skills and methodologies necessary to assist in the investigation and prosecution of cybercrimes involving the Windows registry. Emphasis is placed on the processes used to locate registry artifacts, including security, SAM, software, system, and NT user data. Upon completion, students should be able to use the course processes and methodologies to obtain forensic evidence from a Windows registry.

Prerequisite: None Corequisites: None

CCT-285	Trends in Cyber Crime	Class 2	Lab 2	Experience 0	Credit 3
<p>This course covers and explores advances and developments in cybercrime technologies. Emphasis is placed on computer forensics tools, information protection and security, threat response, and professional development. Upon completion, students should be able to articulate understanding of the current state of the industry as well as emerging technologies for cybercrime technology.</p>					
Prerequisite: Take CCT-110		Corequisites: None			
CCT-289	Capstone Project	Class 1	Lab 6	Experience 0	Credit 3
<p>This course provides experience in cybercrime investigations or technology security audits in either the public or private domain. Emphasis is placed on student involvement with businesses or agencies dealing with technology security issues or computer crime activities. Upon completion, students should be able to successfully analyze, retrieve erased evidence and testify in mock proceedings against these criminal entrepreneurs.</p>					
Prerequisite: Take One: CCT-231 or CCT-220		Corequisites: None			
CET-111	Computer Upgrade/Repair I	Class 2	Lab 3	Experience 0	Credit 3
<p>This course covers repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include CPU/memory/bus identification, disk subsystems, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.</p>					
Prerequisite: None		Corequisites: None			
CET-150	Computer Forensics I	Class 2	Lab 3	Experience 0	Credit 3
<p>This course is an introduction to computer forensic concepts, with emphasis on computer forensic methods and best practices. Topics include computer system analysis, physical and logical storage methods for different types of media, tools to recover and analyze data from storage media, system security. Upon completion, students should be able to use diagnostic and investigative techniques to identify and retrieve data from various types of computer media.</p>					
Prerequisite: None		Corequisites: None			
CET-250	Computer Forensics II	Class 2	Lab 3	Experience 0	Credit 3
<p>This course is a study in computer forensic practices with emphasis placed on methods used for prevention, detection, and apprehension of perpetrators of cyber-criminal activity. Topics include the roles of Chief Security Officers in the securing of system breaches, vulnerabilities, network and server security issues, OS and application security risks. Upon completion students should be able to identify and collect evidence to prove unauthorized and inappropriate access on computer systems and networks.</p>					
Prerequisite: None		Corequisites: None			
CHM-090	Chemistry Concepts	Class 4	Lab 0	Experience 0	Credit 4
<p>This course provides a non-laboratory based introduction to basic concepts of chemistry. 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 necessary for success in college-level science courses.</p>					
Prerequisite: None		Corequisites: None			
CHM-131	Introduction to Chemistry	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.</p>					
Prerequisite: None		Corequisites: None			
CHM-131A	Introduction to Chemistry Lab	Class 0	Lab 3	Experience 0	Credit 1
<p>This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131.</p>					

Prerequisite: None

Corequisites: Take CHM-131

CHM-132	Organic and Biochemistry	Class 3	Lab 3	Experience 0	Credit 4
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This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields.

Prerequisite: Take one set: Set 1: CHM-131 and CHM-131A Set 2: CHM-151 Corequisites: None

CHM-151	General Chemistry I	Class 3	Lab 3	Experience 0	Credit 4
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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.

Prerequisite: None Corequisites: None

CHM-152	General Chemistry II	Class 3	Lab 3	Experience 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.

Prerequisite: Take CHM-151 Corequisites: None

CIS-110	Introduction to Computers	Class 2	Lab 2	Experience 0	Credit 3
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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 completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

Prerequisite: None Corequisites: None

CIS-115	Intro to Programming & Logic	Class 2	Lab 3	Experience 0	Credit 3
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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.

Prerequisite: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DMA-040 Set 2: MAT-121 Set 3: MAT-171
Corequisites: None

CIS-164	DTP Layout & Design	Class 2	Lab 2	Experience 0	Credit 3
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This course introduces the fundamentals of design and page layout. Emphasis is placed on page layout organization, typography, and color. Upon completion, students should be able to create projects that visually enhance communication.

Prerequisite: None Corequisites: None

CJC-100	Basic Law Enforcement Training	Class 9	Lab 30	Experience 0	Credit 19
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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.

Prerequisite: None Corequisites: None

CJC-111	Introduction to Criminal Justice	Class 3	Lab 0	Experience 0	Credit 3
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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.

Prerequisite: None

Corequisites: None

CJC-112	Criminology	Class 3	Lab 0	Experience 0	Credit 3
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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.

Prerequisite: None

Corequisites: None

CJC-113	Juvenile Justice	Class 3	Lab 0	Experience 0	Credit 3
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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.

Prerequisite: None

Corequisites: None

CJC-121	Law Enforcement Operations	Class 3	Lab 0	Experience 0	Credit 3
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This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.

Prerequisite: None

Corequisites: None

CJC-131	Criminal Law	Class 3	Lab 0	Experience 0	Credit 3
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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.

Prerequisite: None

Corequisites: None

CJC-132	Court Procedure & Evidence	Class 3	Lab 0	Experience 0	Credit 3
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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.

Prerequisite: None

Corequisites: None

CJC-141	Corrections	Class 3	Lab 0	Experience 0	Credit 3
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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.

Prerequisite: None

Corequisites: None

CJC-160	Terrorism: Underlying Issues	Class 3	Lab 0	Experience 0	Credit 3
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This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scene; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning considerations involving threat assessments. Upon completion, students should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents.

Prerequisite: None

Corequisites: None

CJC-212	Ethics & Community Relations	Class 3	Lab 0	Experience 0	Credit 3
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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.

Prerequisite: None

Corequisites: None

CJC-213 Substance Abuse Class 3 Lab 0 Experience 0 Credit 3

This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

Prerequisite: None

Corequisites: None

CJC-215 Organization & Administration Class 3 Lab 0 Experience 0 Credit 3

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

Prerequisite: None

Corequisites: None

CJC-221 Investigative Principles Class 3 Lab 2 Experience 0 Credit 4

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.

Prerequisite: None

Corequisites: None

CJC-222 Criminalistics Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None

Corequisites: None

CJC-231 Constitutional Law Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None

Corequisites: None

COS-111 Cosmetology Concepts I Class 4 Lab 0 Experience 0 Credit 4

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.

Prerequisite: None

Corequisites: Take COS-112

COS-112 Salon I Class 0 Lab 24 Experience 0 Credit 8

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.

Prerequisite: None

Corequisites: Take COS-111

COS-113	Cosmetology Concepts II		Class 4	Lab 0	Experience 0	Credit 4
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.						
Prerequisite: None		Corequisites: Take COS-114				
COS-114	Salon II		Class 0	Lab 24	Experience 0	Credit 8
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.						
Prerequisite: None		Corequisites: Take COS-113				
COS-115	Cosmetology Concepts III		Class 4	Lab 0	Experience 0	Credit 4
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.						
Prerequisite: None		Corequisites: Take COS-116				
COS-116	Salon III		Class 0	Lab 12	Experience 0	Credit 4
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.						
Prerequisite: None		Corequisites: Take COS-115				
COS-117	Cosmetology Concepts IV		Class 2	Lab 0	Experience 0	Credit 2
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.						
Prerequisite: None		Corequisites: Take COS-118				
COS-118	Salon IV		Class 0	Lab 21	Experience 0	Credit 7
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.						
Prerequisite: None		Corequisites: Take COS-117				
COS-119	Esthetics Concepts I		Class 2	Lab 0	Experience 0	Credit 2
This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.						
Prerequisite: None		Corequisites: None				
COS-120	Esthetics Salon I		Class 0	Lab 18	Experience 0	Credit 6
This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting.						
Prerequisite: None		Corequisites: None				
COS-125	Esthetics Concepts II		Class 2	Lab 0	Experience 0	Credit 2
This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, makeup, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.						

Prerequisite: None

Corequisites: None

COS-126	Esthetics Salon II	Class 0	Lab 18	Experience 0	Credit 6
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This course provides experience in a simulated esthetics setting. Topics include machine facials, aromatherapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians.

Prerequisite: None

Corequisites: None

COS-223	Contemp Hair Coloring	Class 1	Lab 3	Experience 0	Credit 2
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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.

Prerequisite: Take All: COS-111 and COS-112

Corequisites: None

COS-240	Contemporary Design	Class 1	Lab 3	Experience 0	Credit 2
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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.

Prerequisite: Take All: COS-111 and COS-112

Corequisites: None

COS-250	Computerized Salon Ops	Class 1	Lab 0	Experience 0	Credit 1
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This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.

Prerequisite: None

Corequisites: None

COS-251	Manicure Instructional Concepts	Class 8	Lab 0	Experience 0	Credit 8
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This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.

Prerequisite: None

Corequisites: None

COS-252	Manicure Instructional Practicum	Class 0	Lab 15	Experience 0	Credit 5
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This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.

Prerequisite: None

Corequisites: Take COS-251

COS-271	Instructor Concepts I	Class 5	Lab 0	Experience 0	Credit 5
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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.

Prerequisite: None

Corequisites: Take COS-272

COS-272	Instructor Practicum I	Class 0	Lab 21	Experience 0	Credit 7
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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.

Prerequisite: None

Corequisites: Take COS-271

COS-273	Instructor Concepts II	Class 5	Lab 0	Experience 0	Credit 5
<p>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.</p>					
Prerequisite: Take All: COS-271 and COS-272		Corequisites: Take COS-274			
COS-274	Instructor Practicum II	Class 0	Lab 21	Experience 0	Credit 7
<p>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.</p>					
Prerequisite: Take All: COS-271 and COS-272		Corequisites: Take COS-273			
CSC-139	Visual BASIC Programming	Class 2	Lab 3	Experience 0	Credit 3
<p>This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level.</p>					
Prerequisite: None		Corequisites: None			
CTI-110	Web, Programming, and Database Foundation	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p>					
Prerequisite: None		Corequisites: None			
CTI-120	Network and Security Foundation	Class 2	Lab 2	Experience 0	Credit 3
<p>This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.</p>					
Prerequisite: None		Corequisites: None			
CTI-140	Virtualization Concepts	Class 1	Lab 4	Experience 0	Credit 3
<p>This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.</p>					
Prerequisite: None		Corequisites: None			
CTI-141	Cloud and Storage Concepts	Class 1	Lab 4	Experience 0	Credit 3
<p>This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.</p>					
Prerequisite: None		Corequisites: None			
CTI-240	Virtualization Administration I	Class 1	Lab 4	Experience 0	Credit 3
<p>This course covers datacenter virtualization concepts. Topics include data storage, virtual network configuration, virtual machine and virtual application deployment. Upon completion, students should be able to perform tasks related to virtual machine and hypervisor installation and configuration.</p>					
Prerequisite: None		Corequisites: None			

Prerequisite: None

Corequisites: None

DES-125	Graphic Presentation I	Class 0	Lab 6	Experience 0	Credit 2
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This course introduces graphic presentation techniques for communicating ideas. Topics include drawing, perspective drawing, and wet and dry media. Upon completion, students should be able to produce a pictorial presentation.

Prerequisite: None Corequisites: None

DES-135	Principles and Elements of Design I	Class 2	Lab 4	Experience 0	Credit 4
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This course introduces the basic concepts and terminology of design as they relate to the design profession. Topics include line, pattern, space, mass, shape, texture, color, unity, variety, rhythm, emphasis, balance, proportion, scale, and function. Upon completion, students should be able to demonstrate an understanding of the principles covered through hands-on application.

Prerequisite: None Corequisites: None

DFT-151	CAD I	Class 2	Lab 3	Experience 0	Credit 3
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This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

Prerequisite: None Corequisites: None

DMA-010	Operations With Integers	Class 1	Lab 0	Experience 0	Credit 1
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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.

Prerequisite: None Corequisites: None

DMA-020	Fractions and Decimals	Class 1	Lab 0	Experience 0	Credit 1
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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.

Prerequisite: Take DMA-010 Corequisites: None

DMA-030	Proportion/Ratios/Rates/Percents	Class 1	Lab 0	Experience 0	Credit 1
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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.

Prerequisite: Take All: DMA-010 and DMA-020 Corequisites: None

DMA-040	Expressions, Linear Equations, Linear Inequalities	Class 1	Lab 0	Experience 0	Credit 1
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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.

Prerequisite: Take One Set: Set 1: DMA-010, DMA-020 and DMA-030 Set 2: MAT-060 Corequisites: None

DMA-050	Graphs and Equations of Lines	Class 1	Lab 0	Experience 0	Credit 1
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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.

Prerequisite: Take One Set: Set 1: DMA-010, DMA-020, DMA-030 and DMA-040 Set 2: DMA-040 and MAT-060
Corequisites: None

DMA-060 Polynomials and Quadratic Applications Class 1 Lab 0 Experience 0 Credit 1

This course provides a conceptual study of problems involving graphic and algebraic representations of quadratics. 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.

Prerequisite: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040 and DMA-050 Set 2: DMA-040, DMA-050, and MAT-060 Set 3: MAT-060 and MAT-070 Corequisites: None

DMA-065 Algebra for Precalculus Class 2 Lab 1 Experience 0 Credit 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.

Prerequisite: Take All: DMA-010 DMA-020 DMA-030 DMA-040 and DMA-050 Corequisites: None

DMA-070 Rational Expressions and Equations Class 1 Lab 0 Experience 0 Credit 1

This course provides a conceptual study of problems involving graphic and 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.

Prerequisite: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 and DMA-060 Set 2: DMA-040, DMA-050, DMA-060, and MAT-060 Set 3: DMA-060, MAT-060, and MAT-070 Set 4: DMA-010, DMA-020, DMA-030, DMA-060, AND MAT-070 Corequisites: None

DMA-080 Radical Expressions and Equations Class 1 Lab 0 Experience 0 Credit 1

This course provides a conceptual study of the manipulation of radicals and the application of radical equations to real-world problems. Topics include simplifying and performing operations with radical expressions and rational exponents, solving equations, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.

Prerequisite: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060 and DMA-070 Set 2: DMA-060, DMA-070, MAT-060, and MAT-070 Set 3: DMA-040, DMA-050, DMA-060, DMA-070, and MAT-060 Set 4: DMA-010, DMA-020, DMA-030, DMA-060, DMA-070, and MAT-070 Corequisites: None

DRE-096 Integrated Reading and Writing I Class 2 Lab 1 Experience 0 Credit 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 (TM) 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. Please note: (TM) stands for registered trademark.

Prerequisite: None Corequisites: None

DRE-097 Integrated Reading and Writing II Class 2 Lab 1 Experience 0 Credit 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 (TM) 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. Please note: (TM) represents registered trademark.

Prerequisite: TAKE DRE-096 Corequisites: None

DRE-098 Integrated Reading and Writing III Class 2 Lab 1 Experience 0 Credit 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 (TM) 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. Note: (TM) represents registered trademark.

Prerequisite: TAKE DRE-097 Corequisites: None

DRE-099 Integrated Reading Writing III Option Class 2 Lab 0 Experience 0 Credit 2

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies by complementing, supporting and reinforcing material covered in ENG 111. 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 using texts primarily in the Lexile (TM) 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. Note: (TM) represents registered trademark.

Prerequisite: TAKE DRE-097 Corequisites: TAKE ENG-111

ECO-251 Principles of Microeconomics Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

ECO-252 Principles of Macroeconomics Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

EDU-119 Introduction to Early Childhood Education Class 4 Lab 0 Experience 0 Credit 4

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, and appropriate environments, schedules, and activity plans.

Prerequisite: None Corequisites: None

EDU-131 Child, Family, and Community Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-097

EDU-144 Child Development I Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-097

EDU-145 Child Development II Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-097

EDU-146 Child Guidance Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-097

EDU-151 Creative Activities Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-097

EDU-153 Health, Safety and Nutrition Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-097

EDU-154 Social/Emotion/Behavior Development Class 3 Lab 0 Experience 0 Credit 3

This course covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports.

Prerequisite: Take One Set: Set 1: EDU-144 and EDU-145 Set 2: PSY-244 and PSY-245 Corequisites: Take DRE-097

EDU-157 Active Play Class 2 Lab 2 Experience 0 Credit 3

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities.

Prerequisite: None Corequisites: Take DRE-097

EDU-158 Healthy Lifestyles-Youth Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-097

EDU-163 Classroom Management and Instruction Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-097

EDU-184 Early Childhood Introductory Practicum Class 1 Lab 3 Experience 0 Credit 2

This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

Prerequisite: Take EDU-119 Corequisites: Take DRE-097

EDU-216 Foundations of Education Class 4 Lab 0 Experience 0 Credit 4

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.

Prerequisite: None Corequisites: Take DRE-098

EDU-221 Children With Exceptionalities Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: Take one set: Set 1: EDU-144, EDU-145 Set 2: PSY-244 PSY-245 Corequisites: Take DRE-098

EDU-234 Infants, Toddlers, & Twos Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: Take EDU-119 Corequisites: Take DRE-098

EDU-235 School-Age Development and Programs Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-098

EDU-251 Exploration Activities Class 3 Lab 0 Experience 0 Credit 3

This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

Prerequisite: None Corequisites: Take DRE-098

EDU-254 Music and Movement for Children Class 1 Lab 2 Experience 0 Credit 2

This course covers the use of music and creative movement for children. Topics include a general survey of the basic elements of music and planning, designing, and implementing music and movement experiences for creative learning. Upon completion, students should be able to use voice and various musical instruments to provide musical and movement activities for children.

Prerequisite: None Corequisites: Take DRE-098

EDU-259 Curriculum Planning Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: Take EDU-119 Corequisites: Take DRE-098

EDU-261 Early Childhood Administration I Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take All: DRE-098 and EDU-119

EDU-262 Early Childhood Administration II Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: Take EDU-261 Corequisites: Take All: DRE-098 and EDU-119

EDU-263 School-Age Program Administration Class 2 Lab 0 Experience 0 Credit 2

This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

Prerequisite: None Corequisites: Take DRE-098

EDU-271 Educational Technology Class 2 Lab 2 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-098

EDU-275 Effective Teacher Training Class 2 Lab 0 Experience 0 Credit 2

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

Prerequisite: None Corequisites: Take DRE-098

EDU-280 Language and Literacy Experiences Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-098

EDU-281 Instructional Strategies in Reading and Writing Class 2 Lab 2 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: Take DRE-098

EDU-282 Early Childhood Literature Class 3 Lab 0 Experience 0 Credit 3

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

Prerequisite: None Corequisites: Take DRE-098

EDU-284 Early Childhood Capstone Practicum Class 1 Lab 9 Experience 0 Credit 4

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.

Prerequisite: Take One Set: Set 1: EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151 Set 2: EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151 Set 3: EDU-119, PSY-245, EDU-144, EDU-146, and EDU-151 Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151 Corequisites: Take DRE-098

EDU-285 Internship Experiences-School Age Class 1 Lab 9 Experience 0 Credit 4

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.

Prerequisite: Take One Set: Set 1: EDU 144, EDU 145, EDU 118, EDU 163 Set 2: PSY 244, PSY 245, EDU 118, EDU 163 Set 3: PSY 244, EDU 145, EDU 118, EDU 163 Set 4: EDU 144, PSY 245, EDU 118, EDU 163 Set 5: PSY 244, PSY 245, EDU 216, EDU 163 Set 6: EDU 144, EDU 145, EDU 216, EDU 163 Set 7: EDU 144, PSY 245, EDU 216, EDU 163 Set 8: PSY 244, EDU 216, EDU 163 Corequisites: Take DRE-098

EDU-289 Advanced Issues/School Age Class 2 Lab 0 Experience 0 Credit 2

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.

Prerequisite: None Corequisites: Take DRE-098

ELC-111 Introduction to Electricity Class 2 Lab 2 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

ELC-116 Telecom Cabling Class 1 Lab 2 Experience 0 Credit 2

This course introduces the theory and practical application of both copper and fiber cabling for telecom systems. Topics include transmission theory, noise, standards, cable types and systems, connectors, physical layer components, installation, and ground/shielding techniques. Upon completion, students should be able to choose the correct cable, install, test, and troubleshoot cabling for telecom.

Prerequisite: None Corequisites: None

ELC-117	Motors and Controls	Class 2	Lab 6	Experience 0	Credit 4
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
ELC-118	National Electrical Code	Class 1	Lab 2	Experience 0	Credit 2
<p>This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.</p> <p>Prerequisite: None Corequisites: None</p>					
ELC-131	Circuit Analysis I	Class 3	Lab 3	Experience 0	Credit 4
<p>This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.</p> <p>Prerequisite: None Corequisites: None</p>					
ELC-131A	Circuit Analysis I Lab	Class 0	Lab 3	Experience 0	Credit 1
<p>This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.</p> <p>Prerequisite: None Corequisites: Take ELC-131</p>					
ELN-131	Analog Electronics I	Class 3	Lab 3	Experience 0	Credit 4
<p>This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.</p> <p>Prerequisite: None Corequisites: None</p>					
ELN-132	Analog Electronics II	Class 3	Lab 3	Experience 0	Credit 4
<p>This course covers additional applications of analog electronic circuits with an emphasis on analog and mixed signal integrated circuits (IC). Topics include amplification, filtering, oscillation, voltage regulation, and other analog circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog electronic circuits using appropriate techniques and test equipment.</p> <p>Prerequisite: None Corequisites: None</p>					
ELN-133	Digital Electronics	Class 3	Lab 3	Experience 0	Credit 4
<p>This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.</p> <p>Prerequisite: None Corequisites: None</p>					
ELN-232	Introduction to Microprocessors	Class 3	Lab 3	Experience 0	Credit 4
<p>This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.</p> <p>Prerequisite: None Corequisites: None</p>					
ELN-234	Communication Systems	Class 3	Lab 3	Experience 0	Credit 4
<p>This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion,</p>					

students should be able to interpret analog and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.

Prerequisite: None Corequisites: None

ELN-260 Prog Logic Controllers Class 3 Lab 3 Experience 0 Credit 4

This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.

Prerequisite: None Corequisites: None

EMS-110 EMT Class 6 Lab 6 Experience 0 Credit 8

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.

Prerequisite: None Corequisites: None

EMS-122 EMS Clinical Practicum I Class 0 Lab 0 Experience 3 Credit 1

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.

Prerequisite: Take EMS-110 Corequisites: Take EMS-130

EMS-130 Pharmacology Class 3 Lab 3 Experience 0 Credit 4

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

Prerequisite: Take EMS-110 Corequisites: Take EMS-122

EMS-131 Advanced Airway Management Class 1 Lab 2 Experience 0 Credit 2

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.

Prerequisite: Take EMS-110 Corequisites: None

EMS-160 Cardiology I Class 1 Lab 3 Experience 0 Credit 2

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.

Prerequisite: Take EMS-110 Corequisites: None

EMS-220 Cardiology II Class 2 Lab 3 Experience 0 Credit 3

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.

Prerequisite: Take All: EMS-122, EMS-130, and EMS-160 Corequisites: None

EMS-221 EMS Clinical Practicum II Class 0 Lab 0 Experience 6 Credit 2

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.

Prerequisite: Take All: EMS-122 and EMS-130

Corequisites: None

EMS-231	Ems Clinical Practicum III	Class 0	Lab 0	Experience 9	Credit 3
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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.

Prerequisite: Take All: EMS-130 and EMS-221

Corequisites: None

EMS-235	EMS Management	Class 2	Lab 0	Experience 0	Credit 2
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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.

Prerequisite: None Corequisites: None

EMS-240	Patients With Special Challenges	Class 1	Lab 2	Experience 0	Credit 2
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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.

Prerequisite: Take All: EMS-122 and EMS-130 Corequisites: None

EMS-241	EMS Clinical Practicum IV	Class 0	Lab 0	Experience 12	Credit 4
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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.

Prerequisite: Take All: EMS-130 and EMS-231 Corequisites: None

EMS-250	Medical Emergencies	Class 3	Lab 3	Experience 0	Credit 4
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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.

Prerequisite: Take All: EMS-122 and EMS-130 Corequisites: None

EMS-260	Trauma Emergencies	Class 1	Lab 3	Experience 0	Credit 2
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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.

Prerequisite: Take All: EMS-122 and EMS-130 Corequisites: None

EMS-270	Life Span Emergencies	Class 2	Lab 3	Experience 0	Credit 3
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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.

Prerequisite: Take All: EMS-122 and EMS-130 Corequisites: None

EMS-285	EMS Capstone	Class 1	Lab 3	Experience 0	Credit 2
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
ENG-101	Applied Communications I	Class 3	Lab 0	Experience 0	Credit 3
<p>This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace.</p> <p>Prerequisite: None Corequisites: None</p>					
ENG-111	Writing and Inquiry	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take One Set: Set 1: ENG-090 and RED-090* Set 2: ENG-095* Set 3: DRE-098 *These are archived courses which are no longer available for enrollment. They will be removed in Summer 2015. Corequisites: None</p>					
ENG-112	Writing and Research in the Disciplines	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take ENG-111 Corequisites: None</p>					
ENG-113	Literature-Based Research	Class 3	Lab 0	Experience 0	Credit 3
<p>This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works.</p> <p>Prerequisite: Take ENG-111 Corequisites: None</p>					
ENG-114	Professional Research & Reporting	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take ENG-111 Corequisites: None</p>					
ENG-125	Creative Writing I	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take ENG-111 Corequisites: None</p>					
ENG-231	American Literature I	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take One: ENG-112, ENG 113, or ENG 114 Corequisites: None</p>					

ENG-232	American Literature II	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take One: ENG-112, ENG-113, or ENG-114 Corequisites: None</p>					
ENG-233	Major American Writers	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied.</p> <p>Prerequisite: Take One: ENG-112, or ENG-113, or ENG-114 Corequisites: None</p>					
ENG-241	British Literature I	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take One: ENG-112, ENG-113, or ENG-114 Corequisites: None</p>					
ETR-210	Introduction to Entrepreneurship	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides a survey of the starting and operating of an entrepreneurial venture. Topics include new venture creation, the business plan, economics of the business, determining resource needs and acquiring resources, marketing, technology, leadership skills, and business ethics. Upon completion, students should be able to demonstrate an understanding of entrepreneurship concepts and how to use the entrepreneurial mindset to succeed in their careers.</p> <p>Prerequisite: None Corequisites: None</p>					
ETR-230	Entrepreneur Marketing	Class 3	Lab 0	Experience 0	Credit 3
<p>This course covers the techniques to correctly research and define the target market to increase sales for startup businesses or to expand current businesses. Topics include how to target market and meet customers' needs with a limited budget in the early stages of the life of a startup business. Upon completion, students should be able to demonstrate an understanding of how to correctly target market for a start-up business with limited resources.</p> <p>Prerequisite: None Corequisites: None</p>					
GRA-121	Graphic Arts I	Class 2	Lab 4	Experience 0	Credit 4
<p>This course introduces terminology, tools and materials, procedures, and equipment used in graphic arts production. Topics include copy preparation and pre-press production relative to printing. Upon completion, students should be able to demonstrate an understanding of graphic arts production.</p> <p>Prerequisite: None Corequisites: None</p>					
GRD-110	Typography I	Class 2	Lab 2	Experience 0	Credit 3
<p>This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.</p> <p>Prerequisite: None Corequisites: None</p>					
GRD-131	Illustration I	Class 1	Lab 3	Experience 0	Credit 2
<p>This course introduces the application of rendering techniques to create illustrations. Emphasis is placed on controlling various media, methods, surfaces, design problems, and the appropriate media selection process. Upon completion, students should be able to produce quality illustrations from conception through finished artwork.</p> <p>Prerequisite: Take One: ART-131, DES-125, or GRD-121 Corequisites: None</p>					

GRD-141	Graphic Design I	Class 2	Lab 4	Experience 0	Credit 4
<p>This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.</p> <p>Prerequisite: None Corequisites: None</p>					
GRD-142	Graphic Design II	Class 2	Lab 4	Experience 0	Credit 4
<p>This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects.</p> <p>Prerequisite: Take One: ART-121, DES-135, or GRD-141 Corequisites: None</p>					
GRD-151	Computer Design Basics	Class 1	Lab 4	Experience 0	Credit 3
<p>This course covers designing and drawing with various types of software applications for advertising and graphic design. Emphasis is placed on creative and imaginative use of space, shapes, value, texture, color, and typography to provide effective solutions to advertising and graphic design problems. Upon completion, students should be able to use the computer as a creative tool.</p> <p>Prerequisite: None Corequisites: None</p>					
GRD-152	Computer Design Techniques I	Class 1	Lab 4	Experience 0	Credit 3
<p>This course covers complex design problems utilizing various design and drawing software applications. Topics include the expressive use of typography, image, and organization to communicate a message. Upon completion, students should be able to use appropriate computer software to professionally present their work.</p> <p>Prerequisite: Take GRD-151 Corequisites: None</p>					
GRD-241	Graphic Design III	Class 2	Lab 4	Experience 0	Credit 4
<p>This course is an advanced exploration of various techniques and media for advertising and graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving.</p> <p>Prerequisite: Take One: DES-136 or GRD-142 Corequisites: None</p>					
GRD-280	Portfolio Design	Class 2	Lab 4	Experience 0	Credit 4
<p>This course covers the organization and presentation of a design/advertising or graphic art portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a resume and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials.</p> <p>Prerequisite: Take One Set: Set 1: GRD-142 and GRD-152 Set 2: GRD-142 and GRA-152 Corequisites: None</p>					
GRO-120	Gerontology	Class 3	Lab 0	Experience 0	Credit 3
<p>This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects.</p> <p>Prerequisite: None Corequisites: None</p>					
GRO-240	Gerontology Care Managing	Class 3	Lab 0	Experience 0	Credit 3
<p>This course covers community resources; discusses care management, including assessment, care-planning, evaluation, issues of family, high-risk and self-care. Topics include funding, eligibility for community and health resources, care management protocols, care plan development, identification of major resources and barriers to self-care. Upon completion, students will be able to develop a care plan for older adults at various levels of needs, including community and health resources.</p> <p>Prerequisite: Take GRO-120 Corequisites: None</p>					

HEA-110	Personal Health/Wellness	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HEO-111	Heavy Equipment Operations I	Class 8	Lab 8	Experience 0	Credit 12
<p>This course covers the beginning processes of heavy equipment operations. Topics include heavy equipment operator employment options, heavy equipment safety, identification of heavy equipment, equipment systems and maintenance, and basic operational techniques. Upon completion, students should be able to demonstrate a basic understanding of heavy equipment operations utilized in the construction field.</p> <p>Prerequisite: None Corequisites: None</p>					
HEO-112	Heavy Equipment Operations II	Class 8	Lab 8	Experience 0	Credit 12
<p>This course provides instruction regarding advanced operations of various construction equipment. Topics include purpose, function, design features, controls, manipulation, limitations, and safe operation of popular mobile heavy equipment. Upon completion, students should be able to demonstrate advanced operations of various heavy equipment found in the construction field.</p> <p>Prerequisite: Take HEO-111 Corequisites: None</p>					
HEO-113	Grades and Drawings	Class 3	Lab 0	Experience 0	Credit 3
<p>This course is designed to develop the knowledge and skills required to interpret construction drawings, civil blueprints, and grades. Topics include basic terms for construction drawings, dimensions, setting grades, interpreting grade stakes, reading site plans, safety, and legal issues. Upon completion, students should be able to demonstrate a general knowledge of civil blueprints, construction drawings and the theory behind finish grade selection.</p> <p>Prerequisite: None Corequisites: None</p>					
HIS-111	World Civilizations I	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HIS-112	World Civilizations II	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HIS-121	Western Civilization I	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HIS-122	Western Civilization II	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					

HIS-131	American History I	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HIS-132	American History II	Class 3	Lab 0	Experience 0	Credit 3
<p>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, socioeconomic, and cultural developments in American history since the Civil War.</p> <p>Prerequisite: None Corequisites: None</p>					
HIS-236	North Carolina History	Class 3	Lab 0	Experience 0	Credit 3
<p>This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina.</p> <p>Prerequisite: None Corequisites: None</p>					
HSE-110	Introduction to Human Services	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HSE-112	Group Process I	Class 1	Lab 2	Experience 0	Credit 2
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HSE-123	Interviewing Techniques	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HSE-125	Counseling	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HSE-210	Human Services Issues	Class 2	Lab 0	Experience 0	Credit 2
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					

HSE-225	Crisis Intervention	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
HSE-227	Children & Adolescents in Crisis	Class 3	Lab 0	Experience 0	Credit 3
<p>This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents.</p> <p>Prerequisite: None Corequisites: None</p>					
HUM-110	Technology and Society	Class 3	Lab 0	Experience 0	Credit 3
<p>This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology.</p> <p>Prerequisite: None Corequisites: None</p>					
HUM-115	Critical Thinking	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the use of critical 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.</p> <p>Prerequisite: Take One Set: Set 1: DRE-098 Set 2: ENG-090 and RED-090* Set 3: ENG-095* *These are archived courses which are no longer available for enrollment. They will be removed in Summer 2015. Corequisites: None</p>					
HUM-120	Cultural Studies	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture.</p> <p>Prerequisite: None Corequisites: None</p>					
HUM-121	The Nature of America	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life.</p> <p>Prerequisite: None Corequisites: None</p>					
HUM-122	Southern Culture	Class 3	Lab 0	Experience 0	Credit 3
<p>This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture.</p> <p>Prerequisite: None Corequisites: None</p>					
HUM-150	American Women's Studies	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms.</p> <p>Prerequisite: None Corequisites: None</p>					

HUM-160	Introduction to Film	Class 2	Lab 2	Experience 0	Credit 3
<p>This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films.</p>					
<p>Prerequisite: None Corequisites: None</p>					
HUM-180	International Cultural Exploration	Class 2	Lab 3	Experience 0	Credit 3
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
HYD-110	Hydraulics/Pneumatics I	Class 2	Lab 3	Experience 0	Credit 3
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
ISC-112	Industrial Safety	Class 2	Lab 0	Experience 0	Credit 2
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
ISC-115	Construction Safety	Class 2	Lab 0	Experience 0	Credit 2
<p>This course introduces the basic concepts of construction site safety. Topics include ladders, lifting, lock-out/tag-out, personal protective devices, scaffolds, and above/below ground work based on OSHA regulations. Upon completion, students should be able to demonstrate knowledge of applicable safety regulations and safely participate in construction projects.</p>					
<p>Prerequisite: None Corequisites: None</p>					
ISC-121	Environmental Health & Safety	Class 3	Lab 0	Experience 0	Credit 3
<p>This course covers workplace environmental, health, and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.</p>					
<p>Prerequisite: None Corequisites: None</p>					
LOG-110	Introduction to Logistics	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry.</p>					
<p>Prerequisite: None Corequisites: None</p>					
LOG-215	Supply Chain Management	Class 3	Lab 0	Experience 0	Credit 3
<p>This course covers all activities involved in the flow of products and information between the suppliers, customers, producers, and service providers. Topics include acquiring, purchasing, manufacturing, assembling, and distributing goods and services throughout the supply chain organizations. Upon completion, students should be able to identify the supply chain units, describe the materials management processes, and prepare for the APICS CPIM examination.</p>					
<p>Prerequisite: Take LOG-110 Corequisites: None</p>					

MAC-111	Machining Technology I	Class 2	Lab 12	Experience 0	Credit 6
<p>This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.</p> <p>Prerequisites: None Corequisites: None</p>					
MAC-114	Intro to Metrology	Class 2	Lab 0	Experience 0	Credit 2
<p>This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.</p> <p>Prerequisites: None Corequisites: None</p>					
MAC-121	Intro to CNC	Class 2	Lab 0	Experience 0	Credit 2
<p>This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.</p> <p>Prerequisites: None Corequisites: None</p>					
MAC-122	CNC Turning	Class 1	Lab 3	Experience 0	Credit 2
<p>This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.</p> <p>Prerequisites: None Corequisites: None</p>					
MAC-124	CNC Milling	Class 1	Lab 3	Experience 0	Credit 2
<p>This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.</p> <p>Prerequisites: None Corequisites: None</p>					
MAC-131	Blueprint Reading/Mach I	Class 1	Lab 2	Experience 0	Credit 2
<p>This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.</p> <p>Prerequisites: None Corequisites: None</p>					
MAC-132	Blueprint Reading/Mach II	Class 1	Lab 2	Experience 0	Credit 2
<p>This course introduces more complex industrial blueprints. Emphasis is placed on auxiliary views, section views, violations of true project, special views, applications of GD & T, and interpretation of complex parts. Upon completion, students should be able to read and interpret complex industrial blueprints.</p> <p>Prerequisites: None Corequisites: None</p>					
MAC-142	Machining Applications II	Class 2	Lab 6	Experience 0	Credit 4
<p>This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.</p> <p>Prerequisites: None Corequisites: None</p>					
MAC-143	Machining Applications III	Class 2	Lab 6	Experience 0	Credit 4
<p>This course provides instruction in the field of advanced machining. Emphasis is placed on creating complex components, close-tolerance machining, precise measurement, and proper equipment usage. Upon completion, students should be able to</p>					

demonstrate the ability to produce an accurately machined component with a quality finish using the proper machining process.

Prerequisites: None Corequisites: None

MAC-151 Machining Calculations Class 1 Lab 2 Experience 0 Credit 2

This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.

Prerequisites: None Corequisites: None

MAC-152 Adv Machining Calc Class 1 Lab 2 Experience 0 Credit 2

This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.

Prerequisites: None Corequisites: None

MAC-222 Advanced CNC Turning Class 1 Lab 3 Experience 0 Credit 2

This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers.

Prerequisites: None Corequisites: None

MAC-224 Advanced CNC Milling Class 1 Lab 3 Experience 0 Credit 2

This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.

Prerequisites: None Corequisites: None

MAC-228 Advanced CNC Processes Class 2 Lab 3 Experience 0 Credit 3

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

Prerequisites: None Corequisites: None

MAC-231 CAM: CNC Turning Class 1 Lab 4 Experience 0 Credit 3

This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software, including machine selection, tool selection, operational sequence, speed, feed, and cutting depth.

Prerequisites: None Corequisites: None

MAC-232 CAM: CNC Milling Class 1 Lab 4 Experience 0 Credit 3

This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAM software to create a multi-axis CNC program.

Prerequisites: None Corequisites: None

MAT-110 Mathematical Measurement and Literacy Class 2 Lab 2 Experience 0 Credit 3

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.

Prerequisite: Take All: DMA-010, DMA-020, and DMA-030 Corequisites: None

MAT-121 Algebra/Trigonometry I Class 2 Lab 2 Experience 0 Credit 3

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

Prerequisite: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-060 Corequisites: None

MAT-140 Survey of Mathematics Class 3 Lab 0 Experience 0 Credit 3

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently.

Prerequisite: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, and DMA-040 Set 2: MAT-060* and MAT-070 Set 3: MAT-060* and MAT-080 Set 4: MAT-060* and MAT-090 Set 5: MAT-095 Set 6: MAT-120 Set 7: MAT-121 Set 8: MAT-161 Set 9: MAT-171 Set 10: MAT-175 Corequisites: None

MAT-143 Quantitative Literacy Class 2 Lab 2 Experience 0 Credit 3

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.

Prerequisite: Take All One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098 Set 2: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and ENG-095* Set 3: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and ENG-090* and RED-090* *These are archived courses which are no longer available for enrollment. They will be removed in Summer 2015. Corequisites: None

MAT-152 Statistical Methods I Class 3 Lab 2 Experience 0 Credit 4

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.

Prerequisite: Take All: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098 Corequisites: None

MAT-171 Precalculus Algebra Class 3 Lab 2 Experience 0 Credit 4

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.

Prerequisite: Take One Set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080 Set 2: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-065 Set 3: MAT-121 Corequisites: None

MAT-172 Precalculus Trigonometry Class 3 Lab 2 Experience 0 Credit 4

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.

Prerequisite: Take MAT-171 Corequisites: None

MAT-271	Calculus I	Class 3	Lab 2	Experience 0	Credit 4
<p>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.</p>					
Prerequisite: Take: MAT-172 Corequisites: None					
MEC-111	Machine Processes I	Class 1	Lab 4	Experience 0	Credit 3
<p>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.</p>					
Prerequisite: None Corequisites: None					
MEC-112	Machine Processes II	Class 2	Lab 3	Experience 0	Credit 3
<p>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.</p>					
Prerequisite: Take MEC-111 Corequisites: None					
MEC-128	CNC Machining Processes	Class 2	Lab 4	Experience 0	Credit 4
<p>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.</p>					
Prerequisite: None Corequisites: None					
MEC-130	Mechanisms	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p>					
Prerequisite: None Corequisites: None					
MED-110	Orientation to Medical Assisting	Class 1	Lab 0	Experience 0	Credit 1
<p>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.</p>					
Prerequisite: None Corequisites: None					
MED-112	Orientation to Clinic Setting I	Class 0	Lab 0	Experience 3	Credit 1
<p>This course provides an early opportunity to observe and/or perform in the medical setting. Emphasis is placed on medical assisting procedures including appointment scheduling, filing, greeting patients, telephone techniques, billing, collections, medical records, and related medical procedures. Upon completion, students should be able to identify administrative and clinical procedures in the medical environment.</p>					
Prerequisite: None Corequisites: None					
MED-118	Medical Law and Ethics	Class 2	Lab 0	Experience 0	Credit 2
<p>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.</p>					
Prerequisite: None Corequisites: None					

MED-120	Survey of Medical Terminology	Class 2	Lab 0	Experience 0	Credit 2
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
MED-121	Medical Terminology I	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
MED-122	Medical Terminology II	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p>					
<p>Prerequisite: Take MED-121 Corequisites: None</p>					
MED-130	Administrative Office Procedures I	Class 1	Lab 2	Experience 0	Credit 2
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
MED-131	Administrative Office Procedures II	Class 1	Lab 2	Experience 0	Credit 2
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
MED-140	Examining Room Procedures I	Class 3	Lab 4	Experience 0	Credit 5
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
MED-150	Laboratory Procedures I	Class 3	Lab 4	Experience 0	Credit 5
<p>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.</p>					
<p>Prerequisite: None Corequisites: None</p>					
MED-232	Medical Insurance Coding	Class 1	Lab 3	Experience 0	Credit 2
<p>This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.</p>					
<p>Prerequisite: None Corequisites: None</p>					
MED-260	MED Clinical Practicum	Class 0	Lab 0	Experience 15	Credit 5
<p>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.</p>					

Prerequisite: None Corequisites: None

MED-264 Medical Assisting Overview Class 2 Lab 0 Experience 0 Credit 2

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.

Prerequisite: None Corequisites: None

MED-272 Drug Therapy Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

MKT-120 Principles of Marketing Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

MKT-223 Customer Service Class 3 Lab 0 Experience 0 Credit 3

This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

Prerequisite: None Corequisites: None

MLT-110 Introduction to Mlt Class 2 Lab 3 Experience 0 Credit 3

This course introduces all aspects of the medical laboratory profession. Topics include health care/laboratory organization, professional ethics, basic laboratory techniques, safety, quality assurance, and specimen collection. Upon completion, students should be able to demonstrate a basic understanding of laboratory operations and be able to perform basic laboratory skills.

Prerequisite: None Corequisites: None

MLT-111 Urinalysis & Body Fluids Class 1 Lab 3 Experience 0 Credit 2

This course introduces the laboratory analysis of urine and body fluids. Topics include physical, chemical, and microscopic examination of the urine and body fluids. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting urinalysis and body fluid tests.

Prerequisite: None Corequisites: None

MLT-120 Hematology/Hemostasis I Class 3 Lab 3 Experience 0 Credit 4

This course introduces the theory and technology used in analyzing blood cells and the study of hemostasis. Topics include hematology, hemostasis, and related laboratory testing. Upon completion, students should be able to demonstrate theoretical comprehension of hematology/hemostasis, perform diagnostic techniques, and correlate laboratory findings with disorders.

Prerequisite: None Corequisites: None

MLT-126 Immunology and Serology Class 1 Lab 2 Experience 0 Credit 2

This course introduces the immune system and response and basic concepts of antigens, antibodies, and their reactions. Emphasis is placed on basic principles of immunologic and serodiagnostic techniques and concepts of cellular and humoral immunity in health and disease. Upon completion, students should be able to demonstrate theoretical comprehension and application in performing and interpreting routine immunologic and serodiagnostic procedures.

Prerequisite: None Corequisites: None

MLT-127	Transfusion Medicine	Class 2	Lab 3	Experience 0	Credit 3
<p>This course introduces the blood group systems and their applications in transfusion medicine. Emphasis is placed on blood bank techniques including blood grouping and typing, pretransfusion testing, donor selection and processing, and blood component preparation and therapy. Upon completion, students should be able to demonstrate theoretical comprehension and application in performing/interpreting routine blood bank procedures and recognizing/resolving common problems.</p> <p>Prerequisite: None Corequisites: None</p>					
MLT-130	Clinical Chemistry I	Class 3	Lab 3	Experience 0	Credit 4
<p>This course introduces the quantitative analysis of blood and body fluids and their variations in health and disease. Topics include clinical biochemistry, methodologies, instrumentation, and quality control. Upon completion, students should be able to demonstrate theoretical comprehension of clinical chemistry, perform diagnostic techniques, and correlate laboratory findings with disorders.</p> <p>Prerequisite: None Corequisites: None</p>					
MLT-140	Introduction to Microbiology	Class 2	Lab 3	Experience 0	Credit 3
<p>This course introduces basic techniques and safety procedures in clinical microbiology. Emphasis is placed on the morphology and identification of common pathogenic organisms, aseptic technique, staining techniques, and usage of common media. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting basic clinical microbiology procedures.</p> <p>Prerequisite: None Corequisites: None</p>					
MLT-215	Professional Issues	Class 1	Lab 0	Experience 0	Credit 1
<p>This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.</p> <p>Prerequisite: None Corequisites: None</p>					
MLT-216	Professional Issues	Class 0	Lab 2	Experience 0	Credit 1
<p>This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.</p> <p>Prerequisite: None Corequisites: None</p>					
MLT-220	Hematology/Hemostasis II	Class 2	Lab 3	Experience 0	Credit 3
<p>This course covers the theories and techniques used in the advanced analysis of human blood cells and hemostasis. Emphasis is placed on the study of hematologic disorders, abnormal cell development and morphology, and related testing. Upon completion, students should be able to demonstrate a theoretical comprehension and application of abnormal hematology and normal and abnormal hemostasis.</p> <p>Prerequisite: None Corequisites: None</p>					
MLT-240	Special Clinical Microbiology	Class 2	Lab 3	Experience 0	Credit 3
<p>This course is designed to introduce special techniques in clinical microbiology. Emphasis is placed on advanced areas in microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting specialized clinical microbiology procedures.</p> <p>Prerequisite: Take MLT-140 Corequisites: None</p>					
MLT-253	MLT Practicum I	Class 0	Lab 0	Experience 9	Credit 3
<p>This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.</p> <p>Prerequisite: None Corequisites: None</p>					
MLT-265	MLT Practicum II	Class 0	Lab 0	Experience 15	Credit 5
<p>This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.</p>					

Prerequisite: None Corequisites: None

MLT-275 MLT Practicum III Class 0 Lab 0 Experience 15 Credit 5

This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.

Prerequisite: None Corequisites: None

MNT-110 Introduction to Maintenance Procedures Class 1 Lab 3 Experience 0 Credit 2

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.

Prerequisite: None Corequisites: None

MUS-110 Music Appreciation Class 3 Lab 0 Experience 0 Credit 3

This 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.

Prerequisite: None Corequisites: None

MUS-112 Introduction to Jazz Class 3 Lab 0 Experience 0 Credit 3

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.

Prerequisite: None Corequisites: None

MUS-113 American Music Class 3 Lab 0 Experience 0 Credit 3

This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music.

Prerequisite: None Corequisites: None

MUS-210 History of Rock Music Class 3 Lab 0 Experience 0 Credit 3

This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras.

Prerequisite: None Corequisites: None

NAS-101 Nursing Assistant I Class 3 Lab 4 Experience 3 Credit 6

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as Nursing Assistant I with the North Carolina Nurse Aide I Registry.

Prerequisite: None Corequisites: None

NAS-102 Nursing Assistant II Class 3 Lab 2 Experience 6 Credit 6

This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing.

Prerequisite: None Corequisites: None

NET-110	Networking Concepts	Class 2	Lab 2	Experience 0	Credit 3
<p>This course introduces students to the networking field. Topics include 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.</p> <p>Prerequisite: None Corequisites: None</p>					
NET-125	Networking Basics	Class 1	Lab 4	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
NET-126	Routing Basics	Class 1	Lab 4	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take NET-125 Corequisites: None</p>					
NET-225	Routing & Switching I	Class 1	Lab 4	Experience 0	Credit 3
<p>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 pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.</p> <p>Prerequisite: Take NET-126 Corequisites: None</p>					
NET-226	Routing and Switching II	Class 1	Lab 4	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take NET-225 Corequisites: None</p>					
NOS-110	Operating Systems Concepts	Class 2	Lab 3	Experience 0	Credit 3
<p>This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place 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.</p> <p>Prerequisite: None Corequisites: None</p>					
NOS-120	Linux/UNIX Single User	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take One: CET-211, CTI-130, or NOS-110 Corequisites: None</p>					
NOS-130	Windows Single User	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p>					

Prerequisite: Take One: CET-211, CTI-130, or NOS-110 Corequisites: None

NOS-230 Windows Administration I Class 2 Lab 2 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

NOS-231 Windows Administration II Class 2 Lab 2 Experience 0 Credit 3

This course covers the management of a Windows Server operating system. Emphasis is placed on the deployment of print services, network services, Active Directory, group policies and access controls. Upon completion, students should be able to deploy and manage services on a Windows Server operating system.

Prerequisite: Take NOS-230 Corequisites: None

NOS-232 Windows Administration III Class 2 Lab 2 Experience 0 Credit 3

This course covers management and configuration of a highly available Windows Server operating system. Emphasis is placed on the implementation of business continuity and disaster recovery procedures for network services and access controls. Upon completion, students should be able to manage and configure a highly available Windows Server operating system.

Prerequisite: Take NOS-230 Corequisites: None

NUR-111 Introduction to Health Concepts Class 4 Lab 6 Experience 6 Credit 8

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.

Prerequisite: None Corequisites: None

NUR-112 Health-Illness Concepts Class 3 Lab 0 Experience 6 Credit 5

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.

Prerequisite: Take NUR-111 Corequisites: None

NUR-113 Family Health Concepts Class 3 Lab 0 Experience 6 Credit 5

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.

Prerequisite: Take NUR-111 Corequisites: None

NUR-114 Holistic Health Concepts Class 3 Lab 0 Experience 6 Credit 5

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.

Prerequisite: Take NUR-111 Corequisites: None

NUR-117 Pharmacology Class 1 Lab 3 Experience 0 Credit 2

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

Prerequisite: None Corequisites: None

NUR-211 Health Care Concepts Class 3 Lab 0 Experience 6 Credit 5

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.

Prerequisite: Take NUR-111 Corequisites: None

NUR-212 Health System Concepts Class 3 Lab 0 Experience 6 Credit 5

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

Prerequisite: Take NUR-111 Corequisites: None

NUR-213 Complex Health Concepts Class 4 Lab 3 Experience 15 Credit 10

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.

Prerequisite: Take NUR-111 Corequisites: Take All: NUR-112, NUR-113, NUR-114, NUR-211, and NUR-212

OST-131 Keyboarding Class 1 Lab 2 Experience 0 Credit 2

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.

Prerequisite: None Corequisites: None

OST-136 Word Processing Class 2 Lab 2 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

PED-111 Physical Fitness I Class 0 Lab 3 Experience 0 Credit 1

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.

Prerequisite: None Corequisites: None

PED-113 Aerobics I Class 0 Lab 3 Experience 0 Credit 1

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.

Prerequisite: None Corequisites: None

PED-125 Self-Defense: Beginning Class 0 Lab 2 Experience 0 Credit 1

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.

Prerequisite: None Corequisites: None

PHI-215	Philosophical Issues	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take ENG-111 Corequisites: None</p>					
PHM-110	Introduction to Pharmacy	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces pharmacy practice and the technician's role in a variety of pharmacy settings. Topics include medical terminology and abbreviations, drug delivery systems, law and ethics, prescription and medication orders, and the health care system. Upon completion, students should be able to explain the role of pharmacy technicians, read and interpret drug orders, describe quality assurance, and utilize pharmacy references.</p> <p>Prerequisite: None Corequisites: Take All: PHM-111 PHM-115 ACA-111 BIO-163</p>					
PHM-111	Pharmacy Practice I	Class 3	Lab 3	Experience 0	Credit 4
<p>This course provides instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.</p> <p>Prerequisite: None Corequisites: Take All: PHM-110 PHM-115 ACA-111 BIO-163</p>					
PHM-115	Pharmacy Calculations	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides an introduction to the metric, avoirdupois, and apothecary systems of measurement and the calculations used in pharmacy practice. Topics include ratio and proportion, dosage determinations, percentage preparations, reducing and enlarging formulas, dilution and concentration, aliquots, specific gravity and density, and flow rates. Upon completion, students should be able to correctly perform calculations required to properly prepare a medication order.</p> <p>Prerequisite: None Corequisites: Take All: PHM-110 PHM-111 ACA-111 BIO-163</p>					
PHM-118	Sterile Products	Class 3	Lab 3	Experience 0	Credit 4
<p>This course provides an introduction to intravenous admixture preparation and other sterile products, including total parenteral nutrition and chemotherapy. Topics include aseptic techniques; facilities, equipment, and supplies utilized in admixture preparation; incompatibility and stability; laminar flow hoods; immunizations and irrigation solutions; and quality assurance. Upon completion, students should be able to describe and demonstrate the steps involved in preparation of intermittent and continuous infusions, total parenteral nutrition, and chemotherapy.</p> <p>Prerequisite: Take PHM-110 and PHM-111 Corequisites: None</p>					
PHM-120	Pharmacology I	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include nutritional products, blood modifiers, hormones, diuretics, cardiovascular agents, respiratory drugs, and gastrointestinal agents. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.</p> <p>Prerequisite: None Corequisites: None</p>					
PHM-125	Pharmacology II	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides a continuation of the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include autonomic and central nervous system agents, anti-inflammatory agents, and anti-infective drugs. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.</p> <p>Prerequisite: Take PHM-120 Corequisites: None</p>					
PHM-132	Pharmacy Clinical	Class 0	Lab 0	Experience 6	Credit 2
<p>This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.</p>					

Prerequisite: None Corequisites: None

PHM-134 Pharmacy Clinical Class 0 Lab 0 Experience 12 Credit 4

This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Prerequisite: None Corequisites: None

PHM-138 Pharmacy Clinical Class 0 Lab 0 Experience 24 Credit 8

This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Prerequisite: None Corequisites: None

PHM-140 Trends in Pharmacy Class 2 Lab 0 Experience 0 Credit 2

This course covers the major issues, trends, and concepts in contemporary pharmacy practice. Topics include professional ethics, continuing education, job placement, and the latest developments in pharmacy technician practice. Upon completion, students should be able to demonstrate a basic knowledge of the topics discussed.

Prerequisite: None Corequisites: None

PHM-150 Hospital Pharmacy Class 3 Lab 3 Experience 0 Credit 4

This course provides an in-depth study of hospital pharmacy practice. Topics include hospital organizational structure, committee functions, utilization of reference works, purchasing and inventory control, drug delivery systems, and intravenous admixture preparation. Upon completion, students should be able to explain hospital organization/committee functions, interpret and enter patient orders, fill unit-dose cassettes, and prepare intravenous admixtures.

Prerequisite: None Corequisites: Take PHM-118

PHM-155 Community Pharmacy Class 2 Lab 2 Experience 0 Credit 3

This course covers the operational procedures relating to retail pharmacy. Emphasis is placed on a general knowledge of over-the-counter products, prescription processing, business/inventory management, and specialty patient services. Upon completion, students should be able to provide technical assistance and support to the retail pharmacist.

Prerequisite: None Corequisites: None

PHM-160 Pharm Dosage Forms Class 3 Lab 0 Experience 0 Credit 3

This course is a study of pharmaceutical dosage forms and considerations in their manufacture. Topics include bioavailability, routes of administration, tablets, capsules, solutions, syrups, suspensions, elixirs, aerosols, transdermals, topicals, ophthalmics,otics, and other dosage forms. Upon completion, students should be able to describe the characteristics of the major dosage forms and explain how these characteristics affect the action of the drug.

Prerequisite: None Corequisites: None

PHM-165 Pharmacy Prof Practice Class 2 Lab 0 Experience 0 Credit 2

This course provides a general overview of all aspects of pharmacy technician practice. Emphasis is placed on pharmacy law, calculations, compounding, pharmacology, and pharmacy operations. Upon completion, students should be able to demonstrate competence in the areas required for the Pharmacy Technician Certification Examination.

Prerequisite: None Corequisites: None

PHM-265 Professional Issues Class 3 Lab 0 Experience 0 Credit 3

This course provides a comprehensive discussion of topics common to the practice of the pharmacy technician. Emphasis is placed on application of professional competencies including legal/ethical issues, leadership/management concepts and employability skills. Upon completion, students should be able to demonstrate competence in pharmacy workplace skills and leadership/management roles.

Prerequisite: Take PHM-165 Corequisites: None

PHY-110	Conceptual Physics	Class 3	Lab 0	Experience 0	Credit 3
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This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.

Prerequisite: None Corequisites: None

PHY-110A	Conceptual Physics Lab	Class 0	Lab 2	Experience 0	Credit 1
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This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110.

Prerequisite: None Corequisites: Take PHY-110

PHY-131	Physics-Mechanics	Class 3	Lab 2	Experience 0	Credit 4
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This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

Prerequisite: Take One: MAT-121 or MAT-171 Corequisites: None

PHY-151	College Physics I	Class 3	Lab 2	Experience 0	Credit 4
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This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.

Prerequisite: Take MAT-171 Corequisites: None

PMT-110	Introduction to Project Management	Class 3	Lab 0	Experience 0	Credit 3
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This course introduces project management fundamentals and principles for organizing, planning, implementing, and controlling nonroutine activities to achieve schedule, budget and performance objectives. Topics include project life cycles; work breakdown structures; responsibility matrixes; as well as planning and control methods such as PERT/CPM and Gantt charts. Upon completion, students should be able to demonstrate knowledge, strategies, and techniques needed to create and execute plans for project development and management.

Prerequisite: None Corequisites: None

POL-120	American Government	Class 3	Lab 0	Experience 0	Credit 3
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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.

Prerequisite: None Corequisites: None

POL-220	International Relations	Class 3	Lab 0	Experience 0	Credit 3
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This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems.

Prerequisite: None Corequisites: None

PSY-118	Interpersonal Psychology	Class 3	Lab 0	Experience 0	Credit 3
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This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

Prerequisite: None Corequisites: None

PSY-150 General Psychology Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

PSY-231 Forensic Psychology Class 3 Lab 0 Experience 0 Credit 3

This course introduces students to concepts which unite psychology and the legal system. Topics include defining competency, insanity, involuntary commitment, as well as introducing forensic assessment techniques, such as interviewing process, specialized assessments, and collecting collateral information. Upon completion, students should be able to demonstrate knowledge in areas of forensic psychology: risk assessment, criminal competencies, insanity, psychopathology, and mentally disordered offenders.

Prerequisite: Take PSY-150 Corequisites: None

PSY-241 Developmental Psychology Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: Take PSY-150 Corequisites: None

PSY-255 Intro to Exceptionality Class 3 Lab 0 Experience 0 Credit 3

This course introduces the psychology of the exceptional person. Topics include theoretical perspectives, terminology, and interventions pertaining to various handicapping conditions as well as the resulting psychosocial adjustments. Upon completion, students should be able to demonstrate a basic understanding of the potentials and limitations of the exceptional person.

Prerequisite: Take PSY-150 Corequisites: None

PSY-281 Abnormal Psychology Class 3 Lab 0 Experience 0 Credit 3

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.

Prerequisite: Take PSY-150 Corequisites: None

RAD-110 Rad Intro & Patient Care Class 2 Lab 3 Experience 0 Credit 3

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.

Prerequisite: None Corequisites: Take All: RAD-111 and RAD-151

RAD-111 RAD Procedures I Class 3 Lab 3 Experience 0 Credit 4

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas.

Prerequisite: None Corequisites: Take All: RAD-110 and RAD-151

RAD-112 RAD Procedures II Class 3 Lab 3 Experience 0 Credit 4

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

Prerequisite: Take All: RAD-110, RAD-111, and RAD-151 Corequisites: None

RAD-121 Radiographic Imaging I Class 2 Lab 3 Experience 0 Credit 3

This course provides the basic principles of imaging. Emphasis is placed on the factors that impact density, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of basic radiographic imaging.

Prerequisite: Take All: RAD-110, RAD-111, and RAD-151 Corequisites: Take All: RAD-112 and RAD-161

RAD-122 Radiographic Imaging II Class 1 Lab 3 Experience 0 Credit 2

This course provides advanced principles of imaging including digital radiography. Emphasis is placed on the factors that impact brightness, contrast, recorded detail, and distortion. Upon completion, students should be able to demonstrate an understanding of advanced principles of imaging.

Prerequisite: Take All: RAD-112, RAD-121, and RAD-161 Corequisites: Take All: RAD-131, and RAD-171

RAD-131 Radiographic Physics I Class 1 Lab 3 Experience 0 Credit 2

This course introduces the principles of radiation characteristics and production. Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate a basic understanding of radiation characteristics and production.

Prerequisite: Take RAD-121 Corequisites: Take All: RAD-122 and RAD-171

RAD-151 RAD Clinical Ed I Class 0 Lab 0 Experience 6 Credit 2

This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Prerequisite: None Corequisites: Take All: RAD-110 and RAD-111

RAD-161 RAD Clinical Ed II Class 0 Lab 0 Experience 15 Credit 5

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Prerequisite: Take All: RAD-110, RAD-111, and RAD-151 Corequisites: Take All: RAD-112 and RAD-121

RAD-171 RAD Clinical Ed III Class 0 Lab 0 Experience 12 Credit 4

This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.

Prerequisite: Take All: RAD-112, RAD-121, and RAD-161 Corequisites: Take All: RAD-122 and RAD-131

RAD-211 Radiographic Procedures III Class 2 Lab 3 Experience 0 Credit 3

This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, sectional anatomy, and advanced imaging. Upon completion, students should be able to demonstrate an understanding of these areas.

Prerequisite: Take All: RAD-122, RAD-131, and RAD-171 Corequisites: Take All: RAD-231, RAD-241, and RAD-251

RAD-231 Radiographic Physics II Class 1 Lab 3 Experience 0 Credit 2

This course provides advanced principles of radiation characteristics and production including digital imaging and Computed Tomography (CT). Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate an understanding of radiation characteristics and production.

Prerequisite: Take One: RAD-131 or RAD-171 Corequisites: Take All: RAD-211, RAD-241, and RAD-251

RAD-241 Radiobiology/Protection Class 2 Lab 0 Experience 0 Credit 2

This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.

RCP-114	C-P Anatomy & Physiology	Class 3	Lab 0	Experience 0	Credit 3
<p>This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.</p>					
<p>Prerequisite: None Corequisites: None</p>					
RCP-115	C-P Pathophysiology	Class 2	Lab 0	Experience 0	Credit 2
<p>This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.</p>					
<p>Prerequisite: None Corequisites: None</p>					
RCP-122	Special Practice Lab	Class 0	Lab 2	Experience 0	Credit 1
<p>This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.</p>					
<p>Prerequisite: None Corequisites: None</p>					
RCP-123	Special Practice Lab	Class 0	Lab 3	Experience 0	Credit 1
<p>This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.</p>					
<p>Prerequisite: None Corequisites: None</p>					
RCP-145	RCP Clinical Practice II	Class 0	Lab 0	Experience 15	Credit 5
<p>This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</p>					
<p>Prerequisite: Take RCP-110 Corequisites: Take RCP-111</p>					
RCP-154	RCP Clinical Practice III	Class 0	Lab 0	Experience 12	Credit 4
<p>This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</p>					
<p>Prerequisite: Take RCP-111 Corequisites: None</p>					
RCP-210	Critical Care Concepts	Class 3	Lab 3	Experience 0	Credit 4
<p>This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations.</p>					
<p>Prerequisite: None Corequisites: None</p>					
RCP-211	Adv Monitoring/Procedures	Class 3	Lab 3	Experience 0	Credit 4
<p>This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations.</p>					
<p>Prerequisite: Take RCP-210 Corequisites: None</p>					
RCP-213	Neonatal/Ped's Concepts	Class 2	Lab 0	Experience 0	Credit 2
<p>This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations.</p>					
<p>Prerequisite: Take RCP-111 Corequisites: None</p>					

RCP-215	Career Prep-Adv Level	Class 0	Lab 3	Experience 0	Credit 1
<p>This course provides preparation for employment and the advanced-level practitioner credentialing exam. Emphasis is placed on review of the NBRC Advanced-Level Practitioner Exam and supervision and management. Upon completion, students should be able to successfully complete the appropriate self-assessment examinations and meet the requirements for employment.</p> <p>Prerequisite: None Corequisites: None</p>					
RCP-222	Special Practice Lab	Class 0	Lab 2	Experience 0	Credit 1
<p>This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.</p> <p>Prerequisite: None Corequisites: None</p>					
RCP-234	RCP Clinical Practice IV	Class 0	Lab 0	Experience 12	Credit 4
<p>This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</p> <p>Prerequisite: Take RCP-111 Corequisites: Take RCP-210</p>					
RCP-245	RCP Clinical Practice V	Class 0	Lab 0	Experience 15	Credit 5
<p>This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.</p> <p>Prerequisite: Take RCP-210 Corequisites: Take RCP-211</p>					
REL-110	World Religions	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
REL-111	Eastern Religions	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.</p> <p>Prerequisite: None Corequisites: None</p>					
REL-112	Western Religions	Class 3	Lab 0	Experience 0	Credit 3
<p>This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.</p> <p>Prerequisite: None Corequisites: None</p>					
REL-211	Introduction to Old Testament	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
REL-212	Introduction to New Testament	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					

REL-221 Religion in America Class 3 Lab 0 Experience 0 Credit 3
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.
Prerequisite: None Corequisites: None

SAB-110 Substance Abuse Overview Class 3 Lab 0 Experience 0 Credit 3
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.
Prerequisite: None Corequisites: None

SAB-137 Co-Dependency Class 3 Lab 0 Experience 0 Credit 3
This course introduces the adult child concept and co-dependency as syndromes of the addictive process. Emphasis is placed on treatment and recovery within the context of a paradigm shift which allows the individual to choose a healthy model of life. Upon completion, students should be able to assess levels of co-dependency and associated levels of physical and mental health and develop strategies to enhance health.
Prerequisite: None Corequisites: None

SAB-210 Sub Abuse Counseling Class 2 Lab 2 Experience 0 Credit 3
This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.
Prerequisite: None Corequisites: None

SEC-110 Security Concepts Class 2 Lab 2 Experience 0 Credit 3
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.
Prerequisite: None Corequisites: None

SEC-160 Security Administration I Class 2 Lab 2 Experience 0 Credit 3
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.
Prerequisite: Take One Set: Set 1: SEC-110 and NET-110 Set 2: SEC-110 and NET-125 Corequisites: None

SGD-111 Intro to Simulation and Game Development Class 2 Lab 3 Experience 0 Credit 3
This course provides students with an introduction to simulation and game development. Topics include setting, storytelling, narrative, character design, interface design, game play, internal economy, core mechanics, game genres, AI, the psychology of game design and professionalism. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation and game design and development.
Prerequisite: None Corequisites: None

SGD-112 Simulation and Game Development Design Class 2 Lab 3 Experience 0 Credit 3
This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulation and games. Upon completion, students should be able to design simple simulations and/or games.

Prerequisite: None Corequisites: None

SGD-113 Simulation and Game Development Programming Class 2 Lab 3 Experience 0 Credit 3

This course introduces the fundamentals of programming languages and tools employed in simulation and game development. Emphasis is placed on programming concepts used to create simulations and games. Upon completion, students should be able to program simple games and/or simulations.

Prerequisite: None Corequisites: None

SGD-114 3D Modeling Class 2 Lab 3 Experience 0 Credit 3

This course introduces the tools required to create three-dimensional (3D) models. Emphasis is placed on exploring tools used to create 3D models. Upon completion, students should be able to create and animate 3D models using 3D modeling tools.

Prerequisite: None Corequisites: None

SGD-116 Graphic Design Tools Class 2 Lab 2 Experience 0 Credit 3

This course introduces students to computer-based graphic design tools and their use within the context of simulation and game design. Topics include texture creation, map creation, and introduction to advanced level graphic design techniques. Upon completion, students should be able to competently use and explain industry-standard graphic design software.

Prerequisite: None Corequisites: None

SGD-125 Simulation and Game Artificial Intelligence Class 2 Lab 3 Experience 0 Credit 3

This course introduces the artificial intelligence concepts related to simulation and game development. Emphasis is placed on expert systems. Upon completion, students should be able to describe the basic concepts and procedures related to the development of artificial intelligence systems used in simulation and games.

Prerequisite: None Corequisites: None

SGD-161 Simulation and Game Animation Class 2 Lab 3 Experience 0 Credit 3

This course introduces the fundamental principles of animation used in simulation and game development. Emphasis is placed on historical survey of animation, aspects of the animation process and animation techniques. Upon completion, students should be able to produce character sketches, morph simple objects, create walk and run cycles and develop professional storyboards.

Prerequisite: None Corequisites: None

SGD-162 Simulation and Game 3-D Animation Class 2 Lab 3 Experience 0 Credit 3

This course introduces the fundamental principles of 3D animation used in simulation and game development. Emphasis is placed on a historical survey of 3D animation, aspects of the 3D animation techniques. Upon completion, students should be able to produce 3D character sketches, morph simple objects, create walk and run cycles and develop professional storyboards.

Prerequisite: None Corequisites: None

SGD-164 Simulation and Game Audio and Video Class 2 Lab 3 Experience 0 Credit 3

This course introduces various aspects of audio and video and their application in simulations and games. Topics include techniques for producing and editing audio and video for multiple digital mediums. Upon completion, students should be able to produce and edit audio and video for simulations and games.

Prerequisite: None Corequisites: None

SGD-165 Simulation and Game Character Development Class 2 Lab 3 Experience 0 Credit 3

This course introduces the concepts needed to create fictional personality for use in digital videos, animations, simulations and games. Topics include aspects of character, developing backgrounds, mannerisms and voice. Upon completion, students should be able to develop characters and backgrounds for simulations and games.

Prerequisite: None Corequisites: None

SGD-212 Simulation and Game Development Design II Class 2 Lab 3 Experience 0 Credit 3

This course covers the advanced principles of simulation and game design. Topics include advanced design concepts in simulation and game development. Upon completion, students should be able to design an advanced simulation or game.

Prerequisite: Take SGD-112 Corequisites: None

SGD-213 Simulation Game Development Programming II Class 2 Lab 3 Experience 0 Credit 3

This course covers advanced programming concepts used to create simulations and games. Emphasis is placed on acquiring advanced programming skills for use in creating simulations and games. Upon completion, students should be able to program an advanced simulation or game.

Prerequisite: Take One: SGD-113, CSC-134, CSC-151 or CSC-153 Corequisites: None

SGD-214 3D Modeling II Class 2 Lab 3 Experience 0 Credit 3

This course introduces the tools used to create and animate advanced 3 dimensional models. Emphasis is placed on identifying and utilizing the tools required to create and animate advanced 3D models. Upon completion, students should be able to create and animate advanced 3D models using 3D modeling tools.

Prerequisite: Take SGD-114 Corequisites: None

SGD-285 Simulation and Game Software Engineering Class 2 Lab 3 Experience 0 Credit 3

This course introduces object oriented software engineering concepts related to simulation and game development. Topics include systematic approaches to the development, operation and maintenance of simulations and games. Upon completion, students should be able to apply software engineering techniques to the development of simulations and games.

Prerequisite: Take One: SGD-212, SGD-213, or SGD-214 Corequisites: None

SGD-289 Simulation and Game Development Project Class 2 Lab 3 Experience 0 Credit 3

This course provides students with the opportunity to create a functional simulation or game with minimal instructor support. Emphasis is placed upon verbal and written communication, skill documentation, professional presentation and user training. Upon completion, students should be able to create and professionally present a fully functional simulation or game.

Prerequisite: Take One: SGD-212, SGD-213, SGD-214, or SGD-285 Corequisites: None

SOC-210 Introduction to Sociology Class 3 Lab 0 Experience 0 Credit 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.

Prerequisite: None Corequisites: None

SOC-213 Sociology of the Family Class 3 Lab 0 Experience 0 Credit 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 the social forces which influence its development and change.

Prerequisite: None Corequisites: None

SOC-232 Social Context of Aging Class 3 Lab 0 Experience 0 Credit 3

This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse lifestyles, and social and cultural realities of older adults.

Prerequisite: None Corequisites: None

SPA-111 Elementary Spanish I Class 3 Lab 0 Experience 0 Credit 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 awareness.

Prerequisite: None Corequisites: None

SPA-112	Elementary Spanish II	Class 3	Lab 0	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: Take SPA-111 Corequisites: None</p>					
SPA-181	Spanish Lab 1	Class 0	Lab 2	Experience 0	Credit 1
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
SPA-182	Spanish Lab 2	Class 0	Lab 2	Experience 0	Credit 1
<p>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.</p> <p>Prerequisite: Take SPA-181 Corequisites: None</p>					
WBL-110	World of Work	Class 1	Lab 0	Experience 0	Credit 1
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
WBL-111	Work-Based Learning I	Class 0	Lab 0	Experience 10	Credit 1
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
WBL-112	Work-Based Learning I	Class 0	Lab 0	Experience 20	Credit 2
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
WBL-115	Work-Based Learning Seminar I	Class 1	Lab 0	Experience 0	Credit 1
<p>This course description may be written by the individual colleges.</p> <p>Prerequisite: None Corequisites: Take One: WBL-111, WBL-112, WBL-113 or WBL-114</p>					
WBL-121	Work-Based Learning II	Class 0	Lab 0	Experience 10	Credit 1
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					

WBL-125 Work-Based Learning Seminar II Class 1 Lab 0 Experience 0 Credit 1

This course description may be written by the individual colleges.

Prerequisite: None Corequisites: Take One: WBL-121, WBL-122, WBL-123 or WBL-124

WEB-110 Internet/Web Fundamentals Class 2 Lab 2 Experience 0 Credit 3

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.

Prerequisite: None Corequisites: None

WEB-111 Introduction to Web Graphics Class 2 Lab 2 Experience 0 Credit 3

This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery.

Prerequisite: None Corequisites: None

WEB-115 Web Markup and Scripting Class 2 Lab 2 Experience 0 Credit 3

This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.

Prerequisite: None Corequisites: None

WEB-120 Introduction to Internet Multimedia Class 2 Lab 2 Experience 0 Credit 3

This is the first of two courses covering the creation of internet multimedia. Topics include internet multimedia file types, file-type conversion, acquisition of digital audio/video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create internet multimedia presentations utilizing a variety of methods and applications.

Prerequisite: None Corequisites: None

WEB-140 Web Development Tools Class 2 Lab 2 Experience 0 Credit 3

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

Prerequisite: None Corequisites: None

WLD-110 Cutting Processes Class 1 Lab 3 Experience 0 Credit 2

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.

Prerequisite: None Corequisites: None

WLD-112 Basic Welding Processes Class 1 Lab 3 Experience 0 Credit 2

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.

Prerequisite: None Corequisites: None

WLD-115 SMAW (Stick) Plate Class 2 Lab 9 Experience 0 Credit 5

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.

Prerequisite: None Corequisites: None

WLD-116	SMAW (stick) Plate/Pipe	Class 1	Lab 9	Experience 0	Credit 4
<p>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.</p> <p>Prerequisite: WLD-115 Corequisites: None</p>					
WLD-121	GMAW (MIG) FCAW/Plate	Class 2	Lab 6	Experience 0	Credit 4
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
WLD-122	GMAW (MIG) Plate/Pipe	Class 1	Lab 6	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: WLD-121 Corequisites: None</p>					
WLD-131	GTAW (TIG) Plate	Class 2	Lab 6	Experience 0	Credit 4
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
WLD-132	GTAW (TIG) Plate/Pipe	Class 1	Lab 6	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: WLD-131 Corequisites: None</p>					
WLD-141	Symbols and Specifications	Class 2	Lab 2	Experience 0	Credit 3
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					
WLD-143	Welding Metallurgy	Class 1	Lab 2	Experience 0	Credit 2
<p>This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.</p> <p>Prerequisite: None Corequisites: None</p>					
WLD-151	Fabrication I	Class 2	Lab 6	Experience 0	Credit 4
<p>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.</p> <p>Prerequisite: None Corequisites: None</p>					

FACULTY AND STAFF

PRESIDENT

Dr. Brenda S. Kays

EXECUTIVE LEADERSHIP TEAM

Robin McCree - Executive Vice President of Educational Services

Lois Smith – Vice President for Organizational Growth & Development

Becky Wall – Vice President for Administrative Services & Chief Financial Officer

FACULTY AND PROFESSIONAL STAFF

** Faculty includes degrees and related credentials.*

Name	Title
Adkisson, Elizabeth	PreCollege Associate/HRD/CRC/CCP
Adrian, Judy	Program Director /Instructor, Respiratory Therapy ◆ A.A.S; Central Piedmont Community College; B.S, Medical University of South Carolina; Certifications: RRT-NPS, RCP, ACLS, PALS
Aldridge, Joshua	Program Director, Heavy Equipment Operations ◆ Certifications: Certified Manager of Environmental Safety & Health; Certified Instructor – NCCER, University of Florida; Lift Truck Operator Instructor; OSHA Authorized Construction and General Industry Trainer, NCSU; Work Zone Flagger Instructor
Allen, Amy	Accounts Payable Technician
Allen, Erin	Director of Learning Resources Center
Allen, Joel	Director of Enterprise Applications
Almond, Christi	BLET Director, Law Enforcement Training Coordinator ◆ A.A.S., Stanly Community College; B.S., Pfeiffer University; M.ED., Western Carolina University; Certifications: N.C. Criminal Justice General Instructor
Almond, Jan	Nursing Level One Coordinator, Instructor ◆ B.S.N., UNC-Charlotte; M.S., Independence University
Amirtharaj, Merlin	Associate Vice President, School of Business and Technology ◆ B.S., University of Kerala; M.B.A., Pfeiffer University; M.S., Bellevue University Certifications: Microsoft Certified Professional, Microsoft Office Excel, Word, PowerPoint, Access

Atkinson, Aliceia	E-learning Coordinator, College & Career Readiness
Bailey, Tabitha	E-Learning Student Support Coordinator
Barbee, Angel	Maintenance Staff - Housekeeping
Barbee, Tiffany H.	Program Director/Instructor, Radiography
	◆ A.A.S., Stanly Community College; B.S., East Carolina University
Barber, DeErica	Director of Organizational Development
Barrier, Lorri	Department Head, Humanities/Fine Arts/Instructor, English
	◆ B.A., Appalachian State University; M.A., UNC-Charlotte
	Certifications: "A" Teacher Licensure
Baucom, Devin	Instructor, HVAC
Baucom, Phillip	E-Learning Designer
Beaver, William	Welding Program Head
	◆ A.A.S; Central Piedmont Community College; Diploma (Auto Mechanic), CPCC;
	A.A.S., Diploma, & Certificate, Rowan Cabarrus Community College
	Certifications: NCCER – Certified Instructor; Industrial Welding Instructor; Lincoln Electric-
	VRTEX 360 Welder Training, Robotic Welding Training
Blackmon, Georgia	Maintenance Staff-Housekeeping
Bogle, Christy	Executive Director, SCC Foundation
Bost, Donald	Coordinator, Albemarle Correctional Institution/Instructor, Computer Engineering
	◆ A.A.S; Stanly Community College; Certifications: A+, Cisco I-IV Instructor, Home
	Technology Integration Instructor
Boylen, Max	Program Head/Instructor, Criminal Justice Technology
	◆ A.A.S., Davidson Community College; B.S., UNC-Charlotte; M.S., UNC-Charlotte; M.B.A.,
	North Central University; Graduate Certificate in Educational Leadership, Western Carolina
	University
Braswell, Melody	Director of Grant Services
Brosius, Whitney	Retention Specialist for AGE/Allied Health
Burleson, Jill	Maintenance Staff-Housekeeping
Burnette, Heather	Financial Aid Specialist
Burris, Bonnie	Student Information Coordinator
Burris, Darlene	Retention Specialist, Public Services
Burris, Jean	Maintenance Staff-Housekeeping
Burroughs, Andre	Studio Manager
Callahan, Cynthia	Program Head/Instructor, Medical Laboratory Technology
	◆ A.S., Mitchell Community College; B.S., UNC-Charlotte; Medical Technology Degree,
	Presbyterian Hospital School of Medicine; M.Ed., UNC-Charlotte
	Certification: Health Information Technology Professional

Carriker, Adam	Program Head/Instructor, Simulation & Game Development
	◆ B.S., N.C. State University, M.S., N.C. State University; Certification: Photoshop
Carriker, Delia	Director of Counseling and Special Services
Caudle, Kelly	Program Head/Instructor, CTI- Virtualization Technology; Cisco Networking Academy Coordinator
	◆ B.A., UNC-Charlotte; M.A., UNC-Charlotte; Information Assurance Cert. - East Carolina University; Certifications: MCSE, CCNA, CCAI, Network +, CCNP,RHCT, Security +, Cisco Data Center Networking (DCICN), VMWare Certified Associate – Data Center Virtualization (VCA-DCV)
Chrane, Rita	Associate Dean, Computer Technologies; Program Head/Instructor, Computer Technology Integration
	◆ A.B.A, South Plains Junior College; B.B.A, West Texas State University; M.B.A, West Texas University; Certifications: MS Word, MS PowerPoint, MS Excel
Clark, Mark	Duplicating Technician & Mailroom Coordinator
Craven, Dana	Coordinator; Nursing Aide Programs & Phlebotomy
	◆ B.S.N., Western Carolina University; M.S.N., UNC-Charlotte
Crump, Brian	Program Head/Instructor, CTI-Networking Technology
	◆ A.A.S., Stanly Community College; B.S. East Carolina University; M.S. Fort Hays State University; Certifications: CCNA, Security+, Network+
Crump, Dr. Tammy	Associate Vice President, School of Health & Public Services/Crutchfield Education Center
	◆ A.A.S., Central Piedmont Community College; B.S., Appalachian State University; M.S., North Carolina A & T University; Certifications: RRT, RCP, BLS Instructor
Cumming, Steve	CCP Success Coach Advisor
Deal, Kelly	Instructor, Human Services
	◆ B.S., Appalachian State University; M.H.D.L., UNC-Charlotte; Certifications: LCAS, Licensed Clinical Addictions Specialist, HS-BCP (Human Services – Board Certified Practitioner)
Dean, Dr. Cindy	Associate Dean, University Transfer & General Studies, Title IX Coordinator
	◆ B.A., UNC-Charlotte; M.A., UNC-Charlotte; Ed.D, Liberty University
Denning, Laura	Switchboard Operator/Receptionist – Crutchfield Campus
Drake, Jeff	Chief Technical Officer
Dunlap, Terri	Administrative Assistant, Chief Financial Officer
Edwards, Greg	Instructor, Developmental Math
	◆ A.A.S., Stanly Community College; B.S., UNC-Charlotte
Ennis, Michael	Coordinator of Fire/EMS Training
Essex, Luke	Coordinator, Student Support and Outreach
Eudy, Melissa	Director of Outreach

Faggart, Ronnie	Instructor, ACI Electrical/Electronic Technology <ul style="list-style-type: none"> ◆ A.A.S., Stanly Community College; Certifications: Licensed NC Electrical Contractor, Contrens NCCER Certification Industrial Safety, Core and Electrical, AS400 Industrial Maintenance Administration
Fields, Petra	Dean of Financial Aid Management
Foley, Dustin	Recruitment Specialist
Foster, Adam	Financial Aid Associate II
Fowler, Glynn	Instructor, Biology <ul style="list-style-type: none"> ◆ B.S., University of South Carolina; B.S., Medical University of South Carolina; M.Ed., University of South Carolina
Furr, April	Faculty Associate, Health & Public Services
Furr, Katie	First Year Experience Coordinator
Furr, Dr. Myra	Associate Vice President of Student Success/Dean of Students <ul style="list-style-type: none"> ◆ B.A., UNC-Charlotte; M.A., UNC-Charlotte; Ed.D., Gardner-Webb University
Furr-Rogers, Dr. Samantha	Instructor, Biology <ul style="list-style-type: none"> ◆ Ph.D., UNC-Charlotte
George, Tom	Dean of Marketing and Outreach
Gooch, Josh	Program Head/Instructor, Advertising and Graphic Design <ul style="list-style-type: none"> ◆ B.F.A., Appalachian State University
Graham, Taffy	Director of Developmental English <ul style="list-style-type: none"> ◆ B.A., East Carolina University; M.A., UNC-Charlotte
Gresham, Claudia	Program Head, University Transfer; Instructor, English- Humanities <ul style="list-style-type: none"> ◆ B.A., UNC-Chapel Hill; M.A., UNC-Charlotte
Griffey, Becky	Maintenance Staff-Housekeeping
Hagar, Debora	Instructor, Computer Technology <ul style="list-style-type: none"> ◆ A.A.S., Davidson County Community College; B.S., High Point University; M.S., UNC-Greensboro; D.B.A. University of Sarasota
Hamby, Angela	Instructor, Nursing <ul style="list-style-type: none"> ◆ A.A.S., Stanly Community College; B.S.N., Winston-Salem State University; Certifications: Nurse Educator Education, East Carolina University; BCEN- Board Certified Emergency Nursing, CPEN –Pediatric Emergency
Hammett, Kim	Coordinator, Criminal Justice Technology Online <ul style="list-style-type: none"> ◆ B.A., Wesleyan College; B.S., Wesleyan College; M.S., UNC-Charlotte
Hancock, Shelley	Coordinator, Marketing and Communications
Harwood, Debra	Controller
Hatley, Amber	Nursing Level 1 Clinical Coordinator <ul style="list-style-type: none"> ◆ B.S.N., UNC-Charlotte; MSN, RN, UNC-Charlotte

Hatley, Colette	Bookstore Technician
Hatley, Gary	Program Head/Instructor, Electronics Engineering Technology
	◆ A.A.S., Stanly Community College; B.S., UNC-Charlotte; M.S., Bellevue University Certifications: ETA Int'l; ISCET; NCDPI; Series One Plus; PLC-2, Level 1; Programmable Controllers; PLC 5 System Design & Programming; SLC 500 & SLC 500 Advanced Functions, Allen-Bradley
Hatley, Jennifer	Associate Dean of Student Success
Hatley, Linda	Instructor, Cosmetology
	◆ A.A.S., Stanly Community College; Certifications: NC Board Cosmetologist, NC Board Cosmetology Teacher License
Hedrick, Carmella	Instructor, Music
	◆ M.A., Appalachian State University
Herrin, Alicia	Assistant, Economic Development Division
Herrin, Kimberly	Program Director; Cosmetology
	◆ Diploma, Martin Community College; A.A.S., Stanly Community College Certifications: NC Board Cosmetologist; NC Board Cosmetology Teacher License
Herring, Starra	Program Head/Instructor/Practicum Coordinator, Medical Assisting
	◆ A.A.S. (MA), A.A.S. (HS), A.A.S. (BA), Stanly Community College; B.S., BSAH, BSHS, MA, AHI, Wingate University
Hicks, Margaret	Campus Food Service Manager
High, Kristin	Associate Learning Technologist
Hill, Antonia	Network Manager
Hill, Dr. Heather	Associate Vice President, School of Transfer; SACS Liaison
	◆ B.S., Pfeiffer University; M.A., UNC-Charlotte; Ed.D., Liberty University
Hill, Zachary	Senior Database Systems Engineer
Hinson, Donna	Operations Coordinator – Crutchfield Campus
Hoang, Michele	Director of Clinical Education, Radiography
	◆ A.A.S., Carolinas College of Health Sciences
Holt, Christi	Instructional Coordinator
Holyfield, Patrick	Dean of Enrollment Management & Academic Support Services
Honeycutt, Christie	Associate Dean of Curriculum, Health & Public Services
	◆ B.S., Wingate University; M.R.E., Southeastern Baptist Theological Seminary; M.Ed., Concordia University; Certifications: DDST II, NCAST II, RTS Bereavement Counselor
Hopkins, Dr. Beth	Department Head – Social Sciences; Instructor, Psychology & Health Education
	◆ A.A., Stanly Community College; B.A., Pfeiffer University; M.S., University of West Alabama; D.H.E.d., A.T. Still University

Hopkins, Christy	Instructor, Early Childhood/School Age Education ◆ A.A.S., Stanly Community College; B.S., Pfeiffer University; M.Ed., Concordia University; Certifications: BSAC Trainer, Playground Safety Instructor, Technical Assistant for Child Care Centers, PITC (Programs for Infant/Toddler Care)
Horner, Patricia	Global Education Coordinator; Instructor, Spanish ◆ B.A., National Teachers' College, Mexico; B.A., California State University; M.A., University of Salamanca, Spain; Certifications: Consortium of the National Center for State Court Interpreter, Command Spanish
Hughes, Misty	Coordinator of Recruitment
Huneycutt, Billy	Program Head, Automotive Training ◆ Diploma, CPCC; Certifications: I-CAR Platinum Technician, PPG Paint Technician Bronze, ASE Master Technician, Car-O-Liner Frame certification
Huneycutt, Judith	College & Career Readiness Records Technician
Huneycutt, Lorraine	Maintenance Staff-Housekeeping
Huneycutt, Nick	Senior Network Administrator
Huneycutt, Wanda	Nursing Level II Clinical Coordinator ◆ B.S.N., UNC-Charlotte; M.S.N., UNC-Charlotte
Joffson, Christopher	Help Desk Technician
Jones, Donna	Coordinator of Student Success Center
Kennedy, Jana	Eagle's One Stop Mentor; Testing Coordinator
Kent, Derek	Instructor, Simulation and Game Development ◆ B.S., N.C. State University; Certifications: Photoshop, Premiere
Kinley, Marion	Director, Business and Industry Training
Lambert, Frank	CISCO Academy Support Advisor ◆ A.A.S., Wingate University; B.S., Gardner Webb University Certifications: A+, HTI+, CompTIA NET +, CCNT, CTP
Lambert, Ollie	Eagle's One Stop Mentor
Landis, Terry	Network Manager
Lathe, Ashley	Instructor, Art ◆ B.A., UNC- Charlotte
Lentz, Tiffany	Eagle's One Stop Mentor
Leslie, Emily	Financial Aid Liaison
Lewis, Kimberly	Program Head, Pharmacy Technology ◆ A.A.S., Davidson County Community College; B.A., UNC-Greensboro
Lewis, Sylvia	Director, Business & Career Technology ◆ B.S., Wingate University; Certifications: CCNA, CCNI
Linnell, Roxanne	Faculty Associate, School of Transfer; Faculty Communication Center Coordinator

Little, Cheryl	Admissions Technician
Love, Rita	Director, Institutional Research and Planning
Love, Ryan	Lead Instructor, Manual/CNC Machining
	◆ A.A.S., Central Piedmont Community College
Lowder, Mark	Maintenance Staff - Housekeeping
Lowder, Michael	Program Head, Life and Physical Sciences, Crutchfield Lab Coordinator
	◆ B.S., Western Carolina University; M.S., San Diego State University
Luther, Tanya	Human Resource Technician
Lykke-Elum, Rita	Administrative Associate & Adjunct Faculty IT Test Administrator
Lynden, John	Computer Technology Instructor
	◆ B.S., Eastern Michigan University; M.S., Oakland University; PhD, Nova Southeastern University (in progress), Certification: MS Word 2013
Maness, Tamara	Instructor, English
	◆ A.A., Stanly Community College; B.A., Catawba College; M.A., UNC-Greensboro
Martin, Jeania	Director of Admissions
Martin, Mike	Evening Security Officer
McCoy, Andell	Counselor, CCR & Advanced Manufacturing & Industrial Technology
McDaniel, Terry	Faculty Communications Manager, Health & Public Service Continuing Education Programs
McIlwaine, Tammi	Dean of Pre-College/SEC Liaison
	◆ A.A.S., Stanly Community College; B.S., Gardner Webb University; M.B.A., Pfeiffer University
McManus, Terry	Tech Support Manager
McMillan III, John	Instructor, Developmental Math
	◆ B.S., Appalachian State University; M.S., UNC-Charlotte
Measmer, Bobby	Mechanic
Miller, Kim	Instructor, Sociology
	◆ M.A., UNC-Charlotte
Morton, Jamie	College & Career Readiness Data Technician
Myers, Brigitte	Department Head/Instructor, Math
	◆ B.S., Appalachian State University; M.A., Appalachian State University
Myers, Robert	Program Head/Instructor, Cyber Crime Technology
	◆ A.A.S., Catawba Valley Community College; A.A.S., Stanly Community College; B. S., Fayetteville State University; Certifications: ACE, CITRMS
Nelson, Elaine	Instructor, English
	◆ B.A., UNC- Charlotte; M.A., UNC-Charlotte

Nichols, David	Instructor, Chemistry ◆ B.S., California Institute of Technology; M.A., Columbia University; M.Phil., Columbia University
Nicks, Tanya	Instructor, Psychology ◆ M.A., Western Carolina University
Osborne, Cyndie	B-K Program Head/EDU Online Program Coordinator ◆ B.A., UNC-Charlotte; M.Ed., UNC-Charlotte; Certifications: B-K Licensure, Level III Administrator, Environmental Rating Scale Training
Osborne, Shelley	Purchasing Agent
Parmer, Dan	Associate Dean, Engineering Technologies; Program Head/Instructor, Computer Engineering Technology ◆ A.A.S., Copper Mountain College; B.S., Southern Illinois University; M.S., Bellevue University; Certifications: Certified Computer Examiner (CCE), CompTIA A+, CompTIA NET +, MOS Excel 2000, BICSI Level II Cable Installer, A+ Service Technician, Cisco Networking Academy Voice and Data Cabling, CAT Fiber Optic Training, DCI; MS EXCEL 2013
Parsons, Jeff	Associate Vice President, Advanced Manufacturing & Industrial Technology ◆ B.S.M.E, UNC – Charlotte, M.S.M.E, UNC-Charlotte
Peifer, Michelle	Director of Marketing & Communications
Perkins, Gail	Director of Auxiliary Services/Purchasing
Pollard, Joe	E-learning Activity Coordinator
Poole, Austin	Webmaster
Poole, Cindi	Coordinator of Curriculum Student Records
Poplin, Dustin	Network Manager
Poplin, Michelle	Director of Registration and Student Information
Preslar, Melissa	Financial Aid Associate I
Pryor, Marcus	Assistant Dean of Students & Career Placement
Reeder, Andrew	Instructor, Accounting ◆ B.S., UNC-Greensboro; M.S., University of Phoenix
Richards, Sonny	Program Head/Instructor, Biomedical Equipment Technology ◆ A.A.S., Stanly Community College; Certifications: CBET
Rickaby, Mary	Continuing Education Records Technician
Ritchie, Tabitha	Administrative Associate, School of Advanced Manufacturing & Industrial Technologies
Roberson, Kara	Instructor, Mathematics ◆ B.S., Wingate University, M.S., UNC-Wilmington
Rowell, Cheryn	Instructor, Criminal Justice ◆ A.A.S., Stanly Community College, B.S., Pfeiffer Univ.; M.S., East Carolina University

Russell, Donna	Bookstore Technician
Safrit, Chuck	Instructor, Electronic Engineering Technology
	◆ A.A.S., Cape Fear Community College; B.S., Thomas Edison State College Certifications: Manufacturing Automation Education; Allen-Bradley SLC 500 PLC, Rockwell RSLogix 500 Software; UNIX Fundamentals, INFORMIX Online Server; USCG Academy Radio-Navigation Engineering
Sample, Mark	Director of Media Services
Saunders, Marlene	Executive Director of College Accountability and Title III Project Director
Sawyer, Caroline	Coordinator of Student Support for the School of Transfer
	◆ B.A., Pfeiffer University; M.A. UNC-Charlotte
Schulz, Jonathan	Technician of Agency/Accounts Receivable
Shaver, Holly	Coordinator, Health & Public Services CE Programs
Shelton, Jaime	Instructor, Early Childhood Associate
	◆ A.A.S., Stanly Community College; B.A., UNC-Charlotte: M.Ed., UNC-Charlotte; Certifications: B-K Licensure
Shields, Suzanne	Coordinator of College and Career Readiness Technology
Shue, Susan	Library Technician
Simpson, Jamie	Accountant
Smith, Ashley	Executive Aide to the President/Governmental Affairs
Smith, Cynthia	Accounts Receivable/Financial Aid Technician
Smith, David	Instructor, Cosmetology
	◆ A.A.S., Stanly Community College; Certifications: NC Board Cosmetologist; NC Board Cosmetology Teacher License
Smith, Jerry	Coordinator of Institutional Planning & Assessment
Smith, Ted	Director of Security
Sperling, Michael	Associate Dean, Business & Career Technology; Program Head, Accounting & Business
	◆ A.A.S., Suffolk County Community College; B.B.A., Northwood University; M.A.C.C., Florida Atlantic University
Swaringen, Jeff	Instructor, Electronics Engineering Technology/CAD
	◆ A.A.S., Stanly Community College; B.S., UNC-Charlotte; M.S., Bellevue University Certifications: Master of CAD-CADD1
Tamberelli, Frank	Director of Small Business Center
Thompson, Micki	CCR/ESL Testing Transitions Coordinator
Treece, Brian	Maintenance Technician I
Trogon, Gena	Instructor, Cosmetology
	◆ A.A.S., Randolph Community College
Turner, Candace	Cashier/Data Technician

Utley, Debbie	Coordinator of Student Resource Center – Crutchfield Education Center
Vanhoy, Lydia	Payroll Specialist
Washburn, Chassity	Director/Instructor, Nursing
	◆ B.S.N., UNC-Charlotte; M.S.N., UNC-Charlotte
Watson, Gonda	Instructor, Computer Technology
	◆ B.S.C., University of Liberia, West Africa; M.S., University of Strayer, District of Columbia
Whitley, Blair	Instructor, Nursing
	◆ B.S.N., Lenoir-Rhyne College; Graduate Cert. in Nursing Education, UNC-Charlotte
Whitley, Heather	Instructor, Medical Assisting
	◆ A.A.S., Stanly Community College (MA): A.A.S., Stanly Community College (ADN)
	Certifications: CMA (AAMA), RN
Willamor, James	Information Security Manager
Witschey, Amy	Director of Clinical Education, Respiratory Therapy
	◆ B.S.R.T., Wheeling Jesuit University; Certifications: RRT, RCP

APPENDIX

COLLEGE POLICIES & RULES

3.01.00

Academic Probation Policy

Approved By and Date: Board of Trustees 7-24-14
Executive Leadership Team 6-23-14
ICore 6-11-14

Student learning and success are at the core of Stanly Community College's (SCC) mission. Students who maintain a 2.00 cumulative Grade Point Average (GPA) are classified as making satisfactory academic progress. If a student's cumulative GPA falls below a 2.00 at the end of a semester, the student will be placed on academic probation. During academic probation, a student is expected to achieve a minimum GPA of 2.00 each semester until he/she returns to a cumulative GPA of 2.00 or above. In order to promote student success and the improvement of a student's GPA, course loads will be limited based on the student's current cumulative GPA. Some SCC programs may have more rigorous academic progress criteria. It is the student's responsibility to be aware of and meet all requirements related to satisfactory academic progress and/or academic probation.

Academic Probation Procedures (Revised)

Approved By and Date: Executive Leadership Team 6-23-14
ICore 6-11-14

1. Student will be sent an email to their student email account containing a notice of academic probation status, the parameters of academic probation and the appropriate contact information for their assigned coach with instructions to contact their advisor to create a MAP and select courses for registration.
2. Student will be responsible for contacting their advisor to create a MAP and discuss appropriate courses for registration. Advisors will use the following criteria to assist students in course selection.

Registration guidelines:

Current Cumulative GPA 0.00 – 0.99 = can register for 1 course or a max of 4 credit hours
Current Cumulative GPA 1.00 – 1.50 = can register for 2 courses or a max of 6 credit hours
Current Cumulative GPA 1.51 – 1.99 = can register for 3 courses or a max of 9 credit hours

Seated courses are preferred for students below 1.5 GPA. However, if this is not an option, use discretion as to whether online classes are doable based on the student's past record. If so, credit hours may need to be reduced to compensate for increased course load.

3. If a MAP has not already been created, students will work with their advisor to create a MAP at that time. (The academic plan may include, but not be limited to such options as repeating failed courses, seeking tutoring or developmental course work, changing program of study, or limiting the course load in order to improve the student's grade point average.)
4. Student will contact the appropriate assigned coach with the course selections reviewed with advisor. The Coach will register the student for the courses based on this communication. In high demand times registration for courses may not be immediate. Students will need to plan ahead to ensure course selection and prompt registration.
5. When the student's cumulative grade point average reaches a 2.00, he/she will no longer be on academic probation. All holds related to academic probation will be removed at that time.

3.03.00

Catalog of Record Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>2-20-14</u>
	<u>Executive Leadership Team</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-18-13</u>

Stanly Community College strives to provide a seamless route for students toward educational goal attainment. In support of this, the catalog that is current when the student enrolls at the College is the catalog of record.

Catalog of Record Procedures

Approved By and Date:	<u>Executive Leadership Team</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-18-13</u>

1. A student may graduate under the provisions of his or catalog of record or a subsequent issue upon completing a Request for Transfer to Revised Curriculum Outline available through the Office of Enrollment Management.
2. A student missing two contiguous semesters of attendance must graduate under the provisions of the catalog in effect on his or her last reentry date or a subsequent issue.
3. A student who changes his or her program of study will come under the provisions of the catalog in effect at the time of the change or a subsequent issue.
4. The College reserves the right to make changes and substitutions to any SCC college catalog.

Career and College Promise Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-11-13

Stanly Community College believes that students currently enrolled in secondary education should have potential pathways to obtain college credits as they work to complete their secondary credential. Pathways currently available at Stanly Community College for students interested in this goal include Stanly Early College and the Career and College Promise Program. The Career and College Promise Program has replaced all other previously used programs for dual enrollment.

Career and College Promise Procedures

Approved By and Date: Executive Leadership Team 12-19-13
 ICore 12-11-13

The Career and College Promise offers three different methods for high school students to take college classes.

1. Rising 9th graders can go through the application process for admittance to Stanly Early College. There is a strict deadline for filing an application to Stanly Early College and the application time line is noted on the early college website. If admitted to Stanly Early College as a rising 9th grader, the student will be exposed to not only the high school curriculum but also to college curriculum of one of Stanly Community College’s associates programs.
2. Qualified junior and senior high school students may take college classes to complete a 30+ hour College Transfer Pathway. The College Transfer Pathway consists of courses transferable to institutions within the UNC System Institutions and many of NC's Independent Colleges and Universities.
3. Qualified junior and senior high school students can take college classes in a career and technical pathway that may lead to a credential, certificate or diploma.
4. Qualified freshmen and sophomore high school students may take college classes in Industrial Technologies (40xxx_) or Engineering Technologies (50xxx_). These courses may lead to a career and technical credential, certificate or diploma.

To participate in the Career and College Promise program, the high school guidance counselor should be contacted to determine if the student is eligible.

3.04.00

Class Attendance Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-18-13

Class attendance is an integral part of the learning process, and each student is expected to attend all classes for which he or she is registered. Class attendance prior to the 10% point (census date) of the class is required. Seated, internet, and hybrid classes may have different requirements for satisfying census date attendance.

Class Attendance Procedures

Approved By and Date: Executive Leadership Team 12-19-13
 ICore 12-18-13

Curriculum Courses

1. Students must attend at least one class or Log in to an online class by the census date (10 percent point) and submit an academic activity. If not, the student will be dropped from the course.
2. Absences do not relieve the student of responsibility for meeting the requirements of the class.
3. Students may be withdrawn by the instructor if class requirements are not being met.
4. Any student who is absent for a consecutive and prolonged period of time regardless of contact with the instructor will be withdrawn.
5. College policy defines a minimum consecutive and prolonged period of time as a two-week period for 16-week classes and a one-week period for all other term lengths.
6. Some classes may specify stricter attendance policies.
7. Student auditing classes must adhere to the same attendance policy as other students.
8. Out of respect for individual religious convictions, the College will allow two excused days of absences per academic year. At least two weeks prior to the planned absence, the student must submit written notice to all instructors for the term. The notice will include the specific date(s) he/she requests as a religious observance. The student will be given the opportunity to make up any class work, clinical/work based learning hours, or tests missed during the excused day(s).

Continuing Education Courses

1. Students must attend at least one class meeting or login to an online component of the class on or before the census date. If not, the student will be dropped from the course. Any exceptions would need to be presented to the Office of Enrollment Management for approval. It is the instructor's responsibility to abide by this policy.
 2. Students must attend at least 80% of the course to receive credit.
 3. Course hours missed due to inclement weather, instructor absence or other factors must be made up by one of the following options at the discretion of the instructor in conjunction with the course coordinator:
 - a. Adding additional class hours on an hour for hour basis for those missed
 - b. Adding additional outside class assignments which approximate the hours missed
 - c. Adding additional class hours and a combination of outside assignments which approximate the hours missed
-

Communicable Disease Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-11-13

Stanly Community College actively promotes the good health, safety and well-being of students and employees to such extent or degree as possible while prohibiting discrimination against persons afflicted with communicable diseases.

Communicable disease is defined as any condition which is transmitted directly or indirectly to a person from an infected person or animal through the agency of an intermediate animal, host, or vector, or through the inanimate environment. Communicable disease includes, but is not limited to: influenza; tuberculosis; conjunctivitis; infectious mononucleosis; acquired immune deficiency syndrome (AIDS), AIDS-related complex (ARC), positive HIV antibody status; hepatitis A, B, C and D; meningitis; community associated methicillin-resistant staphylococcus aureus (CA-MRSA); and sexually transmitted diseases.

Communicable Disease Procedures

Approved By and Date: Executive Leadership Team 12-19-13
 ICore 12-11-13

1. Persons who know or who have reason to believe they are infected with a communicable disease have an obligation to conduct themselves in accordance with such knowledge in order to protect themselves and others.
 2. Students and employees who have communicable diseases, whether symptomatic or not, shall be allowed regular classroom and work attendance in a non-restrictive manner as long as they are able to attend classes and/or work and do not pose a medically proven threat for transmission of the disease or condition.
 3. When there is no medical justification for restricting the access of students and employees who have communicable diseases, they shall be allowed access to all College facilities and services.
 4. All medical information related to the communicable diseases of students and employees shall be kept confidential and no person, group, agency, insurer, employer, or institution shall be provided any medical information without the prior, specific written consent of a student or employee unless providing such information is required by state and/or federal law.
 5. The College will establish and implement a program to inform members of the College community about current information regarding communicable diseases.
-

Computer and Network Use Policy

Approved By and Date: Board of Trustees 2-20-14
Executive Leadership Team 12-19-13
ICore 12-11-13

In order to preserve the utility and flexibility of the technology systems, protect privacy of Stanly Community College financial information, student records, electronic documents of faculty and staff, and to preserve access to the global Internet, the College publishes guidelines that govern the use of the computer and network system for all users.

Computer and Network Use Procedures

Approved By and Date: Executive Leadership Team 12-19-13
ICore 12-11-13

- GENERAL USAGE
 - Faculty, staff, and students with authorized accounts may use the College's computing facilities, including transmissions over the campus network; for scholarly purposes and official campus business so long as such use does not (1) violate any law or College policy or (2) involve significant use of College resources or interfere with the performance of College duties.
 - Public use of computer equipment is limited to those located in the Learning Resources Center and Student Success Center. Other use of computer equipment or facilities by family or friends is not allowed.
 - Unauthorized software applications are prohibited from being used on College computers without written authorization from the network support department. Unauthorized software may be removed without notification. Unauthorized software includes any software that the college does not own. All software on college computing systems must be authorized by the Vice President for Information Technology Services.
 - User data saved on SCC desktops or laptops is not backed up and not guaranteed to be accessible.
- COMMUNICATION
 - Use of electronic mail or other network communication facilities to harass, offend, or annoy other network users is forbidden. This includes the practice of writing or forwarding of chain letter type communications or other non-solicited correspondence. See the Email Use Policy for the appropriate uses of College email accounts.
 - Transferring copyrighted materials to or from any system or via the network without express consent of the owner may be a violation of federal law and is a felony under state law.
 - Electronic mail, information passing over the College network, and information stored in user accounts are the property of the institution. The current administration considers this information private and confidential. Although this type of information must be accessed by system personnel for the purpose of backups, network management, etc., the content of user

files and network transmissions will not be viewed or altered without the express permission of the user except in the following circumstance:

- The College has reason to believe that an account or system has been breached and is being used for unauthorized activities.
- The College has received a complaint that someone is trying to gain unauthorized access.
- The College has reason to believe that an account or system is being used in violation of College policy or federal or state law.

- **INTERNET USAGE**

- The provision of open access to the information available via the Internet does not imply that SCC approves, condones, endorses, or accepts responsibility for its content.
- SCC does not guarantee the validity or reliability of any information accessed via the Internet.
- SCC faculty and staff may observe Internet use that is deemed inappropriate for student/public computer workstations located in the library or labs. In such cases, the user will be asked to refrain from accessing that site. Repeated abuse in the usage of Internet resources may lead to suspension and/or legal action.
- Access to information via the Internet is provided for the purpose of supporting academic research or activities that support the SCC instructional program. SCC faculty and staff may ask anyone who is using the Internet for entertainment to relinquish the computer workstation to a user who needs it for research or to support an instructional assignment.

- **SECURITY**

- It is every user's responsibility to protect his or her account from unauthorized use by changing his or her password periodically and by using passwords that are not easily guessed. Users should not allow any person to use their passwords or to share their accounts.
- Any action to circumvent network security or gain access to the system through any unauthorized means is forbidden and may lead to suspension of a person's rights to use the College network. Any employee whose rights to use the network have been restricted may be terminated. Employees or students who try to gain entry to the network illegally may have their network rights suspended. In the case of an employee, this could lead to termination.
- Security violations should be reported to any member of the Information Technology Services Department. The Vice President for Information Technology Services will contact the affected users regarding concerns and corrective measures. Additionally, an incident report will be completed and sent to the appropriate Vice President.

- **VIOLATIONS**

- Violations of policy will be treated as academic misconduct, employee misconduct, misdemeanor, or felony as appropriate.
- For noncriminal matters, a violation could result in suspension of the user's access rights. A second violation will result in permanent suspension of access privileges.
- Misdemeanor or felony charges may be prosecuted to the fullest extent of the law and may result in immediate and permanent loss of privileges.
- Student disciplinary proceedings will be initiated against student violators.
- Stanly Community College faculty and staff, where appropriate, may also face sanctions cited above. In addition, violations of the policy may lead to sanctions up to and including termination.

Copyright Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>2-20-14</u>
	<u>Executive Leadership Team</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-18-13</u>

The purposes of the Stanly Community College (SCC) Copyright Policy are to

1) establish the requirement for all SCC employees and students to comply with federal copyright laws; 2) to meet the requirements of the Technology, Education, And Copyright Harmonization Act (TEACH Act); and 3) prohibit the unauthorized duplication and distribution of copyrighted works through peer to peer file sharing on campus networks in accordance with the Digital Millennium Copyright Act (DMCA) of 1998.

Any SCC employee or student that does not adhere to this policy is subject to disciplinary action. Violators of the policy are also subject to civil and criminal penalties for violation of federal copyright laws. Anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages (Title 17, United States Code, Sections 504, 505).

Copyright Procedures

Approved By and Date:	<u>Executive Leadership Team</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-18-13</u>

I. Definitions

A. Copyright

Copyright is a legal term that grants the creator of an original work exclusive rights to its use and distribution, with the intention of enabling the creator to receive compensation for his work.

The creator also has the right to be credited for the work, who may adapt the work, who may perform the work, and other related rights. In order to be protected by copyright, a work must be:

- Original
- Creative
- A work of authorship (literary, musical, dramatic, choreographic, pictorial, audiovisual, architectural, sculptural, etc.)
- Fixed (in a tangible medium of expression – ex: written on a piece of paper or digitally recorded)

B. Fair Use Doctrine

Described in Section 107 of the Copyright Act of 1976, this doctrine allows for certain uses of copyrighted works, without permission or payment, for purposes such as criticism, comment, news reporting, teaching (including, in some instances, multiple copies for classroom use), scholarship, or research. Fair Use applies to all forms of media (film, web content, paper, etc).

C. TEACH Act

The Technology, Education, And Copyright Harmonization Act was passed in 2002, and allows educators to perform or display copyrighted works in distance education environments, provided that all TEACH Act requirements are met (see Section IV of this policy).

D. Online Teaching

This term refers to any instruction that involve an online component. This includes classes that are delivered completely online, but also those that contain a combination of online and other delivery methods.

E. Peer-to-Peer File-Sharing

This type of file-sharing refers to the distribution and sharing of digital documents and computer files using the technology of peer-to-peer networking. The process allows users to access media files such as books, music, movies, and games using specialized peer-to-peer software programs. This practice is strictly prohibited.

II. SCC Copyright Guidelines in accordance with the Fair Use Doctrine

A. Printed Materials

1. Faculty may make one copy of the following for instructional use in the classroom:
 - a chapter from a book
 - a journal/periodical article
 - a newspaper article
 - a short poem (less than 250 words/not more than two pages)
 - a short essay or a short story (complete and less than 2,500 words or an excerpt not more than 1,000 words or 10 percent of the work, whichever is less, but a minimum of 500 words)
 - a single chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper
2. Faculty and staff must adhere to the following restrictions in making multiple copies without permission from the copyright owner:
 - Anthologies, compilations, or collective works may not be used for replacement, creation, or substitutions.
 - Work shall not be copied for any reason. Examples of consumable works are workbooks, exercises, standardized tests, test books, pre- and post-test booklets, and answer sheets.
 - Unauthorized copying must never be directed by an administrator.
 - Repeated copying of the same item from semester to semester is not allowed.
 - Copies should never be made to substitute for the purchase of materials.
4. Multiple copies are allowed in the following instances:
 - Each copy includes a notice of copyright; it is a selective copy of any one item and no charge is made to the student (unless it is the actual photocopying charge).
 - The copying is an inspiration of an instructor and for a one time only occasion when timely permission for said copy cannot be granted.
 - No more than one poem (short), article, story, or essay or two excerpts from the same authors are copied.
 - No more than three works may be copied from the same collective work or volume.
 - No more than nine instances of multiple copying for one course during one class in a given semester.
5. The institution is authorized to make copies of materials as necessary to comply with ADA to meet needs of visually impaired students.

B. Video and Audio

1. To utilize video recordings made from Public Broadcasting companies, the following must be met:
 - Recording must be performed by College personnel.
 - Videos must be used for instructional purposes.
 - Videos must be shown within a ten-day period and erased.
 - Recordings made at home and used in the classroom must be used and erased in a ten-day period.
2. Videos rented at a video store and labeled “For Home Use Only” cannot be shown on campus.
3. Videos purchased with College funds may have one back-up copy made.
4. It is illegal to videotape a 16-mm film.
5. Audio recordings (music): An entire work cannot be recorded—only 10 percent of the song, record, album, etc. is permitted to be recorded and used for instructional purposes.

6. Instructional video recordings: One per student may be made if permission is given from the publisher.
- C. Print/Graphics
 1. Workbooks, activity sheets, or any other copyrighted consumable material may not be reproduced.
 2. Only one copy may be made for a transparency for classroom use.
 3. No one shall make multiple copies of copyrighted materials from the Library (*inclusive of out-of-print text*).

III. Works Not Copyrighted

The following items are not subject to copyright laws:

1. Facts, ideas, URLs
2. Processes, methods, systems, and procedures
3. Titles
4. All works prepared by the United States Government
5. Constitutions and laws of State governments
6. Works in the public domain – works that are no longer copyrighted due to one of three reasons:
 - Copyright has expired
 - Creator failed to properly establish copyright
 - Work was published by the US government

IV. Online teaching and TEACH Act

When determining whether materials are allowable for use in online teaching, each of the following requirements must be in place:

1. Teaching must occur at an accredited, nonprofit educational institution.
2. Only lawfully acquired copies may be used.
3. Use is limited to performances and displays. The TEACH Act does not apply to materials that are for students' independent use and retention, such as textbooks or readings.
4. Use of materials must be within the context of mediated instructional activities.
5. The materials to be used should not include those primarily marketed for the purposes of distance education (ex: an e-book or a multimedia tutorial).
6. Only the students enrolled in the section should have access to the material.
7. Reasonable efforts must be made to prevent students from distributing the material after viewing it.
8. If a digital version of the work is already available, then an analog copy cannot be converted for educational use.
9. Students must be informed that the materials they access are protected by copyright.
10. The educational institution must have a policy on the use of copyrighted materials and provide informative resources for faculty advising them on their rights.

V. Peer-to-Peer File-Sharing

- A. Stanly Community College forbids the use of ad-hoc peer-to-peer file sharing programs to exchange copyrighted material while on the SCC network. Unauthorized duplication, use, or distribution of copyrighted materials, including music and video files is illegal under the DMCA. Failure to adhere is against the law and may result in the Federal Bureau of Investigation as well as the Recording Industry Association of America investigating and/or prosecuting alleged violations. This applies to all students, employees, and visitors using the SCC network.
- B. The SCC Information Technology Division, under the direction of the Chief Technical Officer will devise and maintain a plan for technology deterrents that may or may not include the following:
 1. A packet inspection solution for bandwidth shaping and traffic monitoring;
 2. Diligent response to DMCA notices to ensure active monitoring and categorization based on the source; and
 3. Utilization of web security appliances to block peer-to-peer websites that promote illegal file-sharing.

Credit Through Advanced Standing Policy

Approved By and Date: Board of Trustees 10-10-13
Executive Leadership Team 6-10-13
ICore 6-5-13

The college recognizes and values knowledge and skills gained in many ways. In addition to completion of credits at Stanly Community College (SCC) or the transfer of credits from other approved institutions of higher education, Advanced Academic Standing Credit may be earned by any or all of the following methods:

- 1. SCC Credit By Proficiency Examination,**
- 2. College Level Examination Program (CLEP),**
- 3. Advanced Placement Examinations (AP),**
- 4. Professional Certification, and/or**
- 5. Service Related Experience and Training**

Students who have gained knowledge and skills through continuing education courses, where no avenue for cross-walked credit exists, or work experiences alone may be eligible for advanced standing credit through the Credit by Proficiency Examination process.

Procedures for Credit Through Advanced Standing (Revised)

Approved By and Date: Executive Leadership Team 11-3-14
ICore 10-1-14

1. Credit By Proficiency Examination

Students who feel they are proficient in a subject may request to take a Proficiency Examination to receive credit for a course. Students completing the exam successfully will receive a grade of “CE” on their permanent transcript to designate credit by proficiency examination. No quality points will be awarded; consequently, the GPA will not be affected. The academic standards for credit by proficiency examination will be equivalent to the academic standards for the course. Students requesting credit by proficiency examination must have an active application on file at Stanly Community College. A maximum of five (5) courses may be awarded credit by proficiency examination.

Students who fall into the categories below will not be allowed to attempt credit by proficiency examination:

- Students who earlier attempted credit by proficiency exam for the same course
- Students requesting credit by proficiency exam after the deadline of thirty (30) days prior the start of the term in which the intended course is offered
- Students who previously attempted the course
- Students who are currently attending the course
- Students who do not meet the prerequisites for the course
- Students who do not have evidence that would indicate a level of existing capability for challenging the subject

Students requesting credit by proficiency examination must make the request to the Enrollment Management Department at least thirty days prior to the beginning of the semester in which the course is offered. The request must be submitted using the *Credit by Proficiency Examination Request Form* (found under Student Forms at www.stanly.edu). The student must fill out the top section of the form. Personnel in the Enrollment Management Department and the Program/Department Head will review the request to ascertain if student meets the criteria for attempting credit by proficiency examination, whether or not a proficiency examination can be offered for the course, and whether the student has successfully demonstrated a level of existing capability to challenge the subject.

If the student is not approved to take the exam, a representative from the Enrollment Management Department will notify the student of the decision.

If the student is approved to take exam, the Program/Department Head will indicate such on the Credit by Proficiency Exam Request Form and notify the student of the test date, time, and location. The Program/Department Head will notify the Business Office Controller with the student's name, Datatel ID, and the course prefix and number.

If approved, and prior to the exam, the student must remit a non-refundable payment of \$25 for each exam to the College's Business Office in Albemarle or the Crutchfield Campus. If the student wishes to pay online, s/he must first contact the Business Office at 704-991-0228. The student will receive a receipt (or notification) for payment which must be presented at the time of the exam.

At the time of the exam, the student will present with (1) a receipt showing payment for the exam and (2) a photo I.D. After the student has completed the exam, the Program/Department Head will be notified. Either the Program/Department Head or the exam administrator will enter the grade received on the CBE form, check registration status for the student, and sign the form. The completed form will be sent to the Enrollment Management Department representative who will enter the exam results in the student's record. If the student is currently registered for the course and passes the exam, the Enrollment Management Department representative will drop the student from the course.

2. College Level Examination Program (CLEP)

Stanly Community College awards credit to students who have passed certain College Board's College-Level Examination Program (CLEP) examinations at an acceptable level. These tests may be taken prior to enrollment or after a student has actually begun studies at the college. The following table outlines the credit acceptance and course equivalency:

CLEP Examination	Minimum Score	Course Equivalent
Business		
Principles of Accounting	47	ACC 120-Principles of Financial Accounting I
Principles of Management	46	BUS 137-Principles of Management
Composition and Literature		
Freshman College Composition	45 (450)	ENG 111-Expository Writing
Information Systems		

Information Systems & Computer Applications	45	CIS 110-Introduction to Computers
		CIS 115-Introduction to Programming and Logic
Mathematics		
College Algebra	46	MAT 171-Precalculus Algebra
Trigonometry	50	MAT 172-Precalculus Trigonometry
Social Science		
Introduction to Psychology	47	PSY 150-General Psychology
Introduction to Sociology	47	SOC 210-Introduction to Sociology

3. Advanced Placement Examinations (AP)

The College Entrance Examination Board (CEEB) sponsors an advanced placement program that enables high school students to complete college-level courses while still in high school. The CEEB examinations are offered in the high school by the Educational Testing Service (ETS). Stanly Community College will grant credit for the Advanced Placement tests conducted by the CEEB. Successful completion of the exam (score of 3 or higher) is required for awarding credit. Students desiring credit must have their scores submitted to the Enrollment Management Department for evaluation.

4. Professional Certification

Students enrolled at Stanly Community College who hold a current professional or vendor certification - for example, Microsoft, CISCO, etc., (not SCC certificate) - that correlates with course content for a curriculum class may submit a “Credit for Current Certification Request Form” to the appropriate Associate Vice President for the course. The student will be required to provide proof of current certification. The program head will then determine if the certification meets the requirements necessary to give credit.

5. Service Related Experience and Training

Certain departments – for example, Criminal Justice and Cyber Crime, may recognize combinations of professional certification, years of service related experience, and history of military training, agency training, or continuing education course completion. Students should inquire with the Program/Department Head for departmental policies associated with credit opportunities for related experience and training.

The Joint Services Transcripts provided after review by the American Council on Education (ACE) are reviewed for course specific equivalencies when credit for past military training is requested. Students who receive Continuing Education training at Stanly Community College may request curriculum credit for approved courses under certain conditions as listed below.

- The continuing education course requires at least the same student learning outcomes as the curriculum course as documented on the course syllabus.
- The continuing education course is at least equivalent in hours of instruction to the curriculum course as documented on the course syllabus.
- The credentials of the continuing education course instructor meet the College’s Faculty Credential Policy for the equivalent curriculum course.

- d. The continuing education course requires assessment of course work, evaluation of performance by exam, and attendance as documented on the course syllabus.
- e. Only Stanly Community College continuing education courses that have been pre-approved will be considered for curriculum credit equivalency. Continuing education courses approved for transfer to curriculum will be designated by adding the suffix **TR** to the course number. For example, WLD 310604**TR** would indicate a course section that is approved for transfer to curriculum (same SLOs, contact hours, and faculty credentials). WLD 310604 would indicate the course section did not meet the requirements for transfer to curriculum.
- f. Only continuing education units with a grade of “S” (satisfactory or equivalency to a grade of “C”) that have been earned within the last five years as documented on a Stanly Community College transcript will be considered for transfer equivalency.
- g. No more than seventy-five percent of a degree, diploma, or certificate may be earned with continuing education units that have been accepted for curriculum credit; the final twenty-five percent of any credential must be earned by completing curriculum education credit courses.
- h. Students requesting curriculum credit must meet admission requirements and be admitted into an associate in applied science degree, diploma, or certificate program of study. They must also be currently enrolled in at least one curriculum course in the degree program past the census date (10% date of the semester).
- i. No course substitutions are permitted. These continuing education courses will only be applied to their curriculum equivalent and may not be used to substitute for required coursework in any program.

ADDITIONAL NOTES REGARDING CONTINUING EDUCATION TO CURRICULUM CREDIT

- a. Students who register for curriculum courses will pay curriculum tuition and fees. Students who register for continuing education courses will pay continuing education tuition and fees. Students may not change their registration type beyond the posted schedule adjustment period.
- b. Students who register for curriculum credit may be eligible for federal financial aid and/or veterans benefits. Students who register for continuing education units are not eligible for federal financial aid and/or veterans benefits. Students will not be retroactively awarded financial aid for continuing education courses converted to credit.
- c. When continuing and curriculum education classes meet simultaneously with the same instructor, the instructor will complete and submit, to the Enrollment Management Department, continuing education and curriculum education attendance and final grade rosters. Continuing education students will earn a grade of “S”, to represent satisfactory completion of all course work at a level corresponding to a “C” or higher in the equivalent curriculum course. Grades of “U” will be given for course work below the level of “C” in the equivalent curriculum course. Curriculum students will earn letter grades as detailed in the College catalog and outlined in the course syllabus.
- d. When continuing education students are participating in a continuing education course that is approved for potential curriculum credit equivalency, instructors will assign a grade of “S”, to represent satisfactory completion of all course work at a level corresponding to a “C” or higher in the equivalent curriculum course. Grades of “U” will be given for coursework below the level of C in the equivalent curriculum course.

This procedure for granting curriculum credit for continuing education courses is effective beginning with the Spring 2015 semester.

It should be noted that other colleges may or may not grant transfer credit for courses completed at Stanly Community College under the advanced standing process.

Curriculum Credit Hour Policy

Approved By and Date: Board of Trustees 2-20-14
Executive Leadership Team 12-19-13
ICore 12-18-13

Stanly Community College provides instruction for each curriculum course based on the number of contact hours listed in the North Carolina Community College Combined Course Library (CCL). Instruction is delivered by a variety of methods, including traditional and online formats, or a combination of both. Students will attend course instruction and participate in outside studies to achieve the student learning outcomes. For every one hour of instruction, students are to spend a minimum of two hours outside of class reading, studying, completing assignments, and learning independently.

Curriculum Credit Hour Procedures

Approved By and Date: Executive Leadership Team 12-19-13
ICore 12-18-13

The North Carolina Community College System (NCCCS) restricts the number of hours in curriculum degrees, diplomas, and certificates as follows:

	Degree	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Credit Hours	64-76	36-48	12-18

Lab, clinical and work-based learning courses from the CCL convert from credit hours to contact hours per course using a multiplier of 16:

Labs - 2 or 3 hours per week over 16 weeks equals 1 credit hour.

Clinical - 3 to 5 hours per week for 16 weeks equals 1 credit hour.

Work-based Learning - 1 credit hour per 10 hours of work experience.

Academic programs offered online have the same total semester credit hours as the equivalent program offered in a traditional, seated environment or hybrid format and follow the NCCCS guidelines above. All courses within an academic program contain the same student learning outcomes, content, contact and credit hours regardless of delivery method.

Drop/Adds, Never Attended, Withdrawals Policy

Approved By and Date: Board of Trustees 4-11-13
Executive Leadership Team 1-14-13
ICore 1-09-13

Drop/Add Period

Courses may be added only during published dates as noted in the Academic Calendar. Courses may be dropped up to and on the census date for each class; which is also defined as the 10% point of the course. After the census date, a grade is required as published in the college catalog.

Never Attended

A student who has not attended at least one class period or logged into an online class and completed an assignment by the census date of the course will be dropped from the course roster for failure to attend. The instructor is required to initiate the process to drop a student who never attended a class. Grades are not applicable to students who never attend.

Withdrawals

After the drop/add period, a student withdrawing from a course is responsible for initiating an official course withdrawal through the Records and Registration Office or with the instructor of the course. No refunds are issued for withdrawn classes. Once the last date to withdraw has passed, students cannot request to be withdrawn; however, the instructor has the discretion to assign a withdrawal grade, or the grade earned.

Drop/Adds, Never Attended, Withdrawals Procedures

Approved By and Date: Executive Leadership Team 1-14-13
ICore 1-09-13

Drop/Add Period

1. Students may complete course changes via WebAdvisor, or they may obtain a drop/add form from the Records and Registration Office, complete the form, and submit it to the Records and Registration Office.
2. Students must fulfill any financial obligations that occur due to their schedule change.
3. To receive a 100% refund, the student must drop the course before the first day of the term.

Never Attended

1. The census date is shown on the class roster in WebAdvisor.
2. The “No Show” box should be selected in web attendance to indicate that the student has not attended.
3. The student will then be dropped from the course by the Records and Registration Office and removed from the official roster.
4. Only those students approved by the Executive Vice President of Educational Services will be eligible to remain in a class if they have not attended by the census date of the course.
5. To receive a 100% refund, the student must drop the course before the first day of the term.

Withdrawals

1. Students may withdraw from classes until the date indicated in the Academic Calendar, which will be approximately as follows:
 - Students can withdraw from 4-week classes approximately up to 1 week prior to the class's end.
 - Students can withdraw from 8-, 12- and 16-week classes approximately up to 2 weeks prior to the class's end.
2. Instructors should assign a withdrawal grade if a student:
 - Requests a withdrawal prior to the last date to withdraw, or
 - Has two consecutive weeks of absences before the last date to withdraw in a 12- or 16-week classes, regardless of contact, or
 - Has one consecutive week of absences before the last date to withdraw in 4 or 8-week classes, regardless of contact, or
 - Is not meeting the requirements of the course before the last date to withdraw.
3. Instructors are required to evaluate attendance weekly and process any withdrawals for absences within 48 hours after it is determined the student should be withdrawn, if the students have not withdrawn themselves. The instructor will put an "L" in web attendance indicating the student's last date; then issue a "W" (withdrawal) grade in WebAdvisor. In addition, the instructor will deny the student's access to Moodle, when applicable. For student withdrawals handled through the Records and Registration Office, an email will be sent to the instructor to inform him/her of the withdrawal.

5.01.00

Email Use Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-11-13

Communication using Stanly Community College (SCC) email systems is often perceived as official correspondence. This policy covers appropriate use of any email sent from a SCC email address and applies to all employees, students, vendors, and agents operating on behalf of SCC. The following email procedures have been established to minimize the risk of tarnishing the public image of SCC when sending email messages.

Email Use Procedures

Approved By and Date: Executive Leadership Team 12-19-13
 ICore 12-11-13

1. The SCC email systems shall not be used for the creation or distribution of any disruptive or offensive messages, including but not limited to, offensive comments about race, gender, disabilities, age, sexual orientation, pornography, religious beliefs and practice, political beliefs, or national origin. Employees or students who receive any emails with this content from any SCC email account should report the matter to the Vice President for Information Technology services immediately.

2. Faculty, staff and students with authorized accounts may use the SCC email systems for scholarly purposes and official campus business. Sending chain letters, non-institutional solicitations, or joke emails from a SCC email account is prohibited. Virus or other malware warnings and mass mailings from SCC shall be approved by the Vice President for Information Technology services before sending. These restrictions also apply to the forwarding of email received by a SCC employee or student.
3. SCC employees and students shall have no expectation of privacy in anything they store, send or receive on the SCC email system. SCC may monitor messages without prior notice. SCC is not obliged to monitor email messages.
4. Violations of this policy will be treated as academic misconduct, employee misconduct, misdemeanor, or felony as appropriate. For noncriminal matters, a violation could result in suspension of the user's access rights. A second violation may result in permanent suspension of access privileges. Misdemeanor or felony charges may be prosecuted to the fullest extent of the law and may result in immediate and permanent loss of privileges. Student disciplinary proceedings will be initiated against student violators and SCC faculty and staff, where appropriate, may also face sanctions cited above, up to and including termination.

Field Trip Policy

Approved By and Date: Board of Trustees 10/10/2013
Executive Leadership Team 07/08/2013
ICORE 06/26/2013

Stanly Community College recognizes the importance of off-campus learning experiences in fostering student development and enhancing the understanding of educational content. Enrolled students with appropriate status may participate in off-campus learning experiences.

Field Trip Procedures

Approved By and Date: Executive Leadership Team 04/13/2015
ICORE 04/22/2015

1. Field trips relate to course content.
2. At least two weeks prior to the field trip, a request must be submitted and approved by the appropriate Associate Dean and/or Associate VP.
3. Travel arrangements and van reservations must be coordinated through and approved by the office of the Vice President for Administrative Services.
4. If the planned field trip involves deviation in class schedules, such deviation must be coordinated with other instructors.
5. Students must complete and sign a Student Participation Form prior to the field trip.
6. A College-wide email will be sent as notification that students will be off campus.
7. Notification of the field trip will be placed on the classroom door on the day of the trip.
8. Allowed field trip participation by minors in curriculum programs, occupational extension offerings, and College and Career Readiness is limited and is subject to the following special provisions:

A. Stanly Early College or any Stanly County School students (Career and College Promise students) are subject to transportation restrictions and may not travel with Stanly Community College students.

B. If an entire Stanly Community College (SCC) class is comprised of Stanly Early College High School (SEC) students, the SCC instructor will complete a field trip request form, submit it to his/her Associate Dean and/or Associate VP, and send a copy to the SEC College Liaison. The SEC College Liaison will notify SEC administration of the field trip and SEC personnel will be responsible for having the student participation form completed for each participating student prior to the day of the field trip. SEC will provide transportation for the trip (SEC students may be transported only by state-approved carriers – vans & minivans are not approved carriers.)

C. High school students, including out of county and/or home school students may not travel with SCC students. Therefore, if a class consists of SCC students as well as any high school students, an alternative activity or assignment must be provided for those students. Parents or legal guardians will not be prohibited from providing independent transportation to a field trip location, but by doing so, assumes all liability and travel costs associated with the trip.

D. Club Related Travel may be allowed for SCC students who are minors but have graduated from high school. The student's official graduation from high school must occur before the date of the trip.

E. All minors granted permission to travel are required to have the Student Participation Form and Permission Slip completed and signed by a parent or guardian.

2.05.00

Free Speech and Public Assembly Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>2-20-14</u>
	<u>Executive Leadership Team</u>	<u>1-2-14</u>
	<u>ICore</u>	<u>12-30-13</u>

Stanly Community College encourages its community to exercise the right to freedom of speech granted by the First Amendment to the Constitution of the United States of America. This policy informs members of the College community and the public of the manner in which they may engage in constitutionally protected speech and expression at SCC. It is intended to protect one's right to freedom of speech without interfering with the primary educational purpose of the College.

The College will protect the rights of freedom of speech, petition, and peaceful assembly. The right to restrict the time, place, and manner of expression is specifically reserved for the College. Any acts that are disruptive to normal operations of the College including but not limited to instruction or College business, or actions that interfere with the rights of others will not be tolerated. Faculty, staff, and students engaging in disruptive activity will be subject to disciplinary action. Any participant in a disruptive activity may face criminal charges.

interfere with the ability of the person or entity reserving an area for free speech/expression to express themselves.

- e) Marches: Campus marches are permitted on campus only with the approval of the Vice President of Administrative Services/CFO in coordination with the Director of Security. In order to ensure the safety of participants and bystanders and to minimize the disruption of College classes and daily operations, this request must specify the desired march route and estimated total/maximum number of participants. Pickets/marchers must march in single file, not abreast. Minor children, six years of age or younger, may walk abreast or be carried by their parent or guardian. Pickets shall not at any time nor in any way obstruct, interfere with, or block persons entering or exiting vehicles; persons crossing streets or otherwise using the public way; the entrance or exit of any building or access to property abutting the street or sidewalk; or pedestrian or vehicular traffic.
4. Those who exercise free speech as a part of this policy must conduct themselves in an appropriate manner.
 - a) Those who exercise free speech as a part of this policy must not:
 - Threaten passers-by
 - Interfere with, impede, or cause blockage of the flow of vehicular or pedestrian traffic.
 - Interfere with or disrupt any other lawful activity in the same general location at the same time.
 - Commit any act likely to create an imminent safety or health hazard.
 - Post materials on any walls, windows, doors, sidewalks, trees, light poles, etc., or any other College equipment except in areas designated by the Director of Auxiliary Services.
 - Carry signs or placards that exceed three feet by three feet promoting the objective of the activity. They must not contain obscene language or words that would tend to incite violence.
 - b) Public speech or activities likely to incite or produce imminent lawless action or that are, under current legal standards, either defamatory or obscene are prohibited. Violations of the SCC Student Code of Conduct are prohibited.
 - c) Individuals who damage or destroy College property shall be held responsible for such damage or destruction. This includes lawns, shrubs, trees, etc.
 - d) All applicable College regulations, state, and federal laws and municipal ordinances apply when engaging in activities on College property. Failure to do so may result in immediate removal from College property and other appropriate action by College officials and/or police.
 5. Persons engaged in Free Speech or Public Assembly activities shall not physically interfere in the use of the sidewalk or use obscene, indecent, or threatening language to or at individuals to provoke them or lead to a breach of the peace.

Whenever free passage is obstructed by a crowd, the persons composing such crowd shall disperse when directed by College officials, security, or police. Failure to do so may result in disciplinary action and/or criminal prosecution.

General Admission Policy

Approved By and Date: Board of Trustees 02/20/2014
Executive Leadership Team 12/19/2013
ICORE 12/11/2013

As a member institution within the North Carolina Community College System, Stanly Community College practices an open door admissions policy. Admission to the college does not guarantee acceptance to the program of choice or guarantee continued enrolment in the college. The program appropriate for an applicant is dependent upon the applicant's specific interest and level of education. Undocumented immigrants may enroll in SCC under the conditions outlined under 1D SBCCC 400.2.

Stanly Community College may deny admission to a student who is under current suspension or expulsion from another educational entity. If the suspension or expulsion is for non-academic disciplinary reason(s), the student may request a review of the circumstances surrounding the suspension or expulsion. Students requesting a review must provide Stanly Community College with an official statement from the educational entity where the suspension or expulsion occurred explaining the term and circumstances of the sanction. Transfer students must be eligible to return to the last institution attended. Stanly Community College has the authority to evaluate whether an applicant has exhibited behavior or made statements that would constitute an articulable, imminent, and significant threat to the applicant or others. If an applicant has demonstrated behavior that is threatening consistent with 1D SBCCC 400.2, then Stanly Community College has the authority to deny admission to that applicant because of the articulable, imminent, and significant threat and not because of any disability that individual may have. Applicants denied admission pursuant to 1D SBCCC 400.2 that request a review, must submit an appeal in writing to the Stanly Community College President.

Stanly Community College subscribes to the use of multiple measures to place students in curriculum courses. The use of multiple measures to evaluate an applicant for placement into college level courses includes placement (assessment) testing and examination of other student data. Applicants who have graduated from a legally authorized NC high school within the last five years and present an official transcript with an un-weighted grade point average of 2.6 or higher and appropriate high school code notations may be exempt from placement testing. Students with the qualifying criteria above with an un-weighted grade point average between 2.6 and 2.99 may be subject to required interventions designed to assist them in successful completion of their college-level courses.

General Admission Procedures

Approved By and Date: Executive Leadership Team 04/13/2015
ICORE 04/01/2015

Procedures applicable for admission to certain types of offerings are as follows:

College and Career Readiness

Individuals who are sixteen or older who do not have a high school diploma may enroll in College and Career Readiness classes to earn a secondary degree or to enhance basic life skills. Others may enroll to learn to speak English. Those who are seventeen or younger must have proper authorization to enroll in College and Career Readiness classes.

Continuing Education

Individuals who are at least eighteen years old and meet the college's general admission requirements may enroll in continuing education courses. However, some continuing education courses or programs have entry requirements that exceed the general entry requirements. Additionally, individuals who are sixteen or seventeen may enroll in continuing education courses on a semester by semester basis.

Curriculum Programs

Individuals applying to a curriculum program of study must be a high school graduate. A high school equivalency exam certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a high school diploma.

Applicants who do not wish to pursue a degree, diploma or certificate may apply as a Special Credit student (see Special Credit Admissions).

Admission to the college does not guarantee acceptance to the program of choice or guarantee continued enrollment in the college. Selected programs operate under limited enrollment restrictions, including but not limited to the Basic Law Enforcement Training Program as well as Health Sciences Programs. Applicants to such programs will be admitted initially as a Pre-Major student until they have met the specific requirements and have been selected for the program's next available start term. Limited enrollment programs have specific deadlines that must be met in order to be considered for the next available start term. Contact the Admissions Office for detailed admissions requirements for these programs.

Admission to Associate Degree, Diploma, and Certificate Programs

1. Submit a properly completed Application for Admission to the Admissions Office at Stanly Community College (SCC).
2. Submit an official transcript of an earned high school diploma (i.e., secondary, academy, etc.) or provide a high school equivalency certificate to the Admissions Office at Stanly Community College.
3. Applicants who plan to receive Veterans' Administration (VA) Educational Benefits must list all post-secondary schools (colleges) attended and submit official transcripts from each. These transcripts should be submitted to the Enrollment Management Office for review prior to enrollment and will be shared with the Financial Aid Office. If a student has received or is receiving VA benefits for a class at Stanly Community College, but his/her transcript shows an equivalent course that is eligible for transfer credit, the SCC class will be removed from the VA certification and result in a balance owed by the student.
4. Once the application has been processed and the student admitted, the newly admitted student must complete the remainder of the enrollment and registration process found on the college's website and in the catalog.

Special Credit Admission

The special credit classification is designed for those students who wish to enroll in a curriculum course (or courses) but not pursue a degree, diploma, or certificate. Special credit students must complete and submit an Application for Admission indicating "Special Credit" as their desired program of study. Official high school or college transcripts are not required, however, special credit students must prove they meet the pre-requisites for the course(s) they wish to register for, prior to registration. Official college transcripts are required for course transfer to satisfy the pre-requisite of a course.

Please note that special credit students are not considered degree seeking, therefore are not eligible for Title IV financial aid or veterans' educational benefits. Special credit students wishing to obtain a Certificate, Diploma or Associate Degree can do so by completing a Change of Curriculum form. At that time, they must meet all admissions requirements to continue as a degree seeking student.

A special credit student must maintain satisfactory academic progress and will fall under the guidelines of the Academic Probation Policy. (See the Academic Probation Policy on the college's website.)

Special credit students may not displace degree-, diploma-, or certificate-seeking students in classes with limited enrollment. Special credit students may be subject to administrative withdrawal and full refund of tuition and fees if class space is needed for degree-seeking students. Special credit students are not permitted to enroll in courses with prefixes beginning with WBL, PHM, COS, MED, MLT, NUR, RAD, or RCP. An exception is made for the following MED courses: 121, 122, and 134.

Readmission

Stanly Community College encourages all former students who left the College in good standing to enroll for additional study. However, readmission after withdrawal is not automatic. Students who have been out two terms or longer should contact the Admissions Office so their files may be re-activated. Students who re-enter the College after two continuous semester absences must do so under the current operating catalog. Students requesting readmission to allied health programs should request specific information regarding readmission from the Admissions Office. Former students desiring to re-enter who were withdrawn for academic or disciplinary reasons must request readmission through the Executive Vice President of Educational Services.

Admission Appeals

The Dean of Enrollment Management and Academic Support Services administers the admission and readmission policies. Individuals who wish to appeal an admission or a readmission decision may request the Executive Vice President of Educational Services to review such determination.

Career and College Promise - See Career and College Promise Admission Policy

Stanly Early College

Stanly Early College admission is based on a selection criteria and process developed by Stanly County Schools. Once students are accepted into Stanly Early College, students should submit a Stanly Community College admission application and complete the college placement test. For more details contact the Stanly Early College principal or the Stanly County School System website.

International Student Admission

Stanly Community College is authorized to admit international students who possess proper documentation for enrollment in U.S. colleges and universities. SCC assists international students in acquiring an F-1 (student) visa for entry into the U.S. after the student satisfies the requirements below:

1. The prospective student must submit to the College's admissions office a completed application for admission. An application for admission may be completed online and is available on the College's website at www.stanly.edu.
2. The prospective student must have official transcripts of secondary (high school) and post-secondary (college or university) academic work forwarded to the admissions office of Stanly Community College.

All transcripts must be translated in English and evaluated by an agency approved by Stanly Community College to evaluate international credentials. For a list of agencies approved by SCC for evaluation of international credentials, contact the College's admissions office at sccadmissions@stanly.edu.

3. The prospective student must have official TOEFL scores submitted to the admissions office of Stanly Community College. Minimum TOEFL scores for admission are: paper: 550, internet-based: 80.
4. The prospective student must submit to the admissions office of Stanly Community College written verification of adequate financial support during his/her studies at the College. Acceptable written verification may be in the form of an official bank letter stating that the estimated expenses, as determined by Stanly Community College, for one year of study at that college, are on deposit and are accessible to the student. Another form of written verification is an affidavit of support on which a third party agrees to provide all expenses for the international student during the student's studies at SCC. These expenses including but not limited to tuition and fees must be paid in full at the time of registration. The prospective student should consult with SCC's admissions office regarding which document will be used to verify financial support.

Once all the requirements listed above have been completed, the prospective student will be issued an I-20 which he must take to the U.S. Embassy in his native country and present to the Consular there. If approved by the Consular, the prospective student will receive an F-1 visa which permits him to enter the U.S. and enroll in classes at Stanly Community College for the period specified on the visa.

The process of acquiring an F-1 (student) visa may take 120 days or longer. It is therefore recommended that a prospective student begin the application process listed above at least six months prior to the semester in which he intends to enroll at SCC.

Because most programs at SCC start their new academic year in the fall semester, it is recommended that international students begin their studies in the fall semester. Prior to registration, F1 students must meet the pre-requisite requirements for the course in which they wish to register.

Admission for Non-U.S. Residents

Lawful Permanent/Temporary Resident

Students who are not U.S. Citizens but have secured a permanent resident card (green card) from the U.S. Citizenship and Immigration Services must present the card to the Admissions Office to be photocopied (front and back) and placed in the student's admission file. This admission requirement applies to all non-U.S. residents including but not limited to lawful permanent residents, temporary permanent residents, refugees and asylees. The student must also meet all admission requirements for his/her requested program of study. A lawful permanent resident may be eligible for financial aid and may meet the 12 month North Carolina residency status for tuition purposes.

Undocumented Immigrants

Students who do not have the necessary documentation proving U. S. Citizenship may still apply to SCC. The student must provide an official copy of his/her high school transcript. An official copy of an Adult High School program transcript is acceptable. A high school equivalency exam is not acceptable under the 1D SBCCC 400.2 guidelines. Undocumented students will be classified as out-of-state residents requiring that they be charged out-of-state tuition rates.

Grade Policy

Approved By and Date: Board of Trustees 2-20-14
Executive Leadership Team 12-19-13
ICore 12-18-13

Stanly Community College recognizes the value of student work by establishing a grading system and guidelines based on the quality of the work submitted by the student throughout the course with a cumulative grade earned at the completion of the course. All curriculum final grades, based on a four quality point system, are made available to the students electronically through their student accounts. Occupational Extension courses are based on a Satisfactory/Unsatisfactory grading system, with some grades based solely on attendance while others may have additional criteria to determine satisfactory completion. College and Career Readiness courses have grading systems based on the uniqueness of the program. All students have the right to review with the instructor their grades if concerns are expressed. Curriculum students may receive one grade forgiveness if they have experienced a lapse of enrollment at the College for a period of three consecutive academic years.

Grade Procedures (Revised)

Approved By and Date: Executive Leadership Team 3-16-15
ICore 3-4-15

1. Curriculum Grading System: Grades earned on course assignments are based on individual course grading systems. Final course grades earn quality points based on a four point system used to calculate grade point averages (GPA). Final grades consistent of the following options:

A	Excellent	4 quality points per credit hour
B	Good	3 quality points per credit hour
C	Average	2 quality points per credit hour
F	Failure	0 quality points per credit hour (must repeat course)
I	Incomplete	Will carry hours attempted and will be computed in GPA. Incomplete grades will be changed to an "F" grade on the first date of the next term, if course requirements are not met.
P	Pass	Hours are not included in determining GPA
R	Repeat	Hours are not included in determining GPA
NA	Never Attended	Hours are not included in determining GPA
W	Withdrawal	Hours are not included in determining GPA
AU	Audited	Hours are not included in determining GPA
SA	Satisfactory	Hours are not included in determining GPA
UN	Unsatisfactory	0 quality points per credit hour

PE	Credit Received by passing a proficiency exam	Hours are not included in determining GPA
AP	Advance Placement	Hours are not included in determining GPA
CE	Credit by Examination	Hours are not included in determining GPA
TC	Transfer Credit	Hours are not included in determining GPA

2. College and Career Readiness Grading System: College and Career Readiness (CCR) encompasses several different programs with unique grading systems. English as a Second Language (ESL) and Adult Basic Education (ABE) do not provide grades. The High School Equivalence Program (HSE) provides grades based solely on the high school equivalence tests in Mathematical Reasoning, Reasoning through Language Arts, Science, and Social Studies. A minimum of 150 on each test is required, and a combined score of 600 is necessary for a student to earn his/her high school equivalency. The Adult High School Program (AHS) provides daily progress reports on the quality and completion of the student's work. The AHS grading system: Students must have a 77 average for course completion. (The average is calculated with the final counting for 20% and the chapter tests/assignments counting for 80%. Students need to achieve a minimum of **70% on the final exam** before a course can be considered to be completed.)
1. Occupational Extension Grading System: Occupational Extension (OE) grades are earned based on attendance and/or other course unique criteria with final grades of Satisfactory, Unsatisfactory or Incomplete.
2. Incomplete Grades: An incomplete grade is a temporary grade of "I" that is given at the discretion of the instructor for incomplete course work in curriculum or occupational extension due to extenuating circumstances. Program heads will finalize the incomplete procedure given by an adjunct faculty. It is the student's responsibility to contact the instructor regarding work to be completed for the removal of the "I" grade. Program heads will sign the Instructor's request course for Incomplete Grade Form which specific's the required work to be completed. A copy of the form must be submitted to the Office of Enrollment Management to be attached to the final grade roster. A student receiving a grade of "Incomplete" in a given course must complete the required course work by the first day of the following term or the incomplete grade will be changed to an "F or UN" grade. An incomplete grade is computed as an "F" grade in the curriculum student's grade point average until completion of course work. An incomplete grade cannot be changed to a "W" under any circumstances.
3. Curriculum Course Auditing: Curriculum students who wish to audit courses shall be admitted on a space-available basis and shall not displace a credit-seeking student. No credit is awarded, and no examinations are required. A grade of "AU" is recorded to indicate audit. Attendance and participation in class is encouraged. Students must register officially and pay regular tuition. Students may not change from audit status or to audit status after the first week of classes without permission of the instructor. Students receiving financial aid, veterans' benefits, and/or other federally funded program benefits may not change to audit status after the third day of class. Courses with the prefix of MED, MLT, NUR, PHM, RAD or RCP may not be audited without the permission of the program head and/or the associate dean.
4. Grade Reports and Transcript Requests: All final grades will be posted to the student's account at the end of the grading period. Transcripts of coursework completed are the private property of the student and are protected under FERPA (Family Educational Rights and Privacy Act) regulations. Stanly Community College insures that these records are not released unless official authorization is granted by the student or they are subpoenaed by an agent of the court. Official authorization is defined as a written request signed by the student and mailed or faxed to the Office of

Enrollment Management (FAX: 704-991-0255). Transcript requests may also be made through the student's account. Every effort will be made to honor the request within 72 hours after receipt of the request. An official copy of the student transcript will be mailed to other colleges, employers, or the student provided all financial obligations to the college are satisfied. All requests should include a complete mailing address of the party to whom the transcript is to be mailed. Official transcripts will not be faxed.

5. Curriculum Grade Forgiveness: Students who have experienced a lapse of enrollment at the College for a period of three consecutive academic years may, upon reenrollment, make a request with the Office of Enrollment Management to have prior course work forgiven. The following criteria must be met:
 - The student must first complete at least 12 semester hours of credit with a 2.00 grade point average before requesting grade forgiveness.
 - The request must be made during the subsequent semester (excluding the summer session) after the 12 semester hours have been completed.
 - Prior course work must be at least three years old.
 - Only prior courses with grades below a "C" will be eligible for grade forgiveness.
 - The student must complete a Grade Forgiveness Request form, which is available in the Office of Enrollment Management.
 - Only one grade forgiveness request will be accepted per student. If the request is approved, the record of the earlier course work affected remains on the student's transcript but is not calculated in the cumulative grade point average. Eligibility for student financial aid and/or veterans' benefits is subject to satisfactory academic progress requirements based upon all academic work attempted, regardless of the College's grade forgiveness.

In instances in which grade forgiveness is granted for a courses completed at Stanly Community College and then transferred to another college or university, the receiving institution is not required to disregard the forgiven grade. Other colleges or universities may elect to include the grades forgiven in computing the student's grade point average, possibly disqualifying the student from consideration for admission.

1. End-of-Course Grade Appeals: If a student disputes an assigned end-of-course grade, students must following the Student Grievance Policy for filing a formal appeal.
2. Grade Change: All grades assigned to a student are considered final. To change a grade after the grade report is submitted to the Office of Enrollment Management requires an authorization for the change initiated by the instructor, recommended by the program head, and approved by the Associate VP of the School in which the course falls within. The change form must be submitted to the Office of Enrollment Management.
3. Curriculum Course Substitution: A student may request to substitute a course required in his or her program of study based on particular occupational goals. Action upon such substitutions must be initiated by the student's academic advisor/program head, who will forward the Request for Course Substitution form to the Associate VP of the School in which the course falls within. A substitution must be in the same area of study or should be appropriate in meeting the requirements of the curriculum standards. Notification of approval of course substitutions must be submitted to the Office of Enrollment Management.
4. Curriculum Course Repeat: Curriculum students may repeat classes in which they have earned a grade below a "C" or a grade of "U". The higher of the grades will be used as the grade in computing

the cumulative GPA, the hours, and the quality points for the course. Both grades will be recorded on the student's transcript.

Students wishing to repeat a course for credit in which a grade of "C" or higher, or a grade of "S", has been earned may do so with the approval of the advisor, program head, or appropriate associate dean. A "Course Repeat for Credit Request Form" should be completed, approved and submitted to the Office of Enrollment Management. Students not wishing to receive credit for the repeated course will receive an audit grade.

Students who receive financial aid and/or veterans' benefits may repeat courses in which a grade was earned; however, the repeated course may not be covered a second time by those benefits. Students will be responsible for any tuition not covered by financial aid and/or veterans' benefits.

2.06.00

Inclement Weather Policy

Approved by and Date:	<u>Board of Trustees</u>	<u>12-12-13</u>
	<u>Executive Leadership Team</u>	<u>11-4-13</u>
	<u>ICore</u>	<u>10-30-13</u>

The intent of the policy is to ensure the safety of Stanly Community College's students, faculty, staff, administrators and visitors during severe/hazardous weather. Stanly Community College defines severe/hazardous weather conditions as any weather condition that may endanger students, faculty, or staff while enroute to their classroom or work place. Students, faculty, and staff are required to follow the guidelines of this institutional policy.

Inclement Weather Procedure:

Approved by and Date:	<u>Executive Leadership Team</u>	<u>11-4-13</u>
	<u>ICore</u>	<u>10-30-13</u>

1. The President in consultation with the Vice-President for Administrative Services/CFO will determine the classification of days as either a College Closure Day or a College Late Opening Day. In the President's absence, the Vice-President for Administrative Services/CFO will confer with the Executive Vice-President for Educational Services.
2. Announcement concerning college operation will be made as soon as possible and announced on all local broadcast stations for all day classes. In addition, announced closings/delays will be posted on the College web site, Facebook page, other applicable media, and on the switchboard. To receive email message alerts and direct phone messages, update your contact information in WebAdvisor.
3. If Weather conditions become worse after an initial decision is made, an additional announcement closing school for the day will be made as soon as possible.
4. Closing or delaying the day programs does not automatically close evening classes. Announcements will be made concerning the evening classes in the afternoon through the media (See item #2).
5. When weather conditions dictate early dismissal of day or evening classes, the announcement will be made by telephone and via email as well as the normal routes of communication.

6. Commuters, particularly those commuting from outside areas, should exercise personal judgment concerning roadway conditions regardless of College announcements.
7. Curriculum class work will be made up by rescheduling the class, extra assignments, individual conferences, extended class sessions, online assignments, or other alternatives as determined by the Executive Vice President for Educational Services.
8. Continuing Education sessions missed due to inclement weather will be rescheduled whenever possible and on a case-by-case basis.
9. Stanly Early College's schedule will follow the college's schedule for closure/delay.

4.08.00

Intellectual Property Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>2-20-14</u>
	<u>Executive Leadership Team</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-18-13</u>

SCC encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the College, to enhance the teaching and learning environment, and to contribute to the betterment of the community. Intellectual property includes but is not limited to intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, and inventions.

Intellectual Property Procedures

Approved By and Date:	<u>Executive Leadership Team</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-18-13</u>

SCC employees and students own all rights to copyrightable or patentable independent works created by that person without College support. Unless otherwise provided in a rights agreement, the College owns all rights to a copyrightable or patentable work created by the person with College support. The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to the following conditions:

- A. Ownership resides with the employee or student if the following criteria are met:
 1. The work is the result of individual initiative, not requested by the College.
 2. The work is not the product of a specific contract or assignment made as a result of employment or enrollment at the College.
 3. The work is not prepared within the scope of the employee's job duties or the student's enrollment.
 4. The work involves insignificant use of College facilities, time, and/or other resources.
- B. Ownership resides with the College if the above criteria are not met and/or if the following criteria apply:
 1. The work is prepared within the scope of the employee's job duties or the student's enrollment.
 2. The work is the product of a specific contract or assignment made in the course of the employee's employment with the College or the student's enrollment.
 3. The development of the work involved significant facilities, time, and/or other resources of the College including but not limited to released time, grant funds*, College personnel, salary supplement, leave with pay, equipment, or other materials or financial assistance.
 4. The College and the employee or student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the College for its costs and support. When it

can be foreseen that commercially valuable property will be created, the College and the employee or student shall negotiate an agreement for ownership and the sharing of benefits prior to creation of the property. In all such cases, the agreement shall provide that the College will have a perpetual license to use the work without compensation to the employee or student for such use.

5. If an employee is granted full or partial leave with pay (e.g., release time or educational leave) to write, develop, produce, or invent intellectual property, the employee and the College will share in any financial gain; and the College's share will be negotiated prior to the time the leave is taken.

**Notwithstanding the provisions of this policy, in the case of a work created under a grant accepted by the College the ownership provisions of the grant shall prevail.*

2.08.00

Legitimate Presence on Campus Policy

Approved by and Date:	<u>Board of Trustees</u>	<u>2-21-13</u>
	<u>Executive Leadership Team</u>	<u>12-17-12</u>
	<u>ICore</u>	<u>12-05-12</u>

As a public community college, Stanly Community College (SCC) encourages the use of its facilities and services by all. The college reserves the right to determine whether an individual or group has a legitimate reason to be on its campus or facilities. The college also reserves the right to ask individuals or groups to immediately leave its campus or facilities. This determination will be made by the Director of Security or if necessary, the appropriate Executive Leadership Team (ELT) member.

Children are not allowed to accompany an individual to class or to be left unattended anywhere on campus. The College assumes no liability for injuries by or to children on campus.

Stanly Community College recognizes that adults may accompany students on campus and should be directed to a designated area while students are in class.

Legitimate Presence on Campus Procedures

Approved By and Date:	<u>Executive Leadership Team</u>	<u>12-17-12</u>
	<u>ICore</u>	<u>12-05-12</u>

1. When presence of a non-SCC affiliated individual or group is observed, the information will be conveyed to the Director of Security, who in conjunction with the appropriate ELT member(s) if necessary, will make a determination as to the legitimacy of their need to remain on or at the campus site.
 2. If asked to leave, the Director of Security or the ELT member will convey that message to the individual (s).
 3. Students who bring children to campus will not be permitted to stay in class with their child. Faculty members will enforce this policy for their classrooms.
 4. Adults who accompany students on campus will be asked to wait in the following designated locations for the specific campus site.
 - a. SCC Main Campus, Albemarle- Learning Resource Center
 - b. SCC Crutchfield Educational Center- Lobby Area
 - c. SCC Cosmetology Center- Lobby Area
 - d. SCC Small Business Center- Lobby Area
 - e. Other off campus training sites- as directed
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Netiquette Rule

Approved By and Date: Executive Leadership Team 03/30/2015

ICORE

03/18/2015

Netiquette: Refers to "Network Etiquette." As you engage in online communications, including but not limited to emails, forum discussions and chat sessions at the college, it is essential that you communicate effectively with faculty, staff, and other students.

When interacting online it is easy to lose perspective that we are in-fact communicating with other human beings. In order to best minimize and hopefully avoid any miscommunications, and to best ensure that your communications within the college environment are both productive and successful, please be mindful of the following tips:

General Computer and Network Usage:

Please consider the privacy of others and only conduct online communications from your own user account. Also, do not allow anyone to use your password or share your account. **Accessing another student's account or allowing another student to access yours is not only poor Netiquette, but is also a violation of the SCC Computer and Network Use Agreement.**

- Always be mindful of the personal information that you provide in your communications, remember our help desk will never ask for your password. Additionally, as a personal policy, you should never send your password, full Social Security Number, bank or credit card information via email.
- Do not engage in language that incites, is intolerant, or is hateful. Purposely attacking someone for his or her point of view and engaging in hateful and/or confrontational language or rhetoric, also known as "flaming" or "trolling", will not be tolerated within the college's online communications and is a violation of the college's Computer and Network Use Agreement and or the Student Code of Conduct.
- As per the college's Computer and Network Use Agreement, online communications sent across the college are not 100% private, and the privilege of this communication is limited.
- The Assistant Dean of Students, the Director of Security, and/or a member of Counselling & Special Services will be the initial contact when inappropriate communications are noted. The instances when notification can occur include anytime there is admission of a crime, language of a disturbing or potentially dangerous nature, communications that make others uncomfortable, or when language could be considered threatening to yourself, your instructor, or other students.

Campus Communications:

- Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are all expectations when communicating with faculty, staff and students.
- Be sure to refer to your recipient by the name or title they prefer to go by. It is considerate to pay attention to the way people sign their emails so that you can refer to them by the name, nickname, or title they prefer.
- To increase the chance of your emails being read, as well as showing respect for your recipient's time, be clear and concise in both the subject line as well as the body of your email.
- Before clicking send, consider the tone of your message. The use of **ALL CAPS** can indicate that you are angry or **SHOUTING**. Emoticons [:)] can often be used to ensure the tone of your message is accurately received.

- Conversely, be patient and forgiving of others when you receive online communications, as the tone and meaning can often be misinterpreted.

Class Assignments, Forums and E-mails:

- If you quote from a source, be sure to use quotation marks and provide the original author's name and the work from which the quotation is taken. When paraphrasing, use your own understanding of the work and give credit to the original author by citing name and source of the idea. You should also be sure to check your course syllabus about the proper guidelines to follow for correctly citing your work. It is not acceptable for you to present the work or ideas of others as your own.
- Within your courses, be sure that you understand the intent and purpose of academic discussions in order to avoid using language of an intolerant, violent or inappropriate nature. Also, as a student of SCC, you are under no duress to provide information of a personal or confidential nature (such as gender, religious preference, sexual orientation, etc.) within the setting of a course. If you are unclear of the boundaries of a particular assignment, refer to the supporting documents such as a grading rubric, or contact your instructor for clarification before posting.
- Consider your audience when posting to discussion boards, sending emails, or participating in a chat room discussion. You should communicate as if you were sitting in a traditional classroom.
Remember: *The online classroom is a more formal environment than public forums, texting or social media you may be accustomed to using.*
- Always read over what you are going to post or send at least once, just as you would proofread a paper you submit. Remember, once you submit your work, discussion, or email, you cannot retract or change what you have written, and in some cases, your participation may be recorded.
- When posting to discussion forums, make sure you clarify to which post you are responding. If your response is longer than three or four lines, break it up into paragraphs to make it easier to read. Also, remember to check-in often. It is easy to fall behind and miss important posts by both instructors and students.
- Within your online classes, you have an email account through Moodle. You are generally encouraged to contact your instructor through the use of their Moodle email account in the course. Your instructor will specify his or her expectations in their syllabus, but students are generally expected to regularly check email and respond to messages within 24-48 hours. Within your Moodle email, you may set your preferences to receive notification of Moodle email messages to an external account.
- Check your course email often--this is usually the most popular method for the instructor to communicate with you.
- Again, address your instructors and classmates according to their preferences. Take a cue from the syllabus or communications from others. If you are unsure how to address an individual, err on the side of caution and address individuals formally until otherwise prompted (i.e. Mr., Ms., Mrs., or Dr. Smith).

Placement Testing Rule for Admissions

Approved By and Date: ELT 03-5-14
ICore 02-24-14

Applicants for associate degree, diploma, and curriculum level certificate programs must complete a placement (assessment) test. ACCUPLACER is used by Stanly Community College for placement testing. Test scores determine an applicant's academic readiness relative to the academic requirements of his or her program of study. If the applicant has taken the ASSET, COMPASS, or ACCUPLACER test at another college, those scores may be transferred to SCC. Appropriate developmental course work is available beginning the first term of enrollment for those applicants whose test score(s) indicate deficiencies. To increase college success, the applicant will be advised to limit his/her course load based on the number of developmental courses he/she has placed into. Applicants presenting placement test scores older than five years will be required to retest unless special circumstances exist that, at the discretion of the Admissions Department, justify waiver.

Prior to taking the ACCUPLACER, applicants are encouraged to complete the Practice Placement Test available on the college's website under Admissions. Additional practice websites are available under the Admission Placement Test section. After completing the Practice Placement Test, an applicant may find it helpful to review some of the test subject matter before attempting the ACCUPLACER test. Test preparation information is available on the college's website.

Retest

Students may retest once during the five years in which their test scores are valid. (**Allied Health applicants should refer to the admission requirements for these programs for more information regarding retesting**). It is recommended that students complete remediation prior to retesting. If the student is already enrolled in developmental studies at the time he or she retests and if the scores on the retest place him or her out of developmental studies, the student will follow the college's standard withdrawal and refund procedures for tuition and books if he or she chooses to exit the developmental course.

Placement Test Waiver

- 1) Applicants who have previously completed college-level English and mathematics courses may be exempt from placement testing. Such exemptions are subject to approval by the Admissions Office.
- 2) Students graduating from a high school, which is legally authorized to operate in North Carolina, within 5 years of college enrollment and having completed the following requirements will be considered college ready and are exempt from placement testing upon approval from the Admissions Office:
 - a) Required: an unweighted GPA of 2.6 or greater
 - b) Required: all 3 high school math courses:
 - i) Algebra I
 - ii) Geometry
 - iii) Algebra II

(1) Required: one of the following eligible 4th math courses from group (a) or (b):

 - (a) Eligible High School math courses:
 - (i) Advanced Functions and Modeling
 - (ii) Analytical Geometry

- (iii) Calculus
 - (iv) AP Statistics
 - (v) Discrete Mathematics
 - (vi) Integrated Mathematics IV
 - (vii) Mindset
 - (viii) Pre-Calculus
 - (ix) Probability & Statistic
 - (x) Trigonometry
- (b) Eligible 4th Community College math courses (taken in Career & College Promise Pathways):
- (i) MAT 143 (Quantitative Literacy)
 - (ii) MAT 151 (Statistics I)
 - (iii) MAT 152 (Statistical Methods I)
 - (iv) MAT 155 (Statistical Analysis)
 - (v) MAT 161 (College Algebra)
 - (vi) MAT 162 (College Trigonometry)
 - (vii) MAT 165 (Finite Mathematics)
 - (viii) MAT 167 (Discrete Mathematics)
 - (ix) MAT 171 (Pre-Calculus Algebra)
 - (x) MAT 172 (Pre-Calculus Trigonometry)
 - (xi) MAT 175 (Pre-Calculus)
 - (xii) MAT 200 or above

3) Applicants who present official SAT and/or ACT results that are no more than five years old may be exempt from placement testing provided the scores are equal to or higher than the following:

Minimum Scores Required to Waive Placement Test

Tested on or after 6/1/2013:

SAT Writing, Critical Reading 500
 SAT Math 500
 ACT English 18
 ACT Reading 20
 ACT Math 22

Tested on or after 1/7/2012:

SAT Verbal 500 Writing, Reading
 SAT Math 500 Numerical, Elementary Algebra (Pre-Algebra, Algebra)
 ACT English 18
 ACT Reading 21
 ACT Math 22

Tested prior to 1/7/2012:

SAT Verbal 510 Writing, Reading
 SAT Math 510 Numerical, Elementary Algebra
 ACT English 22 Writing
 ACT Reading 22 Reading
 ACT Math 22 Numerical, Elementary Algebra

Applicants who present SAT and/or ACT scores below the minimums stated above must complete the corresponding section(s) of the placement test. Students presenting SAT scores which include both a writing and reading component must score 500 or higher on both sections in order to waive the placement test.

Placement Testing For Persons with Disabilities

Persons with disabilities may request special accommodation for placement testing. Official documentation verifying the disability and the need for special accommodation must be submitted to the Director of Counseling and Special Services at least sixty days prior to testing. Special accommodations include but are not limited to extended test time, enlarged print test material, and tests on audiotape.

Testing into Developmental Courses (language changed to omit Math pre-test as it is no longer offered)

It is the intent of the College to assist students in their academic advancement. Individuals taking the ACCUPLACER and scoring below entry level in math, reading, and writing will be placed into developmental courses. Developmental courses are designed to prepare students for successful entry into college-level English and math courses. Students who are placed into developmental course(s) must complete all prerequisites before entering curriculum-level English and math courses. For all English developmental studies courses, the pre-test is the only option for testing out of the courses indicated by the student's placement test scores (the pre-test is not available for developmental Math courses). The Credit by Examination, through the Credit through Advanced Standing Policy for curriculum level courses, does not apply to developmental courses. See the policy under Academic Regulations. To ensure proper placement, it is the policy of the developmental English program to administer a pre-test within the first three days of the fall and spring semesters and within the first two days of the summer session in seated classes. Pretesting for online classes is available upon request. This pre-test indicates a student's ability to apply the skills identified in the course syllabus. Students whose pre-test scores are passing may advance to the next course in their sequence. The passing pre-test score for all developmental English courses is 80 or better. When completed, the pre-tests are forwarded to the English developmental studies coordinators. The coordinators forward the names of students who passed the pre-tests to the Office of Enrollment Management, which will award non-course credit for the developmental courses. Non-course credit receives no grade or quality points and will not be used in determining a grade point average. Credit hours received by testing out of the courses awarded with the pre-test exam credit may not be considered when calculating hours to determine the student's enrollment status (full time or part time). Credit earned through pretesting could affect financial aid, veterans' benefits, insurance coverage, or other issues concerning the student's attendance status.

Example 1: A student registers for 17 credit hours and tests out of a 3 credit hour course. The student still remains in attendance with 14 credit hours and is considered full time for both aid and benefits.

Example 2: A student registers for 14 credit hours and tests out of a 3 credit hour course. The student's hours for attendance will be reduced to 11 credit hours for aid and benefits. The student may choose to maintain the total credit hours needed to receive aid and benefits by registering for another course.

Placement Testing For Online Students

Students seeking degrees, diplomas or certificates online are required to complete the same admission requirements as those completing programs through traditional methods of instructional delivery. However, students who find it inconvenient to take the placement test on the campus of Stanley

Community College may test at another college. Official test scores and placement recommendations should be mailed directly to the SCC Admissions Office from the college where the test was completed. Please contact the Admissions Office for more information.

Placement Testing - Electronic Devices

SCC does not allow the use of any device to share or exchange information at any time during the placement test or during breaks while taking the placement test. This includes the use of all electronic or digital devices including cell phones, smart phones (including Blackberries and I-Phones), PDAs, MP3 players, I-Pods, pagers, computers, watches that beep, and portable listening or recording devices (unless approved for disability requirements in advance of the testing date). If a test taker is seen using a cell phone or any other prohibited electronic device or if the device makes noises or vibrates, that test taker may be dismissed from the test. It is possible that the test taker's scores may be cancelled and the device may be confiscated.

3.14.00

Pre and Co-Requisites Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>2-20-14</u>
	<u>Executive Leadership Team</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-18-13</u>

Stanly Community College recognizes the need for adherence to course pre/co-requisites. The College will follow the course pre/co-requisite requirements as established by the North Carolina Community College System and the Institution.

Pre and Co-Requisites Procedures

Approved By and Date:	<u>Executive Leadership Team</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-18-13</u>

Pre-requisites

1. Students wishing to register for a course requiring a state or local pre-requisite, will produce official documentation containing the pre-requisite credit, by means of an official transcript, placement test scores or other approved documentation, to the Office of Enrollment Management. The Office of Enrollment Management will record the receipt of the documentation and will forward any transcripts to the Registrar. Any valid credits from official transcripts will also be added to the student's academic record with SCC. Students who cannot produce official documentation, including official transcripts and/or placement test scores, will not be allowed to register for the course in question.
2. Students wishing to register for a course requiring a state or local pre-requisite, who have not completed the requirements, should contact his/her advisor or the Associate Dean in the area in which the student wishes to enroll. At that time, the student will present his/her situation and the

Associate Dean will determine whether qualifications have been otherwise met and the pre-requisite can be waived. If a waiver of the pre-requisite can be made, the Associate Dean will register the student and submit an "Override of Pre/Co-Requisite Form" to the Office of Enrollment Management within 24 hours.

3. Students wishing to register for a course requiring a state or local pre-requisite, who haven't completed the requirements and have no valid waiver reason, must successfully complete the pre-requisite before attempting further registrations for the course in question.
4. Any registrations for courses without the submission of an "Override of Pre/Co-Requisite Form" are subject to deletion by the Office of Enrollment Management to prevent possible audit exceptions.
5. All "Override of Pre/Co-Requisite Forms" will be collected by semester and retained in the Office of Enrollment Management until the semester in question has been audited.
6. Official documentation, with regard to transcripts, is defined as an official, sealed transcript delivered to SCC's Office of Enrollment Management. Transcripts can be received through US mail or hand delivered, as long as they are sealed in the envelope from the institution. Placement test scores from other colleges can be faxed to SCC's Office of Enrollment Management, if it is evident that the school faxed the information, or mailed in a sealed envelope from the college. SAT scores and AP credits from the College Board should be requested from The College Board and received in the Office of Enrollment Management in a sealed envelope.
7. For certain continuing education courses, regulations may exist stipulating that courses not be taken until all prerequisites have been satisfied. These requirements are available from the program coordinator and will be included in the course descriptions. Any student who wishes to appeal the prerequisite requirement may do so by contacting the program coordinator whose decision will be final.

Co-requisites

1. Students wishing to register for a course requiring a state or local co-requisite, should be registered for both courses simultaneously or have previously completed the co-requisite.
2. There are no mandatory requirements for those courses that have optional or recommended co-requisites.
3. For certain continuing education courses, regulations may exist stipulating that the course may only be taken in conjunction with another course or that other course (s) must have been previously successfully completed. These requirements are available from the program coordinator and will be included in the course description and course outlines. Any student who wishes to appeal the co-requisite requirement may do so by contacting the program coordinator whose decision will be final.

4.15.00

Public Release of Information Policy

Approved By and Date: Board of Trustees 7-24-14
Executive Leadership Team 4-3-14
ICore 3-19-14

Stanly Community College (SCC) complies with the state public disclosure laws (North Carolina General Statutes, Chapter 115D-78 and Chapter 132) governing access to public records. SCC also protects the rights of others, for example, the right to privacy for student education records and employee personnel files while also minimizing disruption to the operation of college programs and services.

Public Release of Information Procedure

Approved By and Date: Executive Leadership Team 4-3-14
ICore 3-19-14

1. Requests for college records will be complied with as promptly as possible. Only those records not protected by laws pertaining to student privacy or confidentiality of employee records will be released. Records deemed to be appropriate for release may otherwise contain personal or other private information which would require notification of any affected individual(s). SCC reserves the right to adjust response time based on obtaining permissions for release and/or consulting counsel for any needed interpretation of North Carolina General Statutes, Chapter 115D-78 and Chapter 132.
2. Requests for college records will be made in writing and may be referred to the office of the President or Vice Presidents.
3. The written request will include:
 - your name, full mailing address, email address and telephone number
 - a detailed description of the requested record(s)
 - your preferred method of receipt (review records at the college, have copies mailed or emailed, or receive documents via disk or external drive)
4. If copying the records involves four or more pages, or if the copy is to be supplied on a disk or external drive, the requestor shall pay the actual cost, including staff time, of making the copies. Payment shall be made at the time the copies are delivered.
5. Denial of requests will be made in instances when no responsive documents exist that match the request or when the documents requested are exempt from disclosure.

3.15.00

Resident Classification for Tuition Purposes Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-18-13

A legal resident of North Carolina is one who has established residence in the state. Persons 18 years of age or older are not deemed eligible for in-state tuition status until legal residence in North Carolina has been maintained at least twelve (12) months (General Statutes, Chapter 115D-39).

Resident Classification for Tuition Policy Procedures

Approved By and Date: Executive Leadership Team 12-19-13
 ICore 12-18-13

1. Potential students are required to complete a Stanly Community College Application for Admission which contains questions regarding residence status.
2. Admissions staff will determine the initial residence status for tuition purposes based on responses to residence questions on the SCC Application for Admission, and the record will be coded accordingly.
3. If a determination cannot be made from the credentials submitted or if there is a question regarding residence classification, the applicant will be sent a residence questionnaire to be completed and returned to the Office of Enrollment Management. The residence status will be coded out-of-state until the applicant submits the completed application and a change in status is determined.
4. An applicant/student may appeal his/her initial residence classification only during the term or 4 months, whichever is longer, he/she is enrolled at SCC.
 - a. The appellant will complete the Tuition Questionnaire, the Tuition Status Change Request Form and the Student Statement Petitioning a Change in Residence Classification. These forms are available in the Office of Enrollment Management.
 - b. The complete forms will be reviewed by the Director of Admissions who will make a final determination within five days after the submission of the forms, but no later than the final day of the initial term of entry.
 - c. If the appeal is denied, the appellant may further appeal to the Dean of Enrollment Management, whose decision is final.
5. It is the student's responsibility to request a residence status change for tuition purposes once the requisite 12-months has passed. Students who wish to change their residence status for tuition purposes after having met the 12-month rule must petition the Office of Enrollment Management and formally request the change. The classification will be changed within two working days of

the application provided the twelve (12) month residence requirement has been fully met and documented. If the change is denied for any reason, then the student may appeal the decision following the steps outlined in item 4 above.

6. Regulations governing the classification of students by residence for tuition purposes are detailed in A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes, a copy of which is available in the Office of Enrollment Management.

3.15.00

Satisfactory Academic Progress for Financial Aid Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>12-31-2013</u>
	<u>Executive Leadership Team</u>	<u>12-31-2013</u>
	<u>ICore</u>	<u>12-31-2013</u>

Federal regulations require that students receiving financial aid must maintain academic and progress standards to complete his or her educational program within a specified timeframe. Financial Aid students will note that Stanly Community College’s (SCC) Academic Probation Policy contains the same GPA requirement; however the Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients is stricter than for a student enrolled in the same educational program who is not receiving financial aid. This policy is applied to all students receiving financial aid assistance within all eligible categories of students, i.e. full-time or part-time and enrolled in curriculum diplomas and degrees and eligible certificates established by the college.

Satisfactory Academic Progress for Financial Aid Procedures

Approved By and Date:	<u>Executive Leadership Team</u>	<u>6-26-14</u>
	<u>ICore</u>	<u>6-25-14</u>

Financial Aid students are evaluated at the end of each semester to determine progression. Students must meet the Academic Standard, the Program Completion Standard *and* stay within the Maximum Timeframe to remain in a satisfactory status.

1. Academic Standard

All Financial Aid students must maintain a 2.00 cumulative GPA (grade point average). Cumulative being defined as “all” curriculum classes taken at Stanly Community College regardless of timeframe. Classes that receive an “incomplete” grade are calculated as an “F” at the time of Satisfactory Academic Progress evaluation. (*reference: Grade Policy located on SCC website under Current Students → Policies*). Classes from which the student withdraws have no bearing on the GPA.

If a student’s cumulative GPA falls below 2.00, the student is placed on a financial aid warning status and will be notified by the Financial Aid Office. The student then has a warning period of enrollment in which to achieve a return to a 2.00 cumulative GPA. The warning period of

enrollment is the next semester the student is enrolled at SCC and the student is eligible for financial aid assistance during this semester. If at the end of the warning semester a cumulative 2.00 GPA is not achieved, the student is no longer eligible for financial aid. The student may regain financial aid eligibility by reaching a cumulative 2.00 GPA through self-pay or outside resources.

2. Program Completion Standard

All Financial Aid students must complete at least two-thirds or 67 percent of “all” curriculum hours attempted at SCC including accepted transfer credits regardless of timeframe. The percentage is determined by taking the cumulative total of credit hours completed divided by the cumulative total of hours attempted. For example, a student who has completed 32 hours and attempted 64 has a completion rate of 50% (32 divided by 64). Attempted but not completed credit hours include withdrawals, incompletes, repeat classes and courses with a grade of “F”.

If a student’s percentage rate falls below 67%, the student is placed on a warning status and will be notified in writing by the Financial Aid Office. The student then has a warning period of enrollment in which to earn a completion rate of 67% or more. The warning period of enrollment is the next semester the student is enrolled at SCC. The student is eligible for financial aid assistance during this warning period of enrollment. If at the end of the warning semester a cumulative 67% completion rate is not achieved, the student is no longer eligible for financial aid. The student may regain financial aid eligibility by reaching a cumulative 67% or more completion rate through self-pay or outside resources.

3. Maximum Timeframe

All Financial Aid students must complete their educational program within 150% of the published length. **NOTE:** The student should understand that the 150% Maximum Timeframe applies to “all” curriculum hours attempted at SCC including accepted transfer credits regardless of timeframe. The SCC college catalog provides a course sequence for each educational program and the number of total credit hours needed to complete the program. The published lengths do not take into consideration developmental/remedial credit hours. For example, the Associate Degree in Criminal Justice is 68 credit hours in length, therefore, a financial aid student enrolled may attempt, including transfer credit hours, up to 102 credit hours (68 credit hours times 150%) and remain eligible for financial aid.

Financial Aid students who exceed the 150% maximum timeframe will no longer be eligible for financial aid. The maximum timeframe does not provide for a warning period.

4. Appeal Process

Financial Aid students who have not successfully met the Academic Standard and/or Program Completion Standard warning semester OR have exceeded the 150% Maximum Timeframe may appeal their loss of financial aid. In order to appeal the loss of financial aid, the student must submit an Appeal Request form or a written statement; (1) explaining the circumstances that rendered them unable to meet the standard(s), (2) what has changed to allow the student to meet the standard(s) and (3) the student’s educational goal and plans to meet that goal. Along with the Appeal Request form or statement, the student may attach any documentation that supports the appeal. The Appeal Request form or written statement must be submitted to the Financial Aid Department and may be delivered in person, by mail or via email. All Appeal Request forms or statements must be received within 10 days following receipt of the letter indicating the loss of financial aid eligibility. The Dean of Financial Aid Management will consider the appeal statement and the decision will be final.

Students receiving appeal approval will be eligible for financial aid assistance provided that they meet all requirements of the established individual academic plan including but not limited to completing all classes for which they enroll with a grade of “C” or better.

5. Reinstatement of Financial Aid Eligibility

If a student loses financial aid eligibility by failing to meet the Academic and/or Program Completion standard and after self-pay or the use of outside resources feels that the standards are met, the student must contact the Financial Aid Office and have their SAP status re-calculated. If the standards have been met, the student will regain financial aid eligibility the semester following the semester in which the standards were met, provided all other financial aid requirements have been completed.

2.09.00

Smoking/Tobacco-Free Campus

Approved By and Date:	<u>Board of Trustees</u>	<u>02-20-14</u>
	<u>ELT</u>	<u>12-19-13</u>
	<u>ICore</u>	<u>12-11-13</u>

Stanly Community College (SCC) recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and college facilities. The College believes that the use of tobacco products on college grounds, in college buildings and facilities, on college property, and at college-sponsored events is detrimental to the health and safety of students, employees, and visitors. The College takes seriously its obligation to provide a healthy learning and working environment, free from unwanted smoke and tobacco use, for students, employees, and visitors at all SCC instructional facilities.

Smoking/Tobacco-Free Campus Procedures (Revised)

Approved By and Date:	<u>ELT</u>	<u>9-15-14</u>
	<u>ICore</u>	<u>9-10-14</u>

All members of the college community are responsible for monitoring adherence to this policy. Signs shall be posted in a manner and location to provide sufficient notification to students, employees, and visitors of the 100 percent tobacco-free college policy. Tobacco is defined as all tobacco-derived or containing products, including and not limited to, cigarettes (e.g., clove, bidis, kreteks), electronic cigarettes, cigars, and cigarillos, hookah smoked products, pipes, and oral tobacco (e.g., spit and spitless, smokeless, chew, snuff), and nasal tobacco. It also includes any product intended to mimic tobacco products, contain tobacco flavoring, or deliver nicotine other than for the purpose of cessation.

1. No student, employee, or college visitor is permitted to use any tobacco product at any time, including during non-college hours:
 - a. in any building, facility, or vehicle owned or leased by Stanly Community College;
 - b. on any college grounds or property – including parking lots – owned or leased by Stanly Community College; or

- c. at any College-sponsored or college-related event, on campus or off campus.
 2. In addition, college employees, college volunteers, contractors, or other persons performing services on behalf of the College also are prohibited from using tobacco products at any time while on duty and in the presence of students, either on or off college grounds.
 3. Tobacco products may be included in instructional or research activities in college buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and if the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.
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5.02.00

Social Media and Networking Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-18-13

Stanly Community College recognizes that internet-provided social media can be a highly effective tool for sharing ideas and exchanging information. While the college believes that social media can support professional and business development, the college is also aware that excessive or inappropriate social media use for personal or professional reasons can negatively impact SCC's productivity and resources.

Social Media and Networking Procedures

Approved By and Date: Executive Leadership Team 12-19-13
 ICore 12-18-13

- SCC defines *social media* broadly to include online platforms that facilitate activities such as professional or social networking, posting commentary or opinions, and sharing pictures, audio, video, or other content. Social media includes personal websites and all types of online communities where individuals communicate and/or share digital content.
- SCC engages in communications with current and prospective employees, students, customers, business partners, vendors and suppliers, affiliates and subsidiaries, and the general public via SCC-sponsored social networking means. Only employees who are designated and authorized by the Dean of Marketing and Outreach can prepare content for or modify content on SCC-sponsored social media pages.
- SCC permits reasonable use of social media for work-related purposes, such as for research or to participate in audio conferences or webinars. Employees should use discretion and common sense and such activity cannot interfere with employees' regular job duties and responsibilities. Employees should also include a disclaimer or otherwise make clear that their views are their own and may not necessarily reflect SCC's current views or practices. Personal social networking sites are not to be used as an SCC communication tool between employees and students. SCC will establish professional sites for any employee who utilizes social networking for college related business. SCC maintains the right to oversee each social media page. Once

approval has been given, the webmaster will register the account with the social networking service requested, record the username and password, and notify the requestor. Username and password may not be changed. The requestor will be responsible for maintaining the service and may contact the webmaster for assistance as needed. The webmaster will maintain account records in case content needs review or someone other than the original requestor assumes responsibility for the site. If the social media becomes dormant, the Dean of Marketing and Outreach has the authority to disable the account.

- All college-related communication through social media outlets should remain professional in nature and should always be conducted in accordance with the college's communications policy, practices, procedures, and expectations. Employees must not use social networking sites for political purposes, to conduct private commercial transactions, or to engage in private business activities. Employees should be mindful that inappropriate usage of social media can be grounds for disciplinary action. If an account is used for educational purposes or college business, the entire account, regardless of any personal views, is subject to these best practices guidelines.
- Employees should never use their college e-mail account in conjunction with a personal social networking site. SCC permits reasonable personal use of its electronic communications systems and devices for social media purposes; however, such use should be consistent with business needs and work responsibilities. For example, accessing and utilizing social media for substantial periods of the work day does not constitute reasonable use. During work hours, employees are discouraged from accessing and utilizing social media and should limit use as they would personal breaks. SCC must assume that you are using social media if your web browser is on a social media site, so you should promptly leave the site when you are not actively using the site.
- While SCC respects employees' right to express personal opinions when using personal social media web pages for lawful purposes, SCC does not view social media as the appropriate forum for complaints and negative views of SCC, its employees, students, former employees, customers or other affiliates. Employees also should consider all of SCC's policies and procedures before discussing work-related activities on their personal pages. In addition, employees should refer to SCC's subject-specific policies for appropriate complaint procedures.
- All individuals utilizing Stanly Community College sponsored social media outlets should take security precautions to protect themselves from predators and others by not posting personally identifiable or contact information. Students and employees should also be aware that their online communication is subject to the Stanly Community College's Student Code of Conduct for academic and non-academic violations, and or the Stanly Community College's Employees' Policy and Procedures. The College reserves the right to contact individuals regarding information posted on social media outlets, such as things that violate a Stanly Community College policy or procedure.

3.17.00

Student Code of Conduct Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-18-13

Stanly Community College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when a student's behavior disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

Student Code of Conduct Procedure (Revised)

Approved By and Date: Executive Leadership Team 3-16-15
 ICore 3-18-15

Student Rights and Responsibility Statement:

Students at Stanly Community College are considered to be mature adults who enter classes voluntarily. By entering classes, students take upon themselves certain responsibilities and obligations that include an honest attempt at academic performance and social behavior consistent with the lawful purpose of the College. Students maintain all legal rights of citizenship while enrolled and are expected to remember that they are living in a democratic situation. The reputation of the College rests upon the shoulders of students as well as on the administration, staff, and faculty; and it is hoped that each student will maintain high standards of citizenship. The campus and College will not be a place of refuge or sanctuary for illegal or irresponsible behavior. Students, as all citizens, are subject to civil authority on and off the campus. Common courtesy and cooperation make the above suffice for a long list of rules and regulations.

Prohibited student behaviors include, but are not limited to, the following:

1. **Academic dishonesty:** taking or acquiring possession of any academic material from a college employee or fellow student without permission; receiving or giving help during tests or other assessments of learning; submitting papers, reports or assignments as originals that are not the student's own; plagiarism.
2. **Animals:** animals on campus are forbidden, including animals left in vehicles. Service animals are permitted.
3. **Theft/Unauthorized Entry:** stealing the property of another individual or of the college. Students guilty of theft may be referred for criminal prosecution as well as college disciplinary action. Unauthorized entry or presence in a college facility is prohibited and may result in criminal charges on suspicion of breaking and entering or unlawful trespass.
4. **Drugs and alcoholic beverages:** SCC prohibits the unlawful use, possession, distribution, manufacture, or dispensation of any controlled substance or alcohol while on campus, facilities

leased by the College, or at college-supported functions. The complete Drug and Alcohol Policy may be found on the College's website or obtained from the Assistant Dean of Students.

5. Inappropriate Conduct: lewd, indecent, or offensive conduct or clothing, including public physical or verbal action or distribution of obscene or libelous material. Mental, physical, or verbal abuse of any person (employee or student) on campus or at campus-sponsored functions is prohibited.

6. Sexual Harassment: any act, comment, or behavior that violates the College's Unlawful Harassment/Discrimination Policy. This policy may be found on the college's website or obtained from the Assistant Dean of Students.

7. Weapons: possession or use of a firearm, incendiary device, explosive, or any instrument designed to inflict serious bodily injury to any person. These restrictions do not apply to on-duty law enforcement personnel or those abiding by the College's Weapons on Campus Policy.

8. Forgery: alteration or misuse of college documents, records, or instruments of identification and/or the College's personnel signatures with intent to deceive.

9. False information: presenting to the College intentionally erroneous information; knowingly withholding information which may have an effect upon enrollment or status with the College, and which is legally and properly requested by the College.

10. Damage to property: intentionally inflicting damage to college property or to property belonging to any person working at or attending the College.

11. Disobedience: failing to obey the reasonable requests or directions of any college employee.

12. Disorderly conduct: interrupting or interfering with the academic mission of the College, or disturbing the peace of the College.

13. Disruption: disrupting the normal activities of the College by physically or verbally interfering with instruction, meetings, functions or activities.

14. Public laws: violating any local, state or federal law may lead to legal action as well as campus discipline.

15. Internet use: using the Internet for inappropriate or non-academic purposes, including, but not limited to, viewing sites that may be offensive to others; chat rooms; and games. Anyone using a College computer workstation and for non-educational purposes may be asked to relinquish the workstation to a user who needs it for research or to support an instructional assignment. Further information is available in the Computer and Network Use Policy.

16. Unprofessional conduct: some curricula have specific codes of professional conduct that require appropriate behavior, both on campus and at off campus facilities, functions or activities. Students in those curricula will be held accountable for adhering to those codes.

17. Use of tobacco products: Stanly Community College is a tobacco free institution. This policy applies to all college owned or leased facilities and vehicles regardless of location. For

details reference the College's Smoking/Tobacco-Free Campus Policy located on the College's website or from the office of the Assistant Dean of Students.

18. Unauthorized presence in or on college facilities during non-operational hours: The College facilities are open for students no earlier than 7:30 a.m. on days of operation and close 15 minutes after classes conclude for the day. Students should plan accordingly.

Implementation Responsibilities:

An instructor may discipline students involved in minor infractions of the rules and regulations of the classroom, as the instructor has the authority to define proper classroom behavior. Other violations of the Student Code of Conduct will be referred to the Assistant Dean of Students for resolution.

Disciplinary Procedures:

Any instructor or staff member may use his/her discretion to warn a student against violating the Student Code of Conduct, and may temporarily remove a student from a single class or activity for the duration of that specific class or activity. The instructor or staff member taking this action will notify the Assistant Dean of Students immediately and will provide a written report of the incident to the Assistant Dean of Students within 24 hours following the incident.

In an emergency situation, the President, Executive Vice President of Educational Services, Dean of Students, Assistant Dean of Students, or the Director of Security are authorized to temporarily suspend any student from the college immediately.

A student charged with a violation of the Student Code of Conduct will receive a written notice of the charges and an appointment for a hearing with the Dean of Students. Based upon the results of the hearing, the Dean of Students may:

1. dismiss the charges.
2. impose a sanction consistent with the nature of the violation.
3. refer the student to a community agency for services.

In instances in which the student cannot be reached to schedule an appointment with the Dean of Students or when the student refuses to cooperate, the Dean of Students shall send a certified letter to the student's last known address. The letter will provide the student with a list of charges, the Dean of Students' decision, and instructions governing the appeal process. In those instances when the student refuses to cooperate or does not attend the scheduled hearing with the Dean of Students, the Dean of Students' decision will be final.

Sanctions

Penalties for violating the Student Code of Conduct include, but are not limited to, the following:

1. **Reprimand:** a written communication that gives official notice to the student that subsequent offense(s) against the Student Code of Conduct may carry heavier penalties because of this infraction.
2. **Loss of privileges:** loss of access to college facilities, services or activities for a specified period of time.

3. **Restitution:** paying for damaging, misusing, destroying, or losing property belonging to the college, college personnel, or students.

4. **Loss of academic credit or grade:** Imposed by an instructor due to academic dishonesty.

Note: In those instances where the loss of academic credit or grade has the effect of removing the student from a class or curriculum, the issue will be referred to the Assistant Dean of Students for resolution and/or advisement.

5. **Temporary suspension:** exclusion from class and/or other privileges or activities as set forth in the notice until a final decision has been made concerning the alleged violation.

6. **Term Suspension:** dismissal of a student from campus and exclusion from class(es) and/or all other privileges or activities of the college for a specified period of time. Students who receive this sanction are banned from campus and must get specific written permission from the Director of Security and the Dean of Students before returning to campus.

7. **Indefinite Suspension:** dismissal of a student from campus and exclusion from class(es) and/or all other privileges or activities of the college for an indefinite period. Students who receive this sanction are banned from campus and must get written permission from the Director of Security and the Dean of Students before returning to campus.

Right to Due Process

A student accused of violating the Student Code of Conduct is guaranteed the right to due process as the matter is resolved:

1. the right to a specific written notice of the charges.
2. the right to know the names of accusers and to have a copy of all their written statements regarding the charges.
3. the right to a prompt hearing.
4. the right to have counsel present at the hearing.
(Note: If the student elects to have legal counsel present, the institution will also be represented by legal counsel)
5. the right to confront accusers and to hear all witnesses.
6. the right to present witnesses or evidence.
7. the right to remain silent to avoid self-incrimination.
8. the right to a full and complete record of the hearing.
9. the right to an appeal.

Appeals Procedure

A student who disagrees with the decision of the Dean of Students may appeal the decision to the Executive Vice President of Educational Services. This request must be submitted in writing to the Assistant Dean of Students within three working days after receipt of the Dean of Students' initial decision.

The Executive Vice President of Educational Services has the authority to hear from the student and the Dean of Students before ruling on the appeal, and may approve, modify, or overturn the decision of the Dean of Students. The Executive Vice President of Educational Services will inform the student in writing of the final decision within ten working days of the receipt of the appeal. The Executive Vice President of Educational Services' decision will be final with no further avenues for appeal.

Student Grievance Policy

Approved By and Date: Board of Trustees 12/12/2013
Executive Leadership Team 11/04/2013
ICORE 10/30/2013

Stanly Community College recognizes the importance of a prompt and efficient resolution process for both academic as well as non-academic student grievances. The primary objective is to ensure that students have the opportunity to present grievances to the College regarding a certain action or inaction by a member of the college community and that the College has a consistent way of resolving those grievances in a fair and just manner.

Student Grievance Procedures (Revised)

Approved By and Date: Executive Leadership Team 2-02-15
ICORE 1-28-15

This policy will apply to grievances that are not governed by other specific grievance procedures such as but not limited to Title IX.

Informal Resolution. Prior to taking formal action, the student is strongly encouraged, but is not required to discuss his or her grievance with the person alleged to have caused the grievance. The discussion should be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. As an alternative, the student may wish to present his or her grievance in writing to the person alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student within five (5) school days for non-academic grievances or three (3) days for final grade appeals, either verbally or in writing.

Formal Resolution. If a student decides not to present his or her grievance to the person alleged to have caused the grievance or if the student is not satisfied with the response, he or she may present the grievance in writing, by completing the Student Appeals Form, to the administrator of the department or area where the person alleged to have caused the grievance is employed. Any such written grievance must be received by the administrator no later than five (5) school days after the student first became aware of the facts which gave rise to the grievance. Final grade appeals will be subject to a three (3) school day submission period. The student will be assigned a counselor to serve as an advocate and to provide support during the grievance process. The student will be supplied with the counselor's name and contact information upon submission of the grievance. The administrator will conduct an investigation as warranted to resolve any factual disputes. Based upon the investigation, the administrator shall make a determination and submit his/her decision in writing to the student and to the person alleged to have caused the grievance within five (5) school days of receipt of the written grievance. Final grade appeals will be subject to a three (3) school day response period.

Appeal Procedure. Within three (3) school days of receipt of the administrator's decision, a student who is not satisfied with the response of the administrator after the initial review may pursue further review by submitting the original written grievance (Student Appeals Form), together with the administrator's written decision, to the Executive Vice-President of Educational Services. The Executive Vice-President may delegate another administrator to act on his/her behalf (Dean of Students and/or Assistant Dean of Students and Career Placement). The Executive Vice-President may direct that further facts be gathered or that additional remedial action be taken. Within five (5) school days (5 days for final grade appeals) of receipt of the appeal, the Executive Vice-President shall submit his/her decision in writing to the student and to the person alleged to have caused the grievance. The written disposition shall include the reasons for the decision. The Executive Vice President's decision will be final.

Time Limits. If the student fails to meet the time limits at any step the grievance is automatically considered dropped. If college personnel, at any step, fail to meet the time limits, the grievance will be automatically advanced to the next step.

Please note that the time associated with the student appeals process may hinder progression into the following semester in certain types of academic programs.

SEE STUDENT GRIEVANCE PROCEDURE CHART ON NEXT PAGE.

STUDENT GRIEVANCE PROCEDURE CHART

Informal Resolution

Non-Academic Grievance

Final Grade Appeal

Student is encouraged to discuss his or her grievance with the person alleged to have caused the grievance or the student may present his or her grievance in writing to the person alleged to have caused the grievance.

5 School Days

3 School Days

In either case, the person alleged to have caused the grievance must respond to the student verbally or in writing.

5 School Days

3 School Days

Formal Resolution

Student must submit grievance and use the Student Grievance and Grade Appeals Form.

5 School Days

3 School Days

Appropriate administrator will investigate, and send a written decision to the student and person alleged to have caused the grievance.

5 School Days

3 School Days

If unresolved, an appeal will be sent to the Executive Vice President of Educational Services. The original Student Grievance and Grade Appeals Form and written decision from appropriate supervisor will be forwarded as well. The Executive Vice-President may direct that further facts be gathered or additional remedial action be taken.

3 School Days

3 School Days

The Executive Vice-President of Educational Services may delegate this appeal to another administrator. The administrator will send a written decision to the student and person alleged to have caused the grievance. The written disposition shall include the reasons for the decision and the decision from this level will be final.

5 School Days
10 School Days

5 School Days
5 School Days

3.22.00

Student Screening Requirements Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-18-13

Facilities that serve as student clinical/practicum sites have enacted requirements that ensure that students and faculty who enter their facilities meet the same qualifications as any potential hires. Students must comply with Criminal Background Checks (CBC), Office of the Inspector General Reviews (OIG), and Drug Testing in such curriculum programs as have clinical or internship placements at facilities where these screenings are required. Accordingly, completion of the CBC, OIG Review, and submission of a negative Twelve Panel Urine Drug Screen report from a National Institute of Drug Abuse (NIDA) approved laboratory is required prior to the first assignment/student experience at any requiring health facility partner.

Student Screening Requirements Procedures

Approved By and Date: Executive Leadership Team 12-19-13
 ICore 12-18-13

1. Once accepted to a program of study, the student will receive written instructions that define the screenings and detail how to complete the above requirements.
2. The process will be carried out with a facility partner approved company.
3. Results are verified and sent directly by the company to the contact person at the clinical/practicum facility for review no less than 10 days prior to the scheduled arrival of the student.
4. The clinical/practicum facility will notify the program chair of student(s) with any findings that would preclude the assignment of the student in their setting.
5. The program chair will confirm the manner of the review with the facility to ensure that no error was made. The department chair will at no time be privy to the actual summary of results for the CBC, OIG Review, or Drug Screen.
6. If a criminal charge or conviction occurs while the student is enrolled and is assigned to requiring agency, the student will be immediately removed from the placement until a review is conducted. The final decision will rest with the clinical agency as to any possibility of reinstatement at the site.
7. Should a student be barred from completing clinical/practicum assignments with partnering agencies, SCC will not be able to ensure the completion of program requirements and graduation competencies. Inability of a student to complete program requirements and graduation competencies will result in suspension from the program.
8. Any student suspended from a SCC Program can avail themselves of the standard SCC processes for appeal, grievance, and/or readmission.

3.23.00

Student Success Policy

Approved By and Date: Board of Trustees 2-20-14
Executive Leadership Team 1-2-14
ICore 12-30-13

Stanly Community College promotes student success. The college requires students to take the appropriate college success course (ACA) or module in their first semester of enrollment. ACA content assists students in developing the skills necessary to be successful in their academic careers at the community college or upon transition to a university or the workplace.

Student Success Procedure (Revised)

Approved By and Date: Executive Leadership Team 4-7-14
ICore 4-2-14

1. All new students enrolling in a program of study will be required to take the program specific student success course (ACA) or in certain cases where the full course is not required, the ACA content provided in a module format during the first semester enrolled.
2. Students should consult their advisors and their individual academic plan (MAP) to determine which ACA is appropriate before registering.
3. Students not registering for the appropriate ACA during their first semester will be stopped by the system, prohibiting them from submitting their registration schedule until the ACA is added. A hold will be placed on any student who does not successfully complete ACA in their first semester, which will require the student to consult with the advisor for registration. The hold will be removed once the student successfully completes the appropriate ACA.

3.21.00

Student Records and Privacy Rights Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 12-19-13
 ICore 12-18-13

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Stanly Community College, with certain exceptions, obtain a student's written consent prior to the disclosure of personally identifiable information from his/her education records.

Stanly Community College may disclose appropriately designated "directory information" without written consent, unless the student has advised the College to the contrary in accordance with SCC procedures. The primary purpose of directory information is to allow Stanly Community College to include directory type of information from the student's education records in certain college publications. Examples of such publications include honor roll or other recognition lists and graduation programs.

Student Records and Privacy Rights Procedures

Approved By and Date: Executive Leadership Team 12-19-13
 ICore 12-18-13

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student's prior written consent. Outside organizations include but are not limited to companies that manufacture class rings or publish yearbooks. In addition, the Solomon Amendment requires Stanly Community College to provide military recruiters, upon request, with directory information categories-names, addresses, telephone listings, age or date of birth, level of education, major-unless students have advised the College that they do not want their information disclosed without prior written consent. A student who does not want Stanly Community College to disclose directory information from education records without his or her prior written consent must notify the College by completing a Request to Prevent Disclosure of Directory Information form each semester. The form may be obtained from the Enrollment Management Department. At least ten days should be allowed for processing a request. Stanly Community College has designated the following information as directory information:

- student's name
- address
- phone number
- email address
- date and place of birth
- major field of study
- terms of attendance
- levels of education
- degrees, honors, and awards received
- the most recent educational agency or institution attended

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are:

1. The student's right to inspect and review his/her education records within 45 days of the day Stanly Community College receives a request for access. Students should submit to the Dean of Enrollment Management a written request that identifies the record(s) they wish to inspect. The Dean of Enrollment Management will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should contact the Dean of Enrollment Management to identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Dean of Enrollment Management decides not to amend the record as requested by the student, the Dean will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures with the Dean of Enrollment Management and Assistant Dean of Students will be provided to the student when notified of the right to a hearing. Note: SCC only has the ability to rectify inaccurate or misleading information that it has purview over. SCC cannot rectify or change another institution's official records or documents.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. There are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. Exceptions are as follows:
 - To school officials that have a legitimate educational interest (definition of school official provided in annual notification).
 - To another school in which the student seeks or intends to enroll.
 - When disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine the conditions for the aid and/or enforce the terms and conditions of the aid.
 - To the parents of a dependent student as defined in Section 152 of the Internal Revenue Code.
 - To appropriate parties, including parents of an eligible student, in connection with a health or safety emergency.
 - To the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance.
 - Directory information that could include information such as student's name, address, e-mail address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year and enrollment status.
 - Under certain conditions:
 - a. To authorized representatives of the Comptroller General of United States, the Attorney General of the United States, the U.S. Secretary of Education and State and local educational authorities for audit or evaluation of Federal or State supported

- educational programs or for the enforcement of or compliance with Federal legal requirements that relate to those programs
- b. To organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs or improving instruction
 - c. To comply with judicial order or a lawfully issued subpoena
 - d. To the victim of an alleged perpetrator of a crime of violence or non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime
 - e. To any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stanly Community College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Complaints, Concerns, or Suggestions

Any student who has reason to believe that the College is not complying with the Act or this policy should inform the Dean of Enrollment Management in writing. The Dean of Enrollment Management will review all such allegations and respond back to the allegation within five working days of receipt.

Type, Location, and Custodian of Student Records

Questions regarding individual student records should be directed to the appropriate location:

Academic Records: Office of the Dean of Enrollment Management, Patterson Building

Financial Aid: Office of the Dean of Financial Aid Management, Patterson Building

Career Placement: Office of the Assistant Dean of Students, Patterson Building

Academic Progress: Office of the Program Advisor

Transfer of Credit from Other Institutions for Curriculum Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>11-10-11</u>
	<u>Executive Leadership Team</u>	<u>10-24-11</u>
	<u>ICORE</u>	<u>10-5-11</u>

The Records and Registration Office will review post-secondary transcripts of applicants for admission once official transcripts are received by Stanly Community College. Transfer credit will be granted for courses having a “C” or better and meeting both of the following qualifications: Course content closely parallels the course content of the SCC course for which credit is granted. Course credit hours match the credit hours of the SCC course for which is granted.

Transfer of Credit from Other Institutions for Curriculum Procedures:

Approved By and Date:	<u>Executive Leadership Team</u>	<u>10-24-11</u>
	<u>ICORE</u>	<u>10-5-11</u>

1. Some courses with a technical or skill content may be denied acceptance. The College reserves the right to accept or reject credits. Courses not approved for transfer may be re-considered by completing an Appeal Form with the Records and Registration Office. The Records and Registration Office will address the appeal with the appropriate Associate Dean. The Associate Dean will return the appeal outcome to the Records and Registration Office within five business days. The Associate Dean’s decision will be final. Some programs may require competencies for specific courses regardless of course age. (Please see particular program of study information.) The College will accept transfer credits only from accredited institutions or internationally accredited foreign colleges. Transcripts from foreign colleges must have English translations and equivalencies from World Evaluation Services to receive transfer credit at SCC.
2. At least one-fourth of the credits required for a degree, diploma, or certificate must be earned from Stanly Community College. Students who re-enter the College after two continuous semester absences must do so under the current operating catalog.
3. The College is using the following GAAP (Generally Accepted Accrediting Principles) criteria in recognizing accrediting agencies:
 - Recognized by the Council on Higher Education Accreditation in Washington, D.C.
 - Recognized by the U.S. Department of Education
 - Recognized by (or more commonly, a part of) their relevant national education agency
 - Schools they accredit are routinely listed in one or more of the following publications: the International Handbook of Universities (a UNESCO publication), the Commonwealth Universities Yearbook, the World Education Series, published by PIER, or the Countries Series, published by NOOSR in Australia
4. As such, the following regional accrediting agencies are accepted:
 - Middle States Association of Colleges and Schools (MSA)

- The Northwest Association of Schools and Colleges (NASC)
 - North Central Association of Colleges and Schools (NCA)
 - New England Association of Schools and Colleges (NEASC-CIHE and NEASC-CTCI)
 - Southern Association of Colleges and Schools (SACS)
 - Western Association of Schools and Colleges (WASC-Jr. and WASC-Sr.)
5. The following national accrediting agencies are accepted:
- Accrediting Council for Independent Colleges and Schools (ACICS)
 - Distance Education and Training Council (DETC)
6. In order to receive credit for program specific courses for readmission or admission with transfer credit, the applicant must successfully complete a competency exam and/or audit selected classes as designated by the program director. The competency exam will test the applicant’s knowledge of material covered in classes that were successfully completed up to the point of withdrawal. Audits and/or competencies must be successfully completed in order to be considered for readmission or admission with transfer credit. Applicants will be given one opportunity to complete the competency exam(s) and/or audit(s) successfully.

4.17.00

Unlawful Harassment/Discrimination Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>12-12-13</u>
	<u>Executive Leadership Team</u>	<u>9/30/13</u>
	<u>ICore</u>	<u>9/11/13</u>

Stanly Community College is committed to providing an educational and work environment in which each individual is treated with respect and dignity. In compliance with this commitment, the College maintains a strict policy that prohibits sexual harassment, discrimination, harassment, and sexual assault on the basis of race, color, religion/creed, gender, national or ethnic origin, age, disability, veteran or active military status, genetic characteristics, or any other category protected by law.

Violation of the policy is considered to be a serious offense and is prohibited by Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. Title IX states in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” The legislative mandate is clear: SCC must provide a safe, harassment- and discrimination-free environment for students and employees.

Unlawful Harassment/Discrimination Procedures (Revised)

Approved By and Date:	<u>Executive Leadership Team</u>	<u>2-3-14</u>
	<u>ICore</u>	<u>2-26-14</u>

I. Definitions

The Stanly Community College Unlawful Harassment/Discrimination Policy addresses all forms of unlawful harassment and discrimination related to students, employees, and third parties and employs the following definitions:

- A. **Discrimination** - a general definition for discrimination is a situation in which an individual or a group is treated less favorably than another individual or group due to some characteristic specified under anti-discrimination legislation. These characteristics may include factors such as but not limited to sex, race, color, national origin, disability, and religion or creed.

Examples of discrimination may include giving preferential treatment to an individual based on one of the protected classes or denying access based on one of the protected classes.

- B. **Harassment** - a general definition for harassment is unwelcome conduct based on race, color, religion, sex (including pregnancy), national origin, age, disability, or genetic information. Harassment becomes unlawful when enduring the offensive conduct becomes a condition of continued pursuit of education or employment or when the conduct is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive.

Examples of harassment may include conduct such as offensive jokes, slurs, epithets or name calling, bullying, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with school or work performance. Harassment may occur face to face or on social networking sites.

- C. **Sexual harassment** is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct or written communication of a sexual nature that is intimidating, hostile, or offensive. Sexual harassment is considered to have occurred when accepting or rejecting such conduct is used as the basis for academic or employment decisions or when such conduct creates an intimidating, hostile, or offensive environment, or substantially interferes with a student's academic performance or with an employee's job performance.

A few examples of possible sexual harassment, if unwelcome, repeated, or severe include unwanted touching; sexually suggestive messages, pictures, or posters; comments about a person's clothing or personal appearance; or pressure for sexual activity.

- D. **Gender-based harassment**—Gender-based harassment may be defined as acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. This disrespectful behavior targets someone for offensive, hostile, degrading, or insulting treatment. Conduct does not have to be sexual to violate the policy.

- E. **Sexual assault or sexual violence** is defined as sexual intercourse without consent including rape (whether by acquaintance or stranger), sodomy, or other forms of sexual penetration. To constitute lack of consent, acts must be committed either by force, threat of force, intimidation, or through use of victim's mental helplessness of which the accused was aware or should have been aware. It includes incapacitation by alcohol or other drugs. Sexual assault also includes intentional touching, either directly or through clothing, of the victim's genitals, breasts, thighs, or buttocks without the victim's consent as well as touching or fondling of the accused by the victim when the victim is forced to do so against his or her will.

- F. Title VI of the Civil Rights Act of 1964 stipulates that no person in the United States shall; on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity receiving Federal financial assistance from the Department of Education.
- G. Title VII of the Civil Rights Act of 1964, and 1991 as amended, prohibits public and private employers from discriminating in employment against individuals because of race, color, national origin, religion or sex.

II. TITLE VI or VII Complaint Procedures

Individuals filing a Title VI or VII complaint should follow Stanly Community College's Grievance Procedures. If the complainant is a student, he/she will file his/her complaint through the Student Grievance Procedures located on the Stanly Community College Policy webpage. If the complainant is an employee, he/she will consult the Director of Human Resources to determine the best procedure for resolution.

III. TITLE IX Complaint Procedures

The College will take prompt (within three (3) school days) steps to correct, prohibit, and remedy sexual harassment and discrimination and to protect the student or employee from further harassment or discrimination. Retaliation or discrimination against a student or employee for reporting or complaining about sexual harassment or discrimination or otherwise participating in this process is also prohibited. Those who report policy violations must not fear reprisals. Employees who fail to report policy violations must be held accountable based on the Employee Code of Ethics. Disciplinary actions for employees will be based on the Employee Progressive Disciplinary Policy.

It should be noted that throughout the Title IX process any determination of a conflict of interest or perceived conflict of interest for individuals involved in receiving complaints, investigating, and determining the outcome of a complaint may be resolved by having another individual substituted in the process as designated by the College President. If there is a conflict of interest involving the President, the matter will be referred to the Board of Trustees Chair.

A. Reporting a Complaint

Those who feel they have been subjected to unlawful sexual harassment/discrimination as noted in this policy by students, employees, or third parties (independent contractors, delivery/service personnel, or any member of the general public) or anyone aware of a policy violation should take the following steps:

Step 1: To file a Title IX complaint, as soon as is reasonably possible, employees should contact the Director of Human Resources and students should contact the Title IX Student Coordinator:

Cindy Dean, Associate Dean of University Transfer, Title IX Student Coordinator
Office location: 207 Snyder Building
Telephone: (704) 991-0329
Email: cdean5600@stanly.edu
Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC 28001
Online form: URL to be determined

The Title IX Student Coordinator or the Director of Human Resources is responsible for taking the student's or the employee's initial complaint. The following minimum information must be provided as part of the initial complaint:

- The identity of the complainant (the person or persons making the complaint) and respondent (the person or persons named to have violated this policy);
- details concerning the incident(s) or conduct that precipitated the complaint including the date(s) of the incident(s) and location(s) of the incident(s);
- the identity and status of any witness(es) to the incident(s) with telephone numbers, email addresses, and street addresses if known; and
- the action(s) requested to resolve the complaint.

The above information may be given to the Title IX Student Coordinator or Director of Human Resources in person, by telephone, via email, via US Postal Service, or via report form available on the College web site. Should the complainant feel unable to prepare a written complaint, the Coordinator or Director will make a record of the complainant's oral statements and then ask the complainant to review, correct any inaccuracies, and sign.

The Title IX Student Coordinator or Director of Human Resources will provide the complainant with the College policy, procedural information, and Title IX information. The complainant will also be notified of the right to file a criminal complaint as appropriate or to lodge a complaint with other agencies if applicable. (See appendix for procedures for filing a complaint with the Office for Civil Rights or the Equal Employment Opportunity Commission.) In addition, a College-appointed counselor will be assigned to the student complainant and arrangements made for their first meeting. The counselor will serve as a College advocate for the student.

The Title IX Student Coordinator or Director of Human Resources is mandated to take action quickly (within three (3) school days) to coordinate an investigation. In the event of safety concerns for the individual, the College will take immediate action as deemed necessary. The complainant and the respondent will be separated if appropriate.

Should the complainant request that the complaint be withdrawn, the College must pursue the investigation.

B. Investigation Process

The Title IX Student Coordinator will forward the complaint to the Title IX Investigation Team (Executive VP of Educational Services, Assistant Dean of Students, and Director of Security) to begin a preliminary review of the complaint. All reports of violation of this policy will be investigated promptly (investigation initiated within three (3) school days) and thoroughly through the leadership of the Title IX Investigation Team. Steps will be taken to correct, prohibit, and remedy sexual harassment and discrimination.

The Director of Human Resources will conduct the investigation based on College policies and procedures, (such as the Progressive Discipline Policy), as deemed appropriate.

Step 2: The Title IX Investigation Team will begin a preliminary review of the complaint, which normally includes interviews with the complainant, respondent, and witnesses. A College-appointed counselor will be assigned to the student respondent. The counselor will serve as a College advocate for the student. The Title IX Investigation Team may request

administrators in areas connected to the complaint to participate in the investigation process on a need to know basis. Some complaints may use mediation to resolve the issue. Mediation may not, however be used in sexual assault or sexual violence complaints.

After the preliminary review, a determination will be made as to whether circumstances reported in the complaint warrant further investigation. If it is determined that the complaint does not warrant further investigation, the complainant and the respondent will be notified. The complainant will have the right to appeal the decision. (See Section F of this policy for the Appeal Process.)

Step 3: If the Title IX Investigation Team determines that circumstances in the complaint warrant further investigation, the complainant and respondent will be notified. In addition to interviews with all parties, the Title IX Investigation Team will review all written statements, documentation and policies, and other necessary steps to thoroughly investigate the complaint to determine whether the alleged conduct constitutes sexual harassment or discrimination in violation of this policy. Neither the complainant nor the respondent may directly question the other during proceedings, as this may possibly escalate a hostile environment.

When determining whether a violation of policy has occurred, the College will use a preponderance of the evidence standard. This standard means that it is more likely than not that the circumstances represented in the complaint are accurate.

Although not required, both the complainant and the respondent may retain and have legal counsel present during any or all portions of the proceedings. The College will have an attorney present if either party exercises his/her right to have legal counsel present.

In some situations complaints may involve both violation of the College policy and criminal activity. Police investigations may be useful for fact-gathering. The College will, however, conduct its own independent investigation in determining whether a violation has occurred. As police investigations and violation of Title IX policy use different standards, police decisions cannot be used in determining resolution of College policy infractions. For example, police investigations may not find sufficient evidence of criminal activity for an action considered unlawful under Title IX. In addition, criminal investigations into allegations of sexual violence do not relieve the responsibility of the College to resolve such complaints under Title IX.

C. Retaliation

The College will take appropriate interim measures during the investigation to ensure safety and non-retaliation for all persons involved. Retaliation or discrimination against a student or employee for reporting or complaining about sexual harassment or discrimination or otherwise participating in this process is also prohibited and is a violation of this policy. The complainant will be told how to report any subsequent problems.

The filing of a sexual discrimination, harassment, or related retaliation complaint will not stop, delay, or have any effect on pending student disciplinary or personnel actions. This includes but is not limited to performance evaluations or disciplinary actions related to a complainant who has violated College policies or who is not performing at acceptable levels.

D. Confidentiality

All parties involved in the complaint process are expected to maintain confidentiality in order to avoid interfering with the investigation and addressing of each complaint. The College will attempt to keep all information relating to complaints under this policy confidential and on a need-to-know basis to the extent consistent with the legal obligations of the College, its need to investigate allegations, and its need to take corrective and/or disciplinary actions.

Both parties will be notified in writing of the outcome of a complaint and any appeal. If a complaint involves a student, FERPA regulations prohibit disclosure of personal information from a student's education record; however, FERPA does permit the College to disclose to the complainant any information related to sanctions imposed on the respondent. Disclosure of any additional information is a FERPA violation.

If the respondent's conduct is a crime of violence, FERPA permits the College to disclose to the complainant the final results of disciplinary proceedings regardless of whether the College determined a violation was committed.

The Clery Act requires that both parties be informed of the outcome of proceedings related to sex offenses. Compliance with this level of notice does not constitute a FERPA violation. Limitations on disclosure do not apply to information the College must disclose under the Clery Act.

Should a complaint involve an employee or third party, FERPA and the Clery Act are not applicable. The College will, however, protect the privacy of individuals involved to the extent required by law.

E. Resolution

Upon completion of the investigation, the Title IX Investigation Team will report findings to the Title IX Decision-Maker. This individual will lead the College in taking appropriate disciplinary actions for conduct determined to constitute harassment or discrimination in violation of this policy. The Decision-Maker may name individuals to assist in the resolution process on a need to know basis.

Step 4: Disciplinary action may be taken for violation of this policy including dismissal from the educational program or from employment. In determining disciplinary action, the Student Code of Conduct and the Employee Progressive Disciplinary Policy will be utilized. A third party may be barred from campus or prohibited from engaging in future business dealings with the College. Should it be determined that a false claim has been made, the claimant will be subject to the same disciplinary actions designated for the respondent.

Once the Decision-Maker has made necessary disciplinary decisions, the Title IX Coordinator will be notified of the decision in writing. The Coordinator will notify the President of the College, the complainant, and the respondent of the decision. The President will make a report to the Board of Trustees on a need to know basis. Should a case be brought against the President, the Board Chairman will refer the matter to the Board of Trustees for action.

Procedures for resolving complaints will adhere to the following points:

1. Throughout the Title IX investigation, both parties will have an equal opportunity to present relevant witnesses and other evidence and may have legal counsel present. The College reserves the right to have an attorney present if either party exercises his/her right to have legal counsel present.
2. Both parties will have timely access to any information that will be used at a hearing.
3. Parties will not be allowed to personally question each other during hearings.
4. Each investigation will be conducted and completed within a reasonable time frame (60 calendar days unless the Decision Maker deems further time is necessary to render a decision)
5. Both parties will receive periodic status updates.
6. Both parties will be notified in writing as to the outcome of the investigation.
7. Both parties may file an appeal.
8. Both parties have the right to due process during the resolution of a complaint.
9. Should a party waive the right to go through the process of resolving a complaint, a decision will be made based on information gathered by the Investigation Team.
10. Documentation of all stages of the process will be maintained by the Title IX Student Coordinator or Director of Human Resources.

The College is committed to maintaining a safe, healthy, and positive work and learning environment. All behavior that is prohibited by federal, state, and local laws is prohibited on the campus or off the campus during an institutional activity, function, or event and will be referred to the proper authorities for action. Students and employees may be suspended during the pendency of court action for any violation of a criminal law committed on campus or off campus at a College-sponsored or related function. Additionally, students may be removed from classes and employees may be removed from duty pending action on charges during an investigation or appeal for reasons related to the safety and well-being of others.

F. Appeal Process

Step 5: Either party may appeal the outcome of the investigation and disciplinary decisions. The appeal must be in writing and submitted to the Title IX Coordinator within 15 working days of the issuance of the decision. The appeal will be forwarded to the President.

The President will review the complaint, the investigation, and the recommended disciplinary actions. Within 15 working days following receipt of the appeal, a written recommendation will be issued by the President.

The decision is not subject to further review at this level.

IV. Title IX Education Program

- a. Annual education programs will be available to all Stanly Community College students and employees through one of the following avenues:
 - i. Curriculum students will take a college student success class or module (ACA) during their first semester of enrollment, which will contain a section on Title IX. Students will have access to the ACA class/module until graduation through their Moodle account.

- ii. College and Career Readiness (CCR) students will have a Title IX section embedded in the CCR Orientation. If the student remains with the CCR program longer than one year, the student will be provided a Title IX handout during the student's review of credits. The student will review the handout with his/her CCR advisor and sign indicating he/she understands Title IX.
- iii. Occupational Extension (OE) students will be provided a Title IX handout since the nature of the course may only be one hour. The student will review the handout with his/her instructor and sign indicating he/she understands Title IX.
- iv. All Stanly Community College employees will receive annual mandatory Title IX training during Convocation or Adjunct Faculty meetings. The mandatory employee training will, also, be made available online.
- v. In an effort to monitor and assure compliance, the Director of Human Resources and the Title IX Student Coordinator will, on a semi-annual basis, evaluate the College's compliance efforts and provide a report on the status of those efforts to the Executive Leadership Team and the President of the College.

UNLAWFUL SEXUAL HARASSMENT/DISCRIMINATION APPENDIX

I. Filing an OCR Complaint

Anyone who believes that an education institution that receives federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint with the Office for Civil Rights (OCR). The person or organization filing the complaint need not be a victim of the alleged discrimination but may complain on behalf of another person or group.

A complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause shown under certain circumstances.

Prior to filing a complaint with OCR against an institution, a potential complainant may want to find out about the institution's grievance process and use that process to have the complaint resolved. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process.

Complainants wishing to file a complaint may do so by:

- **Mail or Facsimile:** Complainants may mail or send by facsimile a letter or use the OCR's Discrimination Complaint Form available from one of OCR's enforcement offices. Information to be provided include the complainant's name, address and telephone number where the complainant may be reached during business hours; information about the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required); the name and location of the institution that committed the alleged discriminatory act(s); and a description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination (race, color, national origin, sex, disability, or age).

- E-mail: Complainants may file a complaint using the following e-mail address: ocr@ed.gov. Use the same procedures as above.
- Online: Complainants may file a complaint with OCR using OCR's electronic complaint form at the following web site:
<http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

II. Filing an EEOC Complaint

The Equal Employment Opportunity Commission (EEOC) is responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, or genetic information. It is also illegal to discriminate against a person because the person complained about discrimination, filed a charge of discrimination, or participated in an employment discrimination investigation or lawsuit.

An employee who believes he or she has been discriminated against at work because of race, color, religion, sex (including pregnancy), national origin, age, disability or genetic information, may file a Charge of Discrimination. All of the laws enforced by EEOC, except for the Equal Pay Act, require the individual to file a Charge of Discrimination before filing a job discrimination lawsuit against the employer. In addition, an individual, organization, or agency may file a charge on behalf of another person in order to protect the aggrieved person's identity. There may be time limits for filing a charge.

Charges are not accepted by telephone, but an employee may call 1-800-669-4000 to submit basic information about a possible charge to begin the process. The information will be forwarded to the appropriate EEOC field office.

COMPLAINT FORM: UNLAWFUL HARASSMENT/DISCRIMINATION POLICY

Please provide the following information:

Name: _____

Address: _____

Home Phone: _____ Mobile Phone: _____

Email address: _____

Complaint Information:

Incident date(s): _____ Location of incident(s): _____

Incident Summary: In your own words briefly describe what happened to you that you believe was discriminatory, harassing, or retaliatory. (Include names of all parties involved along with witnesses or individuals who may have knowledge of the event(s).)

What action/remedy are you seeking? _____

Print and return form to Title IX Student Coordinator: OR Send Electronically:

Cindy Dean, Associate Dean of University Transfer, Title IX Student Coordinator
Office location: 207 Snyder Building
Telephone: (704) 991-0329
Email: cdean5600@stanly.edu
Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC

APPEAL FORM: UNLAWFUL HARASSMENT/DISCRIMINATION POLICY

Please provide the following information:

Name: _____

Address: _____

Home Phone: _____ Mobile Phone: _____

Email address: _____

Appeal Information: (An appeal must be filed within 15 calendar days of the complaint resolution.)

Date of Complaint Resolution: _____

Summary of Request to Review Decision: In your own words briefly describe why you are requesting a review of the complaint decision.

Print and return form to Title IX Student Coordinator: or send electronically:

Cindy Dean, Associate Dean of University Transfer, Title IX Student Coordinator
Office location: 207 Snyder Building
Telephone: (704) 991-0329
Email: cdean5600@stanly.edu
Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

Use of Human Subjects Policy

Approved By and Date: Board of Trustees 4-10-14
Executive Leadership Team 11-25-13
ICore 11-20-13

The purpose of the Stanly Community College (SCC) Use of Human Subjects Policy is to protect the rights and welfare of human subjects through the review of educational practices and potential research projects. SCC encourages and supports the scholarly endeavors of its students, faculty, and staff. When such scholarly work involves the use of human subjects for training and/or data collection and analysis, the proposed educational practices and research projects will be reviewed to ensure that:

- **The rights and welfare of human subjects are protected**
 - **Risks have been considered and minimized**
 - **Potential for benefit has been identified and maximized**
 - **All human subjects only volunteer to participate in research and/or training after being provided with legally effective informed consent**
 - **Any research and educational practice is conducted in an ethical manner and in compliance with established standards, including handling all private information with confidentiality**
-

USE OF HUMAN SUBJECTS PROCEDURES

Approved By and Date: Executive Leadership Team 11-25-13
ICore 11-20-13

1. HUMAN SUBJECTS IN EDUCATION AND TRAINING

Laboratory hands-on training is an essential element in various SCC educational programs. Students must be proficient with live client and/or patient care techniques. Therefore, these skills must be practiced on fellow students under the supervision of program faculty. Safety and respect for each other is of vital importance. In order to protect the well-being of surrogates and to ensure that participating students are participating as a human subject on a voluntary basis, the following are required:

- A. Each educational program that requires the use of human subjects in the training curriculum will ensure that participating students are informed of the details and degree to which they are expected to participate as human subjects. Each program of this type will also require each participating student to sign an informed consent or written authorization for use as a human subject prior to participation as a human subject.
- B. Students will not be allowed to apply modalities or procedures to human subjects until they have demonstrated proper operation of the equipment and are approved to work with human subjects by an appropriate qualified instructor. This approval will be documented in student or class records and kept by the program head or designee.

2. HUMAN SUBJECTS IN RESEARCH

- A. Definition – Research involving human subjects is defined as any systematic investigation designed to develop or contribute to generalizable knowledge that involves the investigation of one or more living individuals about whom the investigator (whether professional or student) conducts research and obtains:
- i. data through intervention or interaction with the individual, or
 - ii. identifiable private information
- B. Requesting investigators will complete, at least 45 days in advance of the proposed research start date, the [Stanly Community College Research Approval Application](#), available from the Director of Institutional Research and Planning. The application includes (but is not limited to) sections pertaining to research design, requests for existing data from SCC Institutional Research personnel, and informed consent forms where applicable.
- C. SCC will not approve the research projects that are found to be “non-exempt” from the required review of an Institutional Review Board (IRB), as described in the Code of Federal Regulations - Title 45 (Public Welfare), Part 46 (Protection of Human Subjects) (45 CFR 46). SCC will consider the approval of research projects that either do not include human subject research or are considered “exempt” from the required review of an IRB. All research efforts that potentially include the use of SCC employee or student information will be reviewed to determine:
- i. whether the research involves human subjects
 - ii. whether the research is considered “exempt” from the federal requirement of review by an Institutional Review Board (IRB)
 - iii. the level of involvement of SCC Institutional Research personnel in the project
 - iv. approval of the project to proceed with or without modifications if the research project is determined to be “exempt” from IRB review requirements
 - v. disapproval of the project if the research is determined to be “non-exempt” from IRB review requirements
- D. Exempt Human Subject Research
- Investigators cannot self-determine whether the proposed research is exempt from IRB review. This is to be determined by the Director of Institutional Research and Planning, who will follow the guidelines set forth in 45 CFR 46. If the complexity of the request or proposal requires additional expertise, a Research Review Committee will be formed by the Director. The Committee will review the proposal and make recommendations to the Director. Examples of exempt research (i.e. research that may be approved by SCC) include:
- i. research conducted in established or commonly accepted educational settings involving normal educational practices
 - ii. research involving the use of educational tests if the information taken from these sources is recorded in such a manner that the subjects cannot be identified either directly or indirectly
 - iii. research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens if these sources are publicly available and if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or indirectly
 - iv. research involving the observation of public behavior or research involving survey or interview procedures EXCEPT when:

- data are recorded in a manner enabling identification of subjects and the subject's responses, if they were to become known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing,
- the research deals with sensitive aspects of the subject's behavior such as illegal conduct, drug or alcohol use, sexual behavior, or
- the research deals with study participants who are likely to be vulnerable to coercion or undue influence, such as minors under the age of 18 (45 CFR 46 Subpart D), prisoners (45 CFR 46 Subpart C), pregnant women (45 CFR 46 Subpart B), persons with mental disabilities, or person whose economic status would leave them susceptible to coercion.

E. Non-Exempt Human Subject Research

When the proposed research is not applicable to the above described "exempt" categories, and consequently receives the "non-exempt" designation, SCC will deny the project. This includes research that falls under the exceptions listed in **Section 2.D.d** above. Investigators are welcomed to modify the project so that non-exempt human subject research is not included, and then reapply for SCC authorization.

F. Research Review Committee

- i. The purpose of the Research Review Committee is to review research requests and proposals when the complexity of such projects requires a collaborative team of professionals with relevant expertise to determine whether research is considered exempt of the requirement of an IRB.
- ii. The Committee will be comprised of at least 5 and no more than 7 research and subject matter professionals, who will be briefed on the applicable federal guidelines.

G. Degree of SCC Involvement

When investigators request the use of existing data, which may only be accessible to specific SCC personnel, it becomes necessary for SCC personnel to assist in the retrieval of this data. It is important to note that the role of SCC personnel will be restricted to the extract of such data for the investigator. Additional research-related tasks such as data analysis, statistical testing and graphic presentations will not be performed by SCC personnel. If the data request is unclear, the investigator may be required to work with his or her supervisor or educational advisor to better communicate the information requested.

H. Informed Consent

Each approved research project that requires intervention and/or interaction with the human subject will require that each subject sign an informed consent. The language of this form must indicate:

- i. that participation in the project is voluntary
- ii. that participation in the project is independent of course grades and/or other indicators of student success
- iii. a description of the purpose of the project and the details of participation
- iv. assurance that students, faculty, or staff involved in the research project will not be identified when the findings of that project are published
- v. an explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject
- vi. a list of possible risks and/or benefits of participating as a subject of research

3.26.00

Verifying Student Identity in Online Courses Policy

Approved By and Date: Board of Trustees 2-20-14
 Executive Leadership Team 1-2-14
 ICore 12-30-13

Verifying the identity of the student accessing and participating in an online course is fundamental to the integrity of the course as well as the college. In addition, Stanly Community College's (SCC) accrediting agencies require a consistent procedure to ensure student identity within the online course. SCC satisfies these standards with the use of a unique student user name and password.

Verifying Student Identity in Online Courses Procedures

Approved By and Date: Executive Leadership Team 1-2-14
 ICore 12-30-13

Each student, upon admission to SCC, is assigned a permanent student number and a unique user name. The student number is generated when the student's application information is entered into Datatel. The Datatel student number is then used by local IT servers to generate a unique user ID that is placed into SCC's active directory. The user name uses a protocol that includes first initial of the first name plus the last name plus the last four digits of the Datatel student number. For example: jdoe1234. This unique user name, coupled with a student managed password, is used in order to securely log in and gain access to the online course management system (Moodle) as well as the online student service registration and records portal (WebAdvisor).

In addition, faculty teaching online courses have the autonomy to utilize and/or incorporate components that would include but are not limited to the following:

- On-site proctored tests on campus or at testing centers
 - Online test proctoring
 - On-site labs
 - Web conferencing (Elluminate, etc.)
 - Live chats
-

2.11.00

Weapons on Campus Policy

Approved By and Date:	<u>Board of Trustees</u>	<u>12-12-13</u>
	<u>Executive Leadership Team</u>	<u>11-4-13</u>
	<u>ICore</u>	<u>10-30-13</u>

Stanly Community College recognizes the importance of providing a safe and secure learning environment for all campus constituents. It is a violation of State Criminal Law (NC General Statutes 14-269.2) and College policy to possess or carry any Weapon on the Stanly Community College property except as otherwise specifically provided by law. Violators will be referred for criminal prosecution, and faculty, staff, or student violations are also subject to College disciplinary action.

Weapons on Campus Procedures

Approved By and Date:	<u>Executive Leadership Team</u>	<u>11-4-13</u>
	<u>ICore</u>	<u>10-30-13</u>

Any person who witnesses a violation of this Policy will report such violation immediately to local law enforcement officials via **911**. Any violation of this Policy will be referred for criminal prosecution and for appropriate College disciplinary action applicable to faculty, staff, or students.

A weapon will be defined as any object or substance used, attempted to be used, or intended to inflict a wound, cause injury or incapacitate, including, but not limited to, all firearms, explosive agents, chemicals, air or canister propelled guns, knives with blades over four (4) inches, martial arts weapons, or any other “weapon” as defined by NC General Statutes 14-269.2.

Limited exceptions to the Policy include:

1. Law enforcement personnel, firefighters, emergency service personnel, and military personnel carrying out their official duties;
2. A person who has a legally valid concealed handgun permit or who is exempt from obtaining such a permit under State law, who has a handgun in a closed compartment or container within the person’s locked Vehicle or in a locked container securely affixed to the person’s Vehicle. A person may unlock the Vehicle to enter or exit the Vehicle, provided the handgun remains in the closed compartment at all times and the Vehicle is locked immediately following the entrance or exit, as provided in NCGS 14-269.2(k).
3. A registered armed armored car service guard or registered armed courier service guard with the permission of the College.
4. Educational uses specifically authorized by the President.

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