



Sandhills Community College

2010-11 Catalog



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General Catalog

2010-2011



Issue No. 29/Fall 2010

Published by

SANDHILLS COMMUNITY COLLEGE

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Pinehurst, North Carolina 28374

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Website: www.sandhills.edu

The provisions of this publication are not to be regarded as an irrevocable contract between the student and Sandhills Community College. The College reserves the right to change any provision or requirement at any time within the student's term of residence or to add or withdraw course offerings. The College further reserves the right, at any time, to request that a student withdraw when such action is considered to be in the best interest of the institution.

College Telephone Numbers

Administrative offices are open Monday through Friday from 8 a.m. until 5 p.m. During the summer sessions, some offices may have an abbreviated schedule. The summer schedule is published online at www.sandhills.edu, along with the academic calendar. A complete telephone directory of faculty and staff is also available online.

General Information	910-692-6185/800-338-3944
Admissions.....	695-3725
Business	695-3721/3951
Continuing Education.....	695-3766
Financial Aid.....	695-3743
Dean of Instruction.....	695-3708
Library.....	695-3819
Records and Registration.....	695-3740/3741/3734/3739
Director of Student Life	695-3858
Vice President of Student Services.....	695-3736/3900

Accreditation

Sandhills Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4500) to award associate's degrees, certificates, and diplomas.

Visitors

The College welcomes visitors to campus and encourages them to explore the gardens, use the library, and attend various public college functions. See the Campus Map on page 4. It is important that visitors respect the educational mission of the College and the necessity for campus safety and tranquility. If disruptive visitors are observed, those noting the behavior are asked to relay that information to the switchboard located in the Dempsey Student Center 910-692-6185 or 800-338-3944. The College reserves the right to ask disruptive visitors to leave the campus.

Non-Discrimination Statement

Sandhills Community College is committed to the elimination of all discrimination based on race, color, national origin, religion, sex, age, or disability. The College seeks to comply with all federal, state, and local statutes, regulations, and orders, including those that promote equal protection and equal opportunity for students, employees, and applicants.



President John R. Dempsey

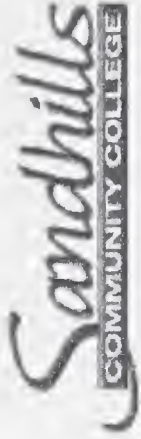
Welcome to Sandhills Community College. This academic catalog contains much of the information you will need as you proceed with your education at Sandhills.

Catalogs, though, are pretty dry and formal. You can make this catalog “come alive” by visiting with your advisor or asking our faculty and staff here at Sandhills (including me) for help with your program. It is the people of Sandhills—those who teach here and who work here—who make it a special place. Don’t hesitate to ask us to amplify the information in this catalog or to explain anything you don’t understand.

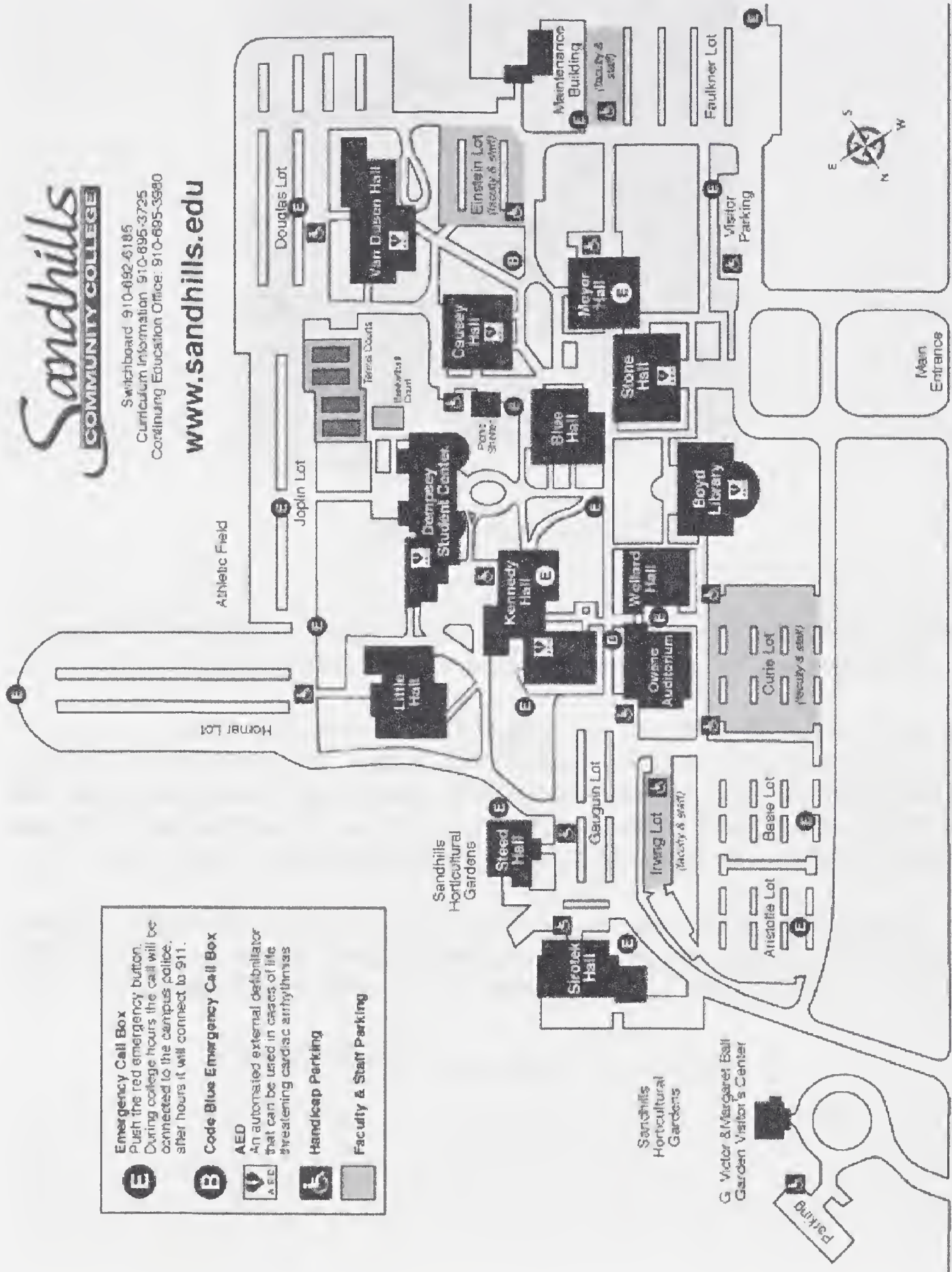
We are here to help you succeed. We hope you will use this catalog to your best advantage. Your journey towards graduation begins today. Please call me (695-3700) or visit me in Stone Hall if I can help make that journey easier for you.

John R. Dempsey

Campus Map



Switchboard 910-692-6185
 Curriculum Information 910-695-3725
 Continuing Education Office: 910-695-3680
www.sandhills.edu



E	Emergency Call Box Push the red emergency button. During college hours the call will be connected to the campus police, after hours it will connect to 911.
B	Code Blue Emergency Call Box
	AED An automated external defibrillator that can be used in cases of life threatening cardiac arrhythmias
	Handicap Parking
	Faculty & Staff Parking

3395 Airport Road • Pinehurst, NC

Ball Garden Visitor's Center**Blue Hall**

- Career Services
- Counseling Services
- Project Promise
- SandHoke ECHS Office
- Student Employment

Boyd Library

- Archives
- Barbara Cole Children's Reading Center
- English Classroom
- Jeanne Hastings Gallery
- Learning Resource Center
- Library
- Teresa Wood Reading Room

Causey Hall

- Alumni Relations
- College Programs for High School
- Cosmetology
- Emergency Medical Science
- Grant Development
- SCC Foundation Office

Dempsey Student Center

- Athletics
- Campus Police and Public Safety
- Clement Dining Room
- Ewing Center for Student Leadership
- Heins Gymnasium
- Intramurals
- Logan Bookstore
- Lost and Found
- Marketing
- Minority Male Mentoring
- Parking Permits
- Peterson Dining Commons
- Photo ID
- Reception
- Russell Fitness Center
- Student Government Association
- Student Life

Kennedy Hall

- Bracken Auditorium
- Developmental Education
- English and Humanities
- First Health Wing
- Fine Arts – Studio Art
- Health Sciences
- Nursing
- Owens Wing
- Print Shop
- Project Promise
- St. Andrews Extension
- Tutoring Center
- UNC Pembroke Extension

Little Hall

- Byerley Auditorium
- Computer Technologies
- Distance Learning
- Engineering Technologies
- Golf Course/Turfgrass Management
- Whole Harvest Kitchen
- Peggy Kirk Bell Center for Hospitality and the Culinary Arts
- Russell Dining Room
- Charles and Jane Wellard Technology Center

Maintenance Building

- Grounds Maintenance
- Physical Plant Maintenance
- Shipping/Receiving

Meyer Hall

- Directors Auditorium
- Sciences
- Therapeutic Massage

Owens Auditorium**Sirotek Hall**

- Transportation Technologies

Steed Hall

- Landscape Gardening

Stone Hall – 1st Floor East

- Administration
- Business Office
- Human Resources
- Planning and Research/SACS Liaison
- John Sledge Board Room

Stone Hall – 1st Floor West

- Admissions
- Advising Center
- Counseling Services
- Disability Services
- Financial Aid
- Meyer Family Foundation Auditorium
- Placement Testing
- Records and Registration
- Veterans Services

Stone Hall – 2nd Floor

- Management & Business Technology
- Mathematics
- Information Services

Van Dusen Hall

- Continuing Education
- Dedman Center for Business Leadership
- Furches Life-Long Learning Center
- McCaskill Public Service Center
- Social and Behavioral Sciences
- Public Service

Wellard Hall

- Audiovisual Services
- Fine Arts – Music

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ACADEMIC CALENDARS

Fall Semester 2010

August 11	Wednesday	Faculty/Staff Meetings or Faculty Retreat
August 12	Thursday	Registration
August 13	Friday	Alternate date for Faculty Retreat
August 16	Monday	First Day of Classes
August 17	Tuesday	Add Period Ends
September 6	Monday	Labor Day Holiday
October 11-12	Monday-Tuesday	Fall Break
October 26	Tuesday	Drop Period Ends
November 3	Wednesday	Spring Semester Priority Registration
November 11-12	Thursday-Friday	Veterans Day Holiday
November 24-26	Wednesday-Friday	Thanksgiving Holidays
December 9-14	Thursday-Tuesday	Final Exam Period
December 14	Tuesday	Semester Ends

Spring Semester 2011

January 6	Thursday	Registration
January 10	Monday	First Day of Classes
January 11	Tuesday	Add Period Ends
January 17	Monday	Dr. Martin Luther King Holiday
March 7-11	Monday-Friday	Spring Break
March 25	Friday	Drop Period Ends
To be announced	***	Summer and Fall Priority Registration
April 25-26	Monday-Tuesday	Easter Holiday
May 5-10	Thursday-Tuesday	Final Exam Period
May 10	Tuesday	Semester Ends
May 14	Saturday	Commencement

Summer Semester 2011

May 23	Monday	Registration
May 30	Monday	Memorial Day Holiday
June 27	Monday	Registration
July 4	Monday	Independence Day Holiday

Session	Classes		Last Day Last Day	
	Begin	End	To Add	To Drop
Full Session	May 24	July 28	May 25	July 6
1 st Half	May 24	June 23	May 25	June 13
2 nd Half	June 28	July 28	June 29	July 18

2011-2012 Proposed Academic Calendar

(Subject to change; not official until approved in spring 2011)

Fall Semester 2011

August 10	Wednesday	Faculty/Staff Meetings or Faculty Retreat
August 11	Thursday	Registration
August 12	Friday	Alternate date for Faculty Retreat
August 15	Monday	First Day of Classes
August 16	Tuesday	Add Period Ends
September 5-6	Monday-Tuesday	Labor Day Holiday
October 10-11	Monday-Tuesday	Fall Break
October 26	Wednesday	Drop Period Ends
November 3	Wednesday	Spring Semester Priority Registration
November 11	Friday	Veterans Day Holiday
November 23-25	Wednesday-Friday	Thanksgiving Holidays
December 8-13	Thursday-Tuesday	Final Exam Period
December 13	Tuesday	Semester Ends

Spring Semester 2012

January 5	Thursday	Registration
January 9	Monday	First Day of Classes
January 10	Tuesday	Add Period Ends
January 16	Monday	Dr. Martin Luther King Holiday
March 5-9	Monday-Friday	Spring Break
March 23	Friday	Drop Period Ends
To be announced	***	Summer and Fall Priority Registration
April 9-10	Monday-Tuesday	Easter Holiday
May 3-8	Thursday-Tuesday	Final Exam Period
May 8	Tuesday	Semester Ends
May 12	Saturday	Commencement

Summer Semester 2012

May 21	Monday	Registration
May 28	Monday	Memorial Day Holiday
June 25	Monday	Registration
July 4	Wednesday	Independence Day Holiday

Session	Classes		Last Day To Add	Last Day To Drop
	Begin	End		
Full Session	May 22	July 26	May 23	July 3
1 st Half	May 22	June 21	May 23	June 11
2 nd Half	June 26	July 26	June 27	July 16

Constitution and Citizenship Day

On September 17 of each year, Sandhills Community College commemorates the September 17, 1787, signing of the United States Constitution by holding a variety of educational programs for students, faculty and staff. This Congressional initiative is authorized by Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, "Dec. 8, 2004."

COLLEGE MISSION AND PROGRAMS

College History

Sandhills Community College was established in December 1963 under authority of the 1963 State Community College Act. Following the leadership of Representative H. Clifton Bluc, Moore County citizens petitioned the State Board of Education for approval to establish a community college in the county and voted overwhelmingly for a one million dollar bond issue for construction and a tax levy for operation and maintenance of facilities. Before the end of 1963, a board of trustees had been named, an organizational meeting held, an architect selected, and Dr. Raymond Stone chosen as first President of the College.

In 1964, construction of facilities began on land given for the campus by Mrs. Mary Luman Meyer of Pinehurst. Temporary college offices were located in downtown Southern Pines. Classes began on October 1, 1965, in nine scattered locations.

Following Dr. Stone's retirement in 1989, Dr. John R. Dempsey was selected to serve as President of the College.

The College's main campus in Moore County is home to nineteen buildings, which include Little Hall, a new facility for culinary technology and the engineering and computer programs, and Dempsey Student Center, which opened in 2006. In addition, Steed Hall, home of the Landscape Gardening program, opened in 2010 to replace its former home, Huetten Hall. The College's presence and capabilities are also growing at the Hoke County Center in Raeford, where a third classroom building will open in fall 2010 for SandHoke Early College High School.

Sandhills has been fortunate in attracting a highly competent faculty and staff. Experienced faculty members bring to the classroom a spirit of dedication to teaching and a willingness to advise students in course selection and academic planning. Professional counselors provide assistance with admissions, counseling, financial aid, and student life.

Mission Statement

The mission of Sandhills Community College is to provide educational opportunities of the highest quality to all the people of the Sandhills.

This mission is achieved by the accomplishment of the following goals:

1. To educate and qualify students for careers in technical fields and to assist them in securing employment in those fields;
2. To prepare students to transfer to baccalaureate institutions and to excel in their baccalaureate studies;
3. To provide challenging learning opportunities – developmental studies, basic skills, English as a second language, and high school equivalency – that prepare students for employment and/or for collegiate studies;
4. To provide the training needed to help recruit businesses to our community and to drive entrepreneurial growth; to promote workplace learning; and to enable local businesses to become more productive;

5. To provide opportunities for cultural enrichment and life-long learning for the people of the Sandhills, with a special effort to meet the needs of our retired population;
6. To foster an atmosphere of friendliness, civility, and respect and to provide support programs that promote student learning and success in traditional and nontraditional education settings;
7. To hire faculty and staff of the highest quality and who reflect our diverse community, to treat them with integrity and respect, to pay them well, and to provide ample opportunities for their professional development;
8. To ensure that the College raises the funds necessary to advance the excellence of its programs; that the institution is run efficiently; that modern technology is employed effectively in the college's operations; and that the campus is clean, safe, and beautiful;
9. To create and market quality educational programs, including programs delivered via distance learning, that excite and meet the needs of all segments of our service area;
10. To monitor program or service performance in each of the above areas and to use the data gathered to improve the college's effectiveness.

Sandhills Community College is a comprehensive community college chartered in 1963 and is a member of the North Carolina Community College System.

The Sandhills Community College mission statement was revised and approved by the Board of Trustees in February 2006.

Core Values at Sandhills Community College

Integrity

Sandhills treats its students, faculty, and staff fairly and stands behind the commitments that are stated or implied in its policy documents and promotional materials. The College demands academic work that is honest and rigorous and that meets the expectations of employers and baccalaureate-level institutions.

Helpfulness

The faculty and staff of Sandhills are genuinely and eagerly helpful to the college's students and to each other. Going the extra mile is expected behavior at Sandhills.

Excellence

Sandhills provides educational programs of the highest quality and then provides the support necessary to promote student success. Similarly, the College employs faculty and staff who are exceptionally well-qualified to promote educational excellence and, in addition, encourages and supports them in the performance of their jobs.

Respect

The atmosphere of Sandhills Community College is one of respect, friendliness, and civility – values that are taught to students by the way in which faculty and staff interact with them and with each other.

Opportunity

Opportunity is at the core of Sandhills' mission. The College provides educational opportunities to the students who enter through its open doors, opportunities for growth to the area's businesses and lifelong learners, and opportunities for professional and personal development to its faculty and staff.

Performance Measures and Standards, 2009-2010

North Carolina Community College System

All eight measures are required for accountability. The most recent data are from *2010 Critical Success Factors*.

Progress of Basic Skills Students

- Composite measure of the following:
 - progressing within level
 - completing level entered or predetermined goal
 - completing level and advancing to next level
- Data Source: LEIS
- Standard: 75% SCC Performance: 80%

Progress of College Transfer Students after Transfer

- Percent of overall GPA of 2.0+ after one academic year at UNC institution
- Data Source: UNC/GA Transfer Student Performance Report
- Standard: 83% SCC Performance: 79%

Passing Rates for Licensure and Certification Exams

- Passing rates-first time test takers
- Data Source: Licensing agencies
- Standard: Aggregate institutional passing rate of 80%
- SCC Performance: 85%

Passing Rates of Students in Developmental Classes

- Passing rates for all courses coded as developmental
- Data Source: Data Warehouse
- Standard: 75% SCC Performance: 78%

Success Rate of Developmental Students in Subsequent College-Level Courses

- Pass rates in courses with developmental prerequisites of students enrolled in a developmental English, mathematics, or reading course
- Data Source: Data Warehouse
- Standard: 80% SCC Performance: 83%

Curriculum Student Retention, Transfer, and Graduation

- Composite Measure: graduation rate, transfer, and retention rate
- Data Source: Enrolled students tracked fall to fall, this number divided by number in initial cohort = percentage reported
- Standard: 65% SCC Performance: 68%

Student Satisfaction/Completers and Non-Completers

- Satisfaction with quality of college programs
- Data Source: College Survey
- Standard: 90% SCC Performance: 99%

Business and Industry Satisfaction with Services Provided

- Client Satisfaction
- Data Source: System Office Survey each February
- Standard: 90% SCC Performance: 96%

CAMPUS SERVICES

Bookstore

Students can purchase textbooks, school supplies, sportswear, and other accessories at the college bookstore located in the Dempsey Student Center. Bookstore hours of operation are posted online at sandhills.bncollege.com and posted in the Dempsey Center. Students may also locate course textbook selection information and ISBN online at sandhills.bncollege.com. During registration (and during the add/drop period), the bookstore will keep hours comparable to those of day and evening registration.

Cafeteria

The Sandhills cafeteria, located in the Dempsey Student Center, offers a quality assortment of reasonably priced breakfast and lunch items for students, employees, and visitors. Food sales are supplemented by vending machine selections. For special college events, the cafeteria provides professional catering services.

Disability Services

The College strives to provide an equal educational opportunity to all applicants and encourages students with disabilities to enroll. The College makes every effort to comply with the Americans with Disabilities Act, and reasonable accommodations will be made for all who demonstrate a legitimate need. The campus is largely barrier-free and accessible. Faculty and staff are available to assist where feasible. Students in need of special assistance should contact the Director of Student Success in the Advising Center in Stone Hall at their earliest convenience. Refer to the Compliance section in this *Catalog* for more information.

SCC Website

Interested parties may visit the Sandhills Community College at www.sandhills.edu for a wide range of information about the college and its services. Visitors to the website will find class schedules, admissions and registration information for both college credit and continuing education classes, and information pages for academic and extension departments and programs. The SCC homepage also provides links to information about student resources and library services. In addition, through the Sandhills website, students have access to all distance learning courses and programs. A calendar of upcoming events and new articles related to the college are also accessible from the site.

INSTRUCTIONAL PROGRAMS AND DELIVERY

College credit and non-credit classes and programs are offered for citizens with varied educational needs and backgrounds using traditional (classroom) settings and non-traditional (distance learning) instructional methods. Courses are taught day and evening throughout the year on and off the main campus.

Credit Programs

University Studies Program

Courses that lead to the Associate in Arts, Associate in Fine Arts, and Associate in Science degrees are offered at the freshmen and sophomore levels. Credits earned in college transfer courses may be transferred to senior colleges and universities where

students may pursue a program of study leading to a baccalaureate degree. Advisors assist students in selecting courses that will be appropriate for baccalaureate degree programs at senior institutions.

Applied Science Programs

Two-year programs are offered leading to the Associate in Applied Science degree. These programs are comprised of specialized and related courses required for successful employment in business, industry, health, horticulture, and service occupations.

Diploma Programs

One-year diploma programs are offered, leading to employment in health, business, industry, and service occupations. These programs include occupational specialty and related courses selected to give students the knowledge and skills needed for successful employment.

Certificate Options

Several of the occupational education programs have a certificate option that includes specialized courses but omits related and general education courses. Students who complete these programs are awarded a program certificate. Students not seeking a college degree, diploma, or certificate may enroll in selected occupational courses as long as the specific course prerequisites are met.

General Education Program

The College offers a non-transferable general education degree for students who want a more flexible two-year college degree. General education students are assisted in the selection of courses that will meet their own special needs and are awarded the Associate in General Education degree upon completion of the program requirements.

General Occupational Program

The General Occupational Technology degree curriculum provides students the opportunity to upgrade skills and to earn an associate degree, diploma, and/or certificate by taking courses suited for individual occupational interests and/or needs. Special criteria must be met as described later in this *Catalog*.

Developmental Education

Students whose placement test scores reveal a need to strengthen English, mathematics, reading, or study skills should enter developmental/pre-curriculum courses. These offerings are designed to prepare students for entrance into and success in curriculum programs.

Students who need more than one developmental course may wish to register for a learning community, a block of prerequisite courses taught by a team of instructors and supported by tutoring, counseling, and off-campus learning experiences.

Special Credit Courses

The College encourages the enrollment of students who are not seeking a degree but wish to further their education by taking courses of special interest. Courses may be audited or taken for college credit.

Continuing Education (Non-Credit) Programs

The division of Continuing Education offers a wide variety of courses designed to meet the needs and interest of the citizens of Moore and Hoke Counties. Through the Division of Continuing Education, students may acquire basic academic skills and general knowledge, train or retrain for employment, and develop social, culturally, and intellectually. Courses are offered on and off campus to meet the expressed needs of adults who wish to continue their education. A complete listing of the program offered begins in the Continuing Education section of the *Catalog*.

Instructional Delivery

In addition to offering traditional classroom instruction, the College also offers classes in non-traditional formats and at non-traditional times.

Evening/Weekend College

Evening/weekend courses are offered for students desiring to pursue degree, diploma, or certificate programs as well as areas of special interest or self-improvement. All student services are provided for evening students.

Hybrid Courses

Hybrid courses use a combination of Internet and traditional classroom instruction. A designated portion of the class is delivered in a traditional classroom format, and the remaining portion is delivered in the online environment. The predetermined portions will vary according to the needs of the particular class and the particular instructor. Hybrid courses are advertised in the class schedules. Students enrolled in these classes must follow the regular admissions and registration process, pay regular tuition and fees, and meet all course prerequisites.

Internet Courses

Distance learning courses use the Internet as the primary method of communication between faculty and students. Students who enroll in Internet courses work independently and communicate with the faculty member and other students using email, list servers, discussion forums, and chat rooms. A variety of learning resources – textbooks, videotapes, materials prepared by the faculty member, and resources located at various Internet sites – will be used by the student. Internet courses are advertised in the class schedules. Students enrolled in these classes must follow the regular admissions and registration process, pay regular tuition and fees, and meet all course prerequisites.

Information Highway/ITV Classroom

The College delivers select courses through the information highway. Companion classrooms at the main campus and off-campus sites allowed proctored instructional delivery from an origin ITV classroom to remote sites to allow broader student access to course offerings.

ADMISSION TO THE GENERAL COLLEGE

Sandhills Community College maintains an “open-door” admission policy for high school graduates and others 16 or older who hold a high school equivalency certificate (GED) or an adult high school diploma.

Admission to associate’s degree, diploma, and certificate programs requires submission of the official application form, placement testing, and one of the following: an official high school transcript indicating graduation with a diploma, a high school equivalency certificate (GED), or an adult high school diploma. It is the responsibility of the student to make certain that these documents are sent; however, the Division of Student Services will provide guidance with admissions and placement testing.

Applicants who are 18 or older but who do not have a high school diploma, GED, or adult high school diploma are accepted for admission to an adult basic education, high school equivalency, or adult high school program.

Admission to the College does not guarantee placement into a specific program of study.

Sandhills Community College reserves the right to deny admission or readmission to students whose presence on campus is construed by the administration as harmful or potentially harmful to Sandhills Community College students, faculty, and/or staff. Students admitted to the College must adhere to the Student Code of Conduct, which prohibits conduct that significantly impairs the welfare or the educational opportunities of others in the college community.

Exceptions to the admissions policy, including the U.S. Department of Education Ability to Benefit provision and the Intellectually Gifted and Mature Student legislation [Session Law 2009-46, House Bill 65], may be determined after a conference with the Vice President of Student Services and Academic Support.

Disability Services

The College strives to provide an equal educational opportunity to all applicants and encourages students with disabilities to enroll. The College makes every effort to comply with the Americans with Disabilities Act, and reasonable accommodations will be made for all who demonstrate a legitimate need. The campus is largely barrier-free and accessible. Faculty and staff are available to assist where feasible. Students in need of special assistance should contact the Director of Student Success in the Advising Center in Stone Hall at their earliest convenience. Refer to the Compliance section in this *Catalog* for more information.

Assessment

Placement testing is required for all students who plan to enter an instructional program; all special students who enroll in English, mathematics, or other restricted courses; and all high school students taking college courses. The placement test is designed to assess academic abilities in the areas of reading, writing, and mathematics. Students who do not meet these test scores may be advised to enroll in

developmental courses to prepare them for program placement at a later date. Placement test results are good for three (3) years and are used by counselors and academic advisors to place students in the courses that are appropriate to their academic needs. Placement testing is conducted on-demand through the Learning Resource Center located in Boyd Library. Students requiring placement testing will be issued a testing ticket upon admission to the college. Submission of SAT or ACT scores taken within three (3) years may exempt a student from placement assessment.

Students who do not make a satisfactory score on the placement test may be allowed to retest. In addition, in some instances, students may challenge a course by passing a departmental exam and earning Credit by Exam (CE).

Developmental Education

Students whose placement test scores reveal a need to strengthen English, mathematics, reading, or study skills should enter developmental/pre-curriculum courses. These offerings are designed to prepare students for entrance into and success in curriculum programs. In addition, several courses list developmental English or mathematics courses as prerequisites or corequisites, so students placed in developmental courses should consult the Course Descriptions section of this catalog for course requisites before registering for courses. Course descriptions are also published online at www.sandhills.edu.

Students who need more than one developmental course may wish to register for a learning community, a block of prerequisite courses taught by a team of instructors and supported by tutoring, counseling, and off-campus learning experiences.

Program Placement

Students who desire to enter a specific instructional program and who meet the testing and placement criteria will be placed in the program of their choice as long as vacancies exist. Placement of qualified candidates into the programs will be made according to the published program admission requirements, which may include the date by which the candidates successfully meet testing and placement criteria and the date by which all required records are received by the college. Program placement requirements and special program requirements are outlined on program sheets that can be obtained in the Division of Student Services.

Readmission

A student will maintain an active application status provided a break in enrollment does not equal or exceed two years. Students returning after an absence of two or more academic years and those students who applied but never attended should:

- Complete an application for readmission.
- Submit transcripts from all regionally accredited colleges or universities attended since attending or applying to Sandhills.
- Meet the admission and graduation requirements of the *Catalog* in effect at the time of readmission.

Students who have not attended Sandhills Community College in at least five years may be required to re-submit transcripts from all regionally accredited colleges or universities previously attended.

In addition, students changing from Special Student status to Degree Seeking must submit a new admissions application and submit any required documents to the Admissions Office to become eligible for readmission.

Admission of Foreign Applicants

Permanent Residents

Applicants must provide current valid documentation from the Citizenship and Immigration Service (CIS) before being admitted and placed under regular admissions policies.

F-1 Visas

Applicants seeking an F-1 student visa must provide satisfactory academic records and have a local sponsor. Other important factors are graduation from a secondary school that is equivalent to secondary schools in the United States. If EFL classes are not offered, applicants whose native language is other than English must submit TOEFL (Test of English as a Foreign Language) scores as evidence of ability to use English at a level of competence necessary for college work. (TOEFL test dates and further details may be viewed at www.ets.org.) A minimum score of 213 is required for the computer-based TOEFL exam, 550 for the paper-based exam, and 72 for the internet-based exam. Exceptions to the college policy may be granted in rare instances. Foreign applicants should contact the Admissions Office at Sandhills Community College for additional information. New international students must report to the Transfer and Residency Counselor in Stone Hall Student Services within 24 hours upon arrival to campus.

Other Visas

Applicants must provide current valid documentation from the Citizenship and Immigration Service (CIS) before being admitted – as allowed – and placed under regular admissions policies.

Transfer Students

Transfer students must meet the same admission criteria as all new students. Sandhills Community College will consider granting credit for work done at other regionally accredited institutions of higher education. Courses accepted for transfer credit must parallel course offerings at Sandhills Community College as determined by the Director of Records and Registration, the Dean of Instruction, and/or the appropriate Department Chair. Courses approved to satisfy the NCCCS Comprehensive Articulation Agreement general education core, pre-major or elective course requirement will also be considered for acceptance as transfer credit. Transfer credit may be allowed only for courses in which a student has earned a grade of a 'C' or higher.

In addition to submitting all other application materials, transfer students **must** submit official transcripts of all **post-secondary** credits previously earned at other accredited institutions. Students will not be allowed to register beyond their first semester unless all required transcripts are received. These official transcripts become a part of the student's permanent record and cannot be sent to other institutions or returned to the student. A transfer student may be exempt from the placement test if appropriate math and/or English courses have been completed with

a grade of “C” or better. The Director of Records and Registration will determine if placement testing is required.

Foreign College Transcripts

Foreign college transcripts must be translated into English with a comprehensive course-by-course report before the Office of Records and Registration at Sandhills will evaluate these documents for potential transfer credits. Currently, World Educational Services, Inc. (WES) is the only company from which Sandhills will accept comprehensive course-by-course foreign college transcript reports.

Students must contact WES directly and instruct them to mail an official report directly to Sandhills. Students also must request a course-by-course evaluation. Document-by-document evaluations will not be accepted by Sandhills for transfer credit. Contact the Office of Records and Registration, 910-695-3739, for further information.

World Educational Services, Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
Phone: 212-966-6311
Fax: 212-966-6395
Toll Free: 1-800-937-3895
Application forms: www.wes.org

Special Students

Any high school graduate who does not plan to earn a degree, diploma, or certificate but who wishes to enroll in a college credit course (not a continuing education class) may be admitted as a special student. Special students may register for courses if course prerequisites are met and if space exists in the class. A current SCC student’s registration may take precedence over a special student’s registration. Exceptions to any of the above statements must be approved by the Dean of Instruction.

For admission to Sandhills Community College, a special student must complete an official admissions application form, which is available in the Admissions Office or online at www.sandhills.edu/admissions. Upon a later decision to pursue a degree, diploma, or certificate at Sandhills Community College, the special student will be asked to fill out another application, submit proof of high school graduation, and meet certain placement criteria.

Special students will be required to make a satisfactory score on the college placement test or show proof of course completion with a college transcript prior to enrolling in English, mathematics, or other restricted college-level courses. Students who have not met at least one of these requirements will be allowed to register only for ENG 075, MAT 060, and other non-restricted courses.

Special students are not eligible to receive financial aid or veterans’ benefits.

After successfully completing 16 semester hours of course work, a special student should meet with a counselor or with the Advising Center concerning possible placement into a curriculum.

Home-Schooled Degree-Seeking Students

These students must provide the following documentation for admission:

1. A copy of the Certificate of Inspection issued by North Carolina, which will identify that the home school is listed with the NC Division of Non-Public Education.
2. A final high school transcript, which includes the official school name and the principal's signature. The transcript should include the home school established minimum scores required on a Nationally Standardized Test.

If the above criteria cannot be met, home school applicants may also elect to take and pass the GED exam in lieu of a high school diploma.

Visiting Students

A visiting student is a student who is pursuing a degree at another institution but who is taking courses at Sandhills Community College with the intent of transferring credit for those courses to the home institution. A visiting student will be classified as a special student and may register for courses only if course prerequisites are met and if space exists in the classes. A current SCC student's registration may take precedence over a visiting student's registration. A visiting student must submit an official admissions application form and is encouraged to obtain written permission of the institution from which graduation is planned.

Residence Status for Tuition Purposes

The basis for determining the appropriate tuition charges is contingent upon whether a student is a resident or a nonresident for tuition purposes. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve consecutive months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, "twelve months legal residence" means more than simple abode in North Carolina. In particular, it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts that justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification. Being classified a resident for tuition purposes is contingent on the students seeking such status and providing all information that the institution may require in making the determination.

The Office of Admissions has the authority and responsibility for determining residence status for tuition purposes. To make residency determination, the office uses the *Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. A copy of this manual is on reserve in the Boyd Library. Residence applications may be obtained in the Admissions Office.

Any student who wishes to appeal the residency decision may originate an appeal with the Sandhills Community College Residency Committee.

Students intending to transfer from Sandhills Community College should explore the residency practices of the college or university to which they intend to transfer.

Contact the residency, transfer, and Personal Counselor for further information at 910-695-3729.

Concurrently Enrolled High School Students

In compliance with state law, Sandhills Community College may collaborate with public school superintendents, private school headmasters, and home schools in arranging for high school students to be concurrently enrolled in college courses. Courses will be offered based upon available state and local funds.

High school officials will determine how, and if, students will be awarded high school credit for courses taken through the college. Concurrently enrolled students are not allowed to take any developmental courses.

Concurrently enrolled high school students must take the course placement test and meet the same prerequisite and course admission requirements as adult college students. Upon completion of courses, college credit will be awarded, grades will be recorded, and permanent academic records will be established at the College.

Sandhills offers college-level courses for high school students in four ways:

Dual Enrollment Program

Dual enrollment students enroll in regular college-level classes with other college students on the Sandhills campus. Students must be age 16 or older and enrolled in at least two high school classes. Tuition and fees are waived for spring and fall semesters only. Students are responsible for purchasing books and supplies.

Huskins Program

Huskins students enroll in college-level classes scheduled specifically for high school students on the college or high school campus during spring and fall semesters only. Students must be in grades 10-12 in Hoke County, must have completed English 2 in Moore County, and must be enrolled in at least one high school class. The cost for tuition, fees and books is waived. Courses are offered spring and fall semesters only.

Learn and Earn Online (LEO)

LEO students enroll in college-level classes with other college students through distance learning. Students complete assignments via the Internet with Sandhills faculty. LEO students must be enrolled in at least one course in grades 9-12. Tuition and fees are waived, and the Department of Public Instruction reimburses the local public school for college textbooks. High school students attending a nonpublic school may enroll in any Learn and Earn Online course with space available that has been offered to but not filled by any eligible public school student. Nonpublic school students shall be responsible for supplying their own textbooks and other instructional materials and fees.

SandHoke Early College High School

SandHoke Early College High School (SECHS) represents a partnership between the Hoke County School System and Sandhills Community College to implement an early college high school. SECHS is designed to introduce students to the college setting in their sophomore year of high school by taking Sandhills Community College courses along with honors level high school courses. The school offers a five-year program through which students have the opportunity to earn both their

high school diploma and an Associate in Arts degree by successfully completing two years of transferable college credit.

REGISTRATION FOR CURRICULUM CLASSES

Registration dates for each semester are listed in the academic calendar located in the front of this *Catalog* and online at www.sandhills.edu. Admission and program placement requirements must be met before students may register. Students are not officially registered for classes until tuition and fees have been paid.

LAST DAY TO REGISTER POLICY

Academic integrity dictates that the “last day to register” as noted in the academic calendar generally is the final opportunity for previously enrolled or new student to register for classes in any given semester.

PAYMENT INFORMATION

Tuition

Fall and spring semester tuition for all courses is set by the North Carolina State Legislature and subject to change by its actions. The in-state curriculum tuition rate for the year 2009-2010 for all college credit courses is set at \$50.00 per credit hour up to a maximum of \$800.00 for sixteen (16) or more credits during the fall and spring semesters.

Out-of-state tuition is set at the rate of \$241.30 per credit hour each semester up to a maximum of \$3,860.80 for sixteen (16) or more credit hours for the fall and spring semesters.

The summer term at Sandhills Community College is self-supported. Therefore, the rate is determined by the Sandhills Community College Board of Trustees and may differ from that set for the fall and spring semesters. The tuition for summer term is not subject to any tuition waivers.

Student Activity and Technology Fees

The fee structure at Sandhills Community College is in accordance with policies established by the State Board of Community Colleges and is subject to change without notice. All students enrolled for fall and/or spring semester are charged a student activity fee of \$32.50 and a computer usage fee of \$16. The student activity fee covers the cost of a parking sticker, an I.D. card, accident insurance coverage, library and audiovisual privileges, activities sponsored by the Student Government Association, a diploma for graduates, intramural and intercollegiate athletics, the use of the college fitness center, and other ancillary student-related college expenditures. The computer usage fee covers the cost of maintaining the computer labs.

Special Program/Course Expenses

Some programs and courses require miscellaneous expenses for supplies, tools, uniforms, equipment, or travel. The schedule of classes or the class instructor for the following programs will provide specific information about such costs:

Architectural Technology	Landscape Gardening
Associate Degree Nursing	Medical Laboratory Technology
Automotive Body Repair	Nursing Assistant
Automotive Service Technician	Physical Education
Baking and Pastry Arts	Physical Fitness Technology
Civil Engineering Technology	Polysomnography
Cosmetology	Psychology
Criminal Justice Technology	Practical Nursing
Culinary Technology	Radiography
Emergency Medical Science	Respiratory Care
Esthetics	Surgical Technology
Human Services Technology	Surveying Technology
English & Humanities Courses: HUM 120, HUM 220, SPA 161	Therapeutic Massage

In addition, students enrolled in courses that take part in personal service or medical-related situations such as clinical or co-op experiences will be required to pay a fee of \$18 per year for professional liability insurance.

Tuition Payments

Students have a number of options when paying tuition. They can make payments in person Monday-Friday during business office hours. Additional payment dates and times are located on or attached to the back of each student's registration form and are also posted online at www.sandhills.edu.

A **drop box** is located on the outside wall of Stone Hall and is available for payment twenty-four (24) hours a day, seven (7) days a week, unless otherwise posted.

Students can **mail** payments to SCC, Attn: Business Office, 3395 Airport Road, Pinehurst, NC 28374.

Students may also process payments **electronically** online at www.sandhills.edu by entering the E-Cashier site. E-Cashier allows students to arrange full or scheduled tuition payments. The E-Cashier option requires a \$2 charge for full payments or a \$25 charge for scheduled payments.

Students should not make out checks in advance as payment is required in full and cash refunds are not given. When making or scheduling payments, students must include fines and fees in the entire balance. A balance on an account can cause a student's schedule to be cleared of classes.

Students with account balances after the "last payment day" will be dropped from their classes.

Tuition and Fee Waivers for Dual Enrollment and Adult Students

Qualified students may receive a tuition or fee waiver, which will automatically post upon registration. Huskins, Dual Enrollment, Senior Citizens (65 and older) and Learn & Earn Online (LEO) students will receive a waiver of tuition, activity fees,

and technology fees for each fall and/or spring semester. Full-time employees of Sandhills will receive a waiver of tuition for one class (up to three credits) each fall and/or spring semester. Tuition waivers do not apply for summer or for self-supported classes. Senior Citizens will receive waiver of tuition, technology fees, and activity fees (up to 6 credits) each fall and/or spring semester.

Payment Responsibility

Students are responsible to pay for classes from which they do not officially withdraw. If financial aid is removed or the third party sponsor does not pay due to a student's lack of attendance, the student is liable for the tuition and/or fee charges. It is important that official withdrawal occur if a student does not plan to attend class so that the class seat is available for other students.

Graduation Fee

Graduating students are expected to participate in commencement exercises. All students participating in commencement exercises should order a cap and gown from the Logan Bookstore. The cost of the cap and gown is approximately \$35.00.

Refund of Tuition and Fees: State Refund Policy

The refund policy is set by the North Carolina State Legislature and is subject to change by its actions. A pre-registered curriculum student who officially drops one or more classes prior to the first day of the semester will be eligible for a one hundred percent (100%) tuition refund. The student activity and technology fee will also be refunded if the student drops all classes prior to the first day of the semester. Thereafter, a refund of seventy-five percent (75%) of only the tuition will be made through the ten percent (10%) date of the semester. Students do not qualify for a refund of fees after the one hundred percent (100%) date. All tuition will be refunded if a class is canceled. The 100% and 75% dates are published on or attached to the back of the schedule form and are posted online at www.sandhills.edu.

Refunds will be processed within four weeks of the 10% date. Students should ensure that their address is correct with the Admissions Office so that they receive their refund check in a timely manner.

Refund of Tuition and Fees: Federal Refund Policy

The Federal Refund Policy applies to all students receiving federal financial aid funds, including those who qualify for the state refund policy mentioned above. This policy requires the school to determine the amount of Title IV aid a student has earned. The earned amount is determined by calculating the number of class days prior to the date of withdrawal. The unearned portion must be returned. This may require repayment by the student of all or part of any federal money that the student received.

Refunds will be allocated by law according to the following order:

- | | |
|----------------------|--------------------|
| 1. Loans | 2. Grants |
| Federal Unsubsidized | Federal Pell Grant |
| Federal Subsidized | ACG |
| Federal PLUS | FSEOG |

Students may obtain further information regarding these refund policies and refund calculations from the Financial Aid Office located in Stone Hall.

Students are responsible for payment on classes from which they do not officially withdraw.

STUDENT RECORDS

The personal records of students are supervised by the Director of Records and Registration. Material contained in students' personal folders, with the exception of confidential letters of recommendation written prior to January 1, 1975, may be reviewed by students upon request to the Director of Records and Registration. In accordance with the Family Rights and Privacy Act of 1974, certain student information categorized as "directory information" may be provided to persons other than the student. Directory information includes the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, email address, grade level, photograph, degrees and awards received, and the most recent educational agency or institution attended by the student. A student who desires that any or all of the above-stated directory information not be released must sign a request in the Office of Records and Registration's no later than two (2) weeks after the first day of class each semester. For more information related to the privacy of student records, refer to the Compliance section of this *Catalog*.

GRADE REPORTS

Grades are mailed directly to the student after each semester. Grades are provided to other schools, parents, guardians, or others only with the written and signed authorization of the student. This authorization must be given to the Office of Records and Registration.

GRADUATION REQUIREMENTS

Upon recommendation of the faculty and the approval of the Director of Records and Registration, degrees, diplomas, and/or certificates will be awarded to students successfully completing the requirements of the program in which they are enrolled.

To be eligible for graduation, all students must do the following:

- Successfully complete course requirements as prescribed in the *Catalog* in effect at the time of entry into the program. If students have an interruption in enrollment from their designated program of study of two or more years, they will be subject to the program requirements prescribed in the *Catalog* in effect upon their re-entry into the program.
- Earn a minimum of a 2.0 grade point average in the required courses of the program of study for which they are applying for graduation. *All health science students must maintain a 2.0 in all courses required for their program of study.*
- Successfully complete the required minimum hours for their program of study at Sandhills Community College:
 - 18 hours for an associate's degree
 - 12 hours for a diploma
 - 6 hours for a certificate

- Apply for graduation with their faculty advisor by March 15, 2011. Graduation applications may be picked up in the Office of Records and Registration. In order to participate in the May commencement and be considered a 2011 Sandhills Community College graduate, all of the above academic requirements must be met by the end of the summer semester 2011.
- Clear all financial obligations to the College.

Students are eligible to graduate with honors if their major GPA is a 3.5 or higher.

Students cannot apply to graduate with **both** the certificate and associate degree in the same program for the same academic year.

Students cannot apply to graduate from **both** the Associate in Science and Associate in Arts degrees programs for the same academic year.

Students are required to wear academic regalia during commencement. Regalia (caps and gowns) should be purchased from the Sandhills Community College Logan Bookstore located in the Dempsey Student Center.

TRANSCRIPTS

Transcripts will be issued only upon a student's written and signed request to the Office of Records and Registration. There is a \$3 fee for each official transcript mailed within two to three business days and a \$5 fee for transcripts requested "on demand." On-demand requests must be made in person and required a valid picture ID. Payment of this fee is required before transcripts can be mailed or picked up. There is no charge for unofficial copies of transcripts issued to the student. Transcripts are not faxed. No official transcript may be issued to or for an enrolled or former student who is indebted to the College.

FINANCIAL AID

Financial assistance at SCC is available for degree-seeking students in qualified programs through grants, scholarships, and/or work-study employment. A student must apply for financial assistance and may be offered a single type of assistance or a combination package depending on the level of need and eligibility requirements. Aid may be provided by or through the college, federal and state agencies, foundations, or corporations. The student or the student's family is considered primarily responsible for paying for educational expenses. Financial assistance from the College and other sources should be considered only as a supplement to the efforts of the student or family. All policies pertaining to financial aid regulations and procedures are available for viewing in the Financial Aid Office. Most financial aid is awarded on a first-come, first-served basis, so students are encouraged to apply for financial aid as early as possible.

Financial Aid Programs

Federal Pell Grant

The Federal Pell Grant Program is the largest federal student financial aid program. Pell grants are awarded to help undergraduates who are in curriculum programs pay for their education after high school. These grants do not have to be repaid. To apply for a Federal Pell Grant, students need to complete the Free Application for Federal Student Aid (FAFSA). The grant amount is determined by the federal government and awarded based on need. Students must complete the financial aid process prior to their last date of attendance in an academic year.

Federal Supplemental Educational Opportunity Grants

Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduates with exceptional financial need (with priority given to Pell Grant recipients) and do not have to be repaid. Candidates for this grant are selected from applicants who have completed the FAFSA. Funding is limited, and eligible applicants are funded in the order in which they are received.

North Carolina Community College Grant

The North Carolina Community College Grant is granted to NC residents and follows guidelines similar to the Federal Pell Grant Program. Candidates for this grant are selected from applicants who have completed the FAFSA. NCCCG is only available in the fall and spring semesters. Funding is limited, and eligible applicants are funded in the order in which they are received.

North Carolina Student Incentive Grant

The North Carolina Student Incentive Grant is awarded by the state to the neediest students. Candidates for this grant are selected from applicants that have their FAFSA processed by March 15th prior to the next academic year.

Academic Competitiveness Grant

The Academic Competitiveness Grant is awarded to first- and second-year low-income college students. Candidates for this grant must have met Pell Grant requirements and must have successfully completed a rigorous secondary school program in the prior year. This program is pending for the 2010-2011 school year.

NC Education Lottery Scholarship

The NC Education Lottery Scholarship provides grants to certain eligible NC resident students. Candidates for these funds are selected from applicants for the FAFSA and must meet certain eligibility requirements based on need and Expected Family Contribution (EFC). These funds are available fall and spring semesters only.

Endowed and Donor Scholarships

SCC offers many endowed and donor scholarships. A student completes a single application to apply for all SCC Scholarships. The application must be completed online at www.sandhills.edu beginning in January of each year. Selection of recipients is made by the College during the spring term for scholarship funds to be used for the upcoming school year beginning in the fall.

Federal and Institutional Work-Study Programs

The Federal College Work-Study (FWS) Program and the Institutional Work-Study Program provide jobs for students who need additional financial aid. FWS gives students a chance to earn money to pay for their educational expenses. FWS students work an average of ten (10) hours a week at a rate determined by the institution. After federal aid eligibility has been determined, the student must complete a Work-Study Application in the Financial Aid Office located in Stone Hall. Students may also print an application and review job descriptions and the *Work-Study Handbook* through the financial aid link at www.sandhills.edu. Students must take at least 6 credit hours to participate in any work-study program. Placement is based upon job availability and student skills. When a student is placed in a position, a supervisor is assigned to monitor the work performed. Work-study students are required to complete a monthly time sheet and are paid at the end of the following month. Eligible students can be placed in work-study positions up to April 1st for each academic year based upon funds available. Work-study is a great way for students to gain valuable work experience.

American Opportunity Credit

This new credit modifies the existing Hope credit for tax years 2009 and 2010, making it available to a broader range of taxpayers. The American Opportunity Credit also adds required course materials to the list of qualifying expenses and allows the credit to be claimed for four post-secondary education years instead of two.

Hope Credit

The Hope Credit applies to 2008 and earlier tax years. This credit may reduce the amount of taxes paid by the student or the parents and may be claimed for two (2) taxable years per eligible student. Generally, a student can claim tuition and required enrollment fees paid. For more information on this benefit, please see IRS Publication 970, Tax Benefits for Education.

Lifetime Learning Credit

The Lifetime Learning Credit helps parents and students pay for post-secondary education through a tax credit for qualified educational expenses paid for an eligible student. There is no limit on the number of years the Lifetime Learning Credit can be claimed. However, a taxpayer cannot claim both the Hope or the American Opportunity Credit and Lifetime Learning Credit for the same student in a single year. For more information on this benefit, please see IRS Publication 970, Tax Benefits for Education.

Other Fund Resources and Outside Scholarships

Other outside scholarships and funds are available to assist students. Some of these include employer-paid tuition, the Workforce Investment Act through the Employment Security Commission, Vocational Rehabilitation, Department of Social Services, and Veterans Administration. Please see the appropriate agency to determine qualification for any of these programs.

Alternative loans may also be available for curriculum students. Please see the Financial Aid Office for more information.

Childcare Grants

Limited childcare subsidies are available to economically disadvantaged students. An application may be obtained from the Childcare Coordinator in the Financial Aid Department. The open application period begins in June, and the process of awarding childcare subsidies starts in July. Applications are received on a continuing basis during the school year, and a waiting list is maintained until the following June. At that time, continuing students receiving subsidies are re-certified. Re-certification is not guaranteed. Students not receiving previous subsidies may re-apply, and new students may apply. A history of satisfactory academic progress is required, and the student must maintain satisfactory academic progress to continue receiving a childcare subsidy.

Federal Aid Eligibility Requirements

To receive aid, a student must follow these guidelines:

- File a Free Application for Federal Student Aid (FAFSA) application each school year.
- Take only courses that are needed to fulfill graduation requirements.
- Enroll as a degree-seeking student in an eligible program.
- Have an official high school or GED transcript on file with the Admissions Office.
- Have all college transcripts on file with the Admissions Office.
- Be a U.S. citizen or an eligible non-citizen.
- Demonstrate financial need.
- Make satisfactory academic progress.
- Not be in default on a federally subsidized education loan.
- Not owe a refund on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant or ACG Grant.
- Not have been convicted of a drug-related offense within the past year.

Federal Aid Enrollment Status Determination

The determination of enrollment status (full, 3/4, 1/2, or less) is, by federal regulations, different for the following programs of study:

- Autobody Repair (D60100)
- BLET-Basic Law Enforcement Training (C55120)
- Cosmetology Instructor (C55160)
- Esthetics Technology (C55230)
- Practical Nursing (D45660)

This determination of enrollment status is different because the programs have one or more courses that cannot be used toward a two-year degree program. Enrollment status determination for the above programs involves totaling the clock/contact hours for each course a student takes each semester. The total hours are then divided by 30 to obtain the converted credits. The converted credits are then used to determine the enrollment status.

VETERANS BENEFITS, PROGRAMS, AND GUIDELINES

Veterans Affairs

Sandhills Community College education programs are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the U.S. Department of Veterans Affairs (VA). Those entitled to VA benefits are eligible veterans, participants in the Montgomery G.I. Bill contributory program, active duty military in voluntary education programs, drilling National Guard, drilling Reservists, and spouses and children of disabled or deceased veterans. The VA certifying official in the Financial Aid Office provides information and assistance to students applying for VA education benefits. Following is a general description of the veteran benefit programs available at SCC. Please see the VA certifying official regarding any specific questions regarding these programs.

Sandhills Community College is a member of the Service Members Opportunity Colleges (SMOC) and a participant in the Concurrent Admissions Program (ConAP).

Montgomery GI Bill (MGIB)

The MGIB program provides up to 36 months of education benefits. This benefit may be used for approved degree and certificate programs at SCC. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following an individual's release from active duty. This program is also commonly known as Chapter 30.

Montgomery GI Bill-Selected Reserve (MGIB-SR)

The MGIB-SR program may be available to a student if he/she is a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard. This benefit may be used for approved degree and certificate programs here at SCC. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Post-9/11 GI Bill

The Post-9/11 GI Bill provides up to 36 months of education benefit. This benefit is for eligible individuals who served on active duty after 09/10/01. This benefit may be used for approved degree and certificate programs at SCC. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 15 years following an individual's eligibility date. There is a transferability component for eligible individuals to transfer this benefit to spouse or dependents. This program is known as Chapter 33.

Reserve Education Assistance Program (REAP)

REAP supports a member of a reserve component who served on active duty for a contingency operation after September 11, 2001, and who served at least 90 or more consecutive days. Benefits are paid at a percentage of the Chapter 30 pay rate based on the time served and the rate during the year the educational training occurred. See the VA certifying official or www.gibill.va.gov for more information on the application process and rates of pay for REAP.

Veterans Educational Assistance Program (VEAP)

VEAP is available if the student first entered active duty between January 1, 1977, and June 30, 1985, and elected to make contributions from his/her military pay to participate in this education benefit program. With VEAP, the Government matches contributions on a \$2 for \$1 basis. This benefit may be used for approved degree and certificate programs at SCC. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Survivors' and Dependents' Educational Assistance Program (DEA)

DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for approved degree and certificate programs at SCC. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

VA Work-Study Program

Work-study is available on a limited basis to students receiving VA education benefits and attending school at least three-quarter time. An individual working under this program may work at the college's VA office or at approved state employment offices. Work-study is paid at the minimum wage rate, and students can work up to 25 hours a week.

NC National Guard Tuition Assistance Program (TAP)

TAP is available to any student who is a member of the North Carolina National Guard and pays tuition/fees. Students who wish to use TAP must submit a completed OTAGNC Form 621-100 from their Commanding Officer. This form must be completed prior to the beginning of each semester.

VA General Eligibility Requirements

To be eligible for educational benefits, the student must be enrolled in an approved curriculum, taking only those courses required for graduation in the chosen curriculum. Students must maintain Satisfactory Academic Progress under the same standards as Financial Aid Recipients.

The VA will not pay for enrollment in the following: (1) course audits, (2) repeated courses previously passed, (3) credit by examination, (4) courses not required in chosen curriculum, (5) continuing education classes, and (6) dropped or withdrawn classes.

VA Documentation

VA regulations governing institution-approved training of veterans and/or dependents of veterans require that certain documents be on file prior to certification of enrollment. Certification will not be made until the VA certifying official receives all

documentation. It takes 60-90 days from the date of certification for benefits to start. Required documentation is as follows:

1. Application for admission with all required documentation;
2. Proper Application for VA benefits (form 22-1990, 22-5490, or 28-1990) and all required supporting documentation, including but not limited to the following items:
 - (a) Copy of Page 4 of the DD-214 or National Guard form DD-2384 "NOBE" signed by the Unit Commander;
 - (b) Copy of marriage certificate (if applicable);
 - (c) Copy of divorce decree (if applicable);
 - (d) Dependent children's birth certificates (if applicable);
3. Official high school transcript or GED scores and all academic transcripts from each college previously attended.

If VA benefits have been received for prior training, the student must submit form 22-1995, Change of Program or Place of Training.

All veterans and dependents of veterans are required to submit a copy of their class schedule to the VA certifying official each semester. A student will not be certified for benefits until this schedule is submitted.

Students receiving VA benefits must notify the VA certifying official of any changes in class load, attendance, or enrollment status within three days of the change. Failure to notify the VA certifying official of these changes may result in termination of benefits and certification of future benefits at the end of the subsequent term upon receipt of the student's official grade report.

STUDENT SERVICES

Campus Health and Safety

Sandhills Community College is committed to maintaining a safe, healthy, and positive work and learning environment. Toward that end, in a good faith effort to ensure the safety and welfare of all the campus community, the college has adopted codes, statements, and policies that are detailed in the college's *Catalog* and the *Personnel and Policy Manual*, as well as being posted online at www.sandhills.edu.

Campus Health and Safety Awareness Activities

Guest speakers, hosted by Student Services, provide workshops on such topics as alcohol/substance abuse, campus security, crime and crime prevention, stress management, financial awareness and credit management, and safety issues. Referrals are made, as needed, to local agencies such as hospitals, mental health centers, social services, Friend-to-Friend, private counselors, and self-help groups. Literature on many health and safety issues is provided in the Dempsey Student Center and in the Counseling Center in Blue Hall. Every other year, the Safety and Environmental Committee hosts a health fair for faculty, staff, students, and community.

Communicable Disease Policy

Any individual who knows or has a reasonable basis for believing that he or she is infected with a communicable disease (including but not limited to chickenpox, hepatitis, measles, Acquired Immune Deficiency Syndrome [AIDS], meningitis, mononucleosis, and whooping cough) has an obligation to protect himself or herself and others from the ramifications of the disease. Specifically, such individuals should report this information to the appropriate person (see below). Every effort will be made to try to keep the matter confidential. Only persons with a need to know will be informed and only with prior direct knowledge of the individual who is or believes he or she may be infected.

Curriculum students should report a communicable disease condition to the Vice President of Student Services and Academic Support who will contact the Senior Vice President. Continuing education students should report such conditions to the Dean of Continuing Education who will contact the Senior Vice President. The Director of Moore County Health Department will be immediately notified. At the Hoke Center, communicable disease conditions should be reported to the Hoke Center Director who will then report them to the Senior Vice President and to the Hoke County Health Department.

The Senior Vice President will take appropriate steps to ensure the medical safety of the student and the college community; if deemed necessary for the good of all, the student may be asked to remove himself or herself from the campus until a necessary evaluation of the condition is completed and the President of the College issues a final ruling concerning the enrollment status of the student.

This policy is one part of the College's on-going attempt to promote awareness, education, and counseling on communicable diseases. Refer to the Compliance section of this *Catalog* for more information.

Student Accident Insurance

Each year, the Student Government Association (SGA) purchases a student accident insurance plan, an excess policy that may cover medical expenses of students caused by accidental bodily injury during college-related academic and social activities. The provisions governing this policy are contained in the master policy issued to the school and may be viewed during the school's office hours. A brief description of the policy, which varies from year to year, will be available through the Office of Student Services at the beginning of each academic year. Students may obtain a brochure or file a claim with Jean Blue, Administrative Assistant to the Vice President of Business and Administrative Services, in Stone Hall, 105A, 695-3702.

Counseling and Career Services**Personal Counseling**

Professional counselors are available to assist students with concerns or difficulties they may experience while attending college, such as developmental or personal issues, mental health concerns, and career choices. Counseling sessions normally are scheduled by appointment (although drop-ins are welcome) and may last up to fifty (50) minutes. These sessions provide opportunities for students to explore their issues with a counselor, to share concerns about college life, and to gain important tools to foster success in an academic environment. The College does not charge students a fee for counseling sessions. Counselors can also refer students who wish to seek counseling services off-campus to local mental health providers. Counseling services are found in the Division of Student Services in Blue Hall and Stone Hall. For additional information, please call 695-3729 or 695-3968.

Career Services

Career development professionals provide counseling and guidance in the areas of self-awareness, career exploration, job search skills, and employment opportunities. These services are available to all enrolled students, alumni, and prospective students of the college. The professional staff includes a career counselor and a student employment coordinator. Career Services are located in Office 111 in Blue Hall on the Pinehurst campus. For more information or to schedule an appointment, please call 695-3968 or 950-3735.

Career Development

The College's Career Development Program provides numerous resources to enrolled and prospective students as they explore career opportunities and educational programs. The career counselors use counseling skills, testing instruments, and computer-based programs to assist students in choosing career paths and education programs to prepare them for their chosen careers.

Career Resource Library

The Career Resource Library provides career-related books, videos, and publications for use while visiting Career Services. Students can also explore occupations using a computerized career development software program.

Guarantee to Employers

Sandhills Community College guarantees that its graduates are proficient in the areas of knowledge and skill covered by their educational programs. In the event that an employer finds a Sandhills graduate deficient in such an area, the employer should – within 90 days of the graduate's employment – contact the Vice President of Student

Services and Academic Support at the College. The Vice President of Student Services and Academic Support will arrange to re-enroll the graduate in up to three (3) courses at the College at no charge to the graduate or the employer. This guarantee applies to graduates of two-year associate in applied science degree programs and one-year diploma programs.

Job Fairs

The Student Employment Office sponsors job fairs on campus during the fall and spring semesters. Job fairs provide an opportunity for many types of employers to visit campus and talk with students about career opportunities. The student employment coordinator works closely with both local and regional employers to develop job opportunities for Sandhills Community College students.

Student Employment Services

These services are available for currently enrolled students and recent graduates of Sandhills Community College. Services include job listings, job search assistance (resume writing, networking, interviewing, job fairs), and job referrals. Job openings are posted online at www.sandhills.edu. The career services website also provides a variety of career and employment links for students to access current job market information. Alumni of SCC are eligible to receive placement assistance for up to five (5) years after graduation. The Student Employment Office is located in Blue Hall.

Student Involvement in the Institution

Student Government Association (SGA)

Many student activities at Sandhills Community College are sponsored by the Student Government Association (SGA). Efforts are made to provide students with cultural, social, recreational, and service-oriented activities. Activities sponsored by the SGA include free food days, the annual Fall Fest and Spring Fling, holiday festivities, coffee and doughnuts during exams, student accident insurance, scholarships, and awards.

The SGA is always looking for new ideas and new “ambassadors.” To become an ambassador, students must complete a simple two-page application, maintain at least a 2.0 GPA, contribute at least two hours per week to SGA activities, and possess high motivation. Every student on campus is a member of the SGA, and the SGA acts as the students’ voice at SCC. Not only does the SGA sponsor fun events and activities, but it also presents student comments and concerns to the administration and the Board of Trustees. In fact, the SGA President is a trustee of the College.

The SGA office is located upstairs in the Dempsey Student Center.

Student’s Role in Institutional Decision-Making

By statutory requirement, the President of the Student Government Association serves *ex officio* on the Board of Trustees, the governing body of the College. Students are appointed to the following standing committees: Safety and Environmental, Scholarships, and Student Grievance Committee. In these committees, students have opportunities to study and comment on proposed policies and procedures and to rule on appeals related to student disciplinary cases.

Most significantly, the Student Government Association gives students experience in representative government. Officers are elected by the student body. Students interested in serving on the SGA can get information directly from the Sandhills website or the Director of Student Life located in the Dempsey Student Center.

Student Publications

Although the College has no systematic schedule of student publications, the Student Government Association periodically produces an in-house bulletin written by and designed for students.

This bulletin, when it is published, is overseen by the SGA President and the Director of Student Life, with content by members of the SGA and the student body. While it is an informal publication, this bulletin, like all student publications, is expected to observe the policy guidelines for student publications.

Student Publications Policy

Student publications at Sandhills Community College are expected to represent the student body at its best. The content of such publications must be in concert with the college Student Code of Conduct. Specifically, all contributors to such publications are bound by the elements of this code:

- Writing that is threatening and creates an atmosphere of fear and/or intimidation is prohibited.
- Writing that includes any element of a sexually suggestive or harassing nature is prohibited.
- Writing that involves libelous charges or which constitutes an attack on another member of the college community is prohibited.
- Writing that makes use of obscene language and/or expletives is prohibited.

Because this is an educational institution, writing that appears in student-created publications is expected to be clear, correct, and well-reasoned. Documents should be well-designed and inviting to the reader.

All materials for student publications must be approved prior to publication by the Director of Student Life. Any disputes about content may be taken to the Vice President of Student Services and Academic Support for resolution in concert with the Director of Student Life, the SGA President, and the student-writer. There is an inherent right to appeal. The appeal shall be in accordance with the Student Grievance Procedure.

Supervisory Role of the Institution over Student Activities

While Sandhills Community College takes very seriously its commitment to creating an atmosphere that encourages maximum student self-governance and a range of stimulating activities, the College is also mindful of its responsibility to oversee student life in a responsible and proactive fashion. The supervision of student activities is a function of the Division of Student Services. The Director of Student Life is charged by the Vice President of Student Services and Academic Support to direct student activities and serve as advisor to the Student Government Association (SGA). The Advisor attends all SGA meetings and sponsored activities and serves as a liaison between the SGA and the Vice President of Student Services and Academic Support. A description of the supervisory role of the SGA Advisor over the SGA and

student activities is found in the *Student Government Association Constitution and Bylaws*.

The SGA is the official sanctioning body for all campus clubs and organizations. The SGA Constitution and Bylaws notifies students of their responsibility in initiating and participating in a student club or organization, which must be recognized as such in order to be permitted to use college facilities. Each club or organization has a faculty or staff member who serves as advisor and meets regularly with the group.

Student activities at Sandhills Community College are evaluated regularly through student surveys. Results provide insight into student needs, interests, satisfaction, and level of participation. These insights are used in determining appropriate student activities.

Procedures for Student Fund-Raisers

All student fund-raiser events must be approved by the Director of Student Life prior to the event. Proper scheduling will help prevent the possibility of two events occurring on the same day. Activities limited to campus may be cleared informally by phone or email. Requests for activities soliciting prizes, donations, or funds from the public must be submitted in writing. Before approval is given, the Sandhills Community College Foundation Office will be consulted to ensure the activity relates directly to the purpose of the College and does not conflict with other fund-raising activities or plans (See “Fund-raising Policies and Procedures” in the *Personnel and Policy Manual*.)

Student Life

There’s something special for everyone at SCC. Sandhills Community College sponsors a wide variety of organizations and clubs designed to enhance the educational opportunities available to our students.



Athletics

Contact: Aaron Denton, Dempsey 222, 246-4121, dentona@sandhills.edu

Sandhills Athletics works to support the mission and purpose of Sandhills Community College. As a member of the National Junior College Athletic Association (NJCAA) athletics provide opportunities for development and competition that support the educational goals of the College. Athletics were founded to serve the individual student as well as to enrich the college environment for all students, faculty, and staff. The athletics department works with students to promote leadership and involvement within our community. While many of our athletes will likely continue competing at a four-year college or university, it is our purpose to inspire all student athletes to better themselves academically, socially, and physically.

Baking and Pastry Club

Contact: Rebecca Thompson, Little 103, 246-4941, thompsonr@sandhills.edu

The Baking and Pastry Club is an organization that provides the opportunity for students to further hone their baking and decorating skills beyond the skills taught in the curriculum. Club members are exposed to pastry competitions and are provided

the opportunity to train to compete in such events. Members are exposed to new and upcoming pastry techniques from a variety of SCC culinary/pastry instructors.

Cheer Club

Contact: Natasha Brown, Stone 118-A, 695-3741, brownn@sandhills.edu

The purpose of the Cheer Club is to promote and uphold team spirit for those we encounter, to develop good sportsmanship by example, and to support good relations in the community and between teams and squads during events. The organizational goal is to work in harmony with the athletic department and administration, other athletic teams, and sporting organizations. The SCC cheer club will also create awareness of upcoming games.

The regular squad will consist of a maximum of 11 cheerleaders. Additional members may be admitted and allowed to fill regular squad positions as vacancies occur or temporary positions in the event a regular cheerleader is unable to perform his/her cheerleading duties. Candidates interested in trying out for the cheer club will have to complete a tryout packet. Packets will be available starting the first week in April and due the week prior to tryouts in June. Dates will be posted on the website.

Cosmetology Club

Contact: Sally Thompson, Causey 109, 695-3970, thompsons@sandhills.edu

The Cosmetology Club is designed to benefit those enrolled in the Cosmetology Program at SCC. All Cosmetology students are encouraged to participate.

Criminal Justice Club

Contact: Teresa Hall, Van Dusen 230, 695-3931, hallt@sandhills.edu

The Criminal Justice Club is for students who have been or plan to be involved in the field of criminal justice. It promotes professional awareness and standards, a unified professional voice, high standards of conduct, fellowship, community service, and professional development. The mission of the organization includes such personal and professional goals as (1) not judging others, (2) being unified in service, (3) being professional, (4) working as a team, (5) using integrity in all efforts, (6) creating new ideas, and (7) upholding educational standards.

Esthetics Club

Contact: Robin Curlee, Causey 111, 693.2068, curleer@sandhills.edu

The Esthetics Club is designed to benefit those enrolled in the Esthetics Program at SCC. All Esthetics students are encouraged to participate.

Horticulture Club

Contact: Dee Johnson, Little 241, 695-3883, johnsond@sandhills.edu

One of the oldest and most renowned organizations on the SCC campus is the Sandhills Horticulture Club. The club's primary purpose is to provide a vehicle to support outside activities and competitions in which the Landscape Gardening students participate. An annual Halloween weekend called "Haunted Gardens," bedding plant sales, and other creative projects support student trips, competitions, and student career days.

Hospitality Club

Contact: Ted Oelfke, Little 105, 695-3756, oelfket@sandhills.edu

This organization is comprised of Hotel/Restaurant Management and Culinary students, who plan activities to raise funds for students in need, to develop and to promote fellowship among the members, to offer career-enhancing experiences and to provide opportunities for students to network with professionals in their field.

Human Services Club

Contact: Trish Harris, Van Dusen 219, 695-3871, harrist@sandhills.edu

The purpose of this organization is to support the activities and project of SCC; to further civic, campus, professional and social activities of interest to its members; and to promote community awareness through service.

Intramurals

Contact: Rick Oelfke, Dempsey 107, 695-3786, oelfker@sandhills.edu

The Intramural Sports Program at Sandhills is designed to serve the recreational needs of current students. The program offers a variety of sports and activities for every type of student. Intramurals bring together the entire campus community to participate in friendly athletic competition.

Outdoor Adventure Program

Contact: Rick Oelfke, Dempsey 107, 695-3786, oelfker@sandhills.edu

The goal of the program is to provide a wide range of outdoor activities at a variety of skill levels for the SCC community. Participants have the opportunity to develop lifetime recreational skills, learn about safety and proper technique, gain an appreciation and concern for our natural environment, meet new people, and have a great time!

Outdoor Club

Contact: Rick Oelfke, Dempsey 107, 695-3786, oelfker@sandhills.edu

The purpose and objective of the Outdoor Club is to provide the members of the SCC community with the opportunity to socialize and participate with others sharing an interest in rock climbing, boating, hiking, camping, and other outdoor activities that promote physical fitness. It will also assist in educating members in technique and safety procedures essential for these activities. Outdoor Club leaders provide a continuation of skills development to members related to physical education teaching and instructional methods.

Phi Theta Kappa – Alpha Tau Beta

Contact: Jackie Babb, Little 207, 695-3802, babbj@sandhills.edu

Phi Theta Kappa is the international honor society for two-year schools. Membership is available to students by invitation only and requires a 3.7 GPA based on 16+ hours of college credit courses. Invitees who choose to join are inducted in either spring or fall semesters. The hallmarks of Phi Theta Kappa are scholarship, leadership, fellowship, and service. Members are involved in many activities and services on campus, in the surrounding communities, and across the nation. Kappans serve as

hosts for the college lecture series, as marshals at graduation, and as assistants with on-campus service activities such as blood drives and new student registration.

Radiology Technology Club

Contact: Pat Brannan, Kennedy 108, 695-3841, brannanp@sandhills.edu

The Radiology Technology Club is made up of students who are currently enrolled in the SCC Radiography Program. Club members host fundraisers to offset the costs associated with attendance at conferences and workshops and to fund an annual graduation party. This organization provides opportunities for students to extend their education beyond the classroom and is of great benefit to anyone who aspires to be a radiologist.

Rotaract

Contact: Mary Brideschgc, Stone 107A, 695-3708, bridschgem@sandhills.edu

Rotaract is a service organization sponsored by the Rotary Club of the Sandhills and other area Rotary Clubs. The Rotaract motto is "Service above self." Rotaract is open to all students and inducts new members throughout the academic year. This organization meets monthly and is involved in many community service projects.

Sandhills Association of Nursing Students

Contact: Heather Cox, Kennedy 123, 695-3852, coxh@sandhills.edu

The Sandhills Association of Nursing Students (SANS) seeks to introduce participants to the nursing profession through their professional organization and to provide a setting for professional socialization. Active membership is available to all ADN (Associate Degree Nursing) students. SANS also promotes and encourages participation in community affairs and activities related to improving healthcare. SANS provides opportunities for state and national networking with their professional organization. Fundraisers, service projects, social events, educational programs, and mentoring and recruitment opportunities are all part of the experience available to SANS members.

Student Government Association

Contact: Lauren Beccher, Dempsey 224, 695-3858, beccher@sandhills.edu

The student activities program at SCC is sponsored by the Student Government Association. Members of the SGA make a concerted effort to provide students with cultural, social, recreational, and service-oriented activities. Activities sponsored by the SGA include free food days, the annual Fall Fest and Spring Fling, holiday festivities, doughnuts during exams, student accident insurance, and scholarships and awards. The SGA is always looking for new ideas and is your voice at SCC.

Therapeutic Massage Club

Contact: Samantha Allen, Meyer 116, 695-3966, allens@sandhills.edu

The Therapeutic Massage Club is made up of students who are currently enrolled in the SCC Therapeutic Massage Program. The club was founded to allow students to develop professional connections within the program and in the community. The club's motto is "changing the world through touch." Students in the club participate in chair massage events to share the healing aspects of massage and gain real-world

experience working with clients. Monies generated by club activities are used to support club activities, provide scholarships, and purchase supplies.

Turfgrass Club

Contact: Mike Ventola, Meyer 215C, 695-3941, ventolam@sandhills.edu

Golf Course/Turfgrass Management students participate in the Turfgrass Club at SCC. Club activities are designed to develop students' business and interpersonal skills. Fellowship activities are scheduled throughout the year to assist in this effort.

Ultimate Frisbee Club

Contact: Rick Oelfke, Dempsey 107, 695-3736, oelfker@sandhills.edu

Played much like football and soccer combined, "Ultimate" is a transition game in which players move quickly from offense to defense on turnovers that occur with a dropped pass, an interception, a pass out of bounds, or a player caught holding the disc for more than ten seconds. Ultimate is governed by Spirit of the Game, a tradition of sportsmanship that places the responsibility for fair play on the players rather than referees. Since 2005, Sandhills Community College has sponsored its own club, the Sandfleas, to participate in local tournaments, and expose its students to this exciting game.

STUDENT CONDUCT

Student Conduct in the Instructional Environment

Faculty teaching courses for Sandhills Community College and students taking courses at Sandhills Community College have the right to an instructional environment that is conducive to study, thought, and full concentration on study topics selected by the instructor. Student behavior that threatens such an atmosphere and disrupts learning and teaching activities or creates an atmosphere of fear and intimidation of a student or faculty member will not be tolerated. The faculty and administration reserve the right to remove a student from a course or a program or to deny his/her admission to a course or a program if the student's behavior is determined to be detrimental to the teaching environment.

The Sandhills Community College faculty, staff, and administration expect student behavior that assures an instructional environment:

- where students arrive and depart on time,
- where there is no disruptive behavior,
- where the rights of others are respected and where students treat each other with politeness and respect,
- that is free from menacing or threatening language or disrespectful behavior directed at either the professor or other students,
- where a student's attire is within the generally accepted bounds of good taste and does not disrupt the learning process,
- where students are allowed to bring guests (including children) only with the expressed permission of the professor.

Student Code of Conduct

Students are adults and are, of course, expected to know what constitutes "acceptable" behavior. The College prefers to emphasize counseling and guidance in promoting good student conduct. However, when this approach fails, our only option is disciplinary action. If a student has any questions concerning appropriate conduct, he/she should see a College Counselor, the Dean of Instruction or Vice President for Student Services and Academic Support (curriculum students), Dean of Continuing Education (continuing education students), or the Hoke Center Director (Hoke Center/SandHoke students).

Sandhills Community College reserves the right to deny admission or readmission to students whose presence on campus is construed by the administration as harmful or potentially harmful to Sandhills Community College students, faculty, and/or staff. Moreover, Sandhills Community College may refuse to admit any applicant **during any period of time that the student is suspended or expelled from any other education entity**. Students admitted to the College must adhere to the Student Code of Conduct, which prohibits conduct that impairs significantly the welfare or the educational opportunities of others in the college community. The college may provide disciplinary information/records to other educational agencies that request it for enrollment or transfer purposes. Students may request a copy of their records by contacting the vice president for student services and academic support.

The statements, policies, and procedures contained in the Student Code of Conduct have one purpose: to ensure the existence at Sandhills Community College of

opportunities and conditions that are conducive to effective learning, teaching and living together. This document is the product of the cooperative thought and dialogue of students, instructors and administrators of the College.

The following Code of Conduct applies to all students enrolled in courses with Sandhills Community College. The code should not be considered an exclusive list of acceptable and unacceptable behavior.

1. Each student is held responsible for information in the college *Catalog* published online at www.sandhills.edu.
2. Students who lose, damage, deface, destroy, sell, vandalize, or otherwise dispose of college property placed in their possession or entrusted to them will be charged for the full extent of the damage or loss and are subject to disciplinary action.
3. Under no conditions will alcoholic beverages, narcotics, or illicit drugs be permitted on college property or at college-sponsored events. Students under the influence of or possessing alcohol or drugs will be in violation of this policy and subject to disciplinary action. The College will comply fully with local and state laws concerning the possession of and/or sale of drugs. *In addition, students might not be able to receive federal student aid if they are or have been convicted of selling or possessing illegal drugs, if the drug offense for which they are/were convicted occurred while they were receiving federal student aid. To regain eligibility, students must provide to the Vice President for Student Services and Academic Support documentation of a minimum of six months rehabilitation and an on-going plan to remain drug or alcohol-free.*
4. Acts such as stealing, fraud, forgery, falsifying documents, gambling, and fighting will not be permitted. Any violation of this regulation may result in expulsion from the College on the FIRST offense.
5. Under no condition will the possession of a dangerous weapon, including but not limited to handguns, be permitted on college property. Such acts of possession may result in expulsion from the college on the first offense.
6. The College will comply fully with existing North Carolina laws that make possession of firearms or explosives on campus a Class I Felony and ALL weapons on campus unlawful. Sandhills Community College will immediately report ANY and ALL violations to local authorities.
7. In the interest of protecting students, faculty, staff, or property from harm, the College reserves the right to take disciplinary action in response to behavior off-campus that violates college expectations and policies or could be detrimental to the College.
8. Smoking is prohibited in the interiors of all campus buildings. In addition, smoking is not allowed within 25 feet of any campus entrance.
9. Students are not to bring children to class except under exceptional circumstances and with prior approval of the faculty member.
10. All vehicles must be properly registered, display appropriate stickers, and abide by posted and announced parking and traffic regulations. Violators of traffic and parking regulations are subject to fines, wheel locks, towing, or possible revocation of campus parking privileges. Student records may also be withheld until fines are paid.
11. Fiscal irresponsibility such as failure to pay college levied fines, failure to repay college-funded loans, or the passing of worthless checks to college officials is subject to disciplinary action.

12. Behavior that creates an atmosphere of fear and/or intimidation of a student or faculty/staff member is prohibited. Any and all verbal, written, or physical threats of violence will be taken seriously and dealt with appropriately.
13. Prospective students visiting campus must report to Student Services or the Division of Continuing Education upon arrival. Those failing to do so may be asked to leave.
14. The Dempsey Student Center and other campus facilities are for student use and for authorized activities. Thus, unauthorized individuals may be asked to leave.
15. All curriculum students are required to have and to carry a student ID. Students may be asked to show their ID at random. Failure to comply may result in disciplinary action.
16. Any act, comment, or behavior that is of a sexually suggestive or harassing nature and that in any way interferes with an employee's or student's performance or creates an intimidating, hostile, or offensive environment is strictly prohibited by Sandhills Community College.
17. Faculty and students at Sandhills Community College—on the main campus or off-campus locations, including online—have the right to an instructional environment that is conducive to study, thought, and full concentration on study topics. Student behavior that threatens such an environment and disrupts learning and teaching activities—including unauthorized use of technology (e.g., cell phones, computers, hand-held devices) —will not be tolerated and will be subject to disciplinary actions.
18. Appropriate attire, including shoes, must be worn at all times. It is expected that attire reflect the generally accepted bounds of good taste and not disrupt the learning process.
19. If, in the opinion of college officials, clothing and/or behavior (including droops or the presence of gang colors, signs, and or symbols) are threatening, intimidating, or offensive in nature, sanctions may be imposed immediately.
20. For the safety of all concerned, the campus will be closed from 12 midnight to 5 a.m.
21. Failure to abide by the SCC Information Technology Resources Acceptable Use Policy may lead to disciplinary action, including loss of computer privileges, dismissal from the College, and/or criminal prosecution. The college expects and requires ethical and responsible behavior of individuals using information services.
22. Providing false information or fraudulent documents to college officials or procuring any money, goods, or services under false pretense is prohibited.
23. Rudeness and failure to comply with instructions of college officials acting in performance of their duties are subject to disciplinary action.
24. In the interest of civility, privacy, and safety, coed accommodations on any club, class, or SCC sponsored trip is prohibited.
25. Any and all other offenses that may need the attention of the Vice President for Student Services and Academic Support or Dean of Instruction (all curriculum students), the Dean of Continuing Education (continuing education students), the Director of the SCC Hoke Center (all students taking classes at the Hoke Center) are subject to this code.

Academic Honesty

Sandhills Community College believes that the pursuit of knowledge requires honesty. Academic dishonesty includes but is not limited to the following:

1. Copying the work of another.
2. Collaboration: Working with another person on a test, examination, or paper without expressed authorization and without indicating that collaboration has occurred.
3. Plagiarism: The representation of the work of another person as one's own; the failure to cite the source of an idea, information, or words that come from someone other than the author of the paper or the exam.
4. Use of books, notes and/or electronic devices in examinations without the explicit permission of the professor.

Penalties for academic dishonesty may include the following:

1. Zero grade on the test or assignment on which cheating occurs.
2. Failing grade for the course.
3. Failing grade and immediate dismissal from the course.

When a student is accused of academic dishonesty, the resolution of the accusation is between the professor and the student. If the solution is unsatisfactory, there is an inherent right to appeal. The appeal shall be in accordance with the Student Grievance Procedure.

Disciplinary Procedures

- A. Report of offenses: Students, faculty members, staff or administrators should immediately report incidents that violate the Student Code of Conduct to the appropriate Vice President for Student Services and Academic Support or the Dean of Instruction (all curriculum students), Dean of Continuing Education (continuing education students) or Hoke Center Director (all students taking classes at the Hoke Center). When possible, the report should be documented through email or written report.
- B. The Vice President/Dean/Director will confer with all parties involved and decide on one of the following options:
 1. To declare the case closed immediately for lack of evidence and to notify in writing the accused and the accuser.
 2. To refer the case to the risk assessment team for review and recommendation.
 3. To issue warning that repeated violation of the Code of Conduct may necessitate further disciplinary action.
 4. To reserve the right to deny admission or readmission to any student whose presence on campus is disruptive to other students.
 5. To invoke penalties. A student may be placed on probation, suspended, or expelled from the College for conduct or personal behavior that is in violation of the Student Code of Conduct. The Vice President/Dean/Director will, in writing, identify the claimed misconduct and present a statement of any penalty imposed. There is an inherent right to appeal. The appeal shall be in accordance with the Student Grievance Procedure.
 6. As a general rule, the status of a student accused of a violation of these regulations should not be altered until a final determination has been made in regard to the charges. Interim suspension may be imposed, however, upon a finding by the appropriate institutional official that the continued presence of the accused on campus constitutes an immediate threat to the physical safety and well-being of the accused or any other member of the institution's community or its guests, poses a threat of destruction

of property, or shows a potential for substantial disruption of classroom or other campus activities.

Student Grievance Procedure

Grievance is defined as any matter of student concern or dissatisfaction within the control of the College, **except** for the following:

- grades, which shall be subject to the decision of the professor unless related to some type of suspected discrimination;
- attendance policies and matters of a purely academic nature, which shall be adjudicated through the Dean of Instruction;
- some matters involving allegations of sexual harassment, which are addressed elsewhere in this *Catalog* and published online at www.sandhills.edu; and
- residency classification, which shall be subject to final ruling at the campus level by the Residency Committee and may be forwarded to the State Residency Committee; and
- Financial Aid awards and eligibility, which shall be subject to review by the Financial Aid Appeals Committee with a final ruling by the Vice President of Student Services and Academic Support.

Student Appeal Procedure

The purpose of the Student Appeal Procedure is to assure students of Sandhills Community College that their grievances will be considered fairly, rapidly, and in a non-threatening atmosphere. This process is designed to be used by students, not their surrogates. In keeping with the college policy of addressing all grievances informally prior to resorting to formal procedures, it is assumed that prior to embarking on the formal Student Appeal Procedure, students will initially address problems and matters of concern informally with the student(s), faculty, or staff members involved.

However, the College recognizes that not all student grievances will be satisfactorily settled on an informal basis. Therefore, this Student Appeal Procedure has been adopted and applies to all appeals of disciplinary actions, appeals regarding student records and privacy rights, and appeals based on charges of discrimination. Students should follow these procedures first in all applicable situations.

Any student electing initially to pursue a grievance outside of these procedures has thereby waived the ability to pursue his or her grievance hereunder. A complete copy of the Student Grievance Procedure may be obtained from the Vice President for Student Services and Academic Support or Dean of Instruction's Office.

Student grievances resulting from academic practices or learning environment activities other than disruptive student behavior should be referred to the attention of the Dean of Instruction (curriculum students), Dean of Continuing Education (continuing education students), or Hoke Center Director (Hoke Center students) after the student has met with the faculty member or department chair and attempted an informal resolution of the problem. Student grievances that affect an individual's welfare and are not directly related to academic or classroom activities of the College should be brought to the attention of the Vice President for Student Services and Academic Support (curriculum students), Dean of Continuing Education (continuing education students), or Hoke County Director (Hoke Center students) after the student has made every effort to resolve the problem in an informal basis through conversation with the individuals involved.

Student Grievance Procedure Steps

1. **Informal Resolution** – The student discusses grievance(s) with the appropriate Vice President/Dean/Director, who renders a decision within five (5) business days. The student may elect to continue the appeal in accordance with the following:
 - a. Curriculum students will proceed to step 2 of the Student Grievance Procedure and appeal to the Student Grievance Committee.
 - b. Continuing education students may appeal within three (3) business days to the Senior Vice President. A decision will be rendered in ten (10) business days. The decision of the Senior Vice President is final. Exceptions to the procedure include continuing education certificate programs: BLET and NA. These students should proceed in accordance with step 2.
2. **Student Grievance Committee Hearing** – The student submits a formal Grievance Form to the Student Grievance Committee Chair within three (3) business days of the Vice President's/Dean's/Director's decision. The Student Affairs Committee renders a decision within ten (10) business days. Following a discussion by the Student Grievance Committee, the student may elect to continue the appeal to step 3. (The Student Grievance Committee may choose to discontinue a hearing if the student fails to attend two or more scheduled meetings.)
3. **President's Review** – The student submits a written request for review to the college President within three (3) business days after the Student Grievance Committee's decision. The President renders a decision within ten (10) business days. The President's decision will be final except in cases of sexual harassment or discrimination. In those cases, the student may elect to continue the appeal to step 4.
4. **Hearing Committee of the Board of Trustees** – The student submits a written request for a hearing by the Board of Trustees within five (5) business days of the President's decision. This request is submitted to the Executive Assistant to the President. The decision of the Board of Trustees in sexual harassment and discrimination cases is final.

Sexual Harassment Policy

Sexual harassment is unacceptable behavior and a violation of the law. Any act, comment, or behavior that is of a sexually suggestive or harassing nature and that in any way interferes with a student's performance or creates an intimidating, hostile, or offensive environment is strictly prohibited by Sandhills Community College. Students have the responsibility to bring any such incident (via written as well as verbal report) to the attention of an administrator so that the matter can be resolved informally. Curriculum students should contact the Vice President for Student Services and Academic Support; continuing education students should contact the Dean of Continuing Education; students at the SCC Hoke Center should contact the Center Director. The administrator will then contact the Vice President of Business and Administrative Services or the Director of Human Resources. Any student who feels uncomfortable going to the Dean/Director should go directly to the Human Resource Director or the Vice President of Business and Administrative Services. Grievances regarding sexual harassment, in some cases, may be addressed through some of the steps of the Student Grievance Procedure.

There are two categories of sexual harassment:

1. Sexual harassment in which a person in authority makes sexual demands upon another individual in exchange for favors, and

2. Sexual harassment in which a hostile or uncomfortable college environment is created by unwelcome or offensive sexual conduct.

Thus, it is important to understand that sexual harassment does not require physical contact. A hostile environment may be created by, but certainly is not limited to, the following unwelcome and offensive behaviors: repeated and unwelcome sexual advances, comments, contact, jokes, flirtations or any abuse of a sexual nature.

CAMPUS POLICE AND PUBLIC SAFETY

Automobile Registration

All students who park vehicles on campus must register their vehicles at the time of course registration. The cost of parking stickers is included in the student fees payable at registration.

Parking Regulations

Students are required to park in paved parking spaces that are **not** reserved for visitors or for faculty/staff. Reserved parking applies to vehicles 8 a.m.-3 p.m., Monday-Friday, after which time anyone may park in these spaces. A one-hour time limit applies to all visitor spaces. When paved parking spaces are filled, the College will provide designated unpaved areas for temporary student use. Restricted parking, including handicapped parking, is marked with appropriate signs.

Parking Permit

At registration, all students are required to obtain a permit that enables them to park at the College. **The permit must be affixed to the left rear bumper or displayed in the left rear window of the vehicle.** This permit will also enable staff to notify the student in the event of an emergency (e.g., **someone hits the car**). If a student temporarily drives a vehicle without a permit, he/she must obtain a temporary permit from the switchboard receptionist in Dempsey Hall. Vehicles parked on campus without permits will be in violation. Repeated violations of the campus parking regulation will be considered an offense of the Student Code of Conduct. Disabled students may receive handicapped parking permits after presenting appropriate DMV documentation to the campus switchboard receptionist. Campus parking lots have designated areas for the disabled.

Temporary Parking

For the first few days of the fall/spring semesters, staff members may need to direct vehicles into temporary parking areas. Students should follow the instructions given during this time period.

Parking Violations

Violations of parking regulations will result in fines and/or the vehicle's being towed. Violations that are potentially dangerous, such as speeding and reckless driving, are subject to disciplinary action in addition to any fines levied. Violations for which citations may be issued include, but are not limited to the following:

Improper display of parking permit.....	\$5
No valid parking permit.....	\$5
Parking in handicap area/space.....	\$25
Parking in "no parking" area/space	\$5
Parking in reserved/designated area	\$5
Parking in two spaces	\$5
Blocking driveway or access	\$5
One-way street violation.....	\$5
Unsafe movement.....	\$5
Parking on a curb.....	\$5
Any violation of NC Motor Vehicle laws.....	\$5

The student is responsible for any violation incurred by individuals who bring the student to campus. Payments of fines should be made to cashier in Stone Hall. Failure to pay parking tickets will result in the fines' being added to the student registration fees. **Persons who have received five (5) or more tickets may have the vehicle towed or may be subject to other disciplinary action.**

Identification Card

During registration, the student will need to obtain a student ID. *An ID is required – the student must carry it at all times on campus!* This card allows students to checkout library books, use the learning resource center, use college equipment, and participate in SCC activities. Financial aid recipients will be able to purchase books more easily from the Logan Bookstore using an ID card. Curriculum students receive one card per school year at no charge. A paid receipt is necessary to have the ID made. A replacement card costs \$10. ID cards are made 8 a.m.-9 p.m. Monday-Thursday and 8 a.m.-4 p.m. Friday in the Dempsey Student Center during fall and spring semesters. Students that are enrolled for the fall semester do not need to renew their card for the spring semester.

College Policy on Campus Crime

In accordance with the Student Right-to-Know, Campus Crime Security Act of 1990, and the Clery Act, SCC exhibits “zero tolerance” toward violence on campus, including sexual assault, aggravated assault, physical confrontations of any kind, verbal threats of intent to cause harm, harassment designed to intimidate another, hate crimes, robbery, burglary, and property crimes such as destruction, theft, and sabotage. For more information regarding this policy, refer to the Compliance section of this *Catalog*.

Security and Access to Campus Facilities

The college campus is closed from 12 midnight to 5 a.m., Monday through Sunday, and on holidays. Electronic security systems and surveillance cameras are located throughout both campuses; however, cameras are not monitored constantly. No SCC student organizations have off-campus locations. Students using classrooms and laboratories after scheduled class hours must obtain prior approval from the appropriate faculty/staff member.

Campus Law Enforcement Authority

Sandhills Community College retains its own police department. Campus police officers have full police powers on Sandhills Community College property and all public property immediately adjacent to the college property. Campus officers are responsible for all law enforcement related matters on campus property to include the enforcement of applicable North Carolina criminal and traffic laws. In situations where law enforcement authority is required at satellite campuses, the Hoke Center contacts the Raeford Police Department; the Westmoore Center contacts the Moore Co. Sheriff's Office.

Campus police personnel work closely with local, state and federal police agencies and have direct radio communication with Moore County “911.”

Emergency Services

Campus police, security and maintenance employees are the primary First Responders. They respond to campus emergencies such as injury, illness, fire, and tornadoes. In the event of an emergency, students and campus visitors should follow

the instructions of college officials. In addition, emergency instructions are posted throughout the campus.

Emergency Phones

In case of an emergency, emergency phones are located at strategic points around campus. To use one of these phones, students should push the red emergency button. During college operational hours, the call goes to Campus Police and Public Safety. When the College is closed, the call is automatically sent to "911."

Emergency Code Blue Boxes

The SGA donated funds to purchase two Code Blue boxes. These emergency boxes provide users with a simple way to call for emergency assistance by pressing the large red button and speaking clearly into the telephone. During college operational hours, the call goes to Campus Police and Public Safety. When the College is closed, the call is automatically sent to "911."

Reporting Crimes

Because the College operates in multiple venues, these specific instructions apply when reporting crimes.

- **Main [Moore County] Campus:** To report a crime/emergency call 911. Sandhills Community College encourages accurate and prompt reporting of incidents.
- **Hoke Center:** During hours of operation all crimes/emergencies are to be reported to Hoke Center Security or the Director of the Hoke Center (910-875-8589). After hours, individuals should contact "911."
- **Westmoore Center:** During hours of operation, all crimes/emergencies are to be reported to Westmoore Center Security or the Dean of Continuing Education (910-695-3974). After hours, individuals should contact "911."
- **Off-Campus Crimes:** Students in off-campus classes should follow the same procedures outlined above for reporting crimes. Immured students are encouraged to review and follow emergency procedures specific to their institution of residence. After College hours, call "911." Campus security is to be notified of the details of the incident as soon as possible.

Investigation of Crime Reports

All reasonable efforts will be made to maintain confidentiality. Upon receiving the report, an investigation into the incident will begin immediately, involving Campus Police and Public Safety, who will determine if other law enforcement authorities should be involved. The Campus Police and Public Safety Director and the Vice President for Business and Administrative Services will determine if a campus and/or community alert should be issued in the interest of public safety.

Students who participate in campus violence will be subject to disciplinary actions up to and including expulsion (see "Student Code of Conduct"). There is an inherent right to appeal.

Documentation of Crime Reports

Campus Police and Public Safety will maintain a daily log documenting all crimes reported to Campus Police and Public Safety or other law enforcement agencies. The information found in this report shall be open for public knowledge within two business days, except when the release of the information is prohibited by law or would jeopardize an investigation or the victim's confidentiality.

Crime Statistics

In accordance with the Student Right-to-Know, the Campus Crime Security Act of 1990, and the Clery Act, the College is required to provide information about serious crimes on campus, as defined by the acts, which have occurred during the last three (3) calendar years. This report is updated annually to the U.S. Department of Education, in accordance with the law, in October of each year. Copies of the Campus Crime Statistics Report and Annual Security Report may be obtained by contacting the main campus switchboard (692-6185) or the Director of the Hoke Center (910-875-8589). Information can also be found online at www.sandhills.edu.

Sexual Assault Policy

In accordance with the U.S. Department of Education requirements of Section 485 of the Higher Education Act (also known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. Section 1092), SCC recognizes that sexual offenses, forcible and non-forcible, are violent, demeaning crimes and will not be tolerated. SCC will support this policy and increase awareness through educational prevention seminars, special literature, and counseling. Services and resources for victims will also be provided. The State Bureau of Investigation maintains a registry of convicted sex offenders that can be accessed online at, www.ncfindoffender.com.

Reporting Sexual Assault

The College encourages all victims of sexual offenses to report the incident as soon as possible. The College understands the sensitive issues involved with this type of crime; therefore, the following individuals may be contacted: Campus Police and Public Safety (910-695-3831 or "0"), Telecommunications Services ("0"), Dean of Continuing Education (910-695-3767), Dean of Instruction (910-695-3715), or Vice President of Student Services and Academic Support (910-695-3900).

Individuals at the Hoke and Westmoore Centers should follow the same procedures; however, they may feel more comfortable making the initial report to one of the following: Hoke Center Security or the Director of the Hoke Center (910-875-8589) or the Dean of Continuing Education (910-695-3974).

In an emergency or after hours, students should use the emergency telephones or the CODE BLUE devices to contact the switchboard or "911." They should contact the designated college officials as soon as possible if assistance is needed. The College emphasizes the importance of preserving all evidence for the proof of a criminal offense.

Options: There are several options and resources for individuals who have been sexually assaulted. Seeking assistance does not require the victim to take further legal or disciplinary actions; it allows the victim to receive private and confidential treatment and emotional and psychological support.

Medical and Psychological Support Services

Moore County	(910)
FirstHealth Moore Regional Hospital	715-1000
Emergency Room	715-1111
Pinehurst, NC 28374	

Friend-to-Friend 111 McNeill Street Carthage, NC 28327	947-3333
Moore County Emergency Carthage, NC 28327	911
Moore County Department of Social Services 1036 Carriage Oak Drive Carthage, NC 28327	947-2436
Moore County Health Department 705 Pinehurst Avenue Carthage, NC 28327	947-3300
Sandhills Center for Mental Health 205 Memorial Drive Pinehurst, NC 28374	295-6853
Sheriff's Department 101 Dowd Street Carthage, NC 28327	947-2931
Hoke County	(910)
Sandhills Mental Health	875-8156
Health Department	875-3717
Police Department	875-4251
Sheriff's Department	875-5111
Cape Fear Valley Medical Center	609-4000
FirstHealth Family Care Center	904-2350

Disciplinary and/or Legal Actions

The process against the alleged assailant will begin immediately. An investigation will be conducted in a timely manner. All parties will be treated with confidentiality and respect. Both the accuser and the accused will be given equal opportunity to present their views of the incident. A determination will be made by either the Vice President for Student Services and Academic Support or the Vice President for Business and Administrative Services. Both parties involved will be informed of the determination or outcome and will have the right to appeal. With the final **determination, the appropriate corrective actions will be implemented. The College** reserves the right to make changes to either party's academic situations if deemed necessary or if the request is a reasonable option. Disciplinary actions may include expulsion from the College. The College will retain as confidential all documentation of allegations, investigations, and determinations. *In addition, both parties must maintain the confidentiality of all aspects of the incident, disclosing no information whatsoever without the written consent of the other party.*

The college is required to disclose (upon written request) to an alleged victim of a crime of violence or non-forcible sex offense the results of a disciplinary hearing against an alleged student perpetrator.

The victim has the option to report the assault to the appropriate law enforcement authority. Reporting an assault does not obligate the victim to proceed with legal prosecution. It is the victim's right to decide whether or not to continue with or to halt legal proceedings.

College personnel will assist the victim with whatever services or support is available, as appropriate.

Telephone Calls

The College cannot accept incoming calls for students except in extreme emergencies. Students should let their families know that, if a genuine crisis arises, Student Services is the place to call to contact that student. The College does not have a paging system; therefore, it is difficult to deliver messages to students. *If a student has a child in daycare or school, it is essential to have an additional contact person listed with the daycare or school in the event that the SCC student cannot be reached.*

Lost and Found

The switchboard receptionist in the Dempsey Student Center keeps all items found on campus. Students should see the College Receptionist in the Dempsey Student Center if they have lost any belongings while on campus.

Pets on Campus

The campus is not an appropriate place for the pets of students or for the pets of faculty/staff members. For the safety of the pets and the campus community, the College requires that pets not be on campus during regular hours of operation. Pets, except for guide animals, are not allowed in campus buildings.

Walking Track

For the student's safety, the track is for walking or jogging. Wheeled vehicles – mopeds, bicycles, roller skates/blades, skateboards, etc. – are prohibited.

Inclement Weather Policy

Decisions to close the College for adverse weather and other emergency situations will be made by the college administration. Missed classes and assignments will be made up in accordance with the best judgment of college officials and the guidelines promulgated by the North Carolina Community College System Office.

“Colleges have an obligation to deliver the instructional services for which students pay tuition and fees. Therefore, curriculum and continuing education classes that are missed or not held for any reason – including inclement weather – should be rescheduled or the instruction should be made-up by some other alternative. Alternatives may include extra class sessions, extended class sessions, individual conferences, or other options approved by the college's administration. It is assumed that alternative arrangements for making-up missed class time will be made by the College.” NCCCS Numbered Memo March 8, 1996.

When severe weather forces a departure from regular scheduling, announcements will be issued by local and regional radio and television stations. Below is a list of those stations contacted by the College.

WTVD-TV (11)	Durham	WUVC-TV (40)	Fayetteville
WFMY-TV (2)	Greensboro	WGHP-TV (8)	High Point
WRAL-TV (5)	Raleigh	WNCN-TV (17)	Raleigh
WLSL-TV (22)	Raleigh	WECT-TV (6)	Wilmington
Carolina 14-TV (14)	Raleigh	WFLB-FM 96.5	Fayetteville
WSPC-AM 1010	Albemarle	WKXU-FM 101	Burlington
WZKY-AM 1580	Albemarle	WKML-FM 95.7	Fayetteville

WQNX-AM1350	Aberdeen	WQSM-FM 98.1	Fayetteville
WUKS-FM 107.7	Fayetteville	WZFX-FM 99.1	Fayetteville
WAZZ-AM 1490	Fayetteville	WFNC-AM 640	Fayetteville
WKDX-AM 1250	Hamlet	WPTF-AM 680	Raleigh
WMFA-AM 1400	Raeford	WQDR-FM 94.7	Raleigh
WZTK-FM 101.1	Raleigh	WDCG-FM 105.	Raleigh/Durham
WTEL-AM 1160	Red Springs	WJSG-FM 104	Rockingham
WAYN-AM 900	Rockingham	WIOZ-FM 102.5	Southern Pines
WWGP-FM 105.5	Sanford	WEEB-AM 990	Southern Pines
WABZ-FM 100.9	Albemarle		

Additionally, students may call the College at 910-692-6185 to hear a recorded message indicating whether the College will have a delayed opening or will be closed or access information online at www.sandhills.edu. Students enrolled in distance learning and hybrid courses are also notified via the internet course delivery system.

INFORMATION TECHNOLOGY

Information Technology Resources Acceptable Use Policy

Purpose

To enhance its educational, cultural, and economic missions in service to the community, Sandhills Community College provides students, faculty, staff, and community members with computers, tools, instruments, and facilities that provide access to campus and global information resources. The College expects and requires ethical and responsible behavior of individuals using information resources. This policy statement identifies acceptable uses of these resources and includes circumstances in which the interests and rights of others must be protected and preserved.

This policy applies to all Sandhills Community College students, faculty, and staff as well as members of the community who use or access college information technology resources.

Definition

The term “information technology resources” includes all computers, tools, instruments, or facilities that enable individuals to access or interact with information available through, but not limited to, the library automation system, the Internet, the World Wide Web, or local campus networks. Resources may be individually controlled or shared, stand alone, or be networked. Included in this definition are classroom technologies, computing and electronic communication devices and services, modems, electronic mail, phone access, voice mail, fax transmissions, video, multimedia and hyper media information, instructional materials, and related supporting devices or technologies.

Use Agreement

By using college-supplied information technology resources, individuals, groups, or organizations agree to abide by all policies and procedures adopted by Sandhills Community College as well as all current federal, state, and local laws. These include college policies and procedures against harassment, plagiarism, and unethical conduct – as well as local, state, and federal laws prohibiting theft, copyright infringement, insertion of viruses into computer systems, and other unlawful intrusions.

In the event of violation of any of these policies, procedures, or laws, the College will follow established disciplinary policies, including those regulating the provision of information to law enforcement authorities. The College shall not examine or disclose the contents of electronic files except when authorized by the owner of the information, when approved by an appropriate institutional official, or as required by law.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against users of information technology resources.

User Responsibilities

Anyone using college information technology resources is responsible for the following:

- Recognizing and honoring the intellectual property rights of others, making attribution as appropriate;
- Refraining from any illegal and improper intrusions into the accounts of others or into any college information technology resources or systems;
- Taking all reasonable steps to insure the accuracy and the security of information compiled, accessed, or provided;
- Being ethical and respectful of the rights of others and of the diversity of the college community, including the rights to privacy and all other legal requirements and restrictions regarding access to and use of information; and refraining from acts that waste resources and prevent others from having broad access to college information technology resources;
- Abiding by all other applicable college policies and standards relating to information technology resources. These policies and standards include, but are not limited to, software, wireless, remote access and email.

Network Access

All equipment attached to the college network, including wireless networks, must be approved by the Network Administrator except in specifically identified public access areas.

Information Technology Establishing Procedures

Individual organizations within the College may establish and define procedures or conditions for use of information technology resources under their control. Established procedures or conditions must be consistent with this overall policy but may provide additional detail, guidelines, or restrictions. In addition, all interactions outside the College are subject to the acceptable use policies of the outside agencies such as network access providers, telecommunications companies, or software developers.

PHOTO AND VIDEO USE

Sandhills Community College does not collect photo/video release forms. Instead, the College assumes that faculty, staff, and students are the best resources for marketing the College and welcome student involvement in these activities.

Still or video photo shoots may be informal (candid photos of campus scenes, athletic events, performances, events, or activities) or formal (planned visits to classrooms, headshots or video shoots on campus). All photographic/video images become the property of Sandhills Community College. Marketing and Public Relations staff members add the photos or video footage to the College's library of images (maintained by Marketing & Public Relations), which becomes a resource for the College's online and print publications.

The Marketing and Public Relations Department attempts to inform the campus when far-reaching photography projects are planned (all user e-mail notice to faculty and staff, announcements on campus TV monitors, etc).

Students participating in a formal photo shoot (*Career Focus* magazine, billboards, schedules, etc.) are giving their permission for their image to be used as the College sees fit. Students may opt out if that is their choice. If a student does not wish to be photographed but fails to identify himself or herself to the photographer, it will be very difficult to exclude that person from the resulting images.

Concerns about the uses of individual images may be communicated to the Marketing & Public Relations Department, who will try to resolve individual complaints while still meeting the institutional goals of visually representing the College. Expense is sometimes a consideration in the ability to change a photograph; usually an inventory of printed publications must be exhausted before the change can be implemented.

ACADEMIC POLICIES AND PROCEDURES

Academic Advising

Upon enrollment at Sandhills, all regular students are assigned a faculty advisor to assist in course scheduling, registration, and program planning, as well as to periodically evaluate academic progress. Students who place into first-level developmental courses (zero prefix courses) may be temporarily assigned to an advisor in the Developmental Education Department who will guide them through prerequisite coursework in English, math, and reading.

Courses selected by students must be approved by the faculty advisor or Advising Center prior to registration. It is the intent of the advisor and the Advising Center to place students receiving financial aid only into courses required by their program of study. The advisor or the Advising Center must also approve registration changes, such as dropping and adding courses, unless the student is merely changing sections of the same course. Students receiving financial aid should always consult staff in the Financial Aid Office located in Student Services when dropping and/or adding courses.

Although the faculty advisor will help students become familiar with degree and diploma requirements in a chosen field, each student is ultimately responsible for the proper completion of his or her academic program, for familiarity with the college *Catalog*, for maintaining the grade average required, and for meeting all other degree requirements. The advisor will advise, but the final responsibility remains that of the student. In addition, college transfer students should know the requirements of both Sandhills Community College and the transferring institution.

Students whose advisors are not available or who are designated “special” or “dual enrolled” may receive advising help in the Advising Center located in Stone Hall.

Academic Freedom and Integrity

The faculty and staff at SCC recognize that student learning lies at the heart of all we do. To support student learning, we abide by the principles of academic freedom and integrity. Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of their discipline. Instructors are afforded the freedom to manage the learning environment of their courses. At the same time, students will be afforded a quality educational experience where learning is encouraged, evaluations are substantive and meaningful, and grades are awarded fairly.

Alternative Methods for Achieving Course Credit

Credit by Examination

Students enrolled in Sandhills Community College may have developed knowledge and skills that match the knowledge and skills to be achieved in certain courses in the College. These achievements may be the result of work experience, military experience, or informal study.

To receive credit by examination, students must demonstrate proficiency by taking challenge examinations developed by departmental faculty, or a standardized examination such as the College Level Examination Program (CLEP) or the United States Armed Forces Institute (USAFI).

Although any faculty advisor or counselor may initiate a credit by examination request, the specific courses to which credit by examination applies will be determined by the instructional departments. Students who decide that credit by examination is appropriate for their situations must obtain permission from the chairperson of the department in which the course is offered. The chairperson will arrange for the examination to be administered. The Dean of Instruction must approve all credit awarded by challenge examination.

Students who wish to receive credit by examination through CLEP or USAFI should submit such certifications to the Director of Records and Registration. The Office of Records and Registration will evaluate the certifications in consultation with the appropriate department chairperson.

Upon the student's successful completion of credit by examination, the symbol "CE" will be shown on academic transcripts, and credit hours will be awarded; however, no quality points will be assigned.

ACA Credit by Exam

The College requires incoming freshmen to take one of two freshman orientation courses: (1) ACA 115 for students pursuing the AAS degree, or (2) ACA 122 for students pursuing the AA, AS, or AFA transfer degree. Students who transfer in 18 or more hours from an accredited college or university or who have accumulated 18 hours of credit at SCC prior to 2006 may be eligible for Credit by Exam. Students who believe they are eligible should contact the ACA Coordinator or the Department Chair for Developmental Education.

Advanced Placement

Students who have taken any of the following Advanced Placement courses in high school and who have made a score of three (3) or higher on the AP exam will be accepted as part of a student's successfully completed general education core under the Comprehensive Articulation Agreement (CAA). Credit for two successive courses can be awarded only with a score of five. For example: a student who receives a score of three (3) on the AP Biology exam would receive credit for BIO 111. A student who receives a score of five (5) would receive credit for BIO 111 and 112. Only one course of credit (MAT 271 for four [4] credit hours) may be awarded for the AP Calculus AB exam with a score of three (3), four (4), or five (5); two courses of credit (MAT 271 and 272 for eight [8] credit hours) may be awarded for the AP Calculus BC exam with a score of three (3), four (4), or five (5). The Director of Records and Registration will verify AP examination scores and record appropriate credit on the student's transcript. One exception to this policy is the AP Art Studio course. Determination of credit for AP Studio Art will be made by the appropriate department chair with approval by the Dean of Instruction. Note: Students should be aware that if they receive AP course credit at Sandhills Community College but "do not complete the general education core" before transferring to a UNC university, their AP scores will be evaluated on the "basis of the receiving institution's AP policy," according to the CAA.

Approved AP Courses

Art History (ART 114 and 115), Biology (BIO 111 and 112), Calculus AB (MAT 271), Calculus BC (MAT 271 and MAT 272), Chemistry (CHM 151 and 152), Computer Science A or Computer Science AB (CIS 115), Macroeconomics (ECO 252), Microeconomics (ECO 251), English Language (ENG 111), English Literature (ENG 112), Environmental Science (BIO 140), French Language (FRE 211), French Literature (FRE 212), Comp Government & Politics (POL 210), U.S. Government & Politics (POL 120), Human Geography (GEO 111), Music Theory (MUS 114), Physics B (PHY 151 and 152), Physics C (PHY 251 and 252), Psychology (PSY 150), Spanish Language (SPA 211), Spanish Literature (SPA 212), Statistics (MAT 151), Studio Art (ART 121, ART 122, or ART 131, based upon portfolio), U.S. History (HIS 131 and HIS 132), and World History (HIS 111 and HIS 112).

College Credit for College Tech Prep Students

Students who successfully completed high school College Tech Prep courses may receive credit for Sandhills Community College courses that cover the same content or skills development as identified by college faculty statewide articulation agreements. In most cases, the student must demonstrate mastery of course knowledge and skills by passing the VOCATS tests or an examination administered by college personnel.

Credit for Experiential Learning

Students enrolled in degree, certificate, or diploma programs that have had career experience that they believe duplicates that required for a course may apply for credit by contacting the Director of Admissions. The student will document the career experience, which will be forwarded to the appropriate faculty member for evaluation. The faculty member will recommend credit be given for courses for which required knowledge and skills have been demonstrated. Credit will be awarded upon approval by the appropriate Department Chair and the Dean of Instruction. The symbol "EL" on academic transcripts will indicate credit earned for experiential learning. Credit hours will be awarded for such credit; however, no quality points will be assigned. The College periodically validates the evaluation process for awarding credit for experiential learning by reviewing the performance of students receiving such credit in follow-on courses or their program of study.

Credit for Military Training

Credit may be awarded to enrolled students for educational experience in the armed services. The student must submit an official transcript from the Army/American Council on Education Registry Transcript System (AARTS). The Director of Records and Registration will evaluate the transcript and determine any applicable credit. Credit hours will be awarded for such credit; however, no quality points will be assigned. The Dean of Instruction must approve all credit for military educational experience.

Academic Petition/Course Substitution

Students may, under unusual circumstances, petition that one course substitute for another in a curriculum program. The academic petition form must have the approval of the faculty advisor, the Program Coordinator, the Department Chair, and the Dean of Instruction.

Course Requisites Waiver

A student who has not completed the specified prerequisite and/or corequisite courses may satisfy prerequisite and corequisite requirements by demonstrating to the

instructor that he/she has the appropriate knowledge and skills required for admission to the course. The instructor must document to the Dean of Instruction the assessment method prior to the student's admission to the course. *Pre-Requisite/Co-Requisite Waiver* form must be submitted to the Dean of Instruction within the 10% census period of the semester.

Special Course Enrollment

Enrollment in Courses Unique to Concentration Programs

Some programs in the North Carolina Community College System have "concentrations" identified, such as the Golf Course Management concentration of the Turfgrass Management Technology, the E-Commerce concentration of the Business Administration program, and the Substance Abuse concentration of the Human Services Technology program. Each concentration has certain "concentration courses" identified that must be unique to the concentration. These courses are identified by a sentence in the course description that reads, "This course is a unique concentration requirement of...."

Students who are not enrolled in the particular concentration program may enroll in and take for credit unique concentration courses if the students are otherwise eligible to participate in the class by, for example, meeting prerequisite and corequisite requirements. Such classes may be counted as elective credits for other applied science programs. Students not enrolled in the concentration program must receive approval from the instructor of the course. The instructor will indicate approval by signing the students' *Course Planning Form* or *Course Change Form* and will document such approval on the course roster.

Independent Study

Under unusual circumstances, a student may have a need to enroll in a course of independent study under the guidance of an instructor. A student must first substantiate the need and then secure the written approval of the instructor and advisor. Next, an independent study contract form must be prepared by the instructor with whom the work will be done. Finally, written approval must be obtained from the chairperson of the department in which the course is requested. The registration form should also indicate the course will be taken by independent study. The registration process cannot be initiated unless a copy of the contract accompanies the registration form. Enrollment in more than one independent study course per semester will be allowed only under exceptional circumstances.

Auditing Courses

Those who do not desire credit or a grade may audit any course for which prerequisites are met. Students who wish to audit a course must complete an audit permission form and submit the form to the Director of Records and Registration prior to the end of the drop period. Requirements for auditing will be determined by the instructor. Auditors will register and pay the same tuition and fees as students who take the course for credit. Students with a recorded audit grade for a course may repeat the course one time on an audit basis.

Honors Courses

Sandhills may offer honors courses (designated with an "H" on the semester class schedules) for exceptionally well-qualified students. These courses are invitational and highly selective. The objectives of honors courses are to develop outstanding and

independent student achievement, to enrich the educational experience of the student in breadth and depth, and to enable and encourage the superior student to work to maximum potential. Successful completion of twelve (12) hours or four (4) honors courses will be noted on the student's diploma.

External Instruction

The College maintains full responsibility for the academic requirements and standards of students who participate in credit courses that require work-site experiences, such as clinical or internship courses. Each program using such courses will provide written policies and requirements to students and will maintain reporting and monitoring procedures that are consistent with program standards.

Course Load Policy

Depending on the program, the usual course load for students is 12 to 18 semester hours during fall and spring terms. The usual course load for students during any entire summer session (two five-week sessions or one ten-week session) is 6 to 12 semester hours. Registration for more than 18 hours in the fall and spring or 12 hours for the entire summer (7 semester hours for a single five-week session) must carry the approval and signature of the Advisor and the Dean of Instruction.

Classification of Students

For purposes of administration, excluding financial aid, the following student classifications have been specified:

- Full-time student: The student is enrolled in 12 or more credit hours. During the summer semester, a full-time student must be enrolled with 9 or more credit hours.
- Part-time student: The student is enrolled in fewer than 12 credit hours. During the summer semester, a part-time student is enrolled in fewer than 5 credit hours.
- Freshman: The student has successfully completed 32 or fewer semester hours.
- Sophomore: The student has successfully completed more than 32 semester hours.

Course Change Policies and Procedures

Drop/Add Policy and Procedure

Students should follow these practices when adding or dropping courses:

Adding Courses – A student may add a course with permission of the advisor through the second day of the semester. After that point, permission of the advisor and the instructor is needed in order to add a course through the census point.

Dropping Courses – A student may drop (DR) a course at any time during the first 65% point of the semester or summer session by completing a *Course Change Form*, obtaining the signatures of the advisor and the instructor, and filing the form with the Office of Records and Registration. A student may withdraw (WP or FW – the instructor of record makes the determination of WP or FW) from a course at any time after the 65% point of the semester by completing a *Course Change Form*, obtaining

the signatures of the advisor and the instructor, and filing the form with the Office of Records and Registration.

Fall and Spring Semesters – To drop/add a class, a student must: (1) meet with the assigned advisor to complete and to sign a *Course Change Form*, (2) obtain an instructor's signature for all classes dropped/added, (3) submit this form to the Registrar's Office for approval and processing, and (4) submit the form to the Business Office.

Students should familiarize themselves with these guidelines for dropping and adding during the fall and spring semesters:

1. Students who drop (DR) a class during the 65% point of a semester may do so without academic penalty. If the course is dropped during the first 10% of the semester, the student will not receive a grade for the class and no record of enrollment in the class will appear on the student's transcript.
2. If the student drops the course after the 10% and prior to 65% point, the class will be listed on the student's transcript with a grade of "DR." The "DR" grade will not be computed in the calculation of the student's grade point average.
3. Emergency situations that make it necessary for a student to withdraw from a course, a program, or the College may arise after the 65% point of the semester. In this case, the student may officially withdraw from the course by completing the withdrawal portion of the *Course Change Form*. This form must be signed by the instructor of the course and the student's advisor, and then submitted to the Registrar prior to the end of the semester. If the student is passing at the time of withdrawal, the student will receive a grade of "WP" (withdraw passing). If the student is failing, the student will receive a grade of "FW" (failing withdrawal). The "WP" grade will not be computed in the calculation of the student's grade point average. The "FW" grade will be computed in the calculation of the student's grade point average and will have the same effect as a grade of "F."
4. Students who stop attending class but fail to officially drop or withdraw may receive an "F" or "FW" in the course.

Summer Semester: During the summer semester, the same drop/add policy will be in effect. However, the last day to drop will vary, depending on the length of the summer semester session(s). The last day to drop and other enrollment information will be listed in the college *Catalog*.

Adding a Course: Through the second day of the semester, a student may add a course with the permission of the advisor. After that point, both the advisor's and the instructor's permission are needed in order to add a course.

Instructor-Initiated Drop or Withdrawal

An instructor may drop or withdraw a student from a course under any of the following conditions:

- Student misses more than five consecutive class hours, or the student fails to meet the attendance policy of the course.
- Student fails to post in an online class within the time period prescribed in the online syllabus.

- Student is absent from the final exam without the instructor's permission.
- Student misconduct.

Withdrawal from a Course, Program, or the College

As noted above, emergency situations may arise after the no-penalty drop period whereby students must leave involuntarily. In this case, students may withdraw from the course by completing a *Course Change Form*. Students must obtain signatures from their advisor and instructor on the drop/add form. This form must be completed and filed with the Office of Records and Registration and shared with the Financial Aid Office.

Students who are passing at the time of withdrawal may receive a grade of "WP." Students who are failing at the time of withdrawal may receive a grade of "FW." Students who stop attending class without officially withdrawing from the course may receive a failing grade in the course.

Attendance Policies and Procedures

Attendance Policy

Because the College realizes that academic success is tied to regular attendance, students are expected to attend all class sessions, laboratories, and clinical experiences. Faculty members are responsible for informing students in writing at the first class meeting of attendance expectations and identifying all classes, laboratories, and clinical experiences that must be attended at the scheduled times. Faculty members will inform students at the first class period if tardiness is to be computed as an absence. Absence from class must be satisfactorily explained to and/or documented for the instructor, and the student is held responsible for all work missed. Unsatisfactory attendance may adversely affect a student's grade for the course. Any student who violates the attendance policy of the course during the 65% point of a semester (or summer session) may be required to drop the course. Any student who violates the attendance policy of the course after the 65% point of the semester (or summer session) may be required to withdraw from the course with a grade of "WP" or "FW," depending upon his or her grade in the course at the time of withdrawal. Attendance policies for online courses are detailed in the course syllabi for the individual courses. Generally, these attendance policies reflect the instructor's expectations regarding the frequency of posted interactions.

Class sessions that are missed by late-enrolling students may be counted as absences.

Students will not be charged when an absence is due to participation in an activity approved by the Dean of Instruction or the Dean of Student Services.

Schedule of Last Class Sessions

The last four days of each semester are used to provide classes with a concluding session related to the final assessment activity the instructor has designed. Meeting times for classes during the last four days of the semester are provided in a schedule of last class sessions that is published and distributed prior to the four-day period. The last class sessions are used for final examinations or for other activities that are designed to bring the course to a successful conclusion. Last class sessions must meet whether or not a final examination is to be given.

Grading Policies and Procedures

Grading Policy

Grading the performance of students in course work is the responsibility of individual faculty members.

Grade Categories for Completing a Course

Categories of institutional grades and symbols for students who have met minimum course requirements are as follows:

Superior	A	superior academic performance
Good	B	Good academic performance
Average	C	Average academic performance. Students in zero-prefix courses must earn a "C" or better to enter subsequent developmental or curriculum course(s).
Passing	D	Academic performance that has met minimum course requirements and that will allow students to enter the subsequent course or courses in a series, unless a higher grade is specified in the course prerequisite. Students who make a "D" grade in a zero-prefix course may not progress to the next course.
Credit by Examination	CE	Credit earned by examination procedures of the College
Experiential Learning	EL	Credit earned for life experience
Transfer Credit	TR	Credit earned from courses taken at other accredited educational institutions or military education experiences in the armed services
Audit	AU	Participation as an auditor of a course

Grade Categories for Not Completing a Course

Categories of institutional grades and symbols for students who have not met minimum course requirements are as follows

Failure to Meet Course Requirements	F	Student performance judged to require repetition of the course. Students who make an "F" grade in a zero-prefix course may not progress to the next course.
Drop	DR	Courses dropped during the first 10% of the class will not appear on the transcript. Between the 10% and 65% date, the class will be listed on the transcript as "DR."
Withdraw Passing	WP	Used to indicate that a student currently passing a course has withdrawn or been withdrawn from a course after the 65% date of the semester.
Failing Withdraw	FW	Used to indicate that a student currently failing a course has withdrawn or been withdrawn from a course after the 65% date of the semester.
Incomplete	I	Punitive grade used when the instructor determines that at least the minimum course requirements may be met by a student during the next consecutive semester without repeating the course.

Removing Incomplete “I” Grades

1. When grades are reported, it is the responsibility of the instructor to inform the appropriate department chairperson in writing of the reasons for an “I” grade and the conditions that must be met to remove it.
2. It is the student’s responsibility to contact the instructor or department chair regarding work to be completed for the removal of the “I” grade.
3. When removing an “I” grade during the next consecutive semester, a student should continue working under the instructor’s direction and should not re-register for the course.
4. If a student has not removed the “I” grade by the end of the next consecutive semester, it may be necessary to re-register and re-take the course. “I” grades not removed during the allowed time may remain on the student’s record. “I” grades have the same effect as “F” grades.
5. When a student performs the work that allows the removal of the grade of “I,” it will be deleted from the transcript, and the new grade will be entered.
6. If a student receives an “I” and the instructor is not at the institution the next consecutive semester, the student should meet the requirements of the course under the supervision of the department chairperson.
7. A grade of “I” may be replaced by a grade of “F” if a student, in attempting to remove an “I,” completes the work required but averages an “F” in the course.

Grade Point Average

Grade point averages are based on points assigned as follows:

Grade	Grade Points
A	4
B	3
C	2
D	1
F	0
FW	0
I	0
WP	Not computed
DR	Not computed

A minimum major grade point average of 2.0 is required for graduation. In addition, students enrolled in health science programs will be required to achieve a minimum overall average of “C” (or 2.0) in all required specialty and clinical courses.

In the computation of the grade point average for determining graduation eligibility, only grades for courses required for the completion of the current program of study will be computed. All other grades will remain on the student’s record but will not be computed. Grades earned in developmental courses (indicated by numbers ranging from 060 through 095) will not be used in the computation of the grade point average for graduation, but those grades will be included in the grade point average to determine academic progress.

Students who plan to transfer to a four-year college/university should be aware that many four-year colleges/universities re-compute the grade point average based on all college-level hours that the student attempts. Students who have a cumulative grade

point average of less than 2.0 may not be accepted by the University of North Carolina System institutions.

Course Repetition Policy

A student who has earned a grade of “C” or better in a course may repeat the course one time in an effort to earn a higher grade or to add to his/her mastery of course content. A student who has not earned a grade of “C” or better may repeat the course as many times as necessary in order to earn a higher grade. When a course is repeated, only the higher grade will be counted in determining the hours earned and the grade point average at Sandhills Community College.

Students planning to transfer should realize that universities do not have consistent policies regarding grade forgiveness. University admissions personnel will review the transcripts of transfer applicants and may re-compute grade point averages and could include forgiven low grades. The Comprehensive Articulation Agreement (CAA) with the University of North Carolina System requires that a student earn a grade of “C” or better in each transfer course completed.

Students with a recorded “Audit” (or grade of “AU”) for a course may repeat the course one time on an “Audit” basis. Exceptions to this policy must be approved by the Dean of Instruction.

Inter-curricular Transfer of Credit

When a student transfers from one curriculum program to another within the College, all courses with passing grades that are applicable to the new program will be transferred and included in the computation of the student’s grade point average.

Change of Major, Re-entry, and Readmission

Change of Major

Students are never “locked into” a program of study for longer than one semester. Any time a student considers making a change, the student should immediately meet with a counselor, instructor, or advisor to discuss the advantages and disadvantages of the proposed change. Students should explore all program offerings at SCC, and Career Counseling located in Blue Hall is prepared to help in that exploration.

If the advisor feels that a student is not making satisfactory progress or has reason to doubt the validity of the program placement of the student, the advisor may refer the student to the Advising Center, located in Stone Hall, for a change of major.

If a student wishes to change from one instructional program to another, the student must complete a Change of Major form. This form is available in the Advising Center in Stone Hall. Students may change their major at any time during the academic year, but the students who are on financial aid should seek counsel from a Financial Aid official in Stone Hall.

Re-entry into a Program

When a student wishes to be considered for re-entry into a program that has special placement requirements or enrollment limitations, these procedures will be followed:

1. The student should confer with a counselor.

2. The counselor may recommend to the appropriate department chairperson that the student be permitted to re-enter the program. Such recommendation should be based upon the student's demonstration that remedial action has been taken that would prevent a repeat of earlier failure to succeed in the program.
3. The department chairperson will have responsibility for approving a student's re-entry into a program within the department.
4. Nursing and Health Science students should consult the department chair and/or program coordinator to review specific re-entry requirements as detailed in the program policy manual that applies.
5. Students who interrupt their program of study will be subject to the program requirements of the *Catalog* in effect at the time of their re-entry into the program.

Forgiveness/Special Readmission Policy

A student who has not been enrolled in curriculum courses for 36 consecutive months may request readmission under the special readmission policy. Under this policy, the following conditions apply:

1. The student's entire academic record at Sandhills Community College will be recorded on any subsequent transcript.
2. For courses attempted prior to readmission, only courses with a grade of "C" or better will count toward fulfilling graduation requirements.
3. Subsequent grade point averages of students readmitted under this policy will be computed without inclusion of previous coursework in which a grade below "C" was received. However, this work will be included in calculations for consideration for honors.
4. A student may be readmitted under this policy only one time.
5. This forgiveness policy is used for academic purposes only. This policy does not supersede Federal Regulations for financial aid purposes.

Academic Progress

Academic Progress

Students who enroll in curriculum programs, or who enroll as special students, are expected to maintain satisfactory academic progress.

Academic Probation and Suspension

Following the first ten semester hours of coursework at Sandhills Community College, a student who does not attain a semester grade point average (GPA) of 2.0 may be placed on academic probation. The semester GPA is based on all courses taken during a single semester for which a grade is given.

The purpose of the probation program is to identify when students are having academic difficulties that might jeopardize their reaching their educational goals. Since a 2.0 GPA in a program is required for completion, students who fall below this standard in any given semester are placed on academic probation and are required to seek advice or counseling to identify ways to improve their academic achievement. Advisors may recommend that the student continue with his/her current program or they may recommend that the student interview with a counselor to consider other academic or program options.

Students on academic probation will not be permitted to participate in early or pre-registration without approval from an advisor or the Dean of Instruction.

Students will be returned to normal academic status upon attaining a 2.0 or better semester GPA or upon returning to the College after an absence of at least one semester.

Students who continue on probation for a second semester may be suspended from their program and must attend an advising session with the Dean of Instruction. Suspended students may remain in their programs with permission from the individual program coordinator.

Students who are suspended from a second program may be suspended from the College. To be readmitted, the student must interview with a counselor and obtain permission from the Dean of Instruction.

Academic Progress for Students Receiving Financial Aid

Purpose – All financial aid recipients are required to meet satisfactory academic progress (SAP) according to Federal regulations and policies set by Sandhills Community College. The intent of these policies is to ensure that students who are receiving financial aid are making measurable progress toward completion of an approved degree, diploma, or certificate program in a reasonable period of time and within a reasonable number of credit hours attempted in their program of study.

Scope – Regulations require a student's progress for financial aid purposes to be measured both quantitatively and qualitatively. In addition to a student's **cumulative** grade point average, students are also required to pass a percentage of all attempted coursework and to complete their program of study within the maximum time frame established by the institution. To reasonably measure a student's satisfactory academic progress for financial aid, the student's academic record will be evaluated including credit hours earned at other post-secondary institutions and transferred into the student's program of study at SCC. This requirement applies to all students who apply for financial assistance from Federal, State and institutional aid.

Standards of Progress – To receive financial aid, the student must maintain satisfactory academic progress toward an eligible program of study. There are two standards in the Financial Aid office standards of progress that any student receiving financial aid must meet in order to maintain satisfactory academic progress:

- **Qualitative Standard:** The minimum cumulative grade point average (GPA) requirement the student must maintain to receive and/or continue receiving financial aid assistance is 2.0. This includes all degree, diploma and certificate programs.
- **Quantitative Standard:** 67 % Completion Rate and 150% Maximum Time Frame

To continue to receive financial aid, the student must maintain the minimums as listed below:

- **Completion Rate Requirement:** The student must successfully complete 67% of the cumulative credit hours attempted to meet the minimum requirement. Example: if the student attempts 60 credit hours during enrollment, the student must successfully complete 40 credit hours (60

hours attempted x 67% = 40 hours). Successful completion is defined as receiving a grade of A, B, C, D.

- **Maximum Time Frame:** The maximum timeframe for a student to complete a program is 150% of the published length of the program. Example: if 75 credit hours are required to complete a degree, the student may attempt a maximum of 113 credit hours before the student exceeds his eligibility for financial aid (75 credit hour program x 150% = 113). One academic year of credit (30 credit hours) may be added for required remedial coursework.

The Financial Aid Office can provide further information on the standards imposed in awarding financial aid.

Treatment of Selected Grades for Financial Aid

Students who receive financial aid should be aware of the terminology related to grading.

Withdrawals/Drops

Credit hours in which a student receives a grade of “FW,” “WP” or “DR” are included in the number of attempted hours, but do not count toward successfully completed hours. Students who withdraw may have difficulty meeting the satisfactory academic progress requirements for financial aid.

Incompletes

Credit hours in which a student receives a grade of “I” are included in the number of attempted hours, but do not count toward successfully completed hours. Students with “incompletes” may have difficulty meeting the satisfactory academic progress requirements for financial aid at the time of evaluation, but may request reevaluation upon completion.

Transfer Credit

Students transferring from another college will be considered making satisfactory progress for financial aid at the time of enrollment at SCC. A student’s maximum time to receive financial aid will be reduced by the equivalent transfer of credit hours towards his/her degree.

Audit and Never Attend

An audit (AU) or never attend (NA) grade is not considered attempted course work. It is not included in the grade point average or completion rate determinations. A student cannot receive financial aid for courses that he/she audits or is considered a no show (AU or NA).

Repeat Courses

For financial aid purposes, all hours attempted will continue to be counted in the student’s cumulative total of hours.

Credit by Examination

While credit by examination (CE) is not included in enrollment status for purposes of awarding financial aid, the attempted and completed credits are counted in each component of the quantitative standard.

Summer Session

Credit hours attempted and earned during summer session will be included in the calculation of satisfactory academic progress for financial aid, just as they would in any other enrollment period.

Complete Academic Record

In order to measure a student's satisfactory progress toward degree, diploma, or certificate requirements, the student's total academic record at Sandhills Community College must be evaluated whether or not the student received financial aid for the entire time of enrollment. When students complete course work for more than one major, college and financial aid academic progress standards must be met in order for the student to receive student financial aid.

Financial Aid Eligibility Status

The following terms are used in reporting financial aid eligibility status.

Satisfactory Financial Aid Status

Satisfactory status is achieved when the Qualitative Standard and Quantitative Standard have been met, as described previously in the "Academic Progress for Students Receiving Financial Aid" section of this catalog.

Financial Aid Probation

Students (those who are not currently on probation) who do not have the required grade point average and/or have not successfully completed 67% of their attempted credit hours will be placed on financial aid probation for the following semester. Satisfactory progress will be monitored at the end of the semester to determine if the student met the standards of progress and is eligible to continue to receive financial aid.

Financial Aid Suspension

Students on financial aid probation who have not attained at least a cumulative 67% completion rate and/or earned the minimum required grade point average listed above will have their financial aid suspended at the conclusion of the probation period. Students who have attempted the maximum allowable credit hours for their program of study will have their financial aid suspended.

Notification of Financial Aid Probation or Suspension

The Financial Aid Office will send a warning letter to any student who is placed on financial aid probation or a suspension letter to any student who is no longer eligible to receive financial aid.

Regaining Financial Aid Eligibility

Students on suspension for financial aid who attend SCC may regain financial aid eligibility by achieving a 67% completion rate and earning the required GPA based on hours attempted. A student may request reconsideration of eligibility for financial aid by submitting a written request to the Financial Aid Office once all requirements are met.

Students who exceed the maximum allowable timeframe to complete a program of study must appeal and provide a graduation plan signed by their academic advisor. If the plan is considered reasonable, the student may receive financial aid on probation

for one or more semesters until the degree is completed, as long as the conditions set forth are met.

Appeals Procedure for Financial Aid Students

Appeal of Satisfactory Academic Progress for Financial Aid

Students who have been disqualified from receiving financial aid may petition the Financial Aid Office to waive the satisfactory progress requirements only when there are special circumstances. A student may submit written documentation to the Financial Aid Office that explains unavoidable circumstances that have affected academic performance. Supporting documentation must be presented. Circumstances may include, but are not limited to these: illness of student or immediate family member or the death of a family member. If a student is allowed to continue based on mitigating circumstances, the student will be given an additional, clearly defined increment of time to meet the standard requirements.

Returning students are evaluated on a continuing basis from the first enrollment at SCC unless a mitigating circumstance is considered. Returning students who were previously enrolled under an academic progress policy other than the current academic progress policy will be required to meet the standards of the current policy upon returning.

Financial Aid Appeals Process

A student not eligible for financial aid may appeal financial aid eligibility. The process for appeal is as follows:

1. A student may appeal in writing to the Director of Financial Aid explaining why satisfactory academic progress requirements were not met. Supporting documentation for the extenuating circumstance is required. The Director of Financial Aid then submits the student's appeal request and documentation to the Financial Aid Appeals Committee for review. A decision will be rendered in five (5) business days to the Director of Financial Aid, who will inform the student of the appeal decision by letter.
2. If a student disagrees with the determination by the Financial Aid Appeals Committee, he/she may appeal the decision to the Vice President of Student Services and Academic Support. This appeal must be submitted in writing within five (5) business days from the date of documented notification from the Financial Aid Appeals Committee. The decision of the Vice President of Student Services and Academic Support is final.

Academic Progress of Health Sciences and Nursing

Academic Progress Standards for Health Science Programs

To remain in good academic standing, students in health science programs must not only satisfy the general academic progress requirements of the College but must also maintain 2.0 or higher average for all required specialty courses and meet the required prerequisites for each specialty course. Any student earning less than an overall 2.0 GPA may be suspended or placed on probation or not be allowed to continue; students must confer with the program coordinator or department chair to review policies for a specific health science program.

Academic Progress Standards for Nursing Programs

To remain in good academic standing, students in nursing programs must not only satisfy the general academic progress requirements of the College but must also achieve a letter grade of “C” or better in all required nursing specialty courses and corequisite courses with the course prefixes BIO, PSY, and SOC. Students who do not achieve this will not be allowed to progress and will be subject to program suspension.

Academic Progress Standards for Therapeutic Massage Program

In the event that a student withdraws from the program due to academic shortfall or life circumstance, the Therapeutic Massage program follows these guidelines for readmission:

Students who receive a “C” or better in one portion of the curriculum but who fail out of or leave the program during subsequent semesters must demonstrate proficiency in completed courses in order to be given credit for the courses taken earlier.

Recognition of Outstanding Academic Performance**President’s List**

The names of students who have achieved a 4.0 grade point average (for all non-developmental courses attempted) on twelve or more semester hours of college-level work during the semester will be placed on the President’s List. Developmental courses (indicated by prefix number 060-095) are not considered college-level work and will not be included in the computation of the grade point average for the President’s List. The list will be published following the reporting of semester grades for the fall and spring academic semesters.

Dean’s List

The names of students who have achieved a grade point average of 3.5 or higher (for all non-developmental courses attempted) on twelve or more semester hours of college-level work during the semester will be placed on the Dean’s List. The student can have no grade below a “C” on any college-level course. Developmental courses (indicated by prefix number 060-095) are not considered college-level work and will not be included in the computation of the grade point average for the Dean’s List. The list will be published following the reporting of semester grades for the fall and spring academic semesters.

Honors Graduates

Students who will receive a degree or diploma and will have earned a cumulative grade point average of 3.5 or higher in their major by the end of the semester preceding their graduation semester will be recognized during graduation exercises for having achieved one of the following honors designations, which will also be noted on their diploma:

- *Cum Laude* – grade point average between 3.5 and 3.74
- *Magna Cum Laude* – grade point average between 3.75 and 3.89
- *Summa Cum Laude* – grade point average between 3.9 and 4.0

Developmental courses (indicated by prefix number 060-095) are not considered college-level work and will not be included in the computation of the grade point average for honors designation.

Honors graduates must have completed at least one-half of the credit hours required for their degree or diploma at Sandhills Community College.

RESOURCES FOR LEARNING AND SUPPORT

Advising Center

The Advising Center is available to assist students whose advisor may not be available or have a program code of T90990 special student. The Advising Center also assists students with administrative procedures, such as change of majors and advisors, course withdrawal notices, audit procedures, and drop/add forms. Special evening advising hours are available during registration days. To ensure equal educational opportunities, the office also provides services for students with disabilities who qualify under ADA guidelines. For more information, contact Madie Ash, 695-3707.

Information Technology Resources

Sandhills Community College provides up-to-date information technology resources for students, faculty, staff, and community members. There are many on-campus microcomputer laboratories that are available for use by students and community members. All of the main buildings on the campus are networked, providing access to the Internet and the administrative computer center. A wide variety of software is available for use on these computers. (See *Information Technology Resources Acceptable Use Policy*.)

Library

The Katharine L. Boyd Library, including the Teresa Wood Reading Room, provides comfortable, pleasant surroundings for study and reading in a 26,000 square foot building. Library materials are selected to support and supplement academic programs and to assist students in becoming informed citizens. Materials are also selected to satisfy interests in various careers and to encourage reading as a leisure-time activity. Via a community patron card, library and inter-library loan privileges are available to Moore and Hoke County residents 18 years of age and older. The Library collection includes more than 85,000 items.

The library provides access via its website to a wide variety of online research databases both directly and via NC-LIVE for traditional and distance-learning students. The library also houses a microfilm edition of the New York Times dating from 1851. The non-print library collection contains over 1,000 titles including feature films, documentaries, musicals, operas, and plays in DVD and VHS formats. The Hastings Gallery, housed in the library, provides monthly exhibits of art, photographs, crafts, and other artifacts.

Learning Resource Center

The Learning Resource Center (LRC) is located in Boyd Library. The LRC is a staffed student computer lab available for course requirement based Internet access, word processing, computer-based tutorials, assistance with distance learning coursework and a wide variety of software applications. The LRC is restricted to use by students with valid ID's. The LRC is also the primary site for SCC placement testing.

Project Promise

Project Promise is a Student Support Services federal TRIO program designed to help students achieve their potential in both academic and personal areas. "Promise" is an acronym for "Providing Real Opportunities to Make Individuals Successful in Education." This program helps qualified students deal effectively with all aspects of college life, from entrance through graduation and/or transfer to a four-year college or university. Since Project Promise is federally funded, students must apply to participate in the program and must meet certain eligibility requirements. Benefits of program participation include personal and academic counseling, specialized tutoring, field trips, cultural enrichment activities, support groups, career exploration, and free workshops. Project Promise services are offered free for students who meet eligibility requirements. The Project Promise offices are located in Kennedy Hall.

Testing

The College administers the General Education Development (GED) high school equivalency test, the ACCUPLACER course placement test for students entering college programs, and a variety of academic achievement and screening examinations requested by instructional departments. GED testing is located in Van Dusen Hall. Those wishing to take the college placement test must see the coordinator of testing in Stone Hall Student Services.

Tutorial Services

An organized program of free tutorial assistance is provided to supplement the instruction given in the classroom. These services are provided by students and community volunteers. The Tutoring Center is located in Kennedy Hall (Room 149).

CURRICULUM ACADEMIC PROGRAMS

Academic Freedom and Integrity

The faculty and staff at Sandhills Community College recognize that student learning lies at the heart of all we do. In pursuit of this, we abide by the principles of academic freedom and academic integrity. Faculty and students must be free to examine all pertinent data, question assumptions, be guided by the evidence of scholarly research, and teach and study the substance of their discipline. Instructors are afforded the freedom to manage the learning environment of their courses. At the same time, students will be afforded a quality educational experience where learning is encouraged, evaluations are substantive and meaningful, and grades are awarded fairly.

College General Education Requirements

Graduates of all associate degree programs should be competent in five fundamental areas: reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers. Students must demonstrate this competence as follows:

Reading

All associate degree students are required to show reading competence through appropriate scores on reading competence tests. Those who cannot demonstrate this competence are required to take one or more integrated developmental

reading/writing courses and must demonstrate competence prior to entering ENG 111, which is required of all students graduating with an associate's degree.

Writing

All associate degree students are required to take ENG 111, Expository Writing. The final writing assignment for students in this class is evaluated for writing competence based on a recognized grading rubric. Students must demonstrate writing competence in order to pass the course.

Oral Communication

All associate degree students are required to take ENG 112, Argument-Based Research, or ENG 114, Professional Research & Reporting. Each of these classes contains an oral communication component. Each student's competence is evaluated based on a recognized grading rubric. Students must demonstrate competence in oral communication in order to pass the course. Successful completion of an oral communication (COM) course also will satisfy this requirement.

Mathematical Skills

Prior to graduation, students must complete both of the following conditions: (1) All associate degree students are required to show mathematical competence through appropriate scores on competency tests. Those who do not demonstrate this competency are required to take one or more developmental mathematics classes prior to entering their degree programs. **All associate degree students must either place out of MAT 060 or successfully complete MAT 060 to meet the SACS requirement for demonstration of competence in fundamental mathematical skills.** (2) All graduates of associate degree programs are required to complete successfully at least one mathematics or laboratory-based quantitative science course.

Basic Use of Computers

All students who graduate with associate degrees are required to successfully complete ENG 111, Expository Writing. In order to complete this class, all students are required to show competency in the following basic computer skills: creating and storing files, using a recognized computer software program for word processing to create a properly formatted document, transporting files by way of networks, using computer-based communications, and performing Internet-based searches and retrieval of information. These skills are reinforced in both ENG 112 and ENG 114, either of which is required for all associate degree programs. Successful completion of a computer (CIS) course also will satisfy this requirement.

Any candidate for graduation that has not completed the competencies described above will be separately evaluated and the competencies documented prior to receiving his/her degree. For example, a student who has been awarded transfer credit for ENG 111 will be separately evaluated by the English and Humanities Department for basic computer skills since the institution from which the credit was transferred may not have evaluated that competency. Successful completion of courses specifically designed to develop required competencies may be acceptable and must be approved on a case-by-case basis by the Dean of Instruction or Dean of Humanities.

UNIVERSITY STUDIES PROGRAM

The University Studies Program provides opportunities for students to complete coursework that will transfer as baccalaureate credit to four-year colleges and universities. By completing courses in the Arts and Sciences, students can earn Associate in Arts, Associate in Science, or Associate in Fine Arts degrees. These degrees are designed to prepare students to continue their education as juniors in their field of study. By completing the 44-semester-hour General Education Core, students can earn the Transfer Core Diploma in Arts or in Science.

Sandhills actively and fully complies with the 1997 Comprehensive Articulation Agreement between the North Carolina Community College System (NCCCS) and the University of North Carolina (UNC) System. This agreement establishes college transfer courses, degrees and policies that are accepted by all 58 community colleges and all 16 UNC colleges and universities. Students who complete degree requirements and are admitted to a UNC university will have certain guarantees that credits earned will transfer. These guarantees are discussed in the “degree requirements” sections that follow.

Students who do not complete all degree or general education requirements of the Comprehensive Articulation Agreement (CAA) will be able to transfer credit on a course-by-course basis and must comply with the requirements of the receiving institution. In all cases, it remains the responsibility of the student to be aware of special requirements of a particular institution or program. (Detailed information is available at www.northcarolina.edu.)

Special Note: Students planning to transfer to four-year UNC institutions must comply with the University of North Carolina Minimum Course Requirements (MCR), published at www.northcarolina.edu. Students who do not satisfy these requirements in high school may comply with the MCR in one of the following ways:

- They can receive an Associate in Arts or Science, Associate in Fine Arts, Bachelor of Arts or Science, or any higher degree.
- They may complete the 44-semester-hour CAA General Education Core as described in the Transfer Core Diploma information or as described in the associate’s degree requirements that follow.
- They may complete at least 6 semester hours of credit in each of the following subjects: English, mathematics, natural sciences, social and behavioral sciences, and (for students who graduate high school in or after 2004) a second language.

Associate’s Degree Requirements

To be awarded an associate’s degree, a student must complete 64 to 65 semester hours of credit, which include all requirements applicable to a particular degree program or pre-major agreement. At least 18 semester hours of credit must be completed at Sandhills Community College. A 2.0 grade point average must be maintained, and only courses completed with a grade of “C” or higher will qualify for transfer.

Courses required are either part of the **General Education Core** or are considered **Other Required Hours**.

General Education Core

The General Education Core includes study in the areas of the humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Within the core, students receive opportunities to achieve competence in reading, writing, communicating, demonstrating mathematical skills, understanding science concepts, and using computers.

Other Required Hours

Other Required Hours provide the opportunity for students to specialize and tailor their degree programs to particular interests, majors or career fields.

Transfer Core Diploma

Students who **successfully** complete the 44-hour General Education Core **with a grade of "C" or higher in each course** may be awarded the Transfer Core Diploma. As defined by the Comprehensive Articulation Agreement between the UNC System and the North Carolina Community College System and approved by the North Carolina Legislature, the 44-hour General Education Core includes study in the areas of the humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Completion of the general education core **with a grade of "C" or higher in each course** for either the Associate in Arts or the Associate in Science degrees as described in this *Catalog*, will fulfill the requirements of this diploma.

Pre-Major Agreements

Pre-major agreements have been developed statewide as advising aids in several major areas. These agreements specify, in greater detail, which courses students may take to be prepared to enter major programs at the junior level. Any student who successfully completes the requirements of an approved pre-major agreement will be awarded the Associate's Degree appropriate to the major from Sandhills Community College.

Sandhills Community College offers the following Pre-Major Articulation Agreements. Details of these agreements are available to students from their advisors, the college transfer counselor, www.northcarolina.edu, or www.sandhills.edu.

ASSOCIATE IN ARTS

Art Education	Health Education
Business Administration	History
Accounting	Information Systems
Economics	Liberal Studies
Finance	Mass Communication/Journalism
Marketing	Middle Grades Education
Business/Marketing Education	Nursing
Communication/Comm Studies	Physical Education
Computer Science	Political Science
Criminal Justice	Psychology
Elementary Education	Social Science Secondary Ed
English	Social Work
English Education	Sociology
	Special Education

ASSOCIATE IN FINE ARTS

Art

Music and Music Education

ASSOCIATE IN SCIENCE

Biology/Biology Education

Mathematics

Chemistry/Chemistry Education

Math Education

Engineering

University Studies Transfer Course List

The following lists contain Sandhills Community College courses approved for college transfer under the Comprehensive Articulation Agreement (CAA). These lists contain two types of courses:

1. General Education Core. These courses will satisfy general education core requirements for the college transfer programs. These following courses may also be used to satisfy **Other Required Hours or Elective** requirements

ANT 210, 220, 221, 240

ART 111, 114, 115

AST 111 and 111A

BIO 110, 111, 112, 120, 130,
140 and 140A

CHM 151, 152

CIS 110, 115

COM 110, 120, 231

DRA 111, 126

ECO 151, 251, 252

ENG 111, 112, 114, 131, 231, 232,
241, 242, 261, 262

FRE 111, 112, 211, 212

GEO 111

HIS 111, 112, 121, 122, 131, 132

HUM 110, 115, 120, 122, 130, 150,
160, 161, 211, 212, 220MAT 140, 151, 171, 172, 175, 263,
271, 272, 273

MUS 110, 113

PHI 215, 240

PHY 110 and 110A, 151, 152, 251, 252

POL 110, 120, 210, 220

PSY 150, 237, 239, 241, 281

REL 110, 211, 212, 221

SOC 210, 213, 220, 225, 230

SPA 111, 112, 211, 212

2. Pre-Major Agreements or Elective Courses. These courses will satisfy **Other Required Hours** requirements for college transfer programs. These courses may **not** be used to satisfy **General Education Core** requirements. Additional courses may be approved. Updated lists will be available from Advisors, the College Transfer Counselor, the University Studies Coordinator, or www.sandhills.edu/usp. The current list includes the following:

ACC 120, 121

All ART Prefix Courses

BIO 163, 165, 166, 271, 275

BUS 110, 115, 137, 228

CHM 130 and 130A, 251, 252

CJC 111, 121, 141

COM 251

CSC 134, 139, 151, 239

EDU 144, 145, 146, 221

EGR 220, 225

ENG 125, 126, 272, 273

FRE 181, 182, 221, 281, 282

HEA 112

HIS 236

HUM 170, 230

MAT 285

All MUS Prefix Courses

All PED Prefix Courses

PSY 231, 263

SPA 161, 181, 182, 221, 231, 281, 282

TRANSFER CORE DIPLOMA PROGRAM

The General Education Core requirement of 44 semester hours of credit has been established under the Comprehensive Articulation Agreement. Any student who successfully completes the entire 44-hour core with a grade of "C" or higher in each course will be able to transfer all 44 hours as a block to any UNC institution, upon acceptance to that UNC institution. This 44-hour core will fulfill the lower-division general education requirements of the receiving UNC institution even if specific course requirements at the institution are different. Upon successful completion of the 44-hour core with a grade of "C" or higher in each course, a student will be awarded the Transfer Core Diploma. Earning this Diploma makes transferring to the UNC system and to many private four-year institutions easy and seamless.

ASSOCIATE IN ARTS TRANSFER CORE DIPLOMA (D10100)

If a student is following an Associate of Arts degree path, the Transfer Core Diploma course options are listed below. These course options are the General Education Core for the Associate of Arts Degree.

COURSES	SEMESTER HOURS
GENERAL EDUCATION CORE	44
English Composition	6
ENG 111 and one of the following: ENG 112, 113, or 114	
Humanities/Fine Arts	12
Select four courses from at least three of the following discipline areas. At least one course must be a literature course.	
Art (ART 111, 114, 115)	
Drama (DRA 111, 126)	
Foreign Languages with corequisite laboratory (FRE 111, 112, 211, 212; SPA 111, 112, 211, 212)	
Interdisciplinary Humanities (HUM 110, 115, 120, 122, 130, 150, 160, 161, 211, 212, 220)	
Literature (ENG 131, 231, 232, 241, 242, 261, 262)	
Music (MUS 110, 113)	
Philosophy (PHI 215, 240)	
Religion (REL 110, 211, 212, 221)	
Speech Communication (COM 110, 120, 231)	
<i>Note: Communication courses do not satisfy the humanities/fine arts elective for Associate in Applied Science degree programs. However, 3 SHC of speech communication may be substituted for 3 SHC humanities or fine arts in Associate in Arts, Fine Arts, or Science programs. Speech communication may not be substituted for the literature requirement.</i>	
Social/Behavioral Science	12
Select four courses from at least three of the following discipline areas. At least one course must be a history course.	
Anthropology (ANT 210, 220, 221, 240)	
Economics (ECO 151, 251, 252)	
Geography (GEO 111)	
History (HIS 111, 112, 121, 122, 131, 132)	

- Political Science (POL 110, 120, 210, 220)
- Psychology (PSY 150, 237, 239, 241, 281)
- Sociology (SOC 210, 213, 220, 225, 230)

Natural Sciences/Mathematics 14

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

- Astronomy (AST 111 & 111A)
- Biology (BIO 110, 111, 112, 120, 130, 140 and 140A)
- Chemistry (CHM 151, 152)
- Physics (PHY 110 & 110A, 151, 152, 251, 252)

Mathematics (6 SHC): Select at least **one** course in introductory mathematics; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

- Mathematics (MAT 140, 171 or 175, 172 or 175, 263, 271, 272, 273)
- Other Quantitative Subjects (Statistics-MAT 151, Computer Science-CIS 110, 115)

**ASSOCIATE IN SCIENCE TRANSFER CORE DIPLOMA
(D10400)**

If a student is following an Associate of Science Degree path, the Transfer Core Diploma course options are listed below. These course options are the General Education Core for the Associate in Science Degree.

COURSES	SEMESTER HOURS
GENERAL EDUCATION CORE	44
English Composition	6
ENG 111 and one of the following: ENG 112, 113, or 114	
Humanities/Fine Arts.....	9
Select three courses from at least three of the following discipline areas. At least one course must be a literature course.	
Art (ART 111, 114, 115)	
Drama (DRA 111, 126)	
Foreign Languages with corequisite laboratory (FRE 111, 112, 211, 212; SPA 111, 112, 211, 212)	
Interdisciplinary Humanities (HUM 110, 115, 120, 122, 130, 150, 160, 161, 211, 212, 220)	
Literature (ENG 131, 231, 232, 241, 242, 261, 262)	
Music (MUS 110, 113)	
Philosophy (PHI 215, 240)	
Religion (REL 110, 211, 212, 221)	
Speech Communication (COM 110, 120, 231)	

Note: *Communication courses do not satisfy the humanities/fine arts elective for Associate in Applied Science degree programs. However, 3 SHC of speech communication may be substituted for 3 SHC of humanities or fine arts in transfer programs. Speech communication may not be substituted for the literature requirement.*

Social/Behavioral Science..... 9

Select **three** courses from at least **three** of the following discipline areas.

At least one course must be a history course.

Anthropology (ANT 210, 220, 221, 240)

Economics (ECO 151, 251, 252)

Geography (GEO 111)

History (HIS 111, 112, 121, 122, 131, 132)

Political Science (POL 110, 120, 210, 220)

Psychology (PSY 150, 237, 239, 241, 281)

Sociology (SOC 210, 213, 220, 225, 230)

Natural Sciences/Mathematics..... 20

Natural Sciences (8 SHC): Select a minimum of a **two-course sequence**, including accompanying laboratory work, from among the biological and physical science disciplines.

Biology (BIO 111 and one of the following: 112, 120, or 130)

Chemistry (CHM 151, 152)

Physics (PHY 151, 152, 251, 252)

Mathematics (6 SHC): Select at least **one** 200-level course and one other course from the following:

Mathematics (MAT 171 or 175; 172 or 175; 263; 271; 272; 273)

Other Quantitative Subjects (Statistics-MAT 151, Computer Science-CIS 110, 115)

Other Science and Mathematics (6 SHC minimum): Select an additional 6 SHC from Natural Science/Mathematics general education transfer courses.

ASSOCIATE IN ARTS DEGREE REQUIREMENTS (A10100)

The Associate in Arts degree is designed for students who wish to transfer to a university to earn a Bachelor of Arts (or Bachelor of Science, depending upon the university) degree in one of the following fields of study: anthropology, architecture, business administration (accounting, finance, and marketing), communication, economics, education, English language and literature, foreign languages, geography, linguistics, history, humanities, interdisciplinary studies, journalism, library science, philosophy, political science, psychology, religion, social sciences, and visual and performing arts. Students who are interested in a career in dentistry, law, medicine, theology or ministry, optometry, pharmacy, physical therapy, or veterinary medicine are usually required or at least strongly encouraged to earn a bachelor's degree before applying to one of these graduate or professional degree programs. For more information, students should read "Preparation for Graduate School" in the "Transfer Resources" section of the University Studies website.

COURSES	SEMESTER HOURS
GENERAL EDUCATION CORE	44
English Composition	6
ENG 111 and one of the following: ENG 112, 113, or 114	
Humanities/Fine Arts.....	12
Select four courses from at least three of the following discipline areas.	
At least one course must be a literature course.	
Art (ART 111, 114, 115)	
Drama (DRA 111, 126)	
Foreign Languages with corequisite laboratory (FRE 111, 112, 211, 212; SPA 111, 112, 211, 212)	
Interdisciplinary Humanities (HUM 110, 115, 120, 122, 130, 150, 160, 161, 211, 212, 220)	
Literature (ENG 131, 231, 232, 241, 242, 261, 262)	
Music (MUS 110, 113)	
Philosophy (PHI 215, 240)	
Religion (REL 110, 211, 212, 221)	
Speech Communication (COM 110, 120, 231)	
<i>Note: Communication courses do not satisfy the humanities/fine arts elective for Associate in Applied Science degree programs. However, 3 SHC of speech communication may be substituted for 3 SHC humanities or fine arts in Associate in Arts, Fine Arts, or Science programs. Speech communication may not be substituted for the literature requirement.</i>	
Social/Behavioral Science	12
Select four courses from at least three of the following discipline areas.	
At least one course must be a history course.	
Anthropology (ANT 210, 220, 221, 240)	
Economics (ECO 151, 251, 252)	
Geography (GEO 111)	
History (HIS 111, 112, 121, 122, 131, 132)	
Political Science (POL 110, 120, 210, 220)	
Psychology (PSY 150, 237, 239, 241, 281)	
Sociology (SOC 210, 213, 220, 225, 230)	
Natural Sciences/Mathematics	14
Natural Sciences (8 SHC): Select two courses, including accompanying laboratory work, from among the biological and physical science disciplines.	
Astronomy (AST 111 & 111A)	
Biology (BIO 110, 111, 112, 120, 130, 140 and 140A)	
Chemistry (CHM 151, 152)	
Physics (PHY 110 & 110A, 151, 152, 251, 252)	
Mathematics (6 SHC): Select at least one course in introductory mathematics; the other course may be selected from among other quantitative subjects, such as computer science and statistics.	
Mathematics (MAT 140, 171 or 175, 172 or 175, 263, 271, 272, 273)	
Other Quantitative Subjects (Statistics-MAT 151, Computer Science-CIS 110, 115)	

OTHER REQUIRED HOURS20-21

Academic Related (1 SHC)

ACA 122 College Transfer Success 1

Physical Education (2 SHC)

Select two activity courses with a PED prefix. (PED 110 is NOT an activity course.) 2

Choose another 17-18 hours from: 17-18

Courses required for transfer to one of the sixteen branches of the University of NC System with junior status in a major field of study, as specified in approved pre-major agreements.

Any course approved for transfer. A list may be found earlier in this section.

Total Semester Hours Credit (SHC) in Program64-65

ASSOCIATE IN ARTS COURSE SEQUENCE EXAMPLE

		Course Hours Per		Semester Hours Credit
		Week		
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 122	College Transfer Success	1	0	1
ENG 111	Expository Writing	3	0	3
MAT	MAT 140, 151, 171 (or higher)			
	Math core requirement	3	0	3
***	AST, BIO, CHM, or PHY			
	Science core requirement	3	2	4
***	HIS	3	0	3
***	Elective	***	***	3
PED	Physical Education elective	<u>0</u>	<u>***</u>	<u>1</u>
		***	***	18
SECOND SEMESTER (Spring)				
ENG	ENG 112 or 114			
	English core requirement	3	0	3
***	MAT or CIS			
	Math core requirement	3	0	3
***	AST, BIO, CHM, or PHY			
	Science core requirement	3	2	4
***	Soc/Beh Sciences core requirement	3	0	3
***	Elective	***	***	3
PED	Physical Education elective	<u>0</u>	<u>***</u>	<u>1</u>
		***	***	17
THIRD SEMESTER (Fall)				
ENG	Literature core requirement	3	0	3
***	Soc/Beh Sciences core requirement	3	0	3
***	Hum/FA core requirement	3	0	3
***	Elective	***	***	3
***	Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	15
FOURTH SEMESTER (Spring)				
***	Soc/Beh Sciences core requirement	3	0	3
***	Hum/FA core requirement	3	0	3

***	Hum/FA core requirement	3	0	3
***	Elective	***	***	3
***	Elective	***	***	<u>2-3</u>
		***	***	14-15
Total Required Minimum Semester Hours Credit				64-65

ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS (A10400)

The Associate in Science degree is designed for students who wish to transfer to a university to earn a Bachelor of Science degree in one of the following fields: architecture; agriculture; biological and life sciences; business, management, and marketing; computer and information sciences; corrections and criminal justice; engineering; engineering technologies; health professions and clinical sciences; mathematics and statistics; parks, recreation, and fitness studies; physical sciences; science education; social sciences; and transportation and materials moving. Students who are interested in a career in dentistry, law, medicine, theology or ministry, optometry, pharmacy, physical therapy, or veterinary medicine are usually required or at least strongly encouraged to earn a bachelor's degree before applying to one of these graduate or professional degree programs. For more information, students should read "Preparation for Graduate School" in the "Transfer Resources" section of the University Studies website.

COURSES	SEMESTER HOURS
GENERAL EDUCATION CORE	44

English Composition 6
 ENG 111 and **one** of the following: ENG 112, 113, or 114

Humanities/Fine Arts 9

Select **three** courses from at least **three** of the following discipline areas.
At least one course must be a literature course.

- Art (ART 111, 114, 115)
- Drama (DRA 111, 126)
- Foreign Languages with corequisite laboratory (FRE 111, 112, 211, 212; SPA 111, 112, 211, 212)
- Interdisciplinary Humanities (HUM 110, 115, 120, 122, 130, 150, 160, 161, 211, 212, 220)
- Literature (ENG 131, 231, 232, 241, 242, 261, 262)
- Music (MUS 110, 113)
- Philosophy (PHI 215, 240)
- Religion (REL 110, 211, 212, 221)
- Speech Communication (COM 110, 120, 231)

***Note:** Communication courses **do not** satisfy the humanities/fine arts elective for Associate in Applied Science degree programs. However, 3 SHC of speech communication may be substituted for 3 SHC of humanities or fine arts in transfer programs. Speech communication **may not** be substituted for the literature requirement.*

Social/Behavioral Science 9

Select **three** courses from at least **three** of the following discipline areas. **At least one course must be a history course.**

- Anthropology (ANT 210, 220, 221, 240)
- Economics (ECO 151, 251, 252)

- Geography (GEO 111)
- History (HIS 111, 112, 121, 122, 131, 132)
- Political Science (POL 110, 120, 210, 220)
- Psychology (PSY 150, 237, 239, 241, 281)
- Sociology (SOC 210, 213, 220, 225, 230)

Natural Sciences/Mathematics..... 20

Natural Sciences (8 SHC): Select a minimum of a **two-course sequence**, including accompanying laboratory work, from among the biological and physical science disciplines.

- Biology (BIO 111 and one of the following: 112, 120, or 130)
- Chemistry (CHM 151, 152)
- Physics (PHY 151, 152, 251, 252)

Mathematics (6 SHC): Select at least **one** 200-level course and one other course from the following:

- Mathematics (MAT 171 or 175; 172 or 175; 263; 271; 272; 273)
- Other Quantitative Subjects (Statistics-MAT 151, Computer Science-CIS 110, 115)

Other Science and Mathematics (6 SHC minimum): Select an additional 6 SHC from Natural Science/Mathematics general education transfer courses.

OTHER REQUIRED HOURS20-21

Academic Related (1 SHC)

- ACA 122 College Transfer Success 1

Physical Education (2 SHC)

Select **two** activity courses with a PED prefix (PED 110 is NOT an activity course.) 2

Choose another 17-18 hours from: 17-18

Natural Sciences/Mathematics: A minimum of 14 SHC of approved college transfer courses in mathematics, natural sciences, or computer science.

Courses required for transfer to one of the sixteen branches of the University of NC System with junior status in a major field of study, as specified in approved pre-major agreements.

Any course approved for transfer. A list may be found earlier in this section.

Total Semester Hours Credit (SHC) in Program64-65

ASSOCIATE IN SCIENCE COURSE SEQUENCE EXAMPLE

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 122	College Transfer Success	1	0	1
ENG 111	Expository Writing	3	0	3
MAT	Math core requirement**	3	0	3
***	BIO, CHM, or PHY I			
	Science core requirement	3	2	4

***	HIS	3	0	3
***	Hum/FA Core requirement	3	0	3
PED	Physical Education elective	<u>0</u>	<u>***</u>	<u>1</u>
		16	***	18
SECOND SEMESTER (Spring)				
ENG	ENG 112 or 114			
	English core requirement	3	0	3
***	MAT or CIS			
	Math core requirement	3	0	3
***	BIO, CHM, or PHY II			
	Science core requirement	3	2	4
***	Science/Math elective	***	***	4
PED	Physical Education elective	<u>0</u>	<u>***</u>	<u>1</u>
		***	***	15
THIRD SEMESTER (Fall)				
ENG	Literature core requirement	3	0	3
***	Soc/Beh Sciences core requirement	3	0	3
***	Science/Math elective	3	0	3
***	Science/Math elective	***	***	4
***	Science/Math elective	***	***	<u>4</u>
		***	***	17
FOURTH SEMESTER (Spring)				
***	Soc/Beh Sciences core requirement	3	0	3
***	Hum/FA core requirement	3	0	3
***	Science/Math elective	3	0	3
***	Science/Math elective	***	***	4
***	Science/Math elective	***	***	<u>3-4</u>
		***	***	14-15

Total Required Minimum Semester Hours Credit.....64-65

** At least one math core requirement must be a 200-level course.

ASSOCIATE IN FINE ARTS IN ART DEGREE REQUIREMENTS (A1020A)

The Associate in Fine Arts in Art degree is designed to prepare students to transfer to a Bachelor of Fine Arts degree program at a senior college or university. Students will receive a foundation in color, design, drawing and fundamentals of studio techniques. Upon completion, they should be able to present a portfolio of work that is strong enough to allow them to continue their work as juniors and begin an area of concentration at the senior transfer institution. Because the AFA curriculum standard includes only 28 semester hour credits for general education, AFA students who transfer must meet the general education requirements of the receiving institution

COURSES	SEMESTER HOURS
GENERAL EDUCATION CORE	28
English Composition	6
ENG 111 and one of the following: ENG 112, 113, or 114	
Humanities/Fine Arts.....	6
Select two courses from at least two of the following discipline areas. At least one course must be a literature course.	
Art (ART 111, 114, 115)	

- Drama (DRA 111, 126)
- Foreign Languages with corequisite laboratory (FRE 111, 112, 211, 212; SPA 111, 112, 211, 212)
- Interdisciplinary Humanities (HUM 110, 115, 120, 122, 130, 150, 160, 161, 211, 212, 220)
- Literature (ENG 131, 231, 232, 241, 242, 261, 262)
- Music (MUS 110, 113)
- Philosophy (PHI 215, 240)
- Religion (REL 110, 211, 212, 221)
- Speech Communication (COM 110, 120, 231)

Note: *Communication courses do not satisfy the humanities/fine arts elective for Associate in Applied Science degree programs. However, 3 SHC of speech communication may be substituted for 3 SHC of humanities fine arts in transfer programs. Speech/communication may not be substituted for the literature requirement.*

Social/Behavioral Science..... 9

Select **three** courses from at least **three** of the following discipline areas.

At least one course must be a history course.

- Anthropology (ANT 210, 220, 221, 240)
- Economics (ECO 151, 251, 252)
- Geography (GEO 111)
- History (HIS 111, 112, 121, 122, 131, 132)
- Political Science (POL 110, 120, 210, 220)
- Psychology (PSY 150, 237, 239, 241, 281)
- Sociology (SOC 210, 213, 220, 225, 230)

Natural Sciences/Mathematics..... 7

Natural Sciences (4 SHC): Select **one** course, including accompanying laboratory work, from among the biological and physical science disciplines.

- Astronomy (AST 111 & 111A)
- Biology (BIO 110, 111, 112, 120, 130, 140 and 140A)
- Chemistry (CHM 151, 152)
- Physics (PHY 110 & 110A, 151, 152, 251, 252)

Mathematics (3 SHC): Select **one** course in introductory mathematics (100 level or higher).

- Mathematics (MAT 140, 171, 172, 263, 271, 272, 273)

OTHER REQUIRED HOURS.37

Art majors must take ART 121 before they can take any other studio course except ART 131.

Major Core..... 15

- ART 114, 115, 121, 122, 131

Electives..... 21

Select 21 SHC from the following: ART 132, 171, 231, 232, 240, 241, 264

Portfolio and Resume (1 SHC)

- ART 214 Portfolio and Résumé 1

Total Semester Hours Credit (SHC) in Program.....65

ASSOCIATE IN FINE ARTS IN ART COURSE SEQUENCE EXAMPLE

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ART 121	Design I	0	6	3
ART 131	Drawing I	0	6	3
ENG 111	Expository Writing	3	0	3
***	HIS	3	0	3
MAT 140	Survey of Mathematics (or higher)	<u>3</u>	<u>0</u>	<u>3</u>
		10	12	15
SECOND SEMESTER (Spring)				
ART 122	Design II	0	6	3
ART ***	Art Studio Elective	0	6	3
ART ***	Art Studio Elective	0	6	3
ENG 112	Argument-Based Research OR			
ENG 114	Prof Research & Reporting	3	0	3
***	Humanities Elective	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		9	18	15
THIRD SEMESTER (Fall)				
ART 114	Art History Survey I	3	0	3
ART ***	Art Studio Elective	0	6	3
ART ***	Art Studio Elective	0	6	3
ENG ***	Humanities/Literature	3	0	3
***	Natural Science			
	(BIO 111 recommended)	<u>3</u>	<u>3</u>	<u>4</u>
		***	***	16
FOURTH SEMESTER (Spring)				
ART 115	Art History Survey II	3	0	3
ART 214	Portfolio and Resume	0	2	1
ART ***	Art Studio Elective	***	***	3
ART ***	Art Studio Elective	***	***	3
ART ***	Art Studio Elective	***	***	3
***	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	16
Total Required Minimum Semester Hours Credit.....				65

ASSOCIATE IN FINE ARTS IN MUSIC AND MUSIC EDUCATION DEGREE REQUIREMENTS (A1020D)

The Associate in Fine Arts in Music and Music Education degree is designed to prepare students for transfer to a Bachelor of Fine Arts degree program at a senior college or university. Students will receive a foundation in music theory, music history, and applied music performance skills. They should be able to audition on their primary instrument or voice and complete theory and history placement exams to allow them to continue work as juniors and to begin an area of concentration at the transfer institution.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

COURSES	SEMESTER HOURS
GENERAL EDUCATION CORE.....	28
English Composition	6
ENG 111 and one of the following: ENG 112, 113, or 114	
Humanities/Fine Arts	6
Select two courses from at least two of the following discipline areas. At least one course must be a literature course.	
Art (ART 111, 114, 115)	
Drama (DRA 111, 126)	
Foreign Languages with corequisite laboratory (FRE 111, 112, 211, 212; SPA 111, 112, 211, 212)	
Interdisciplinary Humanities (HUM 110, 115, 120, 122, 130, 150, 160, 161, 211, 212, 220)	
Literature (ENG 131, 231, 232, 241, 242, 261, 262)	
Music (MUS 110, 113)	
Philosophy (PHI 215, 240)	
Religion (REL 110, 211, 212, 221)	
Speech Communication (COM 110, 120, 231)	
Note: <i>Communication courses do not satisfy the humanities/fine arts elective for Associate in Applied Science degree programs. However, 3 SHC of speech communication may be substituted for 3 SHC of humanities fine arts in transfer programs. Speech/communication may not be substituted for the literature requirement.</i>	
Social/Behavioral Science.....	9
Select three courses from at least three of the following discipline areas. At least one course must be a history course.	
Anthropology (ANT 210, 220, 221, 240)	
Economics (ECO 151, 251, 252)	
Geography (GEO 111)	
History (HIS 111, 112, 121, 122, 131, 132)	
Political Science (POL 110, 120, 210, 220)	
Psychology (PSY 150, 237, 239, 241, 281)	
Sociology (SOC 210, 213, 220, 225, 230)	
Natural Sciences/Mathematics.....	7
Natural Sciences (4 SHC): Select one course, including accompanying laboratory work, from among the biological and physical science disciplines.	
Astronomy (AST 111 & 111A)	
Biology (BIO 110, 111, 112, 120, 130, 140 & 140A)	
Chemistry (CHM 151, 152)	
Physics (PHY 110 & 110A, 151, 152, 251, 252)	
Mathematics (3 SHC): Select one course in introductory mathematics (100 level or higher).	
Mathematics (MAT 140, 171, 172, 263, 271, 272, 273)	
OTHER REQUIRED HOURS	37
Academic Related (1 SHC)	
ACA 122 College Transfer Success	1

Music Courses 36

MUS 121, 122, 161, 162, 221, 222, 261, 262, 271, 272, along with 4 SHC ensemble participation (Band, Choir, Jazz Band, Orchestra, or Ensemble), and MUS 151 and MUS 152.

Total Semester Hours Credit (SHC) in Program..... 65

**ASSOCIATE IN FINE ARTS IN MUSIC & MUSIC EDUCATION
COURSE SEQUENCE EXAMPLE**

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 122	College Transfer Success	1	0	1
MUS 121	Music Theory I	3	2	4
MUS 161	Applied Music I	1	2	2
MUS 151B	Class Music I (piano)	0	2	1
MUS ***	Ensemble Participation (select: band, choir, jazz band Orchestra, or ensemble)	0	2	1
ENG 111	Expository Writing	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	8	15
SECOND SEMESTER (Spring)				
MUS 122	Music Theory II	3	2	4
MUS 162	Applied Music II	1	2	2
MUS 152B	Class Music II (piano)	0	2	1
MUS ***	Ensemble Participation	0	2	1
ENG 112	Argument-Based Research	3	0	3
***	Social Behavioral Science Elective	3	0	3
***	HIS	<u>3</u>	<u>0</u>	<u>3</u>
		13	8	17
THIRD SEMESTER (Fall)				
MUS 221	Music Theory III	3	2	4
MUS 261	Applied Music III	1	2	2
MUS 271	Music History I	3	0	3
MUS ***	Ensemble Participation	0	2	1
MAT 140	Survey of Mathematics (or higher)	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		13	6	16
FOURTH SEMESTER (Spring)				
MUS 222	Music Theory IV	3	2	4
MUS 262	Applied Music IV	1	2	2
MUS 272	Music History II	3	0	3
MUS ***	Ensemble Participation	0	2	1
ENG ***	Humanities/Literature Elective	3	0	3
***	Natural Science Elective	<u>3</u>	<u>3</u>	<u>4</u>
		13	9	17
Total Required Minimum Semester Hours Credit				65

APPLIED SCIENCE PROGRAMS

Sandhills Community College offers a variety of occupational programs designed to prepare the graduate for immediate employment. In some cases, graduates of Associate in Applied Science (A.A.S.) programs may wish to pursue a baccalaureate degree at a senior institution. Those considering such a course of action are encouraged to discuss the transferability of courses with their advisors. Certain A.A.S. programs offer transferable relationships with four-year institutions.

The acceleration of today's technology has led to many new programs at the college. These programs provide the training necessary to permit entry into increasingly complex and sophisticated employment in business, industry, health, and public service. The technicians and/or paraprofessionals who graduate from these programs assume key roles in our technological society.

Successful completion of a two-year technical program leads to an Associate in Applied Science degree. Each program combines a solid foundation in general education with specialized knowledge and skills.

Applied Science Advisory Committees

In order to ensure that programs stay abreast of current employment needs, workplace requirements, and technology advances, each occupational program makes use of an advisory committee. The purpose of advisory committees is to assist and advise program coordinators and faculty members in establishing, operating, and evaluating programs so that they meet the needs of students and employees and fulfill their obligations to various accrediting agencies. The Office of the Dean of Instruction monitors and responds to advisory committee recommendations.

Associate in Applied Science Degree Requirements

Candidates for the Associate in Applied Science degree must complete general education and major courses required for the program in which they are enrolled. At least eighteen semester hours of the program must be completed at Sandhills Community College. General Education electives should be chosen from the list below.

GENERAL EDUCATION COURSES	SEMESTER HOURS
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Communication.....	6
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Select **two** courses from the following: COM 110, COM 120, COM 231, ENG 111, ENG 112, ENG 114

Note: The above communication courses do not satisfy the humanities/fine arts elective for Associate in Applied Science Degree (Occupational) Programs.

Humanities/Fine Arts	3
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Select **one** of the following:

ART 111, 114, 115, 121, 131, 132, 171, 240, 241
DRA 111, 126

ENG 125, 131, 231, 232, 241, 242, 261, 262, 273

HUM 110, 115, 120, 122, 130, 150, 160, 161, 170, 211, 212, 220, 230

MUS 110, 111, 113, 121, 122

PHI 215, 240

REL 110, 211, 212, 221

FRE 211, 212*

SPA 211, 212*

NOTE: A 100-level introductory foreign language course, such as FRE 111, 112 or SPA 111, 112, may **not be used as the student's only Humanities General Education course in a program.*

Natural Sciences and Mathematics.....3

Select **one** of the following:

AST 111 & 111A

BIO 110, 111, 112, 120, 130, 140 & 140A, 163, 165, 166

CHM 130 & 130A, 151, 152

CIS 110, 115*

Note: These CIS courses may **not be used as the student's **only** Natural Science/Math General Education course in a program.)*

MAT 115, 120, 121, 122, 140, 151, 171, 172, 175

PHY 110, 110A, 131, 151, 152

Social and Behavioral Science3

Select **one** of the following:

Anthropology (ANT 210, 220, 221, 240)

Economics (ECO 151, 251, 252)

Geography (GEO 111)

History (HIS 111, 112, 121, 122, 131, 132, 236)

Political Science (POL 110, 120, 210, 220)

Psychology (PSY 110, 118, 141, 150, 237, 239, 241, 255, ~~263~~, 265, 281)

Sociology (SOC 210, 213, 220, 225, 230)

Diploma Programs

One-year diploma programs have been established at the college to prepare students for entrance to or advancement in skilled occupations. To qualify for a diploma, students must successfully complete the course requirements for the diploma program in which they are enrolled. A minimum of 12 semester hours of the program must be completed at Sandhills Community College.

Certificate Programs

Many A.A.S. programs offer a certificate option for students who complete twelve to eighteen hours of designated courses in the curriculum. A minimum of six semester hours of the program must be completed at Sandhills Community College.

APPLIED SCIENCE PROGRAMS OF STUDY

ACCOUNTING

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

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

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Accounting (A25100) Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ACC 120	Princ of Financial Accounting	3	2	4
BUS 115	Business Law	3	0	3
BUS 121	Business Math	2	2	3
CIS 110	Introduction to Computers	2	2	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		13	8	17
SECOND SEMESTER (Spring)				
ACC 121	Princ of Managerial Accounting	3	2	4
ACC 149	Intro to Accounting Spreadsheets	1	2	2
ACC 150	Accounting Software Applications	1	2	2
BUS 260	Business Communications	3	0	3
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof Research & Reporting	3	0	3
MAT 115	Mathematical Models (or higher)	<u>2</u>	<u>2</u>	<u>3</u>
		13	8	17
THIRD SEMESTER (Summer)				
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		6	0	6
FOURTH SEMESTER (Fall)				
ACC 131	Federal Income Taxes	2	2	3
ACC 220	Intermediate Accounting I	3	2	4
BUS 225	Business Finance	2	2	3
ECO 251	Principles of Microeconomics	2	2	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	16
FIFTH SEMESTER (Spring)				
ACC 140	Payroll Accounting	1	2	2
ACC 151	Accounting Spreadsheet Applic	1	2	2
ACC 221	Intermediate Accounting II	3	2	4
ACC 225	Cost Accounting	3	0	3
BUS 137	Principles of Management	3	0	3

ECO 252	Principles of Macroeconomics	<u>3</u>	<u>0</u>	<u>3</u>
		14	6	17
Total Required Minimum Semester Hours Credit.....				73

*****Technical Electives, choose one from following:**

ACC 180	Practices in Bookkeeping	3	0	3
BUS 116	Business Law II	3	0	3
BUS 228	Business Statistics	3	0	3
BUS 230	Small Business Management	3	0	3
BUS 238	Integrated Management	3	0	3
ECM 210	Introduction to E-Commerce	2	2	3
WEB 110	Internet/Web Fundamentals	2	2	3

**Accounting (D25100)
Diploma Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ACC 120	Princ of Financial Accounting	3	2	4
ACC 131	Federal Income Taxes	2	2	3
BUS 115	Business Law	3	0	3
BUS 121	Business Math	<u>2</u>	<u>2</u>	<u>3</u>
		10	8	14
SECOND SEMESTER (Spring)				
ACC 121	Princ of Managerial Accounting	3	2	4
ACC 140	Payroll Accounting	1	2	2
ACC 149	Intro to Accounting Spreadsheets	1	2	2
ACC 150	Accounting Software Applications	1	2	2
ACC 180	Practices in Bookkeeping	3	0	3
MAT 115	Mathematical Models (or higher)	<u>2</u>	<u>2</u>	<u>3</u>
		11	10	16
THIRD SEMESTER (Summer)				
CIS 110	Introduction to Computers	2	2	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		5	2	6
Total Required Minimum Semester Hours Credit.....				36

**Certified Bookkeeper (C25100)
Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
ACC 120	Princ of Financial Accounting	3	2	4
ACC 121	Princ of Managerial Accounting	3	2	4
ACC 140	Payroll Accounting	1	2	2
ACC 149	Intro to Acct'g Spreadsheets <u>or</u>			
ACC 150	Accounting Software Applications	1	2	2
ACC 180	Practices in Bookkeeping	<u>3</u>	<u>0</u>	<u>3</u>

	11	8	16
Total Required Minimum Semester Hours Credit			16

ARCHITECTURAL TECHNOLOGY

The Architectural Technology Curriculum provides individuals with knowledge and skills that can lead to employment in the field of architecture or one of the associated professions.

Students receive instruction in construction document preparation, materials and methods, environmental and structural systems, building codes and specifications, and computer applications as well as complete a design project. Optional courses may be provided to suit specific career needs.

Upon completion, graduates have career opportunities within the architectural, engineering, and construction professions as well as positions in industry and government.

Architectural Technology (A40100) Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ARC 111	Intro to Architectural Technology	1	6	3
ARC 112	Constr Materials & Methods	3	2	4
CIS 111	Basic PC Literacy	1	2	2
EGR 110	Intro to Engineering Tech	1	2	2
ENG 111	Expository Writing	3	0	3
MAT 121	Algebra/Trig I <i>or</i>			<u>3</u>
MAT 171	Pre-Calculus Algebra	***	***	<u>3</u>
		***	***	17
SECOND SEMESTER (Spring)				
ARC 113	Residential Architecture Tech	1	6	3
ARC 214	Architectural Statics	3	0	3
ARC 215	Architectural Strength of Material	3	0	3
ENG 114	Prof Research & Reporting	3	0	3
MAT 122	Algebra/Trig II <i>or</i>			<u>3</u>
MAT 172	Pre-Calculus Trigonometry	***	***	<u>3</u>
		***	***	15
THIRD SEMESTER (Summer)				
ARC 114	Architectural CAD	1	3	2
ARC 114A	Architectural CAD Lab	0	3	1
ARC 160	Residential Design	1	6	3
PHY 131	Physics Mechanics <i>or</i>			<u>4</u>
PHY 151	College Physics I	<u>3</u>	<u>2</u>	<u>4</u>
		5	14	10
FOURTH SEMESTER (Fall)				
ARC 211	Light Construction Technology	1	6	3
ARC 230	Environmental Systems	3	3	4
ARC 231	Architectural Presentations	2	4	4
CIV 230	Construction Estimating	2	3	3

***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	16	17
FIFTH SEMESTER (Spring)				
ARC 119	Structural Drafting	2	2	3
ARC 213	Design Project	2	6	4
CIV 240	Project Management	2	3	3
SRV 110	Surveying I	2	6	4
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	17	17
Total Required Minimum Semester Hours Credit.....				76

**Architectural Technology (C40100)
Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ARC 111	Intro to Architectural Tech	1	6	3
EGR 110	Intro to Engineering Tech	1	2	2
SECOND SEMESTER (Spring)				
SRV 110	Surveying I	2	6	4
THIRD SEMESTER (Summer)				
ARC 114	Architectural CAD	1	3	2
ARC 114A	Architectural CAD Lab	0	3	1
FOURTH SEMESTER (Fall)				
CIS 111	Basic PC Literacy	1	2	2
FIFTH SEMESTER (Spring)				
CIV 240	Project Management	<u>2</u>	<u>3</u>	<u>3</u>
		8	25	17
Total Required Minimum Semester Hours Credit.....				17

ASSOCIATE DEGREE IN NURSING

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

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

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

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

The Associate Degree Nursing program at Sandhills is accredited by the North Carolina Board of Nursing.

**Associate Degree Nursing (A45110)
Associate in Applied Science Degree Program**

		Course Hours Per Week			Semester Hours Credit
		Class	Lab	Clinical	
FIRST SEMESTER (Fall)					
BIO 165	Anatomy & Physiology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
NUR 111	Intro. To Health Concepts	4	6	6	8
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	9	6	18
SECOND SEMESTER (Spring)					
ACA 115	Success & Study Skills	1	0	0	1
BIO 166	Anatomy & Physiology II	3	3	0	4
ENG 112	Argument-Based Research <u>or</u>				
ENG 114	Prof. Research & Reporting	3	0	0	3
NUR 112	Health-Illness Concepts	3	0	6	5
NUR 211	Health Care Concepts	<u>3</u>	<u>0</u>	<u>6</u>	<u>5</u>
		13	3	12	18
THIRD SEMESTER (Summer)					
NUR 114	Holistic Health Concepts	3	0	6	5
SOC 210	Intro. to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	6	8
FOURTH SEMESTER (Fall)					
BIO 275	Microbiology	3	3	0	4
NUR 113	Family Health Concepts	3	0	6	5
NUR 212	Health Systems Concepts	3	0	6	5
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	3	12	17
FIFTH SEMESTER (Spring)					
NUR 213	Complex Health Concepts	4	3	15	10
***	Elective*	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	3	15	13
Total Required Minimum Semester Hours Credit					74

****Elective course (3-4 credit hour) – Choose one of the following:***

- BUS 110, BUS 115, BUS 137, BUS 152, BUS 153, BUS 255,
 CHM 151, CHM 152, CHM 251, CHM 252, CIS 110, COM 110,
 COM 120, COM 231, MAT 115, MAT 120, MAT 121, MAT 140,
 MAT 151, MAT 171, PSY 110, PSY 118, PSY 141, PSY 231,
 PSY 239, PSY 241, PSY 265, SOC 213, SOC 220

AUTOBODY REPAIR

The Autobody Repair Curriculum provides training in the use of equipment and materials of the autobody repair trade. The student studies the construction of the automobile body and techniques of autobody repairing, rebuilding, and refinishing.

The course work includes autobody fundamentals, industry overview, and safety. Students will perform hands-on repairs in the areas of non-structural and structural repairs, MIG welding, plastics and adhesives, refinishing, and other related areas.

Graduates of the curriculum should qualify for entry-level employment opportunities in the automotive body and refinishing industry. Graduates may find employment with franchised independent garages, or they may become self-employed.

Autobody Repair (D60100) Diploma Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
AUB 111	Painting & Refinishing I	2	6	4
AUB 121	Non-Structural Damage I	1	4	3
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	0	2	1
Option:				
AUB 150	*Automotive Detailing	<u>(1)</u> 6-7	<u>(3)</u> 12-15	<u>(2)</u> 11-13
SECOND SEMESTER (Spring)				
AUB 122	Non-Structural Damage II	2	6	4
AUB 134	Autobody MIG Welding	1	4	3
ENG 102	Applied Comm II (or higher)	<u>3</u> 6	<u>0</u> 10	<u>3</u> 10
THIRD SEMESTER (Summer)				
AUB 136	Plastics & Adhesives	<u>1</u> 1	<u>4</u> 4	<u>3</u> 3
FOURTH SEMESTER (Fall)				
AUB 112	Painting & Refinishing II	2	6	4
AUB 131	Structural Damage I	<u>2</u> 4	<u>4</u> 10	<u>4</u> 8
FIFTH SEMESTER (Spring)				
AUB 114	Special Finishes	1	2	2
AUB 132	Structural Damage II	<u>2</u> 3	<u>6</u> 8	<u>4</u> 6
SIXTH SEMESTER (Summer)				
Options:				
AUB 141	*Mechanical & Elec Components I	(2)	(2)	(3)
AUB 160	*Body Shop Operations	(1)	(0)	(1)
AUB 162	*Autobody Estimating	(1)	(2)	(2)

These COE options may be taken in any semester of the program:

COE 111 AUB	*Co-op Work Experience I	(0)	(10)	(1)
COE 112 AUB	*Co-op Work Experience I	(0)	(20)	(2)

COE 121 AUB	*Co-op Work Experience II	(0)	(10)	(1)
COE 122 AUB	*Co-op Work Experience II	(0)	(20)	(2)

Total Required Minimum Semester Hours Credit44

**Students enrolled in the diploma program have the option of “co-op” work experience or on campus classes. Students must take a combined minimum total of 6 SHC (semester hour credits) of courses marked with an asterisk. The six hours can be any combination of co-op work experience and/or on campus classes.*

Autobody Repair (C60100) Certificate Program

Students who do not meet all the requirements of the diploma curriculum may qualify for a certificate in one or more of the following specialty areas:

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
Paint and Refinishing (C60100P)				
AUB 111	Painting & Refinishing I	2	6	4
AUB 112	Painting & Refinishing II	2	6	4
AUB 114	Special Finishes	1	2	2
AUB 136	Plastics & Adhesives	<u>1</u>	<u>4</u>	<u>3</u>
		6	18	13
Non-Structural Repair (C60100N)				
AUB 121	Non-Structural Damage I	1	4	3
AUB 122	Non-Structural Damage II	2	6	4
AUB 141	Mechanical & Elec Components I	2	2	3
AUB 162	Autobody Estimating	<u>1</u>	<u>2</u>	<u>2</u>
		6	14	12
Structural Repair (C60100S)				
AUB 131	Structural Damage I	2	4	4
AUB 132	Structural Damage II	2	6	4
AUB 134	Autobody MIG Welding	1	4	3
AUB 160	Body Shop Operations	<u>1</u>	<u>0</u>	<u>1</u>
		6	14	12

AUTOMOTIVE SYSTEMS TECHNOLOGY

The Automotive Systems Technology Curriculum prepares individuals for employment as automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exams and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

**Automotive Systems Technology (A60160)
Associate in Applied Science Degree Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
AUT 110	Intro to Automotive Technology	2	2	3
AUT 141	Suspension & Steering	2	3	3
AUT 141A	Suspension & Steering Lab	0	3	1
AUT 161	Basic Automotive Electricity	4	3	5
*COE	AST Co-op Work Exp			
XXX	<u>or</u> *Restricted Elective	<u>0</u>	<u>(20)</u>	<u>(2)</u>
		8	***	13-(15)
SECOND SEMESTER (Spring)				
AUT 114	Safety & Emissions	1	2	2
AUT 151	Brake Systems	2	3	3
AUT 151A	Brake Systems Lab	0	3	1
AUT 181	Engine Performance I	2	3	3
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	0	2	1
*COE	AST Co-op Work Exp			
XXX	<u>or</u> *Restricted Elective	<u>0</u>	<u>(20)</u>	<u>(2)</u>
		8	***	13-(15)
THIRD SEMESTER (Summer)				
AUT 171	Automotive Climate Control	2	4	4
ENG 111	Expository Writing	3	0	3
*COE	AST Co-op Work Exp			
XXX	<u>or</u> *Restricted Elective	<u>0</u>	<u>(10)</u>	<u>(1)</u>
		5	***	7-(8)
FOURTH SEMESTER (Fall)				
AUT 116	Engine Repair	2	3	3
AUT 116A	Engine Repair Lab	0	3	1
AUT 163	Adv Automotive Electricity	2	3	3
AUT 183	Engine Performance II	2	6	4
*COE	AST Co-op Work Exp			
XXX	<u>or</u> *Restricted Elective	<u>0</u>	<u>(20)</u>	<u>(2)</u>
		6	***	11-(13)
FIFTH SEMESTER (Spring)				
AUT 231	Manual Trans/Axles Drivetrains	2	3	3
AUT 231A	Manual Tran/Axles Drives Lab	0	3	1
AUT 285	Intro to Alternative Fuels	2	2	3
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Sciences Elect.	3	0	3

*COE	AST Co-op Work Exp			
XXX	<u>or</u> *Restricted Elective	<u>0</u>	<u>(20)</u>	<u>(2)</u>
		10	***	13-(15)

SIXTH SEMESTER (Summer)

AUT 221	Automatic Trans/Transaxles	2	3	3
ENG 114	Professional Research & Reporting	3	0	3
*COE	AST Co-op Work Exp			
XXX	<u>or</u> *Restricted Elective	<u>0</u>	<u>10</u>	<u>1</u>
		5	***	6-7

Total Required Minimum Semester Hours Credit 69

**In order to meet the required number of credit hours, students must complete 6 semester hour credits to be selected from the following list of courses:*

		Credit
AUT 113	Automotive Servicing	2
AUT 212	Auto Shop Management	3
BUS 139	Entrepreneurship I	3
RCT 110	Intro to Racing	2
RCT 112	Race Car Dynamics	2
RCT 258	Drag Race Veh & Track Prep	3
RCT 260	Race Veh Data Acquisition	2
COE 110 AST	World of Work	1
COE 111 AST	Co-op Work Exp I	1
COE 112 AST	Co-op Work Exp I	2
COE 115 AST	Work Exp Seminar I	1
COE 121 AST	Co-op Work Exp II	1
COE 122 AST	Co-op Work Exp II	2
COE 131 AST	Co-op Work Exp III	1
COE 132 AST	Co-op Work Exp III	2

**Automotive Systems Technology (D60160)
(Day) Diploma Program**

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
AUT 110	Intro to Automotive Technology	2	2	3
AUT 141	Suspension & Steering	2	3	3
AUT 141A	Suspension & Steering Lab	0	3	1
AUT 161	Basic Automotive Electricity	<u>4</u>	<u>3</u>	<u>5</u>
		8	11	12
SECOND SEMESTER (Spring)				
AUT 114	Safety & Emissions	1	2	2
AUT 151	Brake Systems	2	3	3
AUT 151A	Brake Systems Lab	0	3	1
AUT 181	Engine Performance I	2	3	3
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	<u>0</u>	<u>2</u>	<u>1</u>
		8	13	13
THIRD SEMESTER (Summer)				
AUT 171	Automotive Climate Control	2	4	4

ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		5	4	7
FOURTH SEMESTER (Fall)				
AUT 116	Engine Repair	2	3	3
AUT 116A	Engine Repair Lab	0	3	1
AUT 163	Adv Automotive Electricity	2	3	3
AUT 183	Engine Performance II	<u>2</u>	<u>6</u>	<u>4</u>
		6	15	11
Total Required Minimum Semester Hours Credit.....				43

Automotive Systems Technology (D60160)
(Evening) Diploma Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
AUT 110	Intro to Automotive Technology	2	2	3
AUT 161	Basic Auto Electricity	4	3	5
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	<u>0</u>	<u>2</u>	<u>1</u>
		9	7	12
SECOND SEMESTER (Spring)				
AUT 151	Brake Systems	2	3	3
AUT 151A	Brake Systems Lab	0	3	1
AUT 163	Adv Auto Electricity	<u>2</u>	<u>3</u>	<u>3</u>
		4	9	7
THIRD SEMESTER (Summer)				
AUT 171	Auto Climate Control	2	4	4
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		5	4	7
FOURTH SEMESTER (Fall)				
AUT 116	Engine Repair	2	3	3
AUT 116A	Engine Repair Lab	0	3	1
AUT 181	Engine Performance I	<u>2</u>	<u>3</u>	<u>3</u>
		4	9	7
FIFTH SEMESTER (Spring)				
AUT 114	Safety & Emissions	1	2	2
AUT 183	Engine Performance II	<u>2</u>	<u>6</u>	<u>4</u>
		3	8	6
SIXTH SEMESTER (Summer)				
AUT 141	Suspension & Steering	2	3	3
AUT 141A	Suspension & Steering Lab	<u>0</u>	<u>3</u>	<u>1</u>
		2	6	4
Total Required Minimum Semester Hours Credit.....				43

Automotive Systems Technology (C60160) Certificate Programs

Students who do not meet all the requirements of the diploma curriculum may qualify for a certificate in one or more of the following specialty areas:

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
Electrical & Engine Performance (C60160P)				
AUT 110	Intro to Automotive Technology	2	2	3
AUT 114	Safety & Emissions	1	2	2
AUT 161	Basic Auto Electricity	4	3	5
AUT 181	Engine Performance I	2	3	3
AUT 183	Engine Performance II	<u>2</u>	<u>6</u>	<u>4</u>
		11	16	17
Mechanical (C60160M)				
AUT 110	Intro to Automotive Technology	2	2	3
AUT 114	Safety & Emissions	1	2	2
AUT 141	Suspension & Steering	2	3	3
AUT 141A	Suspension & Steering Lab	0	3	1
AUT 151	Brake Systems	2	3	3
AUT 151A	Brake Systems Lab	0	3	1
AUT 171	Auto Climate Control	<u>2</u>	<u>4</u>	<u>4</u>
		9	20	17
Transmission/Driveline Certificate (C60160T)				
AUT 110	Intro to Automotive Technology	2	2	3
AUT 114	Safety & Emissions	1	2	2
AUT 221	Automatic Transmissions	2	3	3
AUT 231	Manual Trans/Axles Drivetrains	2	3	3
AUT 231A	Manual Tran/Axles Drives Lab	<u>0</u>	<u>3</u>	<u>1</u>
		7	13	12
Motorsports/Drag Race Vehicle (C60160D)				
AUT 110	Intro to Automotive Technology	2	2	3
RCT 110	Intro to Racing	2	0	2
RCT 112	Race Car Dynamics	2	0	2
RCT 258	Drag Race Veh & Track Prep	2	3	3
RCT 260	Race Veh Data Acquisition	<u>1</u>	<u>3</u>	<u>2</u>
		9	8	12

BAKING AND PASTRY ARTS

The Baking and Pastry Arts Curriculum is designed to prepare students with the skills and knowledge required for employment in the baking/pastry industry, including restaurants, hotels, independent bakeries/pastry shops, wholesale/retail markets, and high-volume bakeries.

Course offerings emphasizing practical application, a strong theoretical knowledge base, and professionalism provide the critical competencies to meet industry demands. Course work includes specialty/artisan breads, desserts, pastries, candies, decorative work, high-volume production, and food marketing.

Graduates should qualify for entry-level positions, such as pastry/bakery assistant, area pastry chef, and assistant pastry chef. American Culinary Federation certification is available to graduates.

Baking and Pastry Arts (A55130)
Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
CUL 110	Sanitation and Safety	2	0	2
CUL 110A	Sanitation and Safety Lab	0	2	1
CUL 140	Basic Culinary Skills	2	6	5
CUL 160	Baking I	1	4	3
MAT 115	Mathematical Models (or higher)	<u>2</u>	<u>2</u>	<u>3</u>
		7	16	15
SECOND SEMESTER (Spring)				
BPA 130	European Cakes & Tortes	1	4	3
BPA 150	Artisan & Specialty Breads	1	6	4
BPA 165	Hot & Cold Desserts	1	4	3
CUL 112	Nutrition for Foodservice	3	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		9	14	16
THIRD SEMESTER (Summer)				
ENG 112	Argument-Based Research	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9
FOURTH SEMESTER (Fall)				
BPA 120	Petit Fours & Pastries	1	4	3
BPA 210	Cake Design & Decorating	1	4	3
BPA 250	Dessert & Bread Production	1	8	5
HRM 140	Hospitality Law	3	0	3
HRM 245	Hospitality Human Resource Mgt.	<u>3</u>	<u>0</u>	<u>3</u>
		9	16	17
FIFTH SEMESTER (Spring)				
BPA 220	Confection Artistry	1	6	4
BPA 260	Pastry & Baking Marketing	2	2	3
CUL 120	Purchasing	2	0	2
CUL 170	Garde Manger I	1	4	3
HRM 220	Food & Beverage Cost Controls	<u>3</u>	<u>0</u>	<u>3</u>
		9	12	15
Total Required Minimum Semester Hours Credit.....				72

Baking and Pastry Arts (C55130)
Certificate Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
BPA 130	European Cakes & Tortes	1	4	3

BPA 150	Artisan & Specialty Breads	1	6	4
BPA 165	Hot & Cold Desserts	1	4	3
CUL 110	Sanitation and Safety	2	0	2
CUL 110A	Sanitation and Safety Lab	0	2	1
CUL 160	Baking I	<u>1</u>	<u>4</u>	<u>3</u>
		6	20	16
Total Required Minimum Semester Hours Credit				16

BASIC LAW ENFORCEMENT TRAINING

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. *Candidates for BLET must be at least 20 years of age, have a high school diploma or GED, possess a valid North Carolina operator's license and have no felony convictions.*

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

Students successfully completing a Basic Law Enforcement Training course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for CJC 131, Criminal Law, towards the Associate in Applied Science degree in Criminal Justice Technology. Students must have successfully passed the Commissions' comprehensive certification examination. Students must have completed Basic Law Enforcement Training since 1985.

Basic Law Enforcement Training (C55120) Certificate Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
CJC 100	Basic Law Enforcement Training	9	30	19
Total Required Minimum Semester Hours Credit				19

BUSINESS ADMINISTRATION

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.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these

concepts are developed through the study of computer applications, communication, team building, and decision making.

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

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Special Options for students graduating with the A.A.S. in Business Administration: The Department of Management and Business Technologies has articulation agreements with UNC-Pembroke, St. Andrews Presbyterian College, and UNC-Greensboro. Students can earn their AAS at Sandhills CC and then continue to earn the BSBA and MBA from UNC-Pembroke at SCC, the BSBA from St. Andrews at SCC, or the BSBA from UNC-Greensboro.

**Business Administration (A25120)
Associate in Applied Science Degree Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ACC 120	Principles of Financial Accounting	3	2	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematical Models (or higher)	<u>2</u>	<u>2</u>	<u>3</u>
		14	6	17
SECOND SEMESTER (Spring)				
ACC 121	Principles of Managerial Acct'g	3	2	4
BUS 121	Business Math	2	2	3
BUS 125	Personal Finance	3	0	3
BUS 137	Principles of Management	3	0	3
BUS 139	Entrepreneurship I	3	0	3
CIS 110	Introduction to Computers <i>or</i>			
CIS 111	Basic PC Literacy	***	***	<u>2-3</u>
		***	***	18-19
THIRD SEMESTER (Summer)				
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		6	0	6
FOURTH SEMESTER (Fall)				
BUS 153	Human Resource Management	3	0	3
BUS 225	Business Finance	2	2	3
BUS 260	Business Communications	3	0	3
ECO 251	Princ. of Microeconomics <i>or</i>			
ECO 252	Princ. of Macroeconomics	3	0	3
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof. Research & Reporting	3	0	3
MKT 120	Principles of Marketing	<u>3</u>	<u>0</u>	<u>3</u>

		17	2	18
FIFTH SEMESTER (Spring)				
BUS 230	Small Business Management	3	0	3
BUS 238	Integrated Management	3	0	3
BUS 255	Org. Behavior in Business	3	0	3
ECM 210	Intro to E-Commerce	2	2	3
***	Technical Elective	***	***	<u>2-3</u>
		***	***	14-15

Total Required Minimum Semester Hours Credit73

*****Technical electives:**

ACC 131	Federal Income Tax	2	2	3
ACC 150	Acc. Software Applications	1	2	2
ACC 225	Cost Accounting	3	0	3
BAF 236	Financing Real Estate	3	0	3
BUS 116	Business Law II	3	0	3
BUS 148	Survey of Real Estate	3	0	3
BUS 228	Business Statistics	2	2	3

**Business Administration (C25120)
Entrepreneurship Certificate Program**

The Business Administration – Entrepreneurship Certificate is a one- or two-semester program to help students become entrepreneurial thinkers for starting their own ventures, working on management teams of entrepreneurial ventures, or applying their entrepreneurial skills to existing businesses.

Special Program Requirements

Students must have credit for Reading & Comp. Strategies (ENG 095) and have successfully completed Principles of Management (BUS 137) and Principles of Financial Accounting (ACC 120). Students can either complete these classes prior to enrolling in the Entrepreneurship Certificate program or take them concurrently as part of their studies.

All courses in the Entrepreneurship Certificate program, including the prerequisites, are courses in the A.A.S in Business Administration.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
ACC 150	Accounting Software Applic.	1	2	2
BUS 139	Entrepreneurship I	3	0	3
BUS 225	Business Finance	2	2	3
BUS 230	Small Business Management	3	0	3
BUS 238	Integrated Management	3	0	3
ECM 210	Intro to E-Commerce	<u>2</u>	<u>2</u>	<u>3</u>
		14	6	17

Total Required Minimum Semester Hours Credit17

BUSINESS ADMINISTRATION/E-COMMERCE CONCENTRATION

Electronic Commerce is a concentration under the title of Business Administration. This curriculum is designed to prepare individuals for a career in the Internet economy.

Course work includes topics related to electronic business, Internet strategy in business, and basic business principles in the world of E-Commerce. Students will be able to demonstrate the ability to identify and analyze such functional issues as planning, technical systems, marketing, security, finance, law, design, implementation, assessment, and policy issues at an entry level.

Graduates from this program will have a sound business educational base for life long learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and small to medium-size businesses or industry.

This program is well suited for those entrepreneurs /business owners who want a Web presence for their business. This program combines all the aspects of running a business, such as revenues, advertising and promotions, and shows students how to conduct it all through the web.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Business Administration E-Commerce Concentration (A2512I) Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ACC 120	Princ. of Financial Accounting	3	2	4
CIS 110	Introduction to Computers	2	2	3
ECM 168	Electronic Business	2	2	3
ENG 111	Expository Writing	3	0	3
WEB 110	Internet/Web Fundamentals	<u>2</u>	<u>2</u>	<u>3</u>
		12	10	17
SECOND SEMESTER (Spring)				
BUS 139	Entrepreneurship I	3	0	3
DBA 110	Database Concepts	2	3	3
ECM 210	Intro to E-Commerce	2	2	3
ECM 220	E-Commerce Planning & Impl.	2	2	3
WEB 115	Web Mark-up and Scripting	<u>2</u>	<u>2</u>	<u>3</u>
		11	9	15
THIRD SEMESTER (Summer)				
BUS 137	Principles of Management	3	0	3
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof. Research & Reporting	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9

FOURTH SEMESTER (Fall)

BUS 115	Business Law I	3	0	3
BUS 121	Business Math	2	2	3
BUS 225	Business Finance	2	2	3
MAT 115	Mathematical Models (or higher)	2	2	3
MKT 120	Principles of Marketing	3	0	3
***	Technical Elective/ (Recommend WEB 140)	<u>***</u> ***	<u>***</u> ***	<u>2-4</u> 17-19

FIFTH SEMESTER (Spring)

BUS 230	Small Business Management	3	0	3
BUS 260	Business Communications	3	0	3
ECM 230	Capstone Project	1	6	3
ECO 251	Princ. of Microeconomics <i>or</i>			
ECO 252	Princ. of Macroeconomics	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		13	6	15

Total Required Minimum Semester Hours Credit73

*****Technical Electives:**

ACC 121	Princ. of Managerial Accounting	3	2	4
ACC 131	Federal Income Tax	2	2	3
ACC 149	Intro. to Accounting Spreadsheets	1	2	2
ACC 150	Accounting Software Applications	1	2	2
BUS 116	Business Law II	3	0	3
BUS 125	Personal Finance	3	0	3
BUS 238	Integrated Management	3	0	3
WEB 111	Intro to Web Graphics	2	2	3
WEB 140	Web Development Tools	2	2	3

**E-Commerce (C2512I)
Certificate Program**

Special Program Requirements

Students must have credit for ENG 095 Reading & Comp Strategies. All courses in the E-Commerce Certificate program are courses in the A.A.S in Business Administration E-Commerce.

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ECM 168	Electronic Business	2	2	3
MKT 120	Principles of Marketing	3	0	3
WEB 110	Internet/Web Fundamentals	<u>2</u>	<u>2</u>	<u>3</u>
		7	4	9
SECOND SEMESTER (Spring)				
DBA 110	Database Concepts	2	3	3
ECM 210	Intro to E-Commerce	2	2	3
ECM 220	E-Commerce Planning & Impl.	<u>2</u>	<u>2</u>	<u>3</u>
		6	7	9
Total Required Minimum Semester Hours Credit				18

CIVIL ENGINEERING TECHNOLOGY

The Civil Engineering Technology Curriculum provides the application of relevant theory of engineering needed by technicians to carry out planning and supervisory tasks in the construction of transportation systems, residential and commercial buildings, bridges, dams, and water and wastewater treatment systems.

Course work includes the communication and computational skills required to support the fields such as materials testing, structures, estimating, project management, hydraulics, environmental technology, and surveying. Additional course work will cover the operation of computers and application software including computer-aided drafting.

Graduates should qualify for technician-level jobs with both public and private engineering, construction, and surveying agencies.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Civil Engineering Technology (A40140) Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
CIS 111	Basic PC Literacy	1	2	2
EGR 110	Intro to Engineering Tech	1	2	2
EGR 115	Intro to Technology	2	3	3
EGR 115A	Intro to Technology Lab	0	3	1
ENG 111	Expository Writing	3	0	3
MAT 121	Algebra/Trig I <i>or</i>			
MAT 171	Pre-Calculus Algebra	***	***	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	17
SECOND SEMESTER (Spring)				
CIV 110	Statics/Strength of Materials	2	6	4
CIV 125	Civil/Survey CAD	1	6	3
ENG 114	Prof. Research & Reporting	3	0	3
MAT 122	Algebra/Trigonometry II <i>or</i>			
MAT 172	Precalculus Trigonometry	***	***	3
SRV 110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
		***	***	17
THIRD SEMESTER (Summer)				
CIV 111	Soils & Foundations	2	3	3
PHY 131	Physics-Mechanics <i>or</i>			
PHY 151	College Physics I	***	***	4
SRV 111	Surveying II	<u>2</u>	<u>6</u>	<u>4</u>
		***	***	11
FOURTH SEMESTER (Fall)				
CIV 210	Engineering Materials	1	3	2
CIV 211	Hydraulics & Hydrology	2	3	3
CIV 221	Steel & Timber Design	2	3	3

CIV 230	Construction Estimating	2	3	3
SRV 210	Surveying III	<u>2</u>	<u>6</u>	<u>4</u>
		9	18	15
FIFTH SEMESTER (Spring)				
CIV 212	Environmental Planning	2	3	3
CIV 222	Reinforced Concrete	2	3	3
CIV 240	Project Management	2	3	3
SRV 240	Topo/Site Surveying	2	6	4
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	15	16
Total Required Minimum Semester Hours Credit				76

**Civil Engineering Technology (C40140)
Certificate Program**

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
EGR 115	Intro to Technology	2	3	3
EGR 115A	Intro to Technology Lab	0	3	1
SECOND SEMESTER (Spring)				
SRV 110	Surveying I	2	6	4
FOURTH SEMESTER (Fall)				
CIV 125	Civil/Surveying CAD	1	6	3
SRV 111	Surveying II	2	6	4
FIFTH SEMESTER (Spring)				
CIV 240	Project Management	<u>2</u>	<u>3</u>	<u>3</u>
		9	27	18
Total Required Minimum Semester Hours Credit				18

COMPUTER ENGINEERING TECHNOLOGY

The Computer Engineering Technology Curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer-controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems.

Coursework includes mathematics, 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 a knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

Computer Engineering Technology (A40160)
Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
CIS 111	Basic PC Literary <i>or</i>			
CIS 110	Introduction to Computers	***	***	2-3
ELC 131	DC/AC Circuit Analysis	4	3	5
MAT 121	Algebra/Trig I <i>or</i>			
MAT 171	Pre-Calculus Algebra	***	***	3
NOS 110	Operating System Concepts	<u>2</u>	<u>3</u>	<u>3</u>
		***	***	14-15
SECOND SEMESTER (Spring)				
ELN 131	Electronic Devices	3	3	4
ENG 111	Expository Writing	3	0	3
MAT 122	Algebra/Trig II <i>or</i>			
MAT 172	Pre-Calculus Trigonometry	***	***	3
NET 125	Networking Basics	1	4	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	16
THIRD SEMESTER (Summer)				
CSC 134	C++ Programming	2	3	3
ELN 133	Digital Electronics	3	3	4
PHY 131	Physics-Mechanical <i>or</i>			
PHY 151	College Physics I	<u>3</u>	<u>2</u>	<u>4</u>
		***	***	11
FOURTH SEMESTER (Fall)				
CET 111	Computer Upgrade/Repair I	2	3	3
ELN 232	Intro to Microprocessors	3	3	4
ENG 114	Prof Research & Reporting	3	0	3
***	Social/Behavioral Science Elective	3	0	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	16
FIFTH SEMESTER (Spring)				
CET 211	Computer Upgrade/Repair II	2	3	3
ELC 229	Applications Project	1	3	2
NOS 120	Intro to Linux	2	2	3
***	Technical Elective	***	***	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	14
Total Required Minimum Semester Hours Credit.....				71
***Technical Electives:				
CIS 115	Intro to Programming & Logic	2	3	3
CSC 139	Visual BASIC Programming	2	3	3
ELC 128	Introduction to PLC	2	3	3
ELN 246	Certified Electronics Tech Prep	3	0	3
NET 126	Networking Basics	1	4	3
NOS 130	Windows Single User	2	2	3
NOS 220	Linux Admin I	2	2	3

SEC 110	Security Concepts	2	2	3
WEB 110	Internet/Web Fundamentals	2	3	3
<i>OR a work experience technical elective consisting of all of the following three (3) courses:</i>				
COE 111	Cooperative Work Experience I	0	10	1
COE 115	Work Experience Seminar I	1	0	1
COE 121	Cooperative Work Experience II	0	10	1

**Computer Engineering Technology (C40160)
Microcomputer Servicing Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
CIS 111	Basic PC Literary <i>or</i>			
CIS 110	Introduction to Computers	***	***	2-3
CET 111	Computer Upgrade & Repair I	2	3	3
CET 211	Computer Upgrade & Repair II	2	3	3
NOS 110	Operating System Concepts	2	3	3
NOS 130	Windows Single User	2	2	3
NET 125	Networking Basics	1	4	3
Total Required Minimum Semester Hours Credit				17

COMPUTER PROGRAMMING

The Computer Programming Curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations.

Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve.

Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, computer operators, systems technicians, or database specialists.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

**Computer Programming (A25130)
Associate in Applied Science Degree Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
CIS 111	Basic PC Literary <i>or</i>			
CIS 110	Introduction to Computers	***	***	2-3
CIS 115	Intro to Programming & Logic	2	3	3
CSC 139	Visual Basic Programming	2	3	3
ENG 111	Expository Writing	3	0	3

MAT 140	Survey of Mathematics (or higher)	3	0	3
NOS 110	Operating System Concepts	<u>2</u>	<u>3</u>	<u>3</u>
		***	***	17-18
SECOND SEMESTER (Spring)				
ACA 115	Success & Study Skills	0	2	1
CSC 151	Java Programming	2	3	3
CSC 239	Advanced Visual Basic	2	3	3
DBA 110	Database Concepts	2	3	3
NET 125	Networking Basics	1	4	3
WEB 182	PHP Programming	<u>2</u>	<u>2</u>	<u>3</u>
		9	17	16
THIRD SEMESTER (Summer)				
ENG 114	Professional Research & Reporting	3	0	3
***	Technical Elective	***	***	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	9
FOURTH SEMESTER (Fall)				
CSC 251	Advanced Java	2	3	3
CTS 285	Systems Analysis & Design	3	0	3
DBA 120	Database Programming I	2	3	3
NOS 130	Windows Single User	2	2	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		12	8	15
FIFTH SEMESTER (Spring)				
CSC 289	Programming Capstone Project	1	4	3
CTS 115	Info Systems Business Concepts	3	0	3
DBA 221	SQL Server DB Prog II	2	2	3
SEC 110	Security Concepts	2	2	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	8	15
Total Required Minimum Semester Hours Credit				72

*****Technical Electives:**

CET 111	Computer Upgrade/Repair I	2	3	3
CSC 134	C++ Programming	2	3	3
CSC 193	Selected Topics-Comp. Science	***	***	3
CSC 153	C# Programming	2	3	3
CSC 234	Advanced C++ Programming	2	3	3
CSC 253	Advanced C# Programming	2	3	3
NOS 120	Linux/Unix Single User	2	2	3
SGD 113	SGD Programming	2	3	3
WEB 110	Internet/Web Fundamentals	2	2	3
WEB 120	Intro to Internet Multimedia	2	3	3

OR a work experience technical elective consisting of all of the following three (3) courses:

COE 111	Cooperative Work Experience I	0	10	1
COE 115	Work Experience Seminar I	1	0	1
COE 121	Cooperative Work Experience II	0	10	1

COSMETOLOGY

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.

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

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

Because the use of computers is integral to this curriculum, some courses are delivered in an online format for the A.A.S and Diploma programs.

NOTE: The NC State Board has a time limit on multiple choice questions given to pass the licensure exam with no extended time allowed.

Cosmetology (A55140)

Associate in Applied Science Degree Program

First, Second, and Fourth Semesters may be taken either Fall or Spring.

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
COS 111	Cosmetology Concepts I	4	0	4
COS 112	Salon I	<u>0</u>	<u>24</u>	<u>8</u>
		4	24	12
SECOND SEMESTER (Spring)				
COS 113	Cosmetology Concepts II	4	0	4
COS 114	Salon II	<u>0</u>	<u>24</u>	<u>8</u>
		4	24	12
THIRD SEMESTER (Summer)				
COS 115	Cosmetology Concepts III	4	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>4</u>
		4	12	8
FOURTH SEMESTER (Fall)				
COS 117	Cosmetology Concepts IV	2	0	2
COS 118	Salon IV	0	21	7
COS 223	Contemporary Hair Color	<u>1</u>	<u>3</u>	<u>2</u>
		3	24	11
<i>These courses may be taken during the third or fourth semester of the program:</i>				
COE 111	Co-op Work Experience I	0	10	1
COE 115	Work Exp Seminar I	<u>1</u>	<u>0</u>	<u>1</u>
		1	10	2
FIFTH SEMESTER (Spring)				
ACA 115	Success & Study Skills	0	2	1
BUS 110	Introduction to Business	3	0	3
ENG 111	Expository Writing	3	0	3
PSY 118	Interpersonal Psychology <i>or</i>			
PSY 150	General Psychology	3	0	3
***	Natural Science/Math Elective	<u>3</u>	<u>0</u>	<u>3</u>
		12	2	13

SIXTH SEMESTER (Summer)

BUS 137	Principles of Management	3	0	3
CIS 110	Introduction to Computers <i>or</i>			
CIS 111	Basic PC Literacy	***	***	2-3
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof Research & Reporting	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	11-12

Total Required Minimum Semester Hours Credit.....69

**Cosmetology (D55140)
Diploma Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
COS 111	Cosmetology Concepts I	4	0	4
COS 112	Salon I	0	24	8
PSY 118	Interpersonal Psychology <i>or</i>			
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		7	24	15
SECOND SEMESTER (Spring)				
COS 113	Cosmetology Concepts II	4	0	4
COS 114	Salon II	0	24	8
ENG 102	Applied Communications II <i>or</i>			
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		7	24	15
THIRD SEMESTER (Summer)				
COS 115	Cosmetology Concepts III	4	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>4</u>
		4	12	8
Total Required Minimum Semester Hours Credit.....				38

***Optional electives offered if needed for NC State Board of Cosmetology program requirements.*

Optional**

COE 111	Co-op Work Experience I	0	10	1
COE 115	Work Exp Seminar I	1	0	1
COS 117	Cosmetology Concepts IV	2	0	2
COS 118	Salon IV	0	21	7

**Cosmetology (C55140)
Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
COS 111	Cosmetology Concepts I	4	0	4
COS 112	Salon I	<u>0</u>	<u>24</u>	<u>8</u>
		4	24	12
SECOND SEMESTER (Spring)				
COS 113	Cosmetology Concepts II	4	0	4

COS 114	Salon II	<u>0</u>	<u>24</u>	<u>8</u>
		4	24	12
THIRD SEMESTER (Summer)				
COS 115	Cosmetology Concepts III	4	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>4</u>
		4	12	8

Total Required Minimum Semester Hours Credit32

Optional Electives (offered if needed for NC State Board of Cosmetology program requirements):

COE 111	Co-op Work Experience I	0	10	1
COE 115	Work Exp Seminar I	1	0	1
COS 117	Cosmetology Concepts IV	2	0	2
COS 118	Salon IV	0	21	7

CRIMINAL JUSTICE TECHNOLOGY

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

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

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

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Criminal Justice Technology (A55180) (Day) Associate in Applied Science Degree Program

		Course Hours		Semester
		Class	Lab	Hours
ACA 115	Success & Study Skills	0	2	1
CJC 111	Intro to Criminal Justice	3	0	3
CJC 112	Criminology	3	0	3
CJC 113	Juvenile Justice	3	0	3
ENG 111	Expository Writing	3	0	3
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		15	2	16

SECOND SEMESTER (Spring)

CIS 110	Introduction to Computers <u>or</u>			
CIS 111	Basic Computer Literacy	***	***	2-3
CJC 120	Interview and Interrogation	1	2	2
CJC 121	Law Enforcement Operations	3	0	3
CJC 131	Criminal Law **	3	0	3

CJC 132	Court Procedure & Evidence	<u>3</u> ***	<u>0</u> ***	<u>3</u> 13-14
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** Students successfully completing a Basic Law Enforcement Training course, accredited by the North Carolina Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for CJC 131, Criminal Law, toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have successfully passed the Commissions' comprehensive certification examination. Students must have completed Basic Law Enforcement Training since 1985

THIRD SEMESTER (Summer)

CJC 212	Ethics and Comm Relations	3	0	3
CJC 232	Civil Liability	3	0	3
***	Elective(s)**	<u>***</u> ***	<u>***</u> ***	<u>2-5</u> 8-11

FOURTH SEMESTER (Fall)

CJC 221	Investigative Principles	3	2	4
CJC 225	Crisis Intervention	3	0	3
CJC 231	Constitutional Law	3	0	3
ENG 114	Prof Research & Reporting	3	0	3
PSY 281	Abnormal Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		15	2	16

FIFTH SEMESTER (Spring)

CJC 141	Corrections	3	0	3
CJC 241	Community-Based Corrections	3	0	3
MAT 115	Mathematical Models (or higher)	2	2	3
PSY 231	Forensic Psychology	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		14	2	15

Total Required Minimum Semester Hours Credit.....68

****Choose a minimum of two (2) CREDITS from the following courses:**

COE 111	CJC Co-op Work Experience I	0	10	1
COE 115	CJC Work Exp. Seminar I	1	0	1
BIO 163	Basic Anatomy & Physiology	4	2	5
COM 110	Intro to Communication	3	0	3
COM 231	Public Speaking	3	0	3
SOC 210	Intro to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3

Criminal Justice Technology (A55180) **(Hoke County) Associate in Applied Science Degree Program**

The Criminal Justice Technology Program is offered at the SCC Hoke Center in Raeford, NC, on a special schedule to accommodate the special needs of students who may be employed as law enforcement officers, telecommunicators, detention officers, or correctional officers. For detailed information, please contact the program coordinator.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
CIS 110	Introduction to Computers <i>or</i>			
CIS 111	Basic Computer Literacy	***	***	2-3
CJC 111	Intro to Criminal Justice	3	0	3
CJC 131	Criminal Law **	3	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	12-13

** Students successfully completing a Basic Law Enforcement Training course, accredited by the North Carolina Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for CJC 131, Criminal Law, toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have successfully passed the Commissions' comprehensive certification examination. Students must have completed Basic Law Enforcement Training since 1985.

SECOND SEMESTER (Spring)

CJC 112	Criminology	3	0	3
CJC 120	Interview and Interrogation	1	2	2
CJC 132	Court Procedure & Evidence	3	0	3
CJC 221	Investigative Principles	3	2	4
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		13	4	15

THIRD SEMESTER (Summer)

CJC 113	Juvenile Justice	3	0	3
CJC 141	Corrections	3	0	3
CJC 232	Civil Liability	3	0	3
***	Elective(s)**	***	***	<u>2-5</u>
		***	***	11-14

FOURTH SESSION (Fall)

CJC 121	Law Enforcement Operation	3	0	3
CJC 225	Crisis Intervention	3	0	3
CJC 231	Constitutional Law	3	0	3
PSY 281	Abnormal Psychology	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		15	0	15

FIFTH SESSION (Spring)

CJC 212	Ethics and Comm Relations	3	0	3
CJC 241	Community-Based Corrections	3	0	3
ENG 114	Prof Research & Reporting	3	0	3
MAT 115	Mathematical Models (or higher)	2	2	3
PSY 231	Forensic Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		14	2	15

Total Required Minimum Semester Hours Credit 68

****Choose a minimum of two (2) CREDITS from the following courses:**

COE 111	CJC Co-op Work Experience I	0	10	1
COE 115	CJC Work Exp. Seminar I	1	0	1
BIO 163	Basic Anatomy & Physiology	4	2	5

COM 110	Intro to Communication	3	0	3
COM 231	Public Speaking	3	0	3
SOC 210	Intro to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3

CULINARY TECHNOLOGY

The Culinary Technology Curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of food service settings including full service restaurants, hotels, resorts, clubs, catering operations, contract food service, and health care facilities.

Course offerings emphasize practical application, a strong theoretical knowledge base and professionalism, and provide the critical competencies to successfully meet industry demands. Courses also include sanitation, food-beverage service and control, baking, garde manger, American/international cuisines, food production, and hospitality supervision.

Graduates should qualify for entry-level positions such as line cook, station chef, and assistant pastry chef. American Culinary Federation certification may be available to graduates. With experience, graduates may advance to positions such as sous-chef, executive chef, or food service manager.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Culinary Technology (A55200) Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
CUL 110	Sanitation and Safety	2	0	2
CUL 110A	Sanitation and Safety Lab	0	2	1
CUL 140	Basic Culinary	2	6	5
CUL 160	Baking I	1	4	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		8	14	15
SECOND SEMESTER (Spring)				
CUL 135	Food and Beverage Service	2	0	2
CUL 135A	Food and Beverage Service Lab	0	2	1
CUL 170	Garde Manger I	1	4	3
CUL 240	Advanced Culinary Skills	1	8	5
MAT 115	Mathematical Models (or higher)	2	2	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		9	16	17
THIRD SEMESTER (Summer)				
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof Research & Reporting	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>

		6	0	6
FOURTH SEMESTER (Fall)				
CUL 125	Hospitality Information Systems	1	2	2
CUL 180	Int'l & American Regional Cuisine	1	8	5
CUL 214	Wine Appreciation	1	2	2
CUL 260	Baking II	1	4	3
HRM 140	Hospitality Tourism Law	3	0	3
HRM 245	Hospitality Human Resource Mgt.	<u>3</u>	<u>0</u>	<u>3</u>
		10	16	18
FIFTH SEMESTER (Spring)				
COE 112	CUL Co-op Work Experience I	0	20	2
COE 115	CUL Work Exp. Seminar I	1	0	1
CUL 112	Nutrition for Foodservice	3	0	3
CUL 120	Purchasing	2	0	2
CUL 250	Classical Cuisine	1	8	5
HRM 220	Food and Beverage Controls	<u>3</u>	<u>0</u>	<u>3</u>
		10	28	16
Total Required Minimum Semester Hours Credit				72

**Culinary Technology (C55200)
Certificate Program**

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
CUL 110	Sanitation and Safety	2	0	2
CUL 140	Basic Culinary	2	6	5
CUL 160	Baking I	1	4	3
CUL 170	Garde Manger I	1	4	3
CUL 240	Advanced Culinary Skills	1	8	5
Total Required Hours Credit.....				18

DIGITAL MEDIA TECHNOLOGY

The Digital Media Curriculum prepares students for entry-level jobs in the digital design and multimedia industry. Students learn to synthesize multimedia, hypertext, computer programming, information architecture, and client/server technologies using both Internet and non-network-based media. *This curriculum utilizes industry-standard software such as Adobe Creative Suites™.*

Students develop skills in communication, critical thinking, and problem solving as well as interface design, multimedia formats, application programming, data architecture, and client/server technologies. The program develops technical skills through practical applications that employ current and emerging standards and technologies.

Graduates should qualify for employment as Web designers, graphic artists/designers, multimedia specialists, Web developers, Web content specialists, media specialists, information specialists, digital media specialists, animation specialists, interface designers, and many new jobs yet to be defined in this expanding field.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Digital Media Technology (A25210)
Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ART 171	Computer Art I	0	6	3
CIS 110	Introduction to Computers <i>or</i>			
CIS 111	Basic PC Literacy	***	***	2-3
CIS 115	Programming/Logic Concept	2	3	3
DME 110	Intro to Digital Media	2	2	3
WEB 110	Internet/Web Fundamentals	<u>2</u>	<u>2</u>	<u>3</u>
		***	***	15-16
SECOND SEMESTER (Spring)				
DME 120	Intro to Multimedia Apps	2	2	3
ENG 111	Expository Writing	3	0	3
GRA 151	Computer Graphics I	1	3	2
GRD 121	Drawing Fundamentals I	1	3	2
WEB 111	Introduction to Web Graphics	2	2	3
WEB 115	Web Markup and Scripting	<u>2</u>	<u>2</u>	<u>3</u>
		11	12	16
THIRD SEMESTER (Summer)				
DME 115	Graphic Design Tools	2	2	3
DME 140	Intro Audio/Video Media	2	2	3
***	Technical Elective	***	***	<u>3</u>
		***	***	9
FOURTH SEMESTER (Fall)				
DME 130	Digital Animation I	2	2	3
GRA 250	E-Document Publishing	1	3	2
MAT 140	Survey of Mathematics	3	0	3
WEB 210	Web Design	2	2	3
***	Technical Elective	***	***	3
***	Technical Elective	***	***	<u>3</u>
		***	***	17
FIFTH SEMESTER (Spring)				
ENG 114	Prof. Research and Reporting <i>or</i>			
COM 231	Public Speaking	3	0	3
DME 285	Systems Project (Capstone Class)	2	2	3
***	Social/Behavioral Science Elective	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Technical Elective	***	***	<u>3</u>
		***	***	15
Total Required Minimum Semester Hours Credit.....				72

*****Technical Electives: Choose 4 technical electives from the list related to curriculum specialty:**

Web & Content Management System Specialty

DBA 110	Database Concepts	2	3	3
DME 260	Emerg Tech Digital Media	2	2	3
GRD 167	Photographic Imaging I	1	4	3
WEB 140	Web Development Tools	2	2	3

WEB 180	Active Server Pages	2	2	3
WEB 182	PHP Programming	2	2	3
WEB 211	Adv. Web Graphics	2	2	3
WEB 215	Adv. Markup & Scripting (JavaScript)	2	2	3
WEB 250	Database Driven Websites	2	2	3
WEB 285	Web Emerging Tech	2	2	3

OR a work experience technical elective consisting of the following three courses:

COE 111	Co-op Work Exp I	0	10	1
COE 115	Work Exp. Seminar I	1	0	1
COE 121	Co-op Work Exp. II	0	10	1

Design & Publication Specialty

DME 210	User Interface Design	2	2	3
DME 220	Interact Multi-Media Prog	2	2	3
DME 260	Emerg Tech Digital Media	2	2	3
DME 270	Prof Practices Dig Med	2	2	3
GRD 167	Photographic Imaging I	1	4	3
GRD 175	3-D Animation Design	1	4	3
GRD 265	Digital Print Production	1	4	3
WEB 140	Web Development Tools	2	2	3
WEB 211	Adv. Web Graphics	2	2	3
WEB 285	Emerging Web Tech.	2	2	3

OR a work experience technical elective consisting of the following three courses:

COE 111	Co-op Work Exp I	0	10	1
COE 115	Work Exp. Seminar I	1	0	1
COE 121	Co-op Work Exp. II	0	10	1

Digital Media (C25210DM) Certificate Program

The Digital Media Certificate is designed to develop digital media skills for the creation of web-based materials and interactive products. Emphasis is placed on desktop production. Skills in editing, compositing and visual effects are developed using cutting edge software. The certificate also emphasizes the underlying theories of design and learning that are essential for high quality products. This program is ideal for someone who has already earned a degree or is working in a related field who would like to update their skills.

A prerequisite to this certificate is the passing of a departmental computer skill competency exam or the completion of CIS 110 or CIS 111. Students may apply all coursework from this certificate program to the Associate Degree in Digital Media Technology.

		Course Hours		Semester Hours Credit
		Per Week Class	Per Week Lab	
DME 110	Intro to Digital Media	2	2	3
DME 120	Intro to Multimedia Appl	2	3	3
DME 130	Digital Animation I	2	2	3
DME 140	Intro Audio/Video Media	2	2	3
ART 171	Computer Art I (Photoshop)	0	6	3

WEB 111	Introduction to Web Graphics	<u>2</u>	<u>2</u>	<u>3</u>
		10	17	18
Total Required Minimum Semester Hours Credit.....				18

Print Design (C25210PD) Certificate Program

With the availability of affordable publishing software for personal computers and low-cost printing devices, many individuals, businesses and organizations now produce their own print material in-house. Creating print material that is effective requires an understanding of key design elements. The Print Design Certificate is designed to develop the fundamental skills, techniques, and software knowledge necessary to conceive, lay out, and produce graphics and type for print media. Topics include design theory as well as hands-on projects.

A prerequisite to this certificate is the passing of a departmental computer skill competency exam or the completion of CIS110 or CIS 111. Students may apply all coursework from this certificate program to the Associate Degree in Digital Media Technology.

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
ART 171	Computer Art I (Photoshop)	0	6	3
DME 115	Graphic Design Tools	2	2	3
GRA 151	Computer Graphics I	1	3	2
GRD 121	Drawing Fundamentals I	1	3	2
GRD 167	Photographic Imaging I	1	4	3
GRD 265	Print Production	1	4	3
GRA 250	E-Document Publishing	<u>1</u>	<u>3</u>	<u>2</u>
		7	25	18
Total Required Minimum Semester Hours Credit.....				18

Web Content Management (C25210C1) Certificate Program

Many of today's Web sites contain dynamic interactive pages created in CMS (Content Management Systems) with content managed by databases. This certificate has as its goal the training of individuals in "client-side" programming skills to create effective database-driven Web sites. Topics also include learning HTML syntax to code pages, understanding how databases work, and developing actual projects utilizing the latest open source CMS.

A prerequisite to this certificate is the passing of a departmental computer skill competency exam or the completion of CIS 110 or CIS 111. Students may apply all coursework from this certificate program to the Associate Degree in Digital Media Technology.

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
DBA 110	Database Concepts	2	3	3
WEB 110	Internet/Web Fundamentals	2	3	3

	(Introductory HTML)			
WEB 115	Web Markup and Scripting	2	2	3
	(Advanced HTML/CSS)			
WEB 182	PHP Programming	2	2	3
WEB 250	Database Driven Websites	2	2	3
WEB 285	Emerging Web Technologies	<u>2</u>	<u>2</u>	<u>3</u>
		12	14	18
Total Required Minimum Semester Hours Credit				18

**Web Design (C25210D)
Certificate Program**

In today’s world, a Web presence is becoming increasingly vital. However, it is just as important to understand what happens behind current software applications as well as online design principles and standards. This certificate covers Web page creation from hand coding to understanding how to best utilize Web creation software. Web design theory is stressed from the creation and manipulation of graphics on industry-standard software through optimization for the Web to actual hands-on projects.

A prerequisite to this certificate is the passing of a departmental computer skill competency exam or the completion of CIS 110 or CIS 111. Students may apply all coursework from this certificate program to the Associate Degree in Digital Media Technology.

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
DME 110	Intro to Digital Media	2	2	3
WEB 110	Internet/Web Fundamentals (Introductory HTML)	2	2	3
ART 171	Computer Art I	0	6	3
WEB 115	Web Markup and Scripting (Advanced HTML/CSS)	2	2	3
WEB 140	Web Development Tools (Dreamweaver)	2	2	3
WEB 210	Web Design	<u>2</u>	<u>2</u>	<u>3</u>
		10	16	18
Total Required Minimum Semester Hours Credit				18

EARLY CHILDHOOD EDUCATION

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

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

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and

child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Early Childhood Education (A55220)
Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
EDU 119	Intro to Early Childhood Education	4	0	4
EDU 131	Children Family and Community	3	0	3
EDU 153	Health, Safety, & Nutrition	3	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		13	2	14
SECOND SEMESTER (Spring)				
EDU 144	Child Development I	3	0	3
EDU 146	Child Guidance	3	0	3
EDU 151	Creative Activities	3	0	3
EDU 234	Infants, Toddlers, & Two's	3	0	3
EDU 261	Early Childhood Administration I	<u>3</u>	<u>0</u>	<u>3</u>
		15	0	15
THIRD SEMESTER (Summer)				
EDU 145	Child Development II	3	0	3
EDU 235	School-Age Dev. and Prog. <i>or</i>			
EDU 262	Early Childhood Admin II <i>or</i>			
EDU 275	Effective Teacher Training	***	0	2-3
EDU 271	Educational Technology	<u>2</u>	<u>2</u>	<u>3</u>
		7-8	2	8-9
FOURTH SEMESTER (Fall)				
EDU 251	Exploration Activities	3	0	3
EDU 259	Curriculum Planning	3	0	3
EDU 280	Language & Literacy Exp	3	0	3
EDU 284	Early Childhood Practicum	1	9	4
***	Natural Science/Math Elective	***	***	<u>3</u>
		***	***	16
FIFTH SEMESTER (Spring)				
EDU 221	Children with Exceptionalities	3	0	3
EDU 288	Adv Issues/Early Childhood Ed	2	0	2
***	Communication Elective – Choose one of the following: ENG 112, ENG 114, COM 110, or COM 120	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		14	0	14
Total Required Minimum Semester Hours Credit.....				67

Note: If a student is planning to transfer into a 4-year B-K (Birth-Kindergarten) degree program, he/she should plan to take MAT 140 as well as the following:

A science course (BIO 111 or BIO 165)

A science with a lab component (PHY 111 and PHY 110A), and

One additional humanities course

**Early Childhood Education (C55220IT)
Infant/Toddler Care Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
ACA 115	Success & Study Skills	0	2	1
EDU 119	Intro to Early Childhood Ed	4	0	4
EDU 144	Child Development I	3	0	3
EDU 146	Child Guidance	3	0	3
EDU 153	Health, Safety, & Nutrition	3	0	3
EDU 234	Infant, Toddlers, & Twos	3	0	3
Total Required Hours Credit.....				17

**Early Childhood Education (C55220PS)
Preschool Care Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
ACA 115	Success & Study Skills	0	2	1
EDU 119	Intro to Early Childhood Ed	4	0	4
EDU 145	Child Development II	3	0	3
EDU 146	Child Guidance	3	0	3
EDU 153	Health, Safety, & Nutrition	3	0	3
EDU 259	Curriculum Planning	3	0	3
Total Required Hours Credit.....				17

**Early Childhood Education (C55220S)
School Age Care Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
EDU 119	Intro to Early Childhood Ed	4	0	4
EDU 145	Child Development II	3	0	3
EDU 146	Child Guidance	3	0	3
EDU 153	Health, Safety, & Nutrition	3	0	3
EDU 235	School Age Program & Dev	3	0	3
EDU 275	Effective Teacher Training	2	0	2
Total Required Hours Credit.....				18

**Early Childhood Education (C55220A)
Early Childhood Administration Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
ACA 115	Success & Study Skills	0	2	1
EDU 119	Intro to Early Childhood Ed	4	0	4
EDU 146	Child Guidance	3	0	3
EDU 153	Health, Safety, & Nutrition	3	0	3
EDU 261	Early Childhood Administration I	3	0	3

EDU 262	Early Childhood Admin II	3	0	3
Total Required Hours Credit				17

EMERGENCY MEDICAL SCIENCE

The Emergency Medical Science Curriculum is designed to prepare graduates to enter the workforce as paramedics. Additionally, the program can provide an Associate's Degree for individuals desiring an opportunity for career enhancement. The course of study provides the student an opportunity to acquire basic and advanced life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions, hospital clinical experience, and field internships with emergency medical service agencies.

Students progressing through the program may be eligible to apply for both state and national certification exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions, and government agencies.

Emergency Medical Science (A45340) Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
BIO 165	Anatomy and Physiology I	3	3	4
CIS 111	Basic PC Literary <i>or</i>			
CIS 110	Introduction to Computers	***	***	2-3
EMS 110	EMT-Basic	5	6	7
EMS 150	Vehicle Ops and EMS Comm	<u>1</u>	<u>3</u>	<u>2</u>
		***	***	16-17
SECOND SEMESTER (Spring)				
BIO 166	Anatomy and Physiology II	3	3	4
EMS 120	Intermediate Interventions	2	3	3
EMS 121	EMS Clinical Practicum I	0	6	2
EMS 130	Introduction to Pharmacology	1	3	2
EMS 131	Advanced Airway Management	1	2	2
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		10	17	16
THIRD SEMESTER (Summer)				
EMS 210	Advanced Patient Assessment	1	3	2
EMS 220	Cardiology	2	6	4
EMS 221	Clinical Practicum II	<u>0</u>	<u>9</u>	<u>3</u>
		3	18	9
FOURTH SEMESTER (Fall)				
EMS 140	Rescue Scene Management	1	3	2
EMS 231	Clinical Practicum III	0	9	3
EMS 250	Advanced Medical Emergencies	2	3	3
EMS 260	Advanced Trauma Emergencies	1	3	2
ENG 114	Professional Research & Reporting	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		10	18	16

*****Select one of the following for Social/Behavioral Sciences Elective:**

PSY 118	Interpersonal Psychology	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 220	Social Problems	3	0	3
SOC 225	Social Diversity	3	0	3

(Note: Other courses from the Social/Behavioral Science offerings may be approved pending review by the Dean of Instruction.)

FIFTH SEMESTER (Spring)

EMS 235	EMS Management	2	0	2
EMS 240	Special Needs Patients	1	2	2
EMS 241	Clinical Practicum IV	0	9	3
EMS 270	Life Span Emergencies	2	2	3
EMS 285	EMS Capstone	1	3	2
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		9	16	15

Total Required Minimum Semester Hours Credit72

Emergency Medical Science Bridging

EMS Bridging Students will be required to complete the EMS Bridging Course, selected courses from the core curriculum, general education courses, and computer literacy. Bridging Students have attained a Paramedic certification through a continuing education certificate program and passed the North Carolina, National Registry, or another state certification examination.

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
BIO 165	Anatomy and Physiology I	3	3	4
BIO 166	Anatomy and Physiology II	3	3	4
CIS 111	Basic PC Literary <u>or</u>			
CIS 110	Introduction to Computers	***	***	2-3
EMS 140	Rescue Scene Management	1	3	2
EMS 235	EMS Management	2	0	2
EMS 280	EMS Bridging Course	2	2	3
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Sciences Elective	3	0	3

*****Select one of the following for Social/Behavioral Sciences Elective:**

PSY 118	Interpersonal Psychology	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SOC 220	Social Problems	3	0	3
SOC 225	Social Diversity	3	0	3

(Note: Other courses from the Social/Behavioral Science offerings may be approved pending review by the Dean of Instruction.)

ESTHETICS TECHNOLOGY

The Esthetics Technology Curriculum provides competency-based knowledge, scientific/artistic principles and hands-on fundamentals associated with the art of skin care. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Course work includes instruction in all phases of professional Esthetics Technology, business/human relations, product knowledge, and other related topics.

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

Esthetics Technology (C55230) Certificate Program

		Course Hours		Semester
		Class	Lab	Hours Credit
COS 119	Esthetics Concepts I	2	0	2
COS 120	Esthetics Salon I	0	18	6
COS 125	Esthetics Concepts II	2	0	2
COS 126	Esthetics Salon II	0	18	6
Total Required Hours Credit				16

GOLF COURSE MANAGEMENT

Concentration of Turfgrass Management Technology

Golf Course Management is a concentration under Turfgrass Management Technology that is designed to develop the golf course operations professional.

Students will acquire knowledge and skills that will allow them to apply principles of horticulture, turfgrass management, landscape design, and business organization and administration to golf courses.

Graduates will be qualified to enter careers as assistant superintendents, golf course construction technicians, or specialist in allied areas of turf management including sod production and athletic field management.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

This curriculum prepares students for employment in the turf management sector of the green industry as golf course superintendents, assistant golf course superintendents, and golf course construction technicians.

While enrolled in Golf Course Management, students will acquire skills in turfgrass management, business organization, horticulture, and golf course administration. Students will also complete an internship at one of the world-famous golf courses in the Pinehurst, North Carolina area.

Golf Course Management (A1542A)
Concentration of Turfgrass Management Technology
Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
COE 110	GCM World of Work	1	0	1
ENG 111	Expository Writing	3	0	3
LSG 111	Basic Landscape Tech	2	0	2
LSG 121	Fall Gardening Lab	0	6	2
MAT 120	Geometry and Trigonometry	2	2	3
PED 128	Golf - Beginning <u>or</u>			
PED 129	Golf - Intermediate	0	2	1
PSY 118	Interpersonal Psychology (or higher)	3	0	3
SPA 111	Elementary Spanish I (or higher)	<u>3</u>	<u>0</u>	<u>3</u>
		14	12	19
SECOND SEMESTER (Spring)				
COE 111	GCM Co-op Work Experience I	0	10	1
ENG 114	Prof. Research and Reporting	3	0	3
GCM 220	Golf Course Maint. Systems	3	0	3
HOR 166	Soil and Fertilizers	2	2	3
TRF 110	Intro Turfgrass Cult & ID	3	2	4
TRF 130	Native Flora ID	1	3	2
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		15	17	19
THIRD SEMESTER (Summer)				
COE 121	GCM Co-op Work Experience II	0	10	1
HOR 114	Landscape Construction	2	2	3
HOR 164	Horticulture Pest Management	2	2	3
HOR 162	Applied Plant Science <u>or</u>	***	***	3-4
BIO 111	General Biology <u>or</u>			
CHM 151	General Chemistry I			
TRF 210	Turfgrass Equip. Management	<u>1</u>	<u>4</u>	<u>3</u>
		***	***	13-14
FOURTH SEMESTER (Fall)				
COE 131	GCM Co-op Work Experience III	0	10	1
GCM 230	Golf Course Org and Admin	3	0	3
GCM 240	Golf Course Design	3	0	3
TRF 120	Turfgrass Irrigation and Design	2	4	4
TRF 230	Turfgrass Management Applic.	1	2	2
TRF 260	Adv Turfgrass Management	<u>3</u>	<u>2</u>	<u>4</u>
		12	18	17
FIFTH SEMESTER (Spring)				
COE 114	GCM Co-op Work Experience I	0	40	4
GCM 244	Advanced Issues/LSG	<u>2</u>	<u>0</u>	<u>2</u>
		2	40	6
Total Required Minimum Semester Hours Credit				74

HEALTH AND FITNESS SCIENCE

(Replaces Physical Fitness Technology A45610)

The Health and Fitness Science program is designed to provide students with the knowledge and skills necessary for employment in the fitness and exercise industry.

Students will be trained in exercise science and be able to administer basic fitness tests and health risk appraisals, teach specific exercise and fitness classes and provide instruction in the proper use of exercise equipment and facilities.

Graduates should qualify for employment opportunities in commercial fitness clubs, YMCA's/YWCA's, wellness programs in business and industry, Parks & Recreation Departments and other organizations implementing exercise & fitness programs.

Health and Fitness Science (A45630) Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
BIO 165	Anatomy & Physiology I	3	3	4
ENG 111	Expository Writing	3	0	3
PED 110	Fit and Well for Life	2	0	2
PSF 110	Exercise Science	4	0	4
PSF 111	Fitness & Exercise Testing I	<u>3</u>	<u>2</u>	<u>4</u>
		15	7	18
SECOND SEMESTER (Spring)				
BIO 155	Nutrition	3	0	3
BIO 166	Anatomy & Physiology II	3	3	4
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof. Research & Reporting <i>or</i>			
COM 231	Public Speaking	3	0	3
PED 120	Walking for Fitness	3	0	1
PSF 114	Physical Fitness Theory & Inst.	4	0	4
PSF 116	Prev & Care of Exer Rel Injuries	<u>2</u>	<u>2</u>	<u>3</u>
		18	3	18
THIRD SEMESTER (Summer)				
HEA 112	First Aid and CPR	1	2	2
PED 117	Weight Training I	0	3	1
PSF 120	Group Exercise Instruction	2	2	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		6	7	9
FOURTH SEMESTER (Fall)				
COE 111	PSF Co-op Work Experience I	0	10	1
COE 115	PSF Work Experience Seminar I	1	0	1
PED 118	Weight Training II	0	3	1
PSF 210	Personal Training	2	2	3
PSF 218	Lifestyle Change & Wellness	3	2	4
***	Natural Science/Math Elective	***	***	<u>3</u>
		***	***	13

FIFTH SEMESTER (Spring)

COE 121	PSF Co-op Work Experience II	0	10	1
PED ***	Physical Education Elective	***	***	1
PED ***	Physical Education Elective	***	***	1-2
PSF 212	Exercise Programming	2	2	3
PSY 150	General Psychology	3	0	3
RSM 245	Resort and Spa Law	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	12-13

Total Required Minimum Semester Hours Credit70

*****Select two (2) courses from the following:**

PED 111, 113, 121, 122, 123, 125, 127, 128, 129, 130, 135, 143, 145, 147, 152, 153, 154, 176, 186, 215, 260, 262

HEALTH INFORMATION TECHNOLOGY

The Health Information Technology Curriculum provides individuals with the knowledge and skills to process, analyze, abstract, compile, maintain, manage, and report health information.

Students will supervise departmental functions; classify, code, and index diagnoses and procedures; coordinate information for cost control, quality management, statistics, marketing, and planning; monitor governmental and non-governmental standards; facilitate research; and design system controls to monitor patient information security.

Graduates of this program may be eligible to write the national certification examination to become a Registered Health Information Technician (RHIT). Employment opportunities include hospitals, rehabilitation facilities, nursing homes, health insurance organizations, outpatient clinics, physicians' offices, hospice sites, and mental health facilities. The program is offered at the following colleges:

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Pitt CC/Sandhills CC Partner Program

Pitt Community College (PCC) has entered into a unique learning partnership with SCC to provide SCC students the opportunity to complete up to 39 credit hours at SCC to be used toward completion of the 76-hour A.A.S. in the PCC Health Information Technology program.

Students accepted into this program can explore two options:

1. Complete the 39 hours of general requirements prior to application to the program, or
2. Complete some or all of those courses at SCC while concurrently enrolled in the PCC program online.

**Health Information Technology (A45360)
Associate in Applied Science Degree Program**

SCC Courses		PCC Courses	
Course Prefix, Number, and Title	Credit Hours	Course Prefix, Number, and Title	Credit Hours
ACA 115 College Student Success Substitute of ACA 111	1	FIRST SEMESTER	
*BIO 165 Anatomy & Physiology I Substitute for BIO 168	4	HIT 110 Fundamentals of HIM	2
*BIO 166 Anatomy & Physiology II Substitute for BIO 169	4	HIT 112 Health Law & Ethics	3
*BIO 275 Microbiology Substitute for BIO 175	3	HIT 114 Health Data Systems/Standards	3
CIS 110 Intro to Computers	3	HIT 122 Prof Practice Experience I	1
DBA 110 Database Concepts	3		
ENG 111 Expository Writing	3	SECOND SEMESTER	
ENG 114 Prof. Res. and Reporting	3	HIT 210 Healthcare Statistics	3
HUM 115 Critical Thinking	3	HIT 212 ICD-9-CM Coding	4
MAT 110 or higher	3	HIT 216 Quality Management	2
MED 121 Medical Term. I	3	HIT 220 Computers in Health Care	2
MED 122 Medical Term. II	3	HIT 222 Prof Practice Experience III	2
PSY 150 General Psychology	3	HIT 226 Principles of Disease	3
		THIRD SEMESTER	
		HIT 214 CPT/Other Coding Systems	2
		HIT 215 Reimbursement Methodologies	2
		HIT 218 Management Principles in HIT	3
		HIT 224 Prof Practice Experience IV	3
		HIT 280 Professional Issues	2
	39		37

**For more information on this unique offering, contact: Toney Ratliff at
ratliff@sandhills.edu or 910-695-3752.**

HOTEL AND RESTAURANT MANAGEMENT

The Hotel and Restaurant Management Curriculum prepares students to understand and apply the administrative and practical skills needed for supervisory and managerial positions in hotels, motels, resorts, inns, restaurants, institutions, and clubs.

Course work includes front office management, food preparation, guest services, sanitation, menu writing, quality management, purchasing, and other areas critical to the success of hospitality professionals.

Upon completion, graduates should qualify for supervisory or entry-level management positions in food and lodging including front office, reservations, housekeeping, purchasing, dining room, and marketing. Opportunities are also available in the support areas of food and equipment sales.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Hotel and Restaurant Management (A25240)
Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ACC 175	Hotel & Restaurant Accounting	3	2	4
CUL 125	Hospitality Info Systems	1	2	2
CUL 135	Food & Beverage Service	2	0	2
CUL 135A	Food & Beverage Serv Lab	0	2	1
ENG 111	Expository Writing	3	0	3
HRM 110	Intro to Hospitality Industry	2	0	2
MAT 115	Mathematical Models (or higher)	<u>2</u>	<u>2</u>	<u>3</u>
		13	10	18
SECOND SEMESTER (Spring)				
CUL 110	Sanitation & Safety	2	0	2
CUL 110A	Sanitation & Safety Lab	0	2	1
CUL 112	Nutrition for Foodservices	3	0	3
CUL 140	Basic Culinary Skills	2	6	5
HRM 115	Housekeeping Management	3	0	3
HRM 120	Front Office Procedures	<u>3</u>	<u>0</u>	<u>3</u>
		13	8	17
THIRD SEMESTER (Summer)				
ENG 112	Argument-Based Res <i>or</i>			
ENG 114	Professional Research & Reporting	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavior Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9
FOURTH SEMESTER (Fall)				
COE 111	HRM Co-op Work Experience I	0	10	1
COE 115	HRM Work Experience Seminar I	1	0	1
CUL 214	Wine Appreciation	1	2	2
HRM 140	Hospitality/Tourism Law	3	0	3
HRM 210	Meetings and Conventions	3	0	3
HRM 215	Restaurant Management	3	0	3
HRM 245	Hospitality HR Mgmt	<u>3</u>	<u>0</u>	<u>3</u>
		14	12	16
FIFTH SEMESTER (Spring)				
CUL 120	Purchasing	2	0	2
HRM 220	Food and Beverage Controls	3	0	3
HRM 230	Club & Resort Management	2	0	2
HRM 235	Hospitality Quality Mgmt.	3	0	3
HRM 240	Hospitality Marketing	3	0	3
HRM 280	Hospitality Mgmt. Problems	<u>3</u>	<u>0</u>	<u>3</u>
		16	0	16
Total Required Minimum Semester Hours Credit				76

HUMAN SERVICES TECHNOLOGY

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 services 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.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Human Services Technology (A45380) Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
CIS 111	Basic PC Literacy <i>or</i>			
CIS 110	Introduction to Computers	***	***	2-3
HSE 110	Intro to Human Services Tech	2	2	3
HSE 123	Interviewing Techniques	2	2	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	15-16
SECOND SEMESTER (Spring)				
ENG 111	Expository Writing	3	0	3
HSE 112	Group Process I	1	2	2
HSE 125	Counseling	2	2	3
PSY 241	Developmental Psychology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	<u>3</u>	<u>0</u>	<u>3</u>
		15	4	17
THIRD SEMESTER (Summer)				
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Professional Research & Reporting	3	0	3
PSY 141	Psychology of Death & Dying	3	0	3
PSY 239	Psychology of Personality	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		12	0	12
FOURTH SEMESTER (Fall)				
COE 111	HST Coop Work Experience I	0	10	1
COE 115	HST Work Experience Seminar I	1	0	1

GRO 120	Gerontology	3	0	3
MAT 115	Mathematical Models (or higher) <i>or</i>			
***	Natural Sciences	***	***	3-5
	<i>Please choose one (set):</i>			
	AST 111, 111A			
	BIO 110 (or higher)			
	CHM 151C, 151L			
	PHY 110, 110A			
PSY 281	Abnormal Psychology	3	0	3
SAB 110	Substance Abuse Overview	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	14-16
FIFTH SEMESTER (Spring)				
COE 121	HST Coop Work Experience II	0	10	1
COE 125	HST Work Experience Seminar II	1	0	1
HSE 210	Human Services Issues	2	0	2
HSE 225	Crisis Intervention	3	0	3
PSY 255	Introduction to Exceptionality	3	0	3
PSY 265	Behavior Modification	<u>3</u>	<u>0</u>	<u>3</u>
		12	10	13
Total Required Minimum Semester Hours Credit				71

**Human Services Technology Substance Abuse Concentration
(A4538E)**

Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
CIS 111	Basic PC Literary <i>or</i>			
CIS 110	Introduction to Computers	***	***	2-3
HSE 110	Intro to Human Services Tech	2	2	3
HSE 123	Interviewing Techniques	2	2	3
PSY 150	General Psychology	3	0	3
SAB 110	Substance Abuse Overview	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	15-16
SECOND SEMESTER (Spring)				
ENG 111	Expository Writing	3	0	3
HSE 112	Group Process I	1	2	2
HSE 125	Counseling	2	2	3
PSY 241	Developmental Psychology	3	0	3
SAB 120	Intake & Assessment	3	0	3
SOC 210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>3</u>
		15	4	17
THIRD SEMESTER (Summer)				
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Professional Research & Reporting	3	0	3
SAB 125	SAB Case Management	2	2	3
SAB 135	Addictive Process	3	0	3
SOC 213	Sociology of the Family	<u>3</u>	<u>0</u>	<u>3</u>
		11	2	12

FOURTH SEMESTER (Fall)

COE 111	HST Coop Work Experience I	0	10	1
COE 115	HST Work Experience Seminar I	1	0	1
MAT 115	Mathematical Models (or higher) <i>or</i>			
***	Natural Sciences	***	***	3-5
	<i>Please choose one set:</i>			
	AST 111, 111A			
	BIO 110 (or higher)			
	CHM 151			
	PHY 110, 110A			
PSY 281	Abnormal Psychology	3	0	3
SAB 210	Substance Abuse Counseling	2	2	3
SAB 240	SAB Issues	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	14-16

FIFTH SEMESTER (Spring)

COE 121	HST Coop Work Experience II	0	10	1
COE 125	HST Work Experience Seminar II	1	0	1
HSE 210	Human Services Issues	2	0	2
HSE 225	Crisis Intervention	3	0	3
SOC 220	Social Problems	3	0	3
SAB 230	Family Therapy	2	2	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		14	12	16

Total Required Minimum Semester Hours Credit.....74

INDUSTRIAL SYSTEMS TECHNOLOGY

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

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

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

Industrial Systems Technology (A50240)

Associate in Applied Science Degree Program

Offered only at Unilever in Raeford, NC

Courses will be offered in a sequence that matches the industry's needs.

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
GENERAL EDUCATION COURSES				
ENG 111	Expository Writing	3	0	3

ENG 114	Prof. Research & Reporting	3	0	3
MAT 121	Algebra/Trigonometry I	2	2	3
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Science Elective	3	0	3

MAJOR COURSES

BPR 115	Elc/Fluid Power Diagrams	1	2	2
ELC 111	Intro to Electricity	2	2	3
HYD 110	Hydraulics/Pneumatics I	2	3	3
ISC 112	Industrial Safety	2	0	2
MNT 110	Intro to Maintenance Procedures	1	3	2
MNT 160	Industrial Fabrication	1	3	2
WLD 112	Basic Welding Processes	1	3	2

OTHER REQUIRED COURSES

CIS 111	PC Literacy	1	2	2
ELC 113	Basic Wiring I	2	6	4
ELC 115	Industrial Wiring	2	6	4
ELC 117	Motors & Controls	2	6	4
ELC 128	Intro to PLC	2	3	3
ELC 215	Electrical Maintenance	2	3	3
ELN 131	Electronic Devices	3	3	4
ELN 133	Digital Electronic	3	3	4
ISC 170	Problem-Solving Skills	3	0	3

TECHNICAL ELECTIVES: Minimum 3 credit hours required

ELN 231	Industrial Controls	2	3	3
HYD 115	Industrial Hydraulics	2	2	3
HYD 121	Hydraulics/Pneumatics II	1	3	2
MAC 111	Machining Technology	2	12	6
MEC 111	Machine Processes	1	4	3
NET 125	Networking Basics	1	4	3
PKG 110	PKG Machinery I	1	4	3
PLU 120	Plumbing Applications	4	15	9
WLD 115	SMAW (Stick) Welding	2	9	5
WLD 121	GMAW (MIG) FCAW/Plate	2	6	4
OR				
COE 111	Co-op Work Experience I	0	10	1
COE 115	Co-op Seminar	10	0	1
COE 121	Co-op Work Experience II	0	10	1

Total Required Minimum Semester Hours Credit65

**Industrial Systems Technology (D50240EM)
Diploma**

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
ENG 111	Expository Writing	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
BPR 115	Elc/Fluid Power Diagrams	1	2	2
ELC 111	Intro to Electricity	2	2	3
HYD 110	Hydraulics/Pneumatics I	2	3	3

ISC 112	Industrial Safety	2	0	2
MNT 110	Intro to Maintenance Procedures	1	3	2
MNT 160	Industrial Fabrication	1	3	2
WLD 112	Basic Welding Processes	1	3	2
CIS 111	PC Literacy	1	2	2
ELC 113	Basic Wiring I	2	6	4
ELC 115	Industrial Wiring	2	6	4
ELN 131	Electronic Devices	<u>3</u>	<u>3</u>	<u>4</u>
		24	33	36
Total Required Minimum Semester Hours Credit.....				36

Industrial Systems Technology (C50240EM) Certificate Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	Credit
BPR 115	Ele/Fluid Power Diagrams	1	2	2
ELC 111	Intro to Electricity	2	2	3
ELN 131	Electronic Devices	3	3	4
ISC 112	Industrial Safety	2	0	2
MNT 110	Intro to Maintenance Procedures	1	3	2
MNT 160	Industrial Fabrication	1	3	2
WLD 112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>2</u>
		11	16	17
Total Required Minimum Semester Hours Credit.....				17

LANDSCAPE GARDENING

The Landscape Gardening Curriculum emphasizes intensive, practical, hands-on training in applied horticulture to reinforce classroom lecture on theory and technique.

Course work includes plant propagation, greenhouse and nursery plant culture, turf management, plant identification, arboriculture, diseases and pests of plants, and landscape planning, maintenance, and construction.

Graduates will be prepared for employment opportunities in applied horticulture related to landscape development and maintenance for residential and commercial operations. Graduates should be prepared to take the North Carolina Pesticide Applicator's Examination and the North Carolina Certified Plant Professional Examination.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Landscape Gardening (A15260)
Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ENG 111	Expository Writing	3	0	3
LSG 111	Basic Landscape Techniques	2	0	2
LSG 121	Fall Gardening Lab	0	6	2
MAT 120	Geometry & Trigonometry	2	2	3
PSY 118	Interpersonal Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		10	10	14
SECOND SEMESTER (Spring)				
COE 111	LSG Co-op Work Experience I	0	10	1
ENG 114	Prof. Research & Reporting	3	0	3
HOR 134	Greenhouse Operations	2	2	3
HOR 160	Plant Materials I	2	2	3
LSG 122	Spring Gardening Lab	0	6	2
TRF 110	Intro Turfgrass Culture & ID	<u>3</u>	<u>2</u>	<u>4</u>
		10	22	16
THIRD SEMESTER (Summer)				
COE 121	LSG Co-op Work Experience II	0	10	1
HOR 114	Landscape Construction	2	2	3
HOR 142	Fruits & Vegetable Production	1	2	2
HOR 164	Horticulture Pest Management	2	2	3
HOR 260	Plant Materials II	2	2	3
LSG 123	Summer Gardening Lab	<u>0</u>	<u>6</u>	<u>2</u>
		7	24	14
FOURTH SEMESTER (Fall)				
COE 131	LSG Co-op Work Experience III	0	10	1
HOR 112	Landscape Design I	2	3	3
HOR 235	Greenhouse Production	2	2	3
HOR 268	Advanced Propagation	3	3	4
LSG 231	Landscape Supervision	2	6	4
***	Optional Elective (see below)	<u>***</u>	<u>***</u>	<u>***</u>
		9	24	15
ELECTIVE LIST				
HOR 255	Interiorscapes	1	2	2
HOR 265	Adv. Plant Materials	1	2	2
***Students must take a minimum of 4 credit hours from the elective list either fall or spring semester.				
FIFTH SEMESTER (Spring)				
HOR 257	Arboriculture Practices	1	3	2
LSG 244	Advanced Issues/LSG	2	0	2
SPA 120	Spanish in the Workplace	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Elective (see below)	<u>***</u>	<u>***</u>	<u>4</u>
		***	***	14
ELECTIVE LIST				
BUS 230	Small Business Management	3	0	3

HOR 213	Landscpe Design II	2	2	3
HOR 225	Nursery Production	2	2	3
SIXTH SEMESTER (Summer)				
COE 113	LSG Co-op Work Experience (Internship)	0	30	3
Total Required Minimum Semester Hours Credit.....				76

Landscape Gardening (C15260) Certificate Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
LSG 111	Basic Landscape Techniques	2	0	2
LSG 121	Fall Gardening Lab	<u>0</u>	<u>6</u>	<u>2</u>
		2	6	4
SECOND SEMESTER (Spring)				
COE 111	LSG Co-op Work Experience I	0	10	1
HOR 134	Greenhouse Operations	2	2	3
TRF 110	Intro Turfgrass Culture & ID	<u>3</u>	<u>2</u>	<u>4</u>
		5	14	8
Total Required Minimum Semester Hours Credit.....				12
Elective				
HOR 160	Plant Material I	2	2	3

MEDICAL LABORATORY TECHNOLOGY

The Medical Laboratory Technology (MLT) 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/treatment of disease.

Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance, and reporting/recording and interpreting findings involving tissues, blood, and body fluids.

Graduates may be eligible to take examinations given by the Board of Certification for Medical Technologists of the American Society of Clinical Pathologists. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

*The MLT Program at Sandhills is accredited by
National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Road, Suite 720 • Rosemont, IL 60018
773-714-8880*

**Medical Laboratory Technology (A45420)
Associate in Applied Science Degree Program**

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
BIO 165	Anatomy & Physiology I	3	3	4
CHM 130	Gen., Org., & Biochemistry	3	0	3
CHM 130A	Gen., Org., & Biochemistry Lab	0	2	1
ENG 111	Expository Writing	3	0	3
MLT 110	Intro to Medical Lab Technology	2	3	3
MLT 111	Urinalysis and Body Fluids	1	3	2
***	Soc./Behav. Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		15	13	20
SECOND SEMESTER (Spring)				
BIO 166	Anatomy & Physiology II	3	3	4
BIO 275	General Microbiology	3	3	4
MAT 140	Survey of Mathematics (or higher)	3	0	3
MLT 120	Hematology/Hemostasis	3	3	4
MLT 130	Clinical Chemistry	<u>3</u>	<u>3</u>	<u>4</u>
		15	12	19
THIRD SEMESTER (Summer)				
MLT 125	Immunohematology I	4	3	5
ENG 112	Argument-Based Research	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		10	3	11
FOURTH SEMESTER (Fall)				
MLT 141	General Clinical Microbiology	2	2	3
MLT 259	MLT Clinical Practicum I	<u>0</u>	<u>33</u>	<u>11</u>
		2	35	14
FIFTH SEMESTER (Spring)				
MLT 215	Professional Issues	1	0	1
MLT 269	MLT Clinical Practicum II	<u>0</u>	<u>33</u>	<u>11</u>
		1	33	12
Total Required Minimum Semester Hours Credit				76

MEDICAL OFFICE ADMINISTRATION

The Medical Office Administration Curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

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

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Medical Office Administration (A25310)
Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ACC 120	Principles of Financial Accounting	3	2	4
BUS 110	Introduction to Business	3	0	3
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematical Models (or higher)	2	2	3
OST 131	Keyboarding	1	2	2
OST 141	Medical Terms I-Medical Office <i>or</i>			
MED 121	Medical Terminology I	<u>3</u>	<u>0</u>	<u>3</u>
		15	8	19
SECOND SEMESTER (Spring)				
BUS 121	Business Math	2	2	3
ECO 151	Survey of Economics (or higher)	3	0	3
ENG 114	Prof Research & Reporting <i>or</i>			
ENG 112	Argument-Based Research	3	0	3
OST 132	Skillbuilding	1	2	2
OST 142	Medical Terms II-Medical Office <i>or</i>			
MED 122	Medical Terminology II	3	0	3
OST 164	Text Editing Applications	<u>3</u>	<u>0</u>	<u>3</u>
		15	4	17
THIRD SEMESTER (Summer)				
OST 134	Text Entry & Formatting	2	2	3
OST 136	Word Processing	2	2	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		7	4	9
FOURTH SEMESTER (Fall)				
CIS 110	Introduction to Computers	2	2	3
OST 148	Medical Coding, Billing, Insurance	3	0	3
OST 149	Medical Legal Issues	3	0	3
OST 236	Advanced Word Processing	2	2	3
OST 241	Medical Office Transcription I	1	2	2
***	OST Elective	<u>***</u>	<u>2</u>	<u>2-3</u>
		***	8	16-17
FIFTH SEMESTER (Spring)				
BUS 260	Business Communications	3	0	3
OST 242	Medical Transcription II	1	2	2
OST 243	Medical Office Simulation	2	2	3
OST 286	Professional Development	3	0	3
OST 289	Administrative Office Management	<u>2</u>	<u>2</u>	<u>3</u>
		11	6	14
Total Required Minimum Semester Hours Credit.....				75
***OST Electives:				
OST 184	Records Management	2	2	3

OST 247	Procedure Coding	1	2	2
OST 248	Diagnostic Coding	1	2	2

**Medical Office Administration (C25310C)
Medical Office Coding Certificate**

		Course Hours Per Week		Semester Hours
OST 141	Med Terms I-Med Office <i>or</i>			
MED 121	Medical Terminology I	3	0	3
OST 142	Med Terms II-Med Office <i>or</i>			
MED 122	Medical Terminology II	3	0	3
OST 148	Medical Coding, Billing, Insurance	3	0	3
OST 243	Medical Office Simulation	2	2	3
OST 247	Procedure Coding	1	2	2
OST 248	Diagnostic Coding	<u>1</u>	<u>2</u>	<u>2</u>
		13	6	16
Total Required Hours Credit.....				16

NETWORKING TECHNOLOGY

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.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

**Networking Technology (A25340)
Associate in Applied Science Degree Program**

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success and Study Skills	0	2	1
CIS 110	Introduction to Computers <i>or</i>			
CIS 111	Basic PC Literacy	***	***	2-3
ENG 111	Expository Writing	3	0	3
NET 125	Networking Basics	1	4	3
NOS 110	Operating Systems Concepts	2	3	3

SEC 110	Security Concepts	<u>3</u> ***	<u>0</u> ***	<u>3</u> 15-16
SECOND SEMESTER (Spring)				
DBA 110	Database Concepts	2	2	3
ENG 114	Prof. Research & Reporting	3	0	3
NET 126	Routing Basics	1	4	3
NOS 120	Linux/UNIX Single User	2	2	3
NOS 130	Windows Single User	<u>2</u>	<u>2</u>	<u>3</u>
		10	10	15
THIRD SEMESTER (Summer)				
MAT 140	Survey of Mathematics	3	0	3
NOS 230	Windows Admin I	2	2	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		8	2	9
FOURTH SEMESTER (Fall)				
CIS 115	Intro to Programming & Logic	2	3	3
CTS 120	Hardware/Software Support	2	2	3
NET 225	Routing & Switching I	1	4	3
***	Humanities/Fine Arts Elective	3	0	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	15
FIFTH SEMESTER (Spring)				
CTS 115	Info Systems Business Concepts	3	0	3
NET 226	Routing & Switching II	1	4	3
NET 289	Networking Project	1	4	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	12
Total Required Minimum Semester Hours Credit.....				66

*****Technical Electives:**

CET 211	Computer Upgrade/Repair II	2	3	3
DBA 120	Database Programming I	2	2	3
NET 175	Wireless Technology	2	2	3
NOS 220	Linux/UNIX Admin I	2	2	3
NOS 221	Linux/UNIX Admin II	2	2	3
NOS 222	Linux/UNIX Admin III	2	2	3
NOS 231	Windows Admin II	2	2	3
NOS 232	Windows Admin III	2	2	3
SEC 150	Secure Communications	2	2	3
SEC 160	Secure Admin I	2	2	3

OR a work experience technical elective consisting of all of the following three (3) courses:

COE 111	Co-op Work Experience I	0	10	1
COE 115	Work Exp Seminar I	1	0	1
COE 121	Co-op Work Experience II	0	10	1

Networking Fundamentals (D25340) Diploma Program

The Networking Fundamentals Diploma prepares students for entry level positions in Networking. It provides basic skills in network operating systems such as Windows

Server and Red Hat Enterprise, as well as fundamental knowledge of networking hardware and basic router configurations

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
CIS 110	Introduction to Computers <i>or</i>			
CIS 111	Basic PC Literacy	***	***	2-3
CIS 115	Intro to Programming & Logic	2	3	3
CTS 120	Hardware/Software Support	2	2	3
NET 125	Networking Basics	1	4	3
NOS 110	Operating Systems Concepts	<u>2</u>	<u>3</u>	<u>3</u>
		***	***	14-15
SECOND SEMESTER (Spring)				
DBA 110	Database Concepts	2	2	3
NET 126	Routing Basics	1	4	3
NOS 120	Linux/UNIX Single User	2	2	3
NOS 130	Windows Single User	2	2	3
SEC 110	Security Concepts	<u>3</u>	<u>0</u>	<u>3</u>
		10	10	15
THIRD SEMESTER (Summer)				
ENG 111	Expository Writing	3	0	3
MAT 140	Survey of Mathematics	3	0	3
NOS 230	Windows Admin I	<u>2</u>	<u>2</u>	<u>3</u>
		8	2	9
Total Required Minimum Semester Hours Credit				38

**Networking Technology (C25340C)
Cisco Networking Certificate**

The Cisco Networking Certificate is meant to prepare students for the Cisco Certified Networking Associate (CCNA) Certification. The curriculum includes courses in network theory and protocols, router and switch configuration, and network design. The Cisco courses are also technical electives for the students in the Networking Technology Associate in Applied Science degree program.

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
CIS 110	Introduction to Computers <i>or</i>			
CIS 111	Basic PC Literacy	***	***	2-3
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 II	1	4	3
NOS 110	Operating System Concepts	<u>2</u>	<u>3</u>	<u>3</u>
		***	***	17-18
Total Required Minimum Semester Hours Credit				17

Networking Technology (C25340L) Linux Networking Certificate

This certificate has as its goal the training of individuals in skills to install, configure, and maintain the Linux operating system. All the courses in this certificate count towards the Networking Technology AAS degree program. The courses in this certificate are available day and evening.

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
NET 125	Networking Basics	1	4	3
NOS 110	Operating Systems Concepts	2	3	3
NOS 120	Linux/UNIX Single User	2	2	3
NOS 220	Linux/UNIX Admin I	2	2	3
NOS 221	Linux/UNIX Admin II	2	2	3
NOS 222	Linux/UNIX Admin III	<u>2</u>	<u>2</u>	<u>3</u>
		11	15	18
Total Required Minimum Semester Hours Credit.....				18

Networking Technology (C25340MN) Microsoft Networking Certificate (MCSA)

The Microsoft Networking Certificate (MCSA) consists of 6 courses (18 semester hours). These courses are also either required or electives to the Networking Technology degree program at Sandhills Community College. The audience for this training is the student who wishes to become a network administrator or technical support specialist, systems manager, or a technical consultant. The courses teach students how to support and integrate computing systems with Microsoft products. MCSA networking certificate courses also help students prepare for MCP exams and build toward the level of Microsoft Certified Systems Engineer (MCSE). By passing these exams, students can earn an industry-recognized credential indicating technical proficiency with Microsoft networking and operating systems.

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
NOS 110	Operating Systems Concepts	2	3	3
NOS 130	Windows Single User	2	2	3
NOS 230	Windows Admin I	2	2	3
NOS 231	Windows Admin II	2	2	3
NOS 232	Windows Admin III	2	2	3
SEC 110	Security Concepts	<u>3</u>	<u>0</u>	<u>3</u>
		13	11	18
Total Required Minimum Semester Hours Credit.....				18

Networking Technology (C25340S) Network Security Certificate

This certificate is designed to focus on the crucial task of securing a network. Upon completion, students will gain the ability to identify information security risks, create an information security policy, identify processes to implement, enforce policy, implement secure data transmission technologies, identify normal network traffic

using network analysis tools, and design basic security defenses. This certificate also will help prepare the student for the CompTIA Security+ Industry Certification. By passing the certificate exam, students earn an industry-recognized credential indicating a basic technical proficiency in securing networks. This certificate will also increase the marketability of the student in finding employment.

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
CIS 110	Intro to Computers <i>or</i>			
CIS 111	Basic PC Literacy	***	***	2-3
NET 125	Networking Basics	1	4	3
NOS 110	Operating Systems Concepts	2	3	3
SEC 110	Security Concepts	3	0	3
SEC 160	Secure Admin I	<u>2</u>	<u>2</u>	<u>3</u>
		***	***	14-15
Total Required Minimum Semester Hours Credit				14

NURSING ASSISTANT

The Nursing Assistant Curriculum prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages.

Course work emphasizes growth and development throughout the life span, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills.

Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors' offices.

Nursing Assistant (C45480) Certificate Program

		Course Hours Per Week			Semester Hours
		Class	Lab	Clinical	Credit
NAS 101	Nursing Assistant I	3	4	3	6
NAS 102	Nursing Assistant II	3	2	6	6
NAS 103	Home Health Care	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		8	6	9	14
Total Required Minimum Semester Hours Credit					14

OFFICE ADMINISTRATION

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

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of

office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

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

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Office Administration (A25370)
Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ACC 120	Princ. of Financial Acct'g	3	2	4
BUS 110	Introduction to Business	3	0	3
ENG 111	Expository Writing	3	0	3
MAT 115	Mathematic Models (or higher)	2	2	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>2</u>
		12	8	16
SECOND SEMESTER (Spring)				
BUS 121	Business Math	2	2	3
CIS 110	Introduction to Computers	2	2	3
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof. Research & Reporting	3	0	3
OST 132	Skillbuilding	1	2	2
OST 164	Text Editing Applications	<u>3</u>	<u>0</u>	<u>3</u>
		11	6	14
THIRD SEMESTER (Summer)				
ECO 151	Survey of Economics (or higher)	3	0	3
OST 134	Text Entry & Formatting	2	2	3
OST 136	Word Processing	2	2	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		10	4	12
FOURTH SEMESTER (Fall)				
ACC 149	Intro to Acct'g Spreadsheets	1	2	2
OST 137	Office Software Applications	2	2	3
OST 184	Records Management	2	2	3
OST 223	Admin Office Transcript I	2	2	3
OST 236	Advanced Word Processing	<u>2</u>	<u>2</u>	<u>3</u>
		9	10	14
FIFTH SEMESTER (Spring)				
BUS 260	Business Communications	3	0	3
OST 224	Admin Office Transcript II	1	2	2
OST 233	Desktop Publishing	2	2	3
OST 286	Professional Development	3	0	3
OST 289	Admin Office Management	<u>2</u>	<u>2</u>	<u>3</u>
		11	6	14
Total Required Minimum Semester Hours Credit.....				70

PHYSICAL THERAPIST ASSISTANT

The Physical Therapist Assistant Curriculum prepares graduates to work in direct patient care settings under the supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

Fayetteville Technical Community College/Sandhills Community College Partner Program

Fayetteville Technical Community College (FTCC) has entered into a unique learning partnership with SCC to provide SCC students the opportunity to complete up to 32-33 credit hours at SCC to be used toward completion of the 76-hour A.A.S. in Physical Therapy Assistant program.

Program Prerequisites: 2 Units of Algebra (placement into MAT 171), 1 Unit of Biology, & 2 units of Chemistry.

Students accepted into this program can explore two options:

1. Complete the 32-33 hours of general requirements prior to application to the Physical Therapy Assistant program, or
2. Complete some or all of those courses at SCC while concurrently enrolled in the FTCC program.

When possible, FTCC will schedule clinical hours at a regional facility within 1 to 2 hours of the SCC campus to ensure that student commutes to the FTCC campus will only be two or three days per week.

Physical Therapist Assistant (A45620) Associate in Applied Science Degree Program *SCC is afforded only 1-4 seats in the FTCC Program each year.*

SCC COURSES		FTCC COURSES	
Course Prefix, Number, and Title	Credit Hours	Course Prefix, Number, and Title	Credit Hours
ACA 115 College Student Success	1	FALL FIRST YEAR	
BIO 165 Anatomy & Physiology I	4	PTA 110 Intro to Physical Therapy	3
CIS 110 Intro to Computers, CIS 111 Computer Literacy	3/2	PTA 130 Physical Therapy Proc. I	3
ENG 111 Expository Writing	3		
PHY 110/110A Conceptual Physics or PHY 125 Health Sciences Physics	4 4	SPRING FIRST YEAR	
BIO 166 Anatomy & Physiology	4	PTA 120 Functional Anatomy	3

II			
BIO 275 Microbiology	3	PTA 140 Therapeutic Exercise	4
PSY 150 General Psychology	3	PTA 150 Physical Therapy Proc. II	3
PSY 241 Developmental Psychology	3		
COM 231 Public Speaking	3	SUMMER FIRST YEAR	
Humanities/Fine Arts Elective	3	PTA 160 Physical Therapy Proc. III	3
		PTA 170 Pathophysiology	3
		PTA 180 AA PTA Clinical Ed Intro	1
		FALL SECOND YEAR	
		PTA 180 BB PTA Clinical Ed Intro	2
		PTA 222 Professional Interactions	2
		PTA 240 Physical Therapy Proc. IV	5
		SPRING SECOND YEAR	
		PTA 212 Health Care/Resources	2
		PTA 260 Adv. PTA Clinical Ed.	10
	33-34		44

For more information on this unique offering, contact: Sue Senior at seniors@sandhills.edu or 910-695-3922.

POLYSOMNOGRAPHY

The Polysomnography Curriculum prepares individuals, working in conjunction with a physician, to perform and interpret sleep studies and to provide comprehensive clinical evaluations that are required for the diagnosis of sleep related disorders.

Students should acquire the knowledge and skills necessary to perform sleep studies, including recording and interpreting events observed during sleep. Treatment of sleep-related disorders and patient education focused on healthy sleep habits will also be discussed.

Graduates of accredited programs may be eligible to apply to take the examination offered by the Board of Registered Polysomnographic Technologists. Employment opportunities may be found in hospitals and freestanding sleep centers.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Polysomnography (A45670) Associate in Applied Science Degree Program

		Course Hours Per Week			Semester
		Class	Lab	Clinical	Hours Credit
FIRST SEMESTER (Fall)					
ACA 115	Success & Study Skills	0	2	0	1
BIO 163	Basic Anatomy & Physiology	4	2	0	5

ENG 111	Expository Writing	3	0	0	3
MAT 115	Mathematical Models (or higher)	3	0	0	3
MED 120	Survey of Medical Tech	2	0	0	2
PSG 110	Intro to Polysomnography	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		15	6	0	18
SECOND SEMESTER (Spring)					
CIS 110	Introduction to Computers	2	2	0	3
ELC 111	Introduction to Electricity	3	0	0	3
ENG 112	Argument-Based Research	3	0	0	3
PSG 111	Neuro/Cardiopulmonary A &P	4	0	0	4
PSG 112	PSG Fundamentals	3	0	0	3
PSG 214	PSG Clinical APPS I	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		15	4	0	17
THIRD SEMESTER (Summer)					
BIO 271	Pathophysiology	3	0	0	3
PSG 212	Infant/Pediatric PSG	3	2	0	4
PSG 215	PSG Clinical Apps II	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>
		6	4	0	8
FOURTH SEMESTER (Fall)					
MED 118	Medical Law and Ethics	2	0	0	2
PSG 210	Polysomnography I	3	2	9	7
PSY 150	General Psychology	3	0	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	2	9	15
FIFTH SEMESTER (Spring)					
PSG 211	Polysomnography II	2	6	9	7
PSG 213	Case Study/Exam Review	0	3	0	1
***	Social/Behav Science Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		5	9	9	11
Total Required Minimum Semester Hours Credit					69

PRACTICAL NURSING

The Practical Nursing Curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing, and evaluating nursing care.

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

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

The Practical Nursing program at Sandhills is accredited by the North Carolina Board of Nursing.

Practical Nursing (D45660) Diploma Program

		Course Hours Per Week			Semester
		Class	Lab	Clinical	Hours Credit
FIRST SEMESTER (Fall)					
BIO 165	Anatomy & Physiology I	3	3	0	4
NUR 101	Practical Nursing I	7	6	6	11
PSY 110	Life Span Development **	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	9	6	18
<i>** It is recommended that students who have credit for PSY 150, General Psychology, take PSY 241, Developmental Psychology, instead of PSY 110.</i>					
SECOND SEMESTER (Spring)					
BIO 166	Anatomy & Physiology II	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
NUR 102	Practical Nursing II	<u>8</u>	<u>0</u>	<u>12</u>	<u>12</u>
		14	3	12	19
THIRD SEMESTER (Summer)					
NUR 103	Practical Nursing III	<u>6</u>	<u>0</u>	<u>12</u>	<u>10</u>
		6	0	12	10
Total Required Minimum Semester Hours Credit.....					47

RADIOGRAPHY

The Radiography Curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body.

Course work includes clinical rotations to area health care 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.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

*The Radiography program is accredited by the
Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: 312-704-5300 Fax: 312-704-5304
E-Mail: mail@jrcert.org Website: www.jrcert.org*

Radiography (A45700)
Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
BIO 165	Anatomy & Physiology I	3	3	4
MAT 140	Survey of Mathematics	3	0	3
RAD 110	RAD Intro & Patient Care	2	3	3
RAD 111	RAD Procedures I	3	3	4
RAD 151	Clinical Education I	<u>0</u>	<u>6</u>	<u>2</u>
		11	15	16
SECOND SEMESTER (Spring)				
BIO 166	Anatomy & Physiology II	3	3	4
ENG 111	Expository Writing	3	0	3
RAD 112	RAD Procedures II	3	3	4
RAD 121	Radiographic Imaging I	2	3	3
RAD 161	Clinical Education II	<u>0</u>	<u>15</u>	<u>5</u>
		11	24	19
THIRD SEMESTER (Summer)				
RAD 122	Radiographic Imaging II	1	3	2
RAD 131	Radiographic Physics I	1	3	2
RAD 171	Clinical Education III	<u>0</u>	<u>12</u>	<u>4</u>
		2	18	8
FOURTH SEMESTER (Fall)				
ENG 112	Argument-Based Research	3	0	3
RAD 211	RAD Procedures III	2	3	3
RAD 231	Radiographic Physics II	1	3	2
RAD 241	Radiobiology/Protection	2	0	2
RAD 251	Clinical Education IV	<u>0</u>	<u>21</u>	<u>7</u>
		8	27	17
FIFTH SEMESTER (Spring)				
RAD 245	Image Analysis	1	3	2
RAD 261	Clinical Education V	0	21	7
RAD 271	Radiography Capstone	0	3	1
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		7	27	16
Total Required Minimum Semester Hours Credit				76

RESPIRATORY THERAPY

The Respiratory Therapy Curriculum prepares individuals to function as respiratory therapists. In these roles, individuals perform diagnostic testing, treatments, and management of patients with heart and lung diseases.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include life support, monitoring, drug administration, and treatment of patients of all ages in a variety of settings.

Graduates of accredited programs may be eligible to take entry-level examinations from the National Board of Respiratory Care. Therapy graduates may also take the

Advanced Practitioner examination. Graduates may be employed in hospitals, clinics, nursing homes, education, industry, and home care.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format

*The Respiratory Therapy program at Sandhills is accredited by the
Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, Texas 76021-4244
817-283-2835*

**Respiratory Therapy (A45720)
Associate in Applied Science Degree Program**

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
BIO 165	Anatomy & Physiology I	3	3	4
CHM 151	General Chemistry I	3	3	4
ENG 111	Expository Writing	3	0	3
RCP 110	Intro to Respiratory Care	3	3	4
RCP 114	C-P Anatomy and Physiology	<u>3</u>	<u>0</u>	<u>3</u>
		15	9	18
SECOND SEMESTER (Spring)				
BIO 166	Anatomy & Physiology II	3	3	4
CHM 152	General Chemistry II	3	3	4
ENG 112	Argument-Based Research	3	0	3
RCP 111	Therapeutics/Diagnostics	4	3	5
RCP 113	C-P Pharmacology	<u>2</u>	<u>0</u>	<u>2</u>
		15	9	18
THIRD SEMESTER (Summer)				
RCP 115	C-P Pathophysiology	2	0	2
RCP 210	Critical Care Concepts	3	3	4
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		8	3	9
FOURTH SEMESTER (Fall)				
RCP 169	RCP Clinical Apps I	0	33	11
RCP 211	Advanced Monitoring/Procedures	<u>3</u>	<u>3</u>	<u>4</u>
		3	36	15
FIFTH SEMESTER (Spring)				
RCP 213	Neonatal/Ped's Concept	2	0	2
RCP 269	RCP Clinical Apps II	0	33	11
***	Social/Behavioral Sciences Elect.	<u>3</u>	<u>0</u>	<u>3</u>
		5	33	16
Total Required Minimum Semester Hours Credit.....				76

SIMULATION AND GAME DEVELOPMENT

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, health care, education, corporate training, and government organizations.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Simulation and Game Development (A25450) **Associate in Applied Science Degree Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ENG 111	Expository Writing	3	0	3
HIS 121	Western Civilization I	3	0	3
SGD 111	Introduction to SGD	2	3	3
SGD 112	SGD Design	2	3	3
SGD 113	SGD Programming	<u>2</u>	<u>3</u>	<u>3</u>
		12	11	16
SECOND SEMESTER (Spring)				
MAT 121	Algebra/Trigonometry I <i>or</i>			
MAT 171	Precalculus Algebra	***	***	3
SGD 114	3D Modeling	2	3	3
SGD 212	SGD Design II	2	3	3
***	Art/Graphics Elective	***	***	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	15
THIRD SEMESTER (Summer)				
CSC 134	C++ Programming	2	3	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	6
FOURTH SEMESTER (Fall)				
SGD 174	SGD Level Design	2	3	3
SGD 213	SGD Programming II	2	3	3
SGD 214	3D Modeling II	2	3	3
***	Physical Methods Elective	***	***	3-4
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	15-16
FIFTH SEMESTER (Spring)				
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof. Research & Reporting	3	0	3
PSY 150	General Psychology	3	0	3
SGD 162	SG 3D Animation	2	3	3
SGD 274	SG Level Design II	2	3	3

SGD 285	SG Software Engineering	<u>2</u> 12	<u>3</u> 9	<u>3</u> 15
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SIXTH SEMESTER (Summer)

SGD 289	SGD Project	2	3	3
***	Humanities/Fine Arts Elective	<u>3</u> 5	<u>0</u> 3	<u>3</u> 6

Total Required Minimum Semester Hours Credit..... 73

*****Art/Graphics Electives:**

ART 131	Drawing I	0	6	3
ART 171	Computer Art I	0	6	3
SGD 116	Graphic Design Tools	2	2	3
SGD 117	Art for Games	2	3	3

*****Physical Methods Electives:**

PHY 110	Conceptual Physics	3	0	3
PHY 131	Physics-Mechanics	3	2	4
PHY 151	College Physics I	3	2	4

*****Technical Electives: (must choose 3 courses)**

CSC 151	Java Programming	2	3	3
CSC 153	C# Programming	2	3	3
DBA 110	Database Concepts	2	3	3
DME 110	Intro to Digital Media	2	2	3
DME 120	Intro to Multimedia Applications	2	2	3
DRA 126	Storytelling	3	0	3
SGD 159	SGD Production Management	3	0	3
SGD 163	SGD Documentation	3	0	3
SGD 167	SGD Ethics	3	0	3
SGD 171	Flash SG Programming	2	3	3

**Simulation & Gaming (C25450)
Certificate Program**

		Course Hours Per		Semester Hours Credit
		Week		
		Class	Lab	
SGD 111	Introduction to SGD	2	3	3
SGD 112	SGD Design	2	3	3
SGD 113	SGD Programming	2	3	3
SGD 114	3D Modeling	2	3	3
SGD 212	SGD Design II	<u>2</u> 10	<u>3</u> 15	<u>3</u> 15

Total Required Minimum Semester Hours Credit..... 15

SURGICAL TECHNOLOGY

The Surgical Technology Curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery to develop skills necessary to prepare supplies, equipment, and instruments; maintain

aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

Graduates of accredited programs will be eligible to apply to take the national certification exam for Surgical Technologists, which is administered by the National Board of Surgical Technology and Surgical Assisting.

Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

The Surgical Technology program at Sandhills is accredited by the Commission on Accreditation of Allied Health Education Programs.

The Surgical Technology Curriculum offers two options – a degree and a diploma program. Completion of the diploma program and proof of certification in surgical technology will qualify surgical technology students to complete the associate degree program. Completion of the associate degree program is highly recommended as it prepares the graduate to be a practitioner with a broader knowledge base in the field of Surgical Technology.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

Surgical Technology (A45740) **Associate in Applied Science Degree Program**

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ENG 111	Expository Writing	3	0	3
BIO 163	Basic Anatomy & Physiology (or BIO 165 & BIO 166)	***	***	5-8
SUR 110	Intro to Surgical Technology	3	0	3
SUR 111	Periop Pt Care	5	6	7
PSY 150	Principles of Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	22-25
SECOND SEMESTER (Spring)				
BIO 275	Microbiology (or BIO 175)	***	***	3-4
SUR 122	Surgical Procedures I	5	3	6
SUR 123	Clinical Practice I	<u>0</u>	<u>23</u>	<u>7</u>
		***	***	16-17
THIRD SEMESTER (Summer)				
SUR 134	Surgical Procedures II	5	0	5
SUR 135	Clinical Practice II	0	18	4
SUR 137	Professional Success Prep	<u>1</u>	<u>0</u>	<u>1</u>
		6	18	10
FOURTH SEMESTER (Fall)				
ENG 112	Argument-Based Research <i>or</i>			
ENG 114	Prof. Research & Reporting	3	0	3

COM 231	Public Speaking	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Natural Sciences/Math Elective	<u>3</u>	<u>0</u>	<u>3</u>
		12	0	12

FIFTH SEMESTER (Spring)

BUS 137	Principles of Management	3	0	3
ECO 151	Survey of Economics	3	0	3
SUR 210	Adv. Surgical Clinical Practice	0	6	2
SUR 211	Adv. Theoretical Concepts	<u>2</u>	<u>0</u>	<u>2</u>
		8	6	10

Total Required Minimum Semester Hours Credit.....70

Surgical Technology (D45740) Diploma Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
ENG 111	Expository Writing	3	0	3
BIO 163	Basic Anatomy & Physiology (<i>or</i> BIO 165 & BIO 166)	***	***	5-8
SUR 110	Intro to Surgical Technology	3	0	3
SUR 111	Periop Pt Care	5	6	7
PSY 150	Principles of Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	22-25
SECOND SEMESTER (Spring)				
BIO 275	Microbiology (<i>or</i> BIO 175)	***	***	3-4
SUR 122	Surgical Procedures I	5	3	6
SUR 123	Clinical Practice I	<u>0</u>	<u>23</u>	<u>7</u>
		***	***	16-17
THIRD SEMESTER (Summer)				
SUR 134	Surgical Procedures II	5	0	5
SUR 135	Clinical Practice II	0	18	4
SUR 137	Professional Success Prep	<u>1</u>	<u>0</u>	<u>1</u>
		6	18	10
Total Required Minimum Semester Hours Credit.....48				

SURVEYING TECHNOLOGY

The Surveying Technology Curriculum provides training for technicians in the many areas of surveying. Surveyors are involved in land surveying, route surveying, construction surveying, photogrammetry, mapping, global positioning systems, geographical information systems, and other areas of property description and measurements.

Course work includes the communication and computational skills required for boundary, construction, route, and control surveying, photogrammetry, topography, drainage, surveying law, and subdivision design, with emphasis upon applications of electronic data collection and related software including CAD.

Graduates should qualify for jobs as survey party chief, instrument person, surveying technician, highway surveyor, mapper, GPS technician, and CAD operator. Graduates will be prepared to pursue the requirements necessary to become a Professional Land Surveyor in North Carolina.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

**Surveying Technology (A40380)
Associate in Applied Science Degree Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
CIS 111	Basic PC Literacy <i>or</i>	1	2	2
EGR 110	Intro to Engineering Tech	1	2	2
EGR 115	Intro to Technology	2	3	3
EGR 115A	Intro to Technology Lab	0	3	1
ENG 111	Expository Writing	3	0	3
MAT 121	Algebra/Trig I <i>or</i>			
MAT 171	Precalculus Algebra	***	***	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	17
SECOND SEMESTER (Spring)				
CIV 110	Statics/Strength of Materials	2	6	4
CIV 125	Civil/Survey CAD	1	6	3
ENG 114	Prof. Research & Reporting	3	0	3
MAT 122	Algebra/Trig II <i>or</i>			
MAT 172	Precalculus Trigonometry	***	***	3
SRV 110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
		***	***	17
THIRD SEMESTER (Summer)				
CIV 111	Soils & Foundations	2	3	3
PHY 131	Physics-Mechanics <i>or</i>			
PHY 151	College Physics I	***	***	4
SRV 111	Surveying II	<u>2</u>	<u>6</u>	<u>4</u>
		***	***	11
FOURTH SEMESTER (Fall)				
CIV 210	Engineering Materials	1	3	2
CIV 211	Hydraulics & Hydrology	2	3	3
SRV 210	Surveying III	2	6	4
SRV 220	Surveying Law	2	2	3
SRV 260	Field and Office Practice	1	3	2
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	17	17
FIFTH SEMESTER (Spring)				
CIV 212	Environmental Planning	2	3	3
SRV 230	Subdivision Planning	1	6	3
SRV 240	Topographical/Site Surveying	2	6	4
SRV 250	Advanced Surveying	<u>2</u>	<u>6</u>	<u>4</u>
		7	21	14
Total Required Minimum Semester Hours Credit				76

**Surveying Technology (C40380)
Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
EGR 115	Intro to Technology	2	3	3
EGR 115A	Intro to Technology Lab	0	3	1
SECOND SEMESTER (Spring)				
SRV 110	Surveying I	2	6	4
FOURTH SEMESTER (Fall)				
SRV 111	Surveying II	2	6	4
SRV 220	Surveying Law	2	2	3
FIFTH SEMESTER (Spring)				
CIV 125	Civil/Surveying CAD	<u>1</u> 9	<u>6</u> 26	<u>3</u> 18

Total Required Minimum Semester Hours Credit.....18

THERAPEUTIC MASSAGE

The Therapeutic Massage Curriculum prepares graduates to work in direct client care settings to provide manipulation, methodical pressure, friction and kneading of the body for maintaining wellness or treating alterations in wellness throughout the lifespan.

Courses will include content in normal human anatomy and physiology, therapeutic massage, ethical/legal issues, business practices, nutrition and psychology.

Employment opportunities in North Carolina may be found in hospitals, rehabilitation centers, health departments, home health, medical offices, nursing homes, spas, health and sports clubs, and private practice. Graduates may be eligible to take the National Certification for Therapeutic Massage and Bodywork.

Because the use of computers is integral to this curriculum, some courses are delivered in an online format.

The Therapeutic Massage Curriculum offers two options, a degree and a diploma program. Students completing the diploma curriculum will be eligible to take a National Certification Exam for Therapeutic Massage and Bodywork. Completion of the degree program is highly recommended as it prepares the graduate with a broader knowledge base in the field of Massage.

Therapeutic Massage (A45750)
Associate in Applied Science Degree Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
BIO 165	Anatomy & Physiology I	3	3	4
MED 120	Survey of Medical Terminology	2	0	2
MTH 110	Fundamentals of Massage	6	12	10
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		14	17	20
SECOND SEMESTER (Spring)				
BIO 166	Anatomy & Physiology II	3	3	4
ENG 111	Expository Writing	3	0	3
MTH 120	Therapeutic Massage Applies.	<u>6</u>	<u>12</u>	<u>10</u>
		12	15	17
THIRD SEMESTER (Summer)				
BIO 271	Pathophysiology	3	0	3
MAT 115	Mathematical Models (or higher)	2	2	3
MTH 125	Ethics of Massage	<u>2</u>	<u>0</u>	<u>2</u>
		7	2	8
FOURTH SEMESTER (Fall)				
COM 110	Introduction to Communication	3	0	3
MTH 210	Adv. Skills of Massage	4	12	8
PED ***	Physical Education Elective*	0	2-3	1
PSY 118	Interpersonal Psychology <i>or</i>			
BUS 152	Human Relations	<u>3</u>	<u>0</u>	<u>3</u>
		10	14-15	15
FIFTH SEMESTER (Spring)				
BUS 137	Principles of Management <i>or</i>			
BUS 230	Small Business Management	3	0	3
COE 111	MTH Co-op Work Experience I	0	10	1
MTH 220	Outcome-Based Massage	4	10	7
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		10	20	14
Total Required Minimum Semester Hours Credit				74
50 hours of independent massage practicum				
* Physical Education Electives:				
PED 113	Aerobics I	0	3	1
PED 117	Weight Training I	0	3	1
PED 120	Walking for Fitness	0	3	1
PED 122	Yoga I	0	2	1
PED 125	Self-Defense-Beginning	0	2	1
PED 130	Tennis- Beginning	0	2	1
PED 135	Fencing-Beginning	0	2	1
PED 145	Basketball-Beginning	0	2	1
PED 154	Swimming for Fitness	0	3	1
PED 217	Pilates I	0	2	1

**Therapeutic Massage (D45750)
Diploma Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
FIRST SEMESTER (Fall)				
ACA 115	Success & Study Skills	0	2	1
BIO 165	Anatomy & Physiology I	3	3	4
MED 120	Survey of Medical Technology	2	0	2
MTH 110	Fundamentals of Massage	6	12	10
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		14	17	20
SECOND SEMESTER (Spring)				
BIO 166	Anatomy & Physiology II	3	3	4
ENG 111	Expository Writing	3	0	3
MTH 120	Therapeutic Massage Applies.	<u>6</u>	<u>12</u>	<u>10</u>
		12	15	17
THIRD SEMESTER (Summer)				
BIO 271	Pathophysiology	3	0	3
MAT 115	Mathematical Models (or higher)	2	2	3
MTH 125	Ethics of Massage	<u>2</u>	<u>0</u>	<u>2</u>
		7	2	8
Total Required Minimum Semester Hours Credit				45

GENERAL DEGREE PROGRAMS

Sandhills Community College offers two general associate degree programs. These programs are designed for students who wish to earn a two-year associate's degree and choose courses related to their personal or occupational interests. Students may earn the Associate in General Education or the Associate in Applied Science in General Occupational Technology degree.

ASSOCIATE IN GENERAL EDUCATION

The Associate in General Education degree is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their fields of interest and become better qualified for a wide range of employment opportunities. Students who decide to continue their studies at a senior institution may receive transfer credit for many of the courses taken at Sandhills. Acceptance of courses for transfer credit will be evaluated on a course-by-course basis by the receiving institution.

Requirements for Associate in General Education (A10300)

COURSES	SEMESTER HOURS
English Composition	6
ENG 111 and one of the following: ENG 112 or 114	
Humanities/Fine Arts	3
Select one course from the approved general education core in the following areas:	
Art (ART 111, 114, 115, 121, 131, 132, 171, 240, 241)	
Drama (DRA 111, 126)	
Foreign Languages (FRE 211, 212; SPA 211, 212)	
Interdisciplinary Humanities (HUM 110, 115, 120, 122, 130, 150, 160, 161, 170, 211, 212, 220, 230)	
Literature (ENG 125, 131, 231, 232, 241, 242, 261, 262, 273)	
Music (MUS 110, 111, 113, 121, 122)	
Philosophy (PHI 215, 240)	
Religion (REL 110, 211, 212, 221)	
Social/Behavioral Sciences	3
Select one course from the approved general education core in the following areas:	
Anthropology (ANT 210, 220, 221, 240)	
Economics (ECO 151, 251, 252)	
Geography (GEO 111)	

History (HIS 111, 112, 121, 122, 131, 132, 236)

Political Science (POL 110, 120, 210, 220)

Psychology (PSY 110, 118, 141, 150, 237, 239, 241, 255, 263, 265, 281)

Sociology (SOC 210, 213, 220, 225, 230)

Natural Sciences/Mathematics 3

Select **one** course from the approved general education core in the following areas:

Astronomy (AST 111, 111A)

Biology (BIO 110, 111, 112, 120, 130, 140 and 140A, 163, 165, 166)

Chemistry (CHM 130 and 130A, 151, 152)

Computer Science (CIS 110, 115)

Mathematics (MAT 115, 120, 121, 122, 140, 151, 171, 172, 175)

Physics (PHY 110 and 110A, 131, 151, 152)

Other Required Hours 49-50

Other required hours include additional general education and professional courses.

- ACA 115 or 122 (1 SHC)
- A maximum of 7 SHC in health, physical education, college orientation, and/or study skills may be included as other required hours.
- Any 100-level or higher curriculum course taught by the College.

Total Semester Hours Credit (SHC) in program..... 64-65

GENERAL OCCUPATIONAL TECHNOLOGY

The General Occupational Technology degree curriculum provides individuals with an opportunity to upgrade skills and to earn an associate degree, diploma, and/or certificate by taking courses suited for individual occupational interests and/or needs.

The curriculum content will be customized for students according to occupational interests and needs. Each student's specific program of study will be reviewed and approved by the Dean of Instruction at least one semester prior to the semester of graduation. The following criteria must be met for approval: The degree must comprise a set of non-developmental-level courses (100-189 or 200-289) offered by the College that enhance the student's employability skills.

Graduates will become more effective workers, better qualified for advancements within their fields of employment, and become qualified for a wide range of entry-level employment opportunities.

Requirements for the Associate in Applied Science in General Occupational Technology (A55280)

COURSES	SEMESTER HOURS
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Communication	6
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ENG 111 and **one** of the following: ENG 112 or 114, COM 110, 120, or 231

Humanities/Fine Arts	3
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Select **one** course from the approved general education core in the following areas:

Art (ART 111, 114, 115, 121, 131, 132, 171, 240, 241)

Drama (DRA 111, 126)

- Foreign Languages (FRE 211, 212; SPA 211, 212)
- Interdisciplinary Humanities (HUM 110, 115, 120, 122, 130, 150, 160, 161, 170, 211, 212, 220, 230)
- Literature (ENG 125, 131, 231, 232, 241, 242, 261, 262, 273)
- Music (MUS 110, 111, 113, 121, 122)
- Philosophy (PHI 215, 240)
- Religion (REL 110, 211, 212, 221)

Social/Behavioral Sciences 3

Select **one** course from the approved general education core in the following areas:

- Anthropology (ANT 210, 220, 221, 240)
- Economics (ECO 151, 251, 252)
- Geography (GEO 111)
- History (HIS 111, 112, 121, 122, 131, 132, 236)
- Political Science (POL 110, 120, 210, 220)
- Psychology (PSY 110, 118, 141, 150, 237, 239, 241, 255, 263, 265, 281)
- Sociology (SOC 210, 213, 220, 225, 230)

Natural Sciences/Mathematics 3

Select **one** course from the approved general education core in the following areas:

- Astronomy (AST 111, 111A)
- Biology (BIO 110, 111, 112, 120, 130, 140 and 140A, 163, 165, 166)
- Chemistry (CHM 130 and 130A, 151, 152)
- Computer Science (CIS 110, 115)
- Mathematics (MAT 115, 120, 121, 122, 140, 151, 171, 172, 175)
- Physics (PHY 110 and 110A, 131, 151, 152)

Other Required Hours49-60

- ACA 115, Success & Study Skills (1 SHC)
- Approved 100-level or higher curriculum courses from Associate in Applied Science programs offered by the College.

Each student's specific program of study will be reviewed and approved by the Dean of Instruction at least one semester prior to the semester of graduation. The following criteria must be met for approval: The degree must comprise a set of courses that enhance the student's employability skills.

PROGRAM TOTAL65-76

CONTINUING EDUCATION

The Division of Continuing Education offers a wide variety of courses designed to meet the needs and interests of the citizens of Moore and Hoke counties. Through the Division of Continuing Education, students may acquire basic academic skills and general knowledge, train and/or retrain for employment, and develop socially, culturally, and intellectually.

Some courses are offered on a continuing basis while others are developed and offered in response to requests by individuals, business and industry, or other groups. Persons desiring specific courses are urged to contact the Division of Continuing Education.

Course listings and descriptions are available upon request from the Office of Continuing Education. A schedule of classes to be offered each semester is available approximately three weeks prior to registration.

Admission

Any person 18 years or older may enroll in continuing education classes. Exceptions can be made for 16- and 17-year-olds who have not completed high school. Students who request admission under these exceptions should contact the Office of Continuing Education for special instructions concerning admission and registration.

Registration

Registration for continuing education classes may be completed by walk-in visit or by telephone with a credit card. Dates and times of registration are announced in the printed class schedules.

Fees

The N.C. Legislature establishes all fees charged except for self-supporting classes. Fees vary according to specific programs in continuing education. Basic skills, human resource development (for those students who qualify), and most small business seminars are offered to students at no cost. Registration fees for occupational classes are determined by the legislature. Classes designated "self-supporting" require varying registration fees, and all students enrolled in these classes must pay. All registration fees are advertised in the printed class schedules. A \$5.00 technology fee is charged for each class. This fee is not waived.

A full refund can be made if the class is canceled by the College or if the student requests the refund before the class starts. After the class begins, 75% of the registration fee can be refunded if requested by the 10% attendance point.

Location of Classes

Classes are held on the campuses of Sandhills Community College in both Moore and Hoke Counties, at the Westmoore Center, and at designated locations throughout the communities.

Continuing Education Units (CEU's)

The Continuing Education Division will award the Continuing Education Unit (CEU) for appropriate programs. The Commission on Colleges defines the CEU as follows: "One Continuing Education Unit (CEU) is ten (10) contact hours of participation in

an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.”

Scholarships

The Division of Continuing Education has limited scholarships made available by donors. Applications are available through the Office of Continuing Education located in Van Dusen Hall.

Student Records

In accordance with the Family Rights and Privacy Act of 1974, student records are maintained in the college's information system. Student information requested consists of social security number, name, address, telephone number, date of birth, county of residence, email address, place of employment, and level of education completed.

Transcripts

Transcripts will be issued only upon students' written authorization to the Office of Continuing Education. A three-day advance notice should be given for requests.

Course Repetition Policy

The North Carolina Community College System Course Repetition Policy applies only to occupational classes. According to this policy, such classes may be taken no more than two times in five years for the fee designated by the legislature unless these classes are required for certification or licensure. Students may enroll in these classes more than twice for a registration fee designated by the legislature.

Continuing Education Programs

D.L. “Doc” Furches Center for Life-Long Learning

Basic Skills

Basic Skills Programs provide educational opportunities at no cost to adults who would like to improve their academic skills and their ability to function effectively in society or on the job. At each level, students follow individual learning plans designed to help them meet their unique goals. This enables students to learn at their own pace with one-on-one assistance from an instructor as needed. Classes are available during daytime and evening hours at several convenient locations in Moore and Hoke counties. Students may enroll in classes as space allows at any time during the school year. Specific program areas are described below.

Adult Basic Education (ABE)

Adult Basic Education (ABE) classes are offered for adults 18 or older who have less than an eighth grade education or have completed high school but are functioning at less than a high school level. Basic subjects of reading, writing, arithmetic, science, and social studies are offered. Instruction is also given in family relations, consumer education, and employment skills. Upon completion of eighth grade level work, students may continue toward achieving a high school equivalency diploma.

High School Equivalency Program (GED Diploma)

The High School Equivalency program prepares adults who did not complete high school to take the tests of General Educational Development (GED). Successful participants are awarded a GED Diploma from the State Board of Community

Colleges. This GED Diploma is recognized and generally accepted as equivalent to a high school diploma.

Sandhills Community College serves as an official GED testing center. Any person who is not a high school graduate may apply to take the GED if the applicant is 18 or older and is a resident of North Carolina.

An applicant who is between the ages of 16 and 18 may have special educational needs. The student may be admitted to appropriate courses or programs contingent upon an interview with the Director of Basic Skills or his/her designee and in accordance with State Board of Education policy that requires the following:

1. That the applicant has left the public schools no less than six calendar months prior to the last day of regular registration of the semester.
2. That the application is supported by a notarized petition of the applicant's parents, legal guardian, or other person or agency having legal custody and control, that certifies the place of residence and date of birth of the applicant, the parental or other appropriate legal relationship of the petitioner to the applicant, and the date on which the applicant left the public schools. However, all or any part of the six-month waiting period may be waived by the superintendent of the administrative unit in which the applicant resides;
3. That such admission will not preempt facilities and staff to such an extent as to render the College unable to admit all applicants who have graduated from high school or who are 18 or older.

Adult High School (AHS)

The Adult High School Diploma Program, offered in conjunction with the Hoke County Public Schools, provides academic courses to students working to complete the high school diploma. Students are placed in courses based on their previous high school transcripts and on assessment scores. Classes are offered in a lab setting and provide course work in English, mathematics, social studies, science, and electives. The number of credits required coincides with public school standards. There are no tuition fees. However, students may be required to purchase some instructional materials.

English as a Second Language (ESL)

English as a Second Language (ESL) classes are offered at no cost to adults 18 or older who have limited skills in the English language. Instruction is provided in life skills, communication, reading, and writing. To assist students in passing the U.S. citizenship test, instruction in U.S. culture and civics will also be offered.

Family Literacy

The Family Literacy program provides instruction to parents and their minor children. The program is open to adults aged 18 or older who (1) did not complete high school or have limited ability to communicate in the English language and (2) have a minor child. Adults receive ABE, GED, or ESL instruction as well as training in effective parenting and job readiness. While parents attend class at a nearby location, their children participate in developmental activities to prepare them for success in school.

Workplace Literacy

Through partnership with business and industry, workplace literacy classes are offered to employees at the work site. These classes can be customized to provide

training in specific skills needed for the changing work environment. Instruction is also available in basic literacy skills, English as a Second Language, and subjects leading to the GED diploma.

Compensatory Education

The Compensatory Education program is designed to prepare developmentally disabled adults for employment and independent, self-sufficient lives. This program uses a customized curriculum to meet the unique learning needs of each student. Subject areas include reading, math, social studies, health, community living, and consumer education.

Robert Dedman Center for Business Leadership

The Dedman Center provides occupational training and retraining, professional development classes, employability skills training, career development, and skills upgrade training for individuals, businesses, organizations, and professionals in the community. Through its customized training program and Small Business Center (SBC), the department offers consultation, counseling, and training targeted to the specific needs of a business. The Center's EdtoGo on-line distance education program offers over 300 courses in a wide variety of fields. The department provides a number of pre-licensing and certification programs in a variety of fields including health care and real estate. Two computer labs dedicated for the department's use allows for a broad offering of computer classes from introductory subjects to more specific hardware and software topics. The department has been designated a Career Readiness Center allowing it to offer the North Carolina Career Readiness Certificate (CRC) workforce credential.

Customized Training Program

The Dedman Center administers the North Carolina Community College System Customized Training Program for its service area. This program provides free training for companies who qualify and are new to the service area, or expanding their employment base, or implementing new technology, or increasing the skills of their current workforce to increase their productivity. Through consultation with the Center, the company creates a customized training program specific to the needs of the company. This program is then funded by the North Carolina Community College Customized Training Program and implemented by the Center and the company. Through the Customized Training Program's Business and Industry Support initiative, the Dedman Center receives annual funding to assist local qualifying companies with one-time training needs targeting smaller numbers of incumbent workers and for training that will enhance their incumbent workers skills and productivity.

Small Business Center (SBC)

The SBC provides training, information, counseling, referral, and other technical assistance to existing and potential small business owners designed to increase their potential for success and survival. The SBC's services include seminars, short courses, one-on-one consultation and referral to agencies, organizations, funding sources, etc., and a resource library that includes video, audio, printed materials, internet access, and software for small business operations. The SBC also maintains an active participation in a number of small business organizations such as the local Chamber of Commerce, economic development agencies, and entrepreneurial boards and working groups.

Human Resource Development (HRD)

The Dedman Center's HRD program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. The services and training are designed to assess an individual's assets and limitations, help them develop a positive self-concept, train them to communicate and problem solve, help them locate and secure employment, and develop computer skills. These goals are achieved through individual classes, coaching, and counseling the student. The program is free to those that qualify.

Career Readiness Certificate (CRC)

The Dedman Center has been designated a Career Readiness Center by the North Carolina Community College System. Through the Career Readiness Center, the department is authorized to assess individuals for the Career Readiness Certificate workforce credentialing system. The credentialing system is based on three ACT WorkKeys assessments: Reading for Information, Applied Mathematics, and Locating Information. CRC's are awarded on three levels: Bronze, Silver, and Gold and are based on the levels scored on the assessments. The Dedman Center is an authorized WorkKeys assessment site.

**C. Harlan McCaskill Center for Community Service
Education**

The Department of Community Service Education is comprised of many educational programs that place emphasis on meeting the training needs of the public service sector. This department also offers many community service programs to enhance the cultural, academic, and social enrichment of service-area citizens. The programs are listed below.

Emergency Medical Services

A wide variety of comprehensive programs are offered by the College in meeting the special needs of EMS personnel. The College places emphasis on initial and upgrade certification programs from the basic first responder to advanced life support. Specialized lifesaving programs are offered to the general public and on site for business and industry.

Fire Service

The College serves the training needs of thirty (30) fire departments in Moore and Hoke counties. Under the auspices of the North Carolina Fire Commission, the majority of training focuses on fire fighter standards programs. In addition to meeting the needs of fire service, the College develops and provides specialized fire brigade training to business and industry.

Law Enforcement/Department of Corrections

Basic law enforcement certification programs are offered. As well, the College provides upgrade and re-certification training programs for law enforcement and corrections personnel. Emphasis is placed on officer skills and duties necessary to enhance job performance and courses required for continued certification in these careers.

Allied Health

These programs provide a broad scope of specialized training to meet the community's demand in health care careers. Included in these programs are Nursing

Assistant (Levels I and II), Phlebotomy, EKG (Electrocardiogram Monitoring), and Medical Terminology and Anatomy. Specific information on these programs can be obtained from the Department of Public and Community Service.

Community Enrichment Programs

These programs provide short-term courses for self-improvement, cultural enrichment, academic enrichment, and life-long learning. Students are able to pursue special interests and fill leisure time with worthwhile educational projects. Academic courses are offered to meet the academic educational needs of adult citizens. Skills courses are designed to provide practical training for persons pursuing additional skills that are not considered their primary vocation but may supplement income or may reasonably lead to employment. Avocational courses are designed to focus on an individual's personal or leisure needs. Course topics and offerings range from learning a foreign language, art, music, and literature to sewing, stained glass, gardening, pottery making, and culinary.

Many civic and cultural activities such as concerts and lectures are sponsored or co-sponsored by the Community Services Department.

Center for Creative Retirement

Operating through the Division of Continuing Education at Sandhills Community College, the Center for Creative Retirement's purpose is to provide programs and resources to enhance the intellectual, physical, and personal well-being of the large number of active retirees in the Sandhills area. It seeks to create new and innovative programs, to promote access to services and community resources, and to participate and collaborate with various community organizations and agencies in order to enhance the intellectual vitality of the retiree population.

An additional objective of the Center is to provide a venue and support for the many qualified citizens of the Sandhills to offer peer-led programs at SCC. Course topics and offerings range from music, art, and literature to philosophy, foreign policy, science and religion, wellness, gardening, North Carolina history, and financial planning.

COURSE DESCRIPTIONS

Course designations consist of a three-letter prefix and a three-digit number that indicate the curriculum and the level of the course. Courses that prepare a student for college-level work are indicated by numbers ranging from 060-090. These courses do not satisfy the requirements for degrees, diplomas, or certificates. Freshman-level college transfer and technical courses are indicated by numbers ranging from 100 to 199; sophomore-level college transfer and technical courses are numbered 200 through 299.

Courses are listed by prefix, number, course title, number of semester hours of credit and, in parenthesis, the number of lecture, laboratory and/or work experience/clinical hours, followed by the course prerequisites and corequisites. The symbols F, S, and SS indicate that the course is offered during the fall, spring, or summer semesters. Courses with AND will be offered "As Needs Demand."

Some course prerequisites and corequisites are specified in the statewide Combined Course Library (CCL); others are specified as local (Sandhills Community College) requirements. Students who have not completed the specified courses may satisfy prerequisites and corequisites prior to course enrollment by following one of the following procedures described in the "Academic Policies and Procedures" section of this *Catalog*: credit by examination, advanced placement courses, college credit for college tech prep students, credit for experiential learning, credit for military training, academic petition/course substitution, or course requisites waiver.

One semester hour of credit is earned for a class meeting one hour each week during the semester, with the exception of regular laboratories and manipulative laboratories (experience designed to develop specific job skills). One semester hour credit is given for each of two or three regular laboratory hours depending upon the type of program. Credit of one semester hour is given for each three hours of manipulative laboratory experience. Credit of one semester hour is given for each ten hours of supervised internship, practicum, or cooperative work experience.

COURSE PLACEMENT GUIDE

TABLE 1: Course Placement	Students must complete Column 1 courses if the ACCUPLACER placement scores fall within the ranges listed in Columns 2-3 (ENG), Column 3 (MAT 060), or Columns 3-5 (MAT 070, 080).			
	Sentences (CPTSS)	Reading (CPTRC)	Arithmetic (CPTAR)	Elementary Algebra (CPTAL)
ENG 075	20-39	20-39		
ENG 085	40-64	40-54		
ENG 095	65-85	55-79		
MAT 060			20-54	
MAT 070		40-54	> 54	20-54
MAT 080		40-54	> 54	55-74

TABLE 2: Prerequisites	Students must complete or place out of the courses in Column 1 and any course requisites in the “Course Descriptions” section of the <i>Catalog</i> before enrolling in the courses in Columns 2-4.		
ENG 075	ENG 085 HIS 121, 122 HUM 110, 122, 130, 150, 170	MAT 070, 080 MUS 110, 113 PSY 110, 118, 141	SOC 210
ENG 085	ANT 210, 220, 221, 240 ART 111 AST 111, 111A BIO 094, 110, 140, 140A, 155 BPA 210, 220, 250 COE 111-CJC, 115- CJC COS 111, 112 CUL 214, 240, 260	ECM 168, 210, 220 EDU 119, 146, 151, 153 ENG 095, 102 GEO 111 HIS 111, 112, 131, 132, 236 HRM 210, 215, 220, 230, 235, 244, 245, 280 MED 121	MKT 120 NAS 101, 102 PHY 151 POL 110, 120, 210, 220 PSF 110, 111, 116, 218 PSY 150 SOC 213, 220, 225, 230
ENG 095	ACC 120, 131 ART 114, 115 BIO 111, 163, 165 BUS 110, 115, 121, 125, 137, 139, 148, 152, 153, 228, 230, 255	CHM 151 ECO 151, 251, 252 EDU 131, 144, 145, 221, 234, 235, 251, 259, 261, 262, 271, 275, 280, 284, 288	ENG 111 HUM 115 OST 141
ENG 111	BUS 260 COE 111-GCM ENG 112, 114, 125, 131 GCM 220	HUM 120, 160, 211, 212, 220, 230 NUR 214	OST 136, 137, 149, 164, 184 PHI 215, 240
MAT 060	ACC 120, 131 BUS 121	COS 111, 112 CUL 120, 140, 160, 170	EMS 130 MAT 070
MAT 070	CHM 151 CIS 115 ECO 151	MAT 080, 115, 120, 121, 140	NUR 101, 111
MAT 080	ECO 251, 252	MAT 151, 171	
TABLE 3: Corequisites	Students must take the corequisites in Column 1 with the courses in Column 2 unless the students have placed out of the corequisites. See the placement scores in Table 1.		
ENG 085	MAT 070, 080		
ENG 095	BIO 094		

ACADEMIC RELATED

- *AAS degree-seeking students are required to enroll in ACA 115.*
- *AA, AFA, and AS degree-seeking students are required enroll in ACA 122.*

ACA 115 **Success & Study Skills** **1 (0-2)** **FS SS**

Prerequisites: **None**

Corequisites: **None**

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. *(1997 SU)*

ACA 122 **College Transfer Success** **1 (1-0)** **FS**

Prerequisites: **None**

Corequisites: **None**

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2008 SP)*

ACCOUNTING

ACC 120 **Principles of Financial Accounting** **4 (3-2)** **FS SS**

Prerequisites: **ENG 095, MAT 060**

Corequisites: **None**

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (2003 FA)*

ACC 121 **Principles of Managerial Accounting** **4 (3-2)** **FS SS**

Prerequisites: **ACC 120**

Corequisites: **None**

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (2003 FA)*

- ACC 131** **Federal Income Taxes** **3 (2-2)** **F**
Prerequisites: **ENG 095, MAT 060**
Corequisites: **None**
This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use of technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations. (2003 FA)
- ACC 140** **Payroll Accounting** **2 (1-2)** **S**
Prerequisites: **ACC 120**
Corequisites: **None**
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. (2003 FA)
- ACC 149** **Intro to Acc Spreadsheets** **2 (1-2)** **FS**
Prerequisites: **ACC 115 or ACC 120**
Corequisites: **None**
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. (1999 FA)
- ACC 150** **Accounting Software Applications** **2 (1-2)** **FS**
Prerequisites: **ACC 115 or ACC 120**
Corequisites: **None**
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. *These concepts are taught using Quickbooks and hands-on training that will provide students with practical experience to take into the workplace.* (2003 FA)
- ACC 151** **Acct Spreadsheet Applications** **2 (1-2)** **S**
Prerequisites: **ACC 149**
Corequisites: **None**
This course is designed to facilitate the use of spreadsheet technology as applied to accounting principles. Emphasis is placed on using spreadsheet software as a problem-solving and decision-making tool. 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. (1997 SU)

- ACC 175** **Hotel and Restaurant Acct** **4 (3-2)** **F**
Prerequisites: **None**
Corequisites: **None**
This course covers generally accepted accounting principles and the uniform system of accounts for small hotels and motels of the American Hotel and Motel Association. Emphasis is placed on the accounting cycle, analysis of financial statements, and payroll procedures including treatment of tips. Upon completion, students should be able to demonstrate competence in the accounting principles and procedures used in hotels and restaurants. *(1997 SU)*
- ACC 180** **Practices in Bookkeeping** **3 (3-0)** **S**
Prerequisites: **ACC 121**
Corequisites: **None**
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 business. *(2003 FA)*
- ACC 220** **Intermediate Accounting I** **4 (3-2)** **F**
Prerequisites: **ACC 121**
Corequisites: **None**
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. *(2003 FA)*
- ACC 221** **Intermediate Acct II** **4 (3-2)** **S**
Prerequisites: **ACC 220**
Corequisites: **None**
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. 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. *(1997 SU)*
- ACC 225** **Cost Accounting** **3 (3-0)** **S**
Prerequisites: **ACC 121**
Corequisites: **None**
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. *(1997 SU)*

ANTHROPOLOGY

- ANT 210** **General Anthropology** **3 (3-0)** **AND**
Prerequisites: **ENG 085**
Corequisites: **None**
This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology,

linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

ANT 220 Cultural Anthropology 3 (3-0) AND

Prerequisites: ENG 085

Corequisites: None

This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

ANT 221 Comparative Cultures 3 (3-0) AND

Prerequisites: ENG 085

Corequisites: None

This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family, economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

ANT 240 Archaeology 3 (3-0) AND

Prerequisites: ENG 085

Corequisites: None

This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

ARCHITECTURAL TECHNOLOGY

ARC 111 Intro to Arch Technology 3 (1-6) F

Prerequisites: None

Corequisites: None

This course introduces basic architectural drafting techniques, lettering, use of architectural and engineer scales, and sketching. Topics include orthographic, axonometric, and oblique drawing techniques using architectural plans, elevations, sections, and details; reprographic techniques; and other related topics. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards. Students will also learn to use the HP48 calculator. *(1997 SU)*

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|---|---|----------------|-----------|
| ARC 112 | Constr Matls & Methods | 4 (3-2) | F |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course introduces construction materials and their methodologies. Topics include construction terminology, materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon completion, students should be able to detail construction assemblies and identify construction materials and properties. <i>(1997 SU)</i> | | | |
| | | | |
| ARC 113 | Residential Arch Tech | 3 (1-6) | S |
| Prerequisites: | ARC 111, ARC 112 | | |
| Corequisites: | None | | |
| This course covers intermediate residential working drawings. Topics include residential plans, elevations, sections, details, schedules, and other related topics. Upon completion, students should be able to prepare a set of residential working drawings that are within accepted architectural standards. <i>(1997 SU)</i> | | | |
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| ARC 114 | Architectural CAD | 2 (1-3) | SS |
| Prerequisites: | None | | |
| Corequisites: | ARC 114A | | |
| This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware and software. Upon completion, students should be able to prepare and plot architectural drawings to scale within accepted architectural standards. <i>(1998 FA)</i> | | | |
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| ARC 114A | Architectural CAD Lab | 1 (0-3) | SS |
| Prerequisites: | None | | |
| Corequisites: | ARC 114 | | |
| This course provides a laboratory setting to enhance architectural CAD skills. Emphasis is placed on further development of commands and system operation. Upon completion, students should be able to prepare and plot scaled architectural drawings. Students will develop basic CAD skills using a variety of CAD software. <i>(1997 FA)</i> | | | |
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| ARC 119 | Structural Drafting | 3 (2-2) | S |
| Prerequisites: | ARC 113, ARC 114, ARC 114A; MAT 121 or MAT 171 | | |
| Corequisites: | None | | |
| This course introduces basic concepts associated with sizing and detailing structural assemblies. Topics include vocabulary, span-to-depth ratios, code requirements, shop drawings, and other related topics. Upon completion, students should be able to perform simple calculations and prepare shop drawings and preliminary structural plans. <i>(1997 SU)</i> | | | |
| | | | |
| ARC 160 | Residential Design | 3 (1-6) | SS |
| Prerequisites: | ARC 111, ARC 114, ARC 114A | | |
| Corequisites: | ARC 112 | | |
| This course introduces the methodology of basic residential design. Topics include residential site design, space organization and layout, residential styles, and the development of schematic design. Upon completion, students should be able to design a residence. <i>(1998 FA)</i> | | | |

- ARC 211** **Light Construction Technology** **3 (1-6)** **F**
Prerequisites: **ARC 111, ARC 114, ARC 114A**
Corequisites: **ARC 112**
This course covers working drawings for light construction. Topics include plans, elevations, sections, and details; schedules; and other related topics. Upon completion, students should be able to prepare a set of working drawings which are within accepted architectural standards. *(1997 SU)*
- ARC 213** **Design Project** **4 (2-6)** **S**
Prerequisites: **ARC 111, ARC 112, ARC 114**
Corequisites: **None**
This course provides the opportunity to design and prepare a set of contract documents within an architectural setting. Topics include schematic design, design development, construction documents, and other related topics. Upon completion, students should be able to prepare a set of commercial contract documents. *(1998 FA)*
- ARC 214** **Architectural Statics** **3 (3-0)** **S**
Prerequisites: **ARC 111, ARC 112, MAT 121**
Corequisites: **None**
This course covers the concepts of elementary statics as applied to architecture. Topics include forces, resultants, and types of force system; equations of equilibrium; reactions of simple architectural structures; internal forces in architectural roof trusses; frames and beams; centroids and moments of inertia as applied to architecture. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium as applied to architectural forms. *(1998 FA)*
- ARC 215** **Architect Strength of Mat** **3 (3-0)** **S**
Prerequisites: **ARC 111, ARC 112, MAT 121**
Corequisites: **None**
This course covers the concepts of elementary strength of materials within architecture. Topics include structural form, architectural strength of materials, structural behavior, and the relationship between structures and architectural form. Upon completion, students should be able to size simple structural elements to specific architectural forms. *(1998 FA)*
- ARC 230** **Environmental Systems** **4 (3-3)** **F**
Prerequisites: **ARC 111, ARC 114, ARC 114A; MAT 121 or MAT 171**
Corequisites: **None**
This course introduces plumbing, mechanical (HVAC), and electrical systems for the architectural environment. Topics include basic plumbing, mechanical, and electrical systems for residential and/or commercial buildings with an introduction to selected code requirements. Upon completion, students should be able to develop schematic drawings for plumbing, mechanical, and electrical systems and perform related calculations. *(2008 SP)*
- ARC 231** **Arch Presentations** **4 (2-4)** **F**
Prerequisites: **ARC 111, ARC 114, ARC 114A**
Corequisites: **None**
This course introduces architectural presentation techniques. Topics include perspective drawing, shadow projection, texturization, rendered plans, elevations, and other related topics. Upon completion, students should be able to present ideas graphically and do rendered presentation drawings. *(1997 SU)*

ART

- ART 111** **Art Appreciation** **3 (3-0)** **FS**
Prerequisites: **ENG 085**
Corequisites: **None**
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*
- ART 114** **Art History Survey I** **3 (3-0)** **F**
Prerequisites: **ENG 095**
Corequisites: **None**
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*
- ART 115** **Art History Survey II** **3 (3-0)** **S**
Prerequisites: **ENG 095**
Corequisites: **None**
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*
- ART 121** **Design I** **3 (0-6)** **F**
Prerequisites: **None**
Corequisites: **None**
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement for the A.A, A.F.A., and A.S. degrees and the general education core requirement in humanities/fine arts for the A.A.S. degree. (2000 SP)*
- ART 122** **Design II** **3 (0-6)** **S**
Prerequisites: **ART 121**
Corequisites: **None**
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (2000 SP)*

source and development. Upon completion, students should be able to produce printed images utilizing a variety of methods. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

ART 232 **Printmaking II** **3 (0-6)** **FS**

Prerequisites: **ART 231**

Corequisites: **None**

This course includes additional methods and printmaking processes. Emphasis is placed on the printed image as related to method, source, and concept. Upon completion, students should be able to produce expressive images utilizing both traditional and innovative methods. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

ART 240 **Painting I** **3 (0-6)** **FS**

Prerequisites: **None**

Corequisites: **ART 131**

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement for the A.A, A.F.A., and A.S. degrees and the general education core requirement in humanities/fine arts for the A.A.S. degree. (1997 SU)*

ART 241 **Painting II** **3 (0-6)** **FS**

Prerequisites: **ART 240**

Corequisites: **None**

This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement for the A.A, A.F.A., and A.S. degrees and the general education core requirement in humanities/fine arts for the A.A.S. degree. (1997 SU)*

ART 264 **Digital Photography I** **3 (1-4)** **AND**

Prerequisites: **None**

Corequisites: **None**

This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2004 SP)*

ASTRONOMY

AST 111 **Descriptive Astronomy** **3 (3-0)** **FS**

Prerequisites: **ENG 085**

Corequisites: **AST 111A**

This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. Emphasis will be on the fundamental physics concepts underlying topics studied; students can expect to use computers and the Internet for study and research. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

AST 111A **Descriptive Astronomy Lab** **1 (0-2)** **FS**

Prerequisites: **ENG 085**

Corequisites: **AST 111**

The course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

AUTOMOTIVE BODY REPAIR

AUB 111 **Painting & Refinishing I** **4 (2-6)** **FS**

Prerequisites: **None**

Corequisites: **None**

This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards. *(1997 SU)*

AUB 112 **Painting & Refinishing II** **4 (2-6)** **F**

Prerequisites: **AUB 111**

Corequisites: **None**

This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinish problems. *(1997 SU)*

AUB 114 **Special Finishes** **2 (1-2)** **S**

Prerequisites: **AUB 111**

Corequisites: **None**

This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards. *(1997 SU)*

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|--|---------------------------------|----------------|----------|
| AUB 121 | Non-Structural Damage I | 3 (1-4) | F |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards. <i>(1997 SU)</i> | | | |
| AUB 122 | Non-Structural Damage II | 4 (2-6) | S |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware. <i>(1997 SU)</i> | | | |
| AUB 131 | Structural Damage I | 4 (2-4) | F |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage. <i>(1997 SU)</i> | | | |
| AUB 132 | Structural Damage II | 4 (2-6) | S |
| Prerequisites: | AUB 131 | | |
| Corequisites: | None | | |
| This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards. <i>(1997 SU)</i> | | | |
| AUB 134 | Autobody MIG Welding | 3 (1-4) | S |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course covers the terms and procedures for welding the various metals found in today's autobody repair industry with an emphasis on personal/environmental safety. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards. <i>(1997 SU)</i> | | | |

AUB 136 Plastics & Adhesives 3 (1-4) SS
Prerequisites: None
Corequisites: None
 This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards. *(1997 SU)*

AUB 141 Mech & Elec Components I 3 (2-2) SS
Prerequisites: None
Corequisites: None
 This course covers the basic principles of automotive mechanical and electrical components. Topics include personal and environmental safety and suspension and steering, electrical, brake, heating and air-conditioning, cooling, drive train, and restraint systems. Upon completion, students should be able to identify system components and perform basic system diagnostic checks and/or repairs according to industry standards. *(1997 SU)*

AUB 150 Automotive Detailing 2 (1-3) F
Prerequisites: None
Corequisites: None
 This course covers the methods and procedures used in automotive detailing facilities. Topics include safety, engine, interior and trunk compartment detailing, buffing/polishing exterior surfaces, and cleaning and reconditioning exterior trim, fabrics, and surfaces. Upon completion, students should be able to improve the overall appearance of a vehicle. *(1997 SU)*

AUB 160 Body Shop Operations 1 (1-0) SS
Prerequisites: None
Corequisites: None
 This course introduces the day-to-day operations of autobody repair facilities. Topics include work habits and ethics, customer relations, equipment types, materials cost and control, policies and procedures, shop safety and liabilities, and other related topics. Upon completion, students should be able to understand the general operating policies and procedures associated with an autobody repair facility. *(1997 SU)*

AUB 162 Autobody Estimating 2 (1-2) SS
Prerequisites: None
Corequisites: None
 This course provides a comprehensive study of autobody estimating. Topics include collision damage analysis, industry regulations, flat-rate and estimated time, and collision estimating manuals. Upon completion, students should be able to prepare and interpret a damage report. *(1997 SU)*

AUTOMOTIVE

AUT 110 Intro to Auto Technology 3 (2-2) FS
Prerequisites: None
Corequisites: None
 This course covers workplace safety, hazardous material and environmental regulations, use of hand tools, service information resources, basic concepts, systems,

suspension components, check and adjust alignment angles, repair tires, and balance wheels. (2007 FA)

AUT 141A **Suspension & Steering Lab** **1 (0-3)** **F SS**

Prerequisites: **None**

Corequisites: **AUT 141**

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels. (2007 FA)

AUT 151 **Brake Systems** **3 (2-3)** **S**

Prerequisites: **None**

Corequisites: **AUT 151A**

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. (2007 FA)

AUT 151A **Brakes Systems Lab** **1 (0-3)** **S**

Prerequisites: **None**

Corequisites: **AUT 151**

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. (2007 FA)

AUT 161 **Basic Auto Electricity** **5 (4-3)** **F**

Prerequisites: **None**

Corequisites: **None**

This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns. (2007 FA)

AUT 163 **Advanced Auto Electricity** **3 (2-3)** **FS**

Prerequisites: **AUT 161**

Corequisites: **None**

This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. (2007 FA)

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|--|-------------------------------------|----------------|-----------|
| AUT 171 | Auto Climate Control | 4 (2-4) | SS |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information. (2007 FA) | | | |
| | | | |
| AUT 181 | Engine Performance I | 3 (2-3) | FS |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information. (2007 FA) | | | |
| | | | |
| AUT 183 | Engine Performance 2 | 4 (2-6) | FS |
| Prerequisites: | AUT 181 | | |
| Corequisites: | None | | |
| This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information. (2007 FA) | | | |
| | | | |
| AUT 212 | Auto Shop Management | 3 (3-0) | F |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course covers the principals of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint. (2007 FA) | | | |
| | | | |
| AUT 221 | Auto Transmission/Transaxles | 3 (2-3) | SS |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains. (2007 FA) | | | |

AUT 231 **Manual Trans/Axles/Drivetrains** **3 (2-3)** **S**
Prerequisites: **None**
Corequisites: **AUT 231A**
This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains. (2008 SP)

AUT 231A **Man Trans/Ax/Drtrains Lab** **1 (0-3)** **S**
Prerequisites: **None**
Corequisites: **AUT 231**
This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains. (2007 FA)

AUT 285 **Intro to Alternative Fuels** **3 (2-2)** **S**
Prerequisites: **None**
Corequisites: **None**
This course is an overview of alternative fuels and alternative fueled vehicles. Topics include composition and use of alternative fuels, including compressed natural gas, propane, biodiesel, ethanol, electric, hydrogen, synthetic fuels, and vehicles that use alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system works, and make minor repairs. (2007 FA)

BANKING AND FINANCE

BAF 236 **Financing Real Estate** **3 (3-0)** **AND**
Prerequisites: **None**
Corequisites: **None**
This course introduces construction lending and other areas of commercial real estate finance with particular emphasis on managing credit risk. Topics include real estate law, appraisal, and investment analysis. Upon completion, students should be able to explain the basic formulas used in the analysis of commercial real estate investments and the principles of risk. (1997 SU)

BIOLOGY

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by the college's placement test.

BIO 094 **Concepts of Human Biology** **4 (3-2)** **S SS**
Prerequisites: **ENG 085**
Corequisites: **ENG 095**
This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology courses. (2009 FA)

BIO 110 Principles of Biology 4 (3-3) FS

Prerequisites: ENG 085

Corequisites: None

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

BIO 111 General Biology I 4 (3-3) FS SS

Prerequisites: ENG 095

Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

BIO 112 General Biology II 4 (3-3) S

Prerequisites: BIO 111, minimum grade C

Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

BIO 120 Introductory Botany 4 (3-3) Alt. S

Prerequisites: BIO 111, minimum grade C

Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

BIO 130 Introductory Zoology 4 (3-3) Alt. S

Prerequisites: BIO 111, minimum grade C

Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. *This course has*

been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)

BIO 140 **Environmental Biology** **3 (3-0)** **FS**
Prerequisites: **ENG 085**
Corequisites: **BIO 140A**

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

BIO 140A **Environmental Biology Lab** **1 (0-3)** **FS**
Prerequisites: **ENG 085**
Corequisites: **BIO 140**

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

BIO 155 **Nutrition** **3 (3-0)** **S**
Prerequisites: **ENG 085**
Corequisites: **None**

This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food, as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*

BIO 163 **Basic Anatomy & Physiology** **5 (4-2)** **FS**
Prerequisites: **ENG 095**
Corequisites: **None**

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is designed for allied health curricula. (1997 SU)*

- BIO 165 Anatomy and Physiology I** 4 (3-3) FS
Prerequisites: ENG 095
Corequisites: None
 This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.* This course is designed for allied health and college transfer curricula. To ensure the coverage of all topics of anatomy and physiology, BIO 165 and BIO 166 must be taken at the same institution. (1997 SU)
- BIO 166 Anatomy and Physiology II** 4 (3-3) S SS
Prerequisites: BIO 165, minimum grade C
Corequisites: None
 This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.* This course is designed for allied health and college transfer curricula. To ensure the coverage of all topics of anatomy and physiology, BIO 165 and BIO 166 must be taken at the same institution. (1997 SU)
- BIO 271 Pathophysiology** 3 (3-0) SS
Prerequisites: BIO 163 or BIO 166
Corequisites: None
 This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.* (1997 SU)
- BIO 275 Microbiology** 4 (3-3) FS SS
Prerequisites: BIO 110, BIO 111, BIO 163, or BIO 165, minimum grade C
Corequisites: None
 This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* (2010 FA)

BAKING AND PASTRY ARTS

- BPA 120** **Petit Fours & Pastries** **3 (1-4)** **S**
Prerequisites: **CUL 110, CUL 160**
Corequisites: **None**
This course introduces the basic principles of the preparation of petit fours and individual dessert pastries. Emphasis is placed on traditional and contemporary petit fours and pastries, utilizing updated production methods. Upon completion, students should be able to produce individual pastries and petit fours for buffet and special event settings. (2003 FA)
- BPA 130** **European Cakes and Tortes** **3 (1-4)** **S**
Prerequisites: **CUL 110, CUL 160**
Corequisites: **None**
This course introduces the production of a wide variety of classical and modern cakes suitable for restaurants, retail shops and large-scale production. Emphasis is placed on advanced techniques of mixing, filling, glazing and icing. Upon completion, students should be able to assemble and decorate a variety of cakes/tortes, including Dobos, Sacher, and Linzer tortes and Black Forest cake. (2003 FA)
- BPA 150** **Artisan & Specialty Bread** **4 (1-6)** **S**
Prerequisites: **CUL 110, CUL 160**
Corequisites: **None**
This course provides an advanced study in the art and craft of bread making. Topics include pertinent formulas and techniques associated with naturally leavened loaves, hearth breads, focaccia, flat breads, and other breads utilizing a variety of grains. Upon completion, students should be able to prepare artisan and specialty breads that meet or exceed the expectations of restaurant and retail publics. (2003 FA)
- BPA 165** **Hot and Cold Desserts** **3 (1-4)** **S**
Prerequisites: **None**
Corequisites: **CUL 110**
This course covers the principles and techniques of sorbets and ice creams, soufflés, cobblers, crisps and strudel dough products. Topics include bombes, parfaits, baked Alaska, sorbets, sherbets and granites; hand stretched strudel products, crepes, and hot and cold soufflés. Upon completion, students should be able to prepare and plate hot and cold desserts with suitable sauces and garnishes. (2003 FA)
- BPA 210** **Cake Design & Decorating** **3 (1-4)** **F**
Prerequisites: **ENG 085, CUL 110, CUL 160**
Corequisites: **None**
This course covers advanced concepts in the design and decoration of wedding cakes and other specialty cakes. Topics include baking, filling and assembling cakes; cake design; and finishing techniques utilizing gum paste, fondant, and royal icing; and advanced piping skills. Upon completion, students should be able design, create and finish wedding and specialty cakes. (2003 FA)
- BPA 220** **Confection Artistry** **4 (1-6)** **S**
Prerequisites: **ENG 085, CUL 110, CUL 160**
Corequisites: **None**
This course introduces the principles and techniques of decorative sugar work and confectionery candy. Topics include nougat, marzipan modeling, pastillage and cocoa painting, confection candy and a variety of sugar techniques including blown, spun,

poured and pulled. Upon completion, students should be able to prepare edible centerpieces and confections to enhance dessert buffets and plate presentations. (2003 FA)

BPA 250 Dessert & Bread Production 5 (1-8) F

Prerequisites: ENG 085, CUL 110, CUL 160

Corequisites: None

This course is designed to merge artistry and innovation with the practical baking and pastry techniques utilized in a production setting. Topics include quantity bread and roll-in dough production, plated and platter presentations, and seasonal/themed product utilization with an emphasis on cost effectiveness. Upon completion, students should be able to plan and prepare breads and desserts within a restaurant environment and determine production costs and selling prices. (2003 FA)

BPA 260 Pastry & Baking Marketing 3 (2-2) S

Prerequisites: BPA 250

Corequisites: None

This course examines the marketing concepts and merchandising trends utilized in bakery and pastry operations. Emphasis is placed on menu planning, pricing products and strategies, resale and wholesale distribution methods, legal implications, and advertising techniques. Upon completion, students should be able to create a marketing plan that will serve as a basis for a capstone experience. (2003 FA)

BLUEPRINT READING

BPR 115 Elc/Fluid Power Diagrams 2 (1-2) AND

Prerequisites: None

Corequisites: None

This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry. (1997 SU)

BUSINESS

BUS 110 Introduction to Business 3 (3-0) FS SS

Prerequisites: ENG 095

Corequisites: None

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.* (1997 SU)

BUS 115 Business Law I 3 (3-0) FS

Prerequisites: ENG 095

Corequisites: None

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply

ethical issues and laws covered to selected business decision-making situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

BUS 116 Business Law II 3 (3-0) AND

Prerequisites: BUS 115

Corequisites: None

This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. *(1997 SU)*

BUS 121 Business Math 3 (2-2) FS

Prerequisites: ENG 095, MAT 060

Corequisites: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business. *(1997 SU)*

BUS 125 Personal Finance 3 (3-0) S

Prerequisites: ENG 095

Corequisites: None

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. *(1997 SU)*

BUS 137 Principles of Management 3 (3-0) FS SS

Prerequisites: ENG 095

Corequisites: None

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*

BUS 139 Entrepreneurship I 3 (3-0) FS

Prerequisites: ENG 095

Corequisites: None

This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs. *(2008 FA)*

BUS 238 Integrated Management 3 (3-0) S

Prerequisites: BUS 137

Corequisites: None

This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business. (1997 SU)

BUS 255 Org Behavior in Business 3 (3-0) S

Prerequisites: ENG 095

Corequisites: None

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action. *Whenever possible, students in the A.A.S. Business Administration program will also be given the opportunity to take WorkKeys assessment tests that reflect essential job-related skills.* (1997 SU)

BUS 260 Business Communication 3 (3-0) FS

Prerequisites: ENG 111; CIS 110 or CIS 111

Corequisites: None

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place. (1997 SU)

COMPUTER ENGINEERING TECHNOLOGY

CET 111 Computer Upgrade/Repair I 3 (2-3) F SS

Prerequisites: NOS 110

Corequisites: None

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. (2007 FA)

CET 211 Computer Upgrade/Repair II 3 (2-3) S

Prerequisites: CET 111

Corequisites: None

This course covers concepts of repair service, and upgrade of computers and peripherals in preparation for industry certification. Topics may include resolving resource conflicts and system bus specifications, configuration and troubleshooting peripherals, operating system configuration and optimization, and other related topics. Upon completion, students should be able to identify and resolve system conflicts and optimize system performance. (2007 FA)

CHEMISTRY

- | | | | |
|--|---|----------------|--------------|
| CHM 130 | Gen. Org. & Biochemistry | 3 (3-0) | F SS |
| Prerequisites: | None | | |
| Corequisites: | CHM 130A | | |
| <p>This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. Course is suitable for placement in the ADN program. (1997 SU)</i></p> | | | |
| | | | |
| CHM 130A | Gen. Org. & Biochemistry Lab | 1 (0-2) | F SS |
| Prerequisites: | None | | |
| Corequisites: | CHM 130 | | |
| <p>This course is a laboratory for CHM 130. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 130. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 130. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)</i></p> | | | |
| | | | |
| CHM 151 | General Chemistry I | 4 (3-3) | FS SS |
| Prerequisites: | ENG 095, MAT 070 | | |
| Corequisites: | None | | |
| <p>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. The laboratory work emphasizes quantitative determinations utilizing volumetric, gravimetric, and instrumental analysis. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)</i></p> | | | |
| | | | |
| CHM 152 | General Chemistry II | 4 (3-3) | FS SS |
| Prerequisites: | CHM 151, minimum grade C | | |
| Corequisites: | None | | |
| <p>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. The laboratory work emphasizes quantitative determinations utilizing volumetric, gravimetric, and instrumental analysis. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)</i></p> | | | |

CHM 251 **Organic Chemistry I** 4 (3-3) F

Prerequisites: **CHM 152**

Corequisites: **None**

This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252. The laboratory work is designed to develop basic laboratory techniques of synthesis, purification and identification with an emphasis upon spectroscopy and chromatography. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

CHM 252 **Organic Chemistry II** 4 (3-3) S

Prerequisites: **CHM 251**

Corequisites: **None**

This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. The laboratory work is designed to develop basic laboratory techniques of synthesis, purification and identification with an emphasis upon spectroscopy and chromatography. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

INFORMATION SYSTEMS

CIS 110 **Introduction to Computers** 3 (2-2) FS SS

Prerequisites: **None**

Corequisites: **None**

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). (2006 SP)*

CIS 111 **Basic PC Literacy** 2 (1-2) FS SS

Prerequisites: **None**

Corequisites: **None**

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. *(2006 SP)*

CIS 115 **Intro to Programming & Logic** **3 (2-3)** **FS**
Prerequisites: **MAT 070**
Corequisites: **None**
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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). (2006 SP)*

CIVIL ENGINEERING

CIV 110 **Statics/Strength of Materials** **4 (2-6)** **S**
Prerequisites: **MAT 121 or MAT 171**
Corequisites: **None**
This course includes vector analysis, equilibrium of force systems, friction, sectional properties, stress/strain, and deformation. Topics include resultants and components of forces, moments and couples, free-body diagrams, shear and moment diagrams, trusses, frames, beams, columns, connections, and combined stresses. Upon completion, students should be able to analyze simple structures. *(2008 SP)*

CIV 111 **Soils and Foundations** **3 (2-3)** **SS**
Prerequisites: **CIV 110 or MEC 250**
Corequisites: **None**
This course presents an overview of soil as a construction material using both analysis and testing procedures. Topics include index properties, classification, stress analysis, compressibility, compaction, dewatering, excavation, stabilization, settlement, and foundations. Upon completion, students should be able to perform basic soil tests and analyze engineering properties of soil. *(1997 SU)*

CIV 125 **Civil/Surveying CAD** **3 (1-6)** **FS**
Prerequisites: **None**
Corequisites: **None**
This course introduces civil/surveying computer-aided drafting (CAD) software. Topics include drawing, editing, and dimensioning commands; plotting; and other related civil/surveying topics. Upon completion, students should be able to produce civil/surveying drawings using CAD software. *(2007 SP)*

CIV 210 **Engineering Materials** **2 (1-3)** **F**
Prerequisites: **None**
Corequisites: **None**
This course covers the behavior and properties of Portland cement and asphaltic concretes and laboratory and field testing. Topics include cementing agents and aggregates; water and admixtures; proportioning, production, placing, consolidation, and curing; and inspection methods. Upon completion, students should be able to proportion concrete mixes to attain predetermined strengths and other properties and perform standard control tests. *(1997 SU)*

demonstrate an understanding of the roles of construction project participants, maintain construction records, and prepare construction schedules. (2010 SP)

CRIMINAL JUSTICE

Admission to the BLET program is required before enrolling in CJC 100.

CJC 100 Basic Law Enforcement Training 19 (9-30) FS SS

Prerequisites: None

Corequisites: None

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 topics and areas required for the state comprehensive certification examination. *This is a certificate-level course.* (2006 SP)

CJC 111 Intro to Criminal Justice 3 (3-0) F

Prerequisites: None

Corequisites: None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.* (1997 SU)

CJC 112 Criminology 3 (3-0) FS

Prerequisites: None

Corequisites: None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. (1997 SU)

CJC 113 Juvenile Justice 3 (3-0) F SS

Prerequisites: None

Corequisites: None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition. (1997 SU)

CJC 120 Interviews/Interrogations 2 (1-2) S

Prerequisites: None

Corequisites: None

This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal

perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims. (1997 SU)

CJC 121 Law Enforcement Operations 3 (3-0) FS

Prerequisites: None

Corequisites: None

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

CJC 131 Criminal Law 3 (3-0) FS

Prerequisites: None

Corequisites: None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. *Students who have successfully completed CJC 100, Basic Law Enforcement, may receive credit for CJC 131. (1997 SU)*

CJC 132 Court Procedure & Evidence 3 (3-0) S

Prerequisites: None

Corequisites: None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence. (1997 SU)

CJC 141 Corrections 3 (3-0) S SS

Prerequisites: None

Corequisites: None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

CJC 212 Ethics & Comm Relations 3 (3-0) S SS

Prerequisites: None

Corequisites: None

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal

justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. (1997 SU)

- | | | | |
|---|------------------------------------|----------------|-----------|
| CJC 221 | Investigative Principles | 4 (3-2) | FS |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. (1997 SU) | | | |
| CJC 225 | Crisis Intervention | 3 (3-0) | F |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution. (1997 SU) | | | |
| CJC 231 | Constitutional Law | 3 (3-0) | F |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| 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. (1997 SU) | | | |
| CJC 232 | Civil Liability | 3 (3-0) | SS |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues. (1997 SU) | | | |
| CJC 241 | Community-Based Corrections | 3 (3-0) | S |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community. (1997 SU) | | | |

COOPERATIVE EDUCATION

COE 110 AST World of Work 1 (1-0) AND

Prerequisites: None

Corequisites: None

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. (1997 SU)

COE 110 GCM World of Work 1 (1-0) F

Prerequisites: None

Corequisites: None

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. (1997 SU)

COE 111 AST Co-op Work Experience I 1 (0-10) SS

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 111 AUB Co-op Work Experience I 1 (0-10) FS SS

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 111 CJC Co-op Work Experience I 1 (0-10) SS

Prerequisites: ENG 085; CJC 241, CJC 132, CJC 141, or CJC 121

Corequisites: COE 115

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. *Students should plan their prerequisite course based upon where they plan to complete their co-op work: CJC 132, Courthouse; CJC 141, Department of Corrections; CJC 121, Law Enforcement Agency; CJC 241, Community Corrections.* (1997 SU)

COE 111 COS Co-op Work Experience I 1 (0-10) FS SS

Prerequisites: None

Corequisites: COE 115

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating

classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. This course provides the internship work experience for cosmetology students specified by the North Carolina Board of Cosmetie Art and all requirements for enrollment must be fulfilled prior to enrolling in this class. (1997 SU)

COE 111 GCM Co-op Work Experience I 1 (0-10) S

Prerequisites: ENG 111, LSG 121

Corequisites: HOR 166

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. Approved situations will include golf courses within ten (10) miles of Sandhills Community College. (1997 SU)

COE 111 HRM Co-op Work Experience I 1 (0-10) S

Prerequisites: None

Corequisites: COE 115

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 111 HST Co-op Work Experience I 1 (0-10) FS SS

Prerequisites: HSE 110, HSE 123, HSE 125, PSY 150, SOC 210

Corequisites: COE 115

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 111 IS Co-op Work Experience I 1 (0-10) AND

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 111 LSG Co-op Work Experience I 1 (0-10) S

Prerequisites: LSG 111, LSG 121, MAT 120

Corequisites: LSG 122, TRF 110, HOR 134

This course provides work experience at Sandhills Horticultural Gardens under the supervision of the SCC faculty in areas 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. Students will be assigned projects in college greenhouses and on campus property. (1997 SU)

COE 111 MTH Co-op Work Experience I 1 (0-10) S

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 111 PSF Co-op Work Experience I 1 (0-10) F

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 111 RSM Co-op Work Experience I 1 (0-10) S

Prerequisites: None

Corequisites: COE 115

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 112 AST Co-op Work Experience I 2 (0-20) FS

Prerequisites: None

Corequisites: None

This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 112 AUB Co-op Work Experience I 2 (0-20) FS SS

Prerequisites: None

Corequisites: None

This course provides work experience with a college approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 112 CUL Co-op Work Experience I 2 (0-20) S

Prerequisites: None

Corequisites: COE 115

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should

be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 113 LSG Co-op Work Experience I 3 (0-30) SS

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 114 GCM Co-op Work Experience I 4 (0-40) S

Prerequisites: COE 131

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. Approved situations will include golf courses within ten (10) miles of Sandhills Community College. (1997 SU)

COE 115 AST Work Exp Seminar I 1 (1-0) AND

Prerequisites: None

Corequisites: COE 111 or COE 112

This course involves the discussion of selected topics pertaining to important or unique changes in the automotive industry. (1997 SU)

COE 115 CJC Work Exp Seminar I 1 (1-0) SS

Prerequisites: ENG 085; CJC 241, CJC 132 CJC 141, or CJC 121

Corequisites: COE 111

This course will provide the student with an opportunity to evaluate practical experiences in the criminal justice field. Students will discuss with their faculty their co-op work in the criminal justice setting. *Students should plan their prerequisite course based upon where they plan to complete their co-op work: CJC 132, Courthouse; CJC 141, Department of Corrections; CJC 121, Law Enforcement Agency; CJC 241, Community Corrections.* (1997 SU)

COE 115 COS Work Exp Seminar I 1 (1-0) SS

Prerequisites: None

Corequisites: COE 111, COE 112, COE 113, or COE 114

This course provides an opportunity to report work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, employability skills and work-related competencies. (1997 SU)

COE 115 CUL Work Exp Seminar I 1 (1-0) FS SS

Prerequisites: None

Corequisites: COE 111

This course provides an opportunity to report work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon

completion, students should be able to evaluate career selection, employability skills and work-related competencies. (1997 SU)

COE 115 HRM Work Exp Seminar I 1 (1-0) F

Prerequisites: None

Corequisites: COE 111

This course provides an opportunity to report work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, employability skills and work-related competencies. (1997 SU)

COE 115 HST Work Exp Seminar I 1 (1-0) FS SS

Prerequisites: None

Corequisites: COE 111

This course provides the student with an opportunity to evaluate practical experiences in the human services field. Students will discuss with faculty their co-op work in a human services agency and relationships to curriculum components. (1997 SU)

COE 115 IS Work Exp Seminar I 1 (1-0) AND

Prerequisites: None

Corequisites: COE 111

This course provides an opportunity to report work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, employability skills and work-related competencies. (1997 SU)

COE 115 PSF Work Exp Seminar I 1 (1-0) F

Prerequisites: None

Corequisites: COE 111

This course provides an opportunity to report work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, employability skills and work-related competencies. (1997 SU)

COE 115 RSM Work Exp Seminar I 1 (1-0) S

Prerequisites: None

Corequisites: COE 111

This course provides an opportunity to report work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, employability skills and work-related competencies. (1997 SU)

COE 121 AST Co-op Work Experience II 1 (0-10) SS

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should

be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 121 AUB Co-op Work Experience II 1 (0-10) FS SS

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 121 GCM Co-op Work Experience II 1 (0-10) SS

Prerequisites: COE 111, ENG 114

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. Approved situations will include golf courses within ten (10) miles of Sandhills Community College. (1997 SU)

COE 121 HST Co-op Work Experience II 1 (0-10) FS SS

Prerequisites: COE 111

Corequisites: COE 125

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 121 IS Co-op Work Experience II 1 (0-10) AND

Prerequisites: COE 111

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COE 121 LSG Co-op Work Experience II 1 (0-10) SS

Prerequisites: COE 111

Corequisites: LSG 123

This course provides work experience at Sandhills Horticultural Gardens under the supervision of the SCC faculty in areas 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. Students will be assigned projects in college greenhouses and on campus property. (1997 SU)

- COE 121 PSF Co-op Work Experience II 1 (0-10) S**
Prerequisites: None
Corequisites: None
 This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)
- COE 122 AST Co-op Work Experience II 2 (0-20) FS**
Prerequisites: None
Corequisites: None
 This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)
- COE 122 AUB Co-op Work Experience II 2 (0-20) FS SS**
Prerequisites: None
Corequisites: None
 This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)
- COE 125 HST Work Exp Seminar II 1 (1-0) FS SS**
Prerequisites: COE 111, COE 115
Corequisites: COE 121
 This course is designed to prepare the student for graduation and possible employment. The seminar will provide the student an opportunity to discuss with a faculty member the experiences in the agency and employment opportunities in the human services field. The student will also develop a resume for interviews in preparation for employment. (1997 SU)
- COE 131 AST Co-op Work Experience III 1 (0-10) SS**
Prerequisites: None
Corequisites: None
 This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)
- COE 131 GCM Co-op Work Experience III 1 (0-10) F**
Prerequisites: COE 121
Corequisites: None
 This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and

satisfactorily perform work-related competencies. Approved situations will include golf courses within ten (10) miles of Sandhills Community College. (1997 SU)

COE 131 LSG Co-op Work Experience III 1 (0-10) F

Prerequisites: COE 121

Corequisites: HOR 268, HOR 235, LSG 231

This course provides work experience at Sandhills Horticultural Gardens under the supervision of the SCC faculty in areas 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. Students will be assigned projects in college greenhouses and on campus property. (1997 SU)

COE 132 AST Co-op Work Experience III 2 (0-20) FS

Prerequisites: None

Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (1997 SU)

COMMUNICATION

For AA, AS, and AFA programs, 3 SHC in Speech/Communication may be substituted for 3 SHC in Humanities/Fine Arts. Speech/Communication may not substitute for the literature requirement.

COM 110 Introduction to Communication 3 (3-0) FS SS

Prerequisites: None

Corequisites: None

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts for the A.A., A.A.S., and A.S. degrees. This course may be substituted for one humanities/fine arts course (except literature) for A.A., A.F.A., or A.S. degree programs. This course does not satisfy the humanities/fine arts elective for A.A.S. degrees. (1997 SU)*

COM 120 Interpersonal Communication 3 (3-0) FS

Prerequisites: None

Corequisites: None

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. *This course has been approved to*

satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts for the A.A., A.A.S., and A.S. degrees. This course may be substituted for one humanities/fine arts course (except literature) for A.A., A.F.A., or A.S. degree programs. This course does not satisfy the humanities/fine arts elective for A.A.S. degrees. (1997 SU)

COM 231 Public Speaking 3 (3-0) FS SS
Prerequisites: None
Corequisites: None

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts for the A.A., A.A.S., and A.S. degrees. This course may be substituted for one humanities/fine arts course (except literature) for A.A., A.F.A., or A.S. degree programs. This course does not satisfy the humanities/fine arts elective for A.A.S. degrees. (1997 SU)*

COSMETOLOGY

COS 111 Cosmetology Concepts I 4 (4-0) FS
Prerequisites: ENG 085, MAT 060
Corequisites: COS 112

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting. *(1997 SU)*

COS 112 Salon I 8 (0-24) FS
Prerequisites: ENG 085, MAT 060
Corequisites: COS 111

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services. *(1997 SU)*

COS 113 Cosmetology Concepts II 4 (4-0) FS
Prerequisites: None
Corequisites: COS 114

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. *(1997 SU)*

COS 114 Salon II 8 (0-24) FS
Prerequisites: None
Corequisites: COS 113

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair

- COS 120** **Esthetics Salon I** **6 (0-18)** **FS SS**
Prerequisites: **None**
Corequisites: **None**
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. (1999 FA)
- COS 125** **Esthetics Concepts II** **2 (2-0)** **FS SS**
Prerequisites: **None**
Corequisites: **None**
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. (1999 FA)
- COS 126** **Esthetics Salon II** **6 (0-18)** **FS SS**
Prerequisites: **None**
Corequisites: **None**
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. (1999 FA)
- COS 223** **Contemp Hair Coloring** **2 (1-3)** **F**
Prerequisites: **COS 111 and COS 112**
Corequisites: **None**
This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems. (1998 FA)
- COS 253** **Esthetics Instr Concepts I** **11 (6-15)** **AND**
Prerequisites: **None**
Corequisites: **None**
This course introduces esthetic instructional concepts and skills. Topics include orientation, theories of education, unit planning, daily lesson plans, laboratory management, student assessment in a laboratory setting. Upon completion, students should be able to demonstrate esthetic services and instruct and objectively assess student performance in a classroom setting. (2000 FA)
- COS 254** **Esthetics Instr Concepts II** **11 (6-15)** **AND**
Prerequisites: **None**
Corequisites: **None**
This course covers advanced esthetic instructional concepts and skills. 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 demonstrate competencies in the areas covered by the Esthetics Instructor Licensing Examination and meet program requirements. (2000 FA)

- CSC 139 Visual BASIC Prog 3 (2-3) F**
Prerequisites: None
Corequisites: None
 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2006 SP)*
- CSC 151 JAVA Programming 3 (2-3) S**
Prerequisites: None
Corequisites: None
 This course introduces computer programming using the JAVA 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2006 SP)*
- CSC 153 C# Programming 3 (2-3) AND**
Prerequisites: None
Corequisites: None
 This course introduces computer programming using the C# 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, debug, and implement objects using the appropriate environment at the beginning level. *(2006 SP)*
- CSC 234 Adv C++ Programming 3 (2-3) AND**
Prerequisites: CSC 134
Corequisites: None
 This course is a continuation of CSC 134 using the C++ programming language with standard programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug and document programming solutions. *(2006 SP)*
- CSC 239 Adv Visual BASIC Prog 3 (2-3) S**
Prerequisites: CSC 139
Corequisites: None
 This course is a continuation of CSC 139 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, debug, and implement objects using the appropriate environment. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2006 SP)*

- CUL 120 Purchasing 2 (2-0) S**
Prerequisites: MAT 060
Corequisites: None
 This course covers purchasing for hotels and restaurants. Emphasis is placed on procurement, yield tests, inventory control, specification, planning, forecasting, market trends, terminology, cost controls, pricing, and foodservice ethics. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product. (1997 SU)
- CUL 125 Hospitality Information Systems 2 (1-2) F**
Prerequisites: None
Corequisites: None
 This course introduces hospitality and food service information systems. Topics include planning, cost controls, forecasting, inventory control, recipe control, production control, and nutritional analysis. Upon completion, students should be able to demonstrate competence in utilizing contemporary information application systems in a hospitality setting. (1997 SU)
- CUL 135 Food & Beverage Service 2 (2-0) FS**
Prerequisites: None
Corequisites: CUL 135A
 This course covers the practical skills and knowledge for effective food and beverage service in a variety of settings. Topics include reservations, greeting and service of guests, styles of service, handling complaints, and sales and merchandising. Upon completion, students should be able to demonstrate competence in human relations and technical skills required in the service of foods and beverages. (1997 SU)
- CUL 135A Food & Beverage Service Lab 1 (0-2) FS**
Prerequisites: None
Corequisites: CUL 135
 This course is a laboratory to accompany CUL 135. Emphasis is placed on practical experiences that enhance the materials presented in CUL 135. Upon completion, students should be able to demonstrate practical applications of skills required in the service of foods and beverages. (1997 SU)
- CUL 140 Basic Culinary Skills 5 (2-6) FS**
Prerequisites: MAT 060
Corequisites: CUL 110, CUL 110A
 This course introduces the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on recipe conversion, measurements, terminology, knife skills, safe food handling, cooking methods, flavorings, seasonings, stocks/sauces/soups, and other related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the food service industry. (1997 SU)
- CUL 160 Baking I 3 (1-4) F**
Prerequisites: MAT 060
Corequisites: CUL 110, CUL 110A
 This course covers basic ingredients, weights and measures, baking terminology, and formula calculations. Topics include yeast-raised products, quick breads, pastry dough, various cakes and cookies, and appropriate filling and finishing techniques. Upon completion, students should be able to prepare and evaluate baked products. (1997 SU)

- CUL 170** **Garde-Manger I** **3 (1-4)** **S**
Prerequisites: **MAT 060**
Corequisites: **CUL 110, CUL 110A**
This course introduces basic cold food preparation techniques and pantry production. Topics include salads, sandwiches, appetizers, dressings, basic garnishes, cheeses, cold sauces, and related food items. Upon completion, students should be able to lay out a basic cold food display and exhibit an understanding of the cold kitchen and its related terminology. (1997 SU)
- CUL 180** **Internat & Amer Reg Cuisine** **5 (1-8)** **F**
Prerequisites: **CUL 110, CUL 110A, CUL 140, CUL 160, CUL 170, CUL 240**
Corequisites: **None**
This course provides practical experience in the planning, preparation, and service of representative foods from different countries and regions of America. Emphasis is placed on eating habits, indigenous foods and customs, nutritional concerns, and traditional equipment. Upon completion, students should be able to research and execute international and domestic menus. (1997 SU)
- CUL 185** **Spa Cuisine** **4 (2-4)** **F**
Prerequisites: **CUL 110**
Corequisites: **None**
This course introduces students to foods and beverages offered in a spa and wellness setting. Topics include menu development, nutritional analysis and use of supplements, dietary constraints, sensory analysis, and food/beverage preparation techniques. Upon completion, students should be able to develop menus and prepare foods/beverages suitable for a spa and wellness venue. (2008 SP)
- CUL 214** **Wine Appreciation** **2 (1-2)** **F**
Prerequisites: **ENG 085**
Corequisites: **None**
This course provides comprehensive and detailed information about wine from all the major wine producing countries. Emphasis is placed on the history of wine, production characteristics, laws, and purchasing and storing requirements. Upon completion, students should be able to determine what wines compliment various cuisines and particular tastes. (2000 FA)
- CUL 240** **Adv Culinary Skills** **5 (1-8)** **S**
Prerequisites: **ENG 085, CUL 110, CUL 110A, CUL 140, CUL 160, CUL 170**
Corequisites: **None**
This course is a continuation of CUL 140. Emphasis is placed on meat fabrication and butchery; vegetable, starch, and protein cookery; compound sauces; plate presentation; breakfast cookery; and quantity food preparation. Upon completion, students should be able to plan, execute, and successfully serve entrees with complementary side items. (1997 SU)
- CUL 250** **Classical Cuisine** **5 (1-8)** **S**
Prerequisites: **CUL 110, CUL 110A, CUL 140, CUL 160, CUL 170, CUL 180, CUL 240, CUL 260**
Corequisites: **None**
This course reinforces the classical culinary kitchen as established by Escoffier. Topics include the working Grand Brigade of the kitchen, table d'hôte menus, signature dishes, and classical banquets. Upon completion, students should be able to

- DME 115** **Graphic Design Tools** **3 (2-2)** **SS**
Prerequisites: **None**
Corequisites: **None**
This course provides students with an introduction to creative expression and art/design techniques in a digital environment. Emphasis is placed on designing, creating, editing and integrating visual components consisting of bit-mapped and vector-based images, drawings, banners, text, simple animations, and multiple layers. Upon completion, students should be able to design and produce a range of visual products using digital processing techniques. (2004 FA)
- DME 120** **Intro to Multimedia Appl** **3 (2-2)** **S**
Prerequisites: **DME 110**
Corequisites: **None**
This course introduces storyboarding and multimedia application design. Topics include vector and bit-mapped graphics, interactive multimedia interfaces, layering techniques, image and animation libraries, and scripting. Upon completion, students should be able to produce basic high-quality interactive multimedia applications. (2004 FA)
- DME 130** **Digital Animation I** **3 (2-2)** **F**
Prerequisites: **DME 110**
Corequisites: **None**
This course introduces concepts for planning and developing animation sequences. Emphasis will be placed on review of digital animation concepts and exploration of various animation software packages. Upon completion, students should be able to produce simple animations. (2004 FA)
- DME 140** **Intro Audio/Video Media** **3 (2-2)** **SS**
Prerequisites: **DME 110**
Corequisites: **None**
This course is designed to teach students how to manipulate digital and audio content for multimedia applications. Topics include format conversion and a review of current technologies and digital formats. Upon completion, students should be able to modify existing audio and video content to meet a range of production requirements associated with digital media applications. (2004 FA)
- DME 210** **User Interface Design** **3 (2-2)** **AND**
Prerequisites: **DME 110**
Corequisites: **None**
This course covers current design approaches and emerging standards related to the design and development of user interfaces. Emphasis is placed on conducting research, and analyzing and reviewing current practices in effective interface design. Upon completion, students should be able to intelligently discuss and evaluate new and existing digital media products in terms of the user interface. (2004 FA)
- DME 220** **Interact Multi-Media Prog** **3 (2-2)** **AND**
Prerequisites: **DME 120**
Corequisites: **None**
This course is designed to build on concepts developed in DME 120 and teaches students to apply custom programming to develop advanced applications and components. Emphasis is placed on scripting language functionalities associated with a variety of software packages. Upon completion, students should be able to produce advanced, high-quality interactive multimedia applications. (2004 FA)

DME 260 Emerg Tech Digital Media 3 (2-2) AND

Prerequisites: DME 120, DME 130

Corequisites: None

This course provides students with the latest technologies and strategies in the field of digital media. Emphasis is placed on the evaluation of emerging digital media technologies and presenting those findings to the class. Upon completion, students should be able to critically analyze emerging digital media technologies and establish informed opinions. (2004 FA)

DME 270 Prof Prac Digital Media 3 (2-2) AND

Prerequisites: DME 120, DME 130

Corequisites: None

This course introduces students to business skills needed to succeed in the digital media workplace. Topics include portfolio development, resume design, and preparation of media contacts. Upon completion, students should be able to prepare themselves and their work for a career in the digital media workplace. (2004 FA)

DME 285 Systems Projects 3 (2-2) S

Prerequisites: DME 120, DME 130

Corequisites: None

This course provides an opportunity to complete a significant digital media project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete, maintain and implement a digital media project. (2004 FA)

DRAMA

DRA 111 Theatre Appreciation 3 (3-0) AND

Prerequisites: None

Corequisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* (1997 SU)

DRA 126 Storytelling 3 (3-0) AND

Prerequisites: None

Corequisites: None

This course introduces the art of storytelling and the oral traditions of folk literature. Topics include the history of storytelling, its value and purpose, techniques of the storyteller, and methods of collecting verbal art. Upon completion, students should be able to present and discuss critically stories from the world's repertory of traditional lore. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* (1997 SU)

DRA 130 **Acting I** **3 (0-6)** **AND**
Prerequisites: **None**
Corequisites: **None**
This course provides an applied study of the actor's craft. Topics include role analysis, training the voice, and body concentration, discipline, and self-evaluation. Upon completion, students should be able to explore their creativity in an acting ensemble. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

DRA 131 **Acting II** **3 (0-6)** **AND**
Prerequisites: **DRA 130**
Corequisites: **None**
This course provides additional hands-on practice in the actor's craft. Emphasis is placed on further analysis, characterization, growth, and training for acting competence. Upon completion, students should be able to explore their creativity in an acting ensemble. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

ECONOMICS

ECO 151 **Survey of Economics** **3 (3-0)** **S SS**
Prerequisites: **ENG 095, MAT 070**
Corequisites: **None**
This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

ECO 251 **Princ of Microeconomics** **3 (3-0)** **FS**
Prerequisites: **ENG 095; MAT 080, MAT 115, MAT 120, MAT 121, or MAT 140**
Corequisites: **None**
This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

ECO 252 **Princ of Macroeconomics** **3 (3-0)** **FS**
Prerequisites: **ENG 095; MAT 080, MAT 115, MAT 120, MAT 121, or MAT 140**
Corequisites: **None**
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for

achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in soc/behavioral sciences. (1997 SU)*

ELECTRONIC BUSINESS

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|---|--|----------------|----------|
| ECM 168 | Electronic Business | 3 (2-2) | F |
| Prerequisites: | ENG 085 | | |
| Corequisites: | None | | |
| <p>This course provides a survey of the world of electronic business. Topics include the definition of electronic business, current practices as they evolve using Internet strategy in business, and application of basic business principles to the world of e-commerce. Upon completion, students should be able to define electronic business and demonstrate an understanding of the benefits of e-commerce as a foundation for developing plans leading to electronic business implementation. This course is a unique concentration requirement of the E-Commerce concentration in the Business Administration Program. <i>(2000 FA)</i></p> | | | |
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| ECM 210 | Intro. to E-Commerce | 3 (2-2) | S |
| Prerequisites: | ENG 085; CIS 110 or CIS 111 | | |
| Corequisites: | None | | |
| <p>This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site. <i>(2003 FA)</i></p> | | | |
| | | | |
| ECM 220 | E-Commerce Plan. & Implementation | 3 (2-2) | S |
| Prerequisites: | ENG 085; CIS 110 or CIS 111 | | |
| Corequisites: | None | | |
| <p>This course builds on currently accepted business practices to develop a business plan and implementation model for e-commerce. Topics include analysis and synthesis of the planning cycle, cost/benefit analysis, technical systems, marketing, security, financial support, Internet strategies, website design, customer support and feedback and assessment. Upon completion, students should be able to develop a plan for e-commerce in a small to medium size business. This course is a unique concentration requirement of the E-Commerce concentration in the Business Administration Program. <i>(2000 FA)</i></p> | | | |
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| ECM 230 | Capstone Project | 3 (1-6) | S |
| Prerequisites: | ECM 220 | | |
| Corequisites: | None | | |
| <p>This course provides experience in Electronic Commerce. Emphasis is placed on the implementation of an e-commerce model for an existing business. Upon completion, students should be able to successfully develop and implement a plan for e-commerce in a small to medium size business. This course is a unique concentration requirement of the E-Commerce concentration in the Business Administration Program. <i>(2000 FA)</i></p> | | | |

EDUCATION

EDU 119 **Intro to Early Child Education** **4 (4-0)** **F**

Prerequisites: **ENG 085**

Corequisites: **None**

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. *(2009 FA)*

EDU 131 **Child, Family, & Community** **3 (3-0)** **F**

Prerequisites: **ENG 095**

Corequisites: **None**

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, 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. *(2009 FA)*

EDU 144 **Child Development I** **3 (3-0)** **S**

Prerequisites: **ENG 095**

Corequisites: **None**

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on 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. *(2009 FA)*

EDU 145 **Child Development II** **3 (3-0)** **SS**

Prerequisites: **ENG 095**

Corequisites: **None**

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language 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. *(2009 FA)*

EDU 146 **Child Guidance** **3 (3-0)** **S**

Prerequisites: **ENG 085**

Corequisites: **None**

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all

development, plan/select activities/materials, and partner with diverse families. (2009 FA)

EDU 235 School-Age Dev & Program 3 (3-0) SS

Prerequisites: ENG 095

Corequisites: None

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. (2009 FA)

EDU 251 Exploration Activities 3 (3-0) F

Prerequisites: ENG 095

Corequisites: None

This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children. (2009 FA)

EDU 259 Curriculum Planning 3 (3-0) F

Prerequisites: ENG 095, EDU 119

Corequisites: None

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments. (2009 FA)

EDU 261 Early Childhood Admin I 3 (3-0) S

Prerequisites: ENG 095

Corequisites: EDU 119

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include 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. (2009 FA)

EDU 262 Early Childhood Admin II 3 (3-0) SS

Prerequisites: ENG 095, EDU 261

Corequisites: EDU 119

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. (2009 FA)

- EDU 271 Educational Technology 3 (2-2) SS**
Prerequisites: ENG 095
Corequisites: None
 This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. (2009 FA)
- EDU 275 Effective Teacher Training 2 (2-0) SS**
Prerequisites: ENG 095
Corequisites: None
 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. (2009 FA)
- EDU 280 Language & Literacy Exp 3 (3-0) F**
Prerequisites: ENG 095
Corequisites: None
 This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences. (2009 FA)
- EDU 284 Early Child Capstone Practicum 4 (1-9) FS**
Prerequisites: ENG 095, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151
Corequisites: None
 This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits. (2009 FA)
- EDU 288 Adv Issues/Early Child Ed 2 (2-0) S**
Prerequisites: None
Corequisites: EDU 284
 This course covers advanced topics and issues in early childhood. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education. (2009 FA)

ELECTRICITY

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|--|-------------------------------|----------------|------------|
| ELC 111 | Intro to Electricity | 3 (2-2) | S |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment. <i>(1997 SU)</i> | | | |
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| ELC 113 | Basic Wiring I | 4 (2-6) | AND |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations. <i>(1997 SU)</i> | | | |
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| ELC 115 | Industrial Wiring | 4 (2-6) | AND |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment. <i>(2002 FA)</i> | | | |
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| ELC 117 | Motors and Controls | 4 (2-6) | AND |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| 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. <i>(2007 FA)</i> | | | |
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| ELC 128 | Intro to PLC | 3 (2-3) | AND |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs. <i>(1997 SU)</i> | | | |
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| ELC 131 | DC/AC Circuit Analysis | 5 (4-3) | F |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC | | | |

ELN 232	Intro to Microprocessors	4 (3-3)	F
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Prerequisites: None

Corequisites: None

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. *(2007 FA)*

ELN 246	Cert Elect Tech Prep	3 (3-0)	AND
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Prerequisites: None

Corequisites: None

This course covers electronic principles, theories, and concepts. Emphasis is placed on those items covered in the Certified Electronic Technician examination. Upon completion, students should be able to demonstrate competence in electronics and be prepared for the Certified Electronic Technician examination. *(1997 SU)*

EMERGENCY MEDICAL SCIENCE

EMS 110	EMT-Basic	7 (5-6)	FS
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Prerequisites: None

Corequisites: None

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-Basic certification. *(2002 FA)*

EMS 120	Intermediate Interventions	3 (2-3)	S
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Prerequisites: EMS 110

Corequisites: EMS 121, EMS 130, EMS 131

This course is designed to provide the necessary information for interventions appropriate to the EMT-Intermediate and is required for intermediate certification. Topics include automated external defibrillation, basic cardiac electrophysiology, intravenous therapy, venipuncture, acid-base balance, and fluids and electrolytes. Upon completion, students should be able to properly establish an IV line, obtain venous blood, utilize AEDs, and correctly interpret arterial blood gases. *(2002 FA)*

EMS 121	EMS Clinical Practicum I	2 (0-6)	S
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Prerequisites: EMS 110

Corequisites: EMS 120, EMS 130, EMS 131

This course is the initial hospital and field internship and is required for intermediate and paramedic certification. Emphasis is placed on intermediate-level care. Upon completion, students should be able to demonstrate competence with intermediate-level skills. *(2002 FA)*

EMS 130	Pharmacology I for EMS	2 (1-3)	S
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Prerequisites: EMS 110, MAT 060

Corequisites: EMS 120, EMS 121, EMS 131

This course introduces the fundamental principles of pharmacology and medication administration and is required for intermediate and paramedic certification. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug

- EMS 250** **Advanced Medical Emergencies** 3 (2-3) **F**
Prerequisites: **EMS 120, EMS 121, EMS 130, EMS 131**
Corequisites: **None**
This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include pulmonology, neurology, endocrinology, anaphylaxis, gastroenterology, toxicology, and environmental emergencies integrating case presentation and emphasizing pharmacotherapeutics. Upon completion, students should be able to recognize and manage frequently encountered medical conditions based upon initial patient impression. *(2000 FA)*
- EMS 260** **Advanced Trauma Emergencies** 2 (1-3) **F SS**
Prerequisites: **EMS 120, EMS 121, EMS 130, EMS 131**
Corequisites: **None**
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 hemorrhage control, shock, burns, and trauma to head, spine, soft tissue, thoracic, abdominal, and musculoskeletal areas with case presentations utilized for special problems situations. Upon completion, students should be able to recognize and manage trauma situations based upon patient impressions and should meet requirements of BTLIS or PHTLS courses. *(1997 SU)*
- EMS 270** **Life Span Emergencies** 3 (2-2) **S**
Prerequisites: **EMS 120, EMS 130, EMS 131**
Corequisites: **None**
This course, required for paramedic certification, covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death. 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 and certify at the Pediatric Advanced Life Support Provider level. *(1997 SU)*
- EMS 280** **EMS Bridging Course** 3 (2-2) **FS SS**
Prerequisites: **None**
Corequisites: **None**
This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients. *(1998 FA)*
- EMS 285** **EMS Capstone** 2 (1-3) **S**
Prerequisites: **EMS 220, EMS 250, EMS 260**
Corequisites: **None**
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. *(1997 SU)*

ENGLISH

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test and complete the entire course series as assigned.

ENG 070 **Basic Language Skills** **3 (2-2)** **FS**

Prerequisites: **None**

Corequisites: **RED 070**

This course introduces the fundamentals of standard written English. Emphasis is placed on effective word choice, recognition of sentences and sentence parts, and basic usage. Upon completion, students should be able to generate sentences that clearly express ideas. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A. (2000 FA)*

ENG 075 **Reading & Language Essentials** **5 (0-5)** **FS SS**

Prerequisites: **None**

Corequisites: **None**

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. This course integrates ENG 070 and RED 070. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A. (1997 SU)*

ENG 085 **Reading and Writing Foundations** **5 (5-0)** **FS SS**

Prerequisites: **ENG 070, minimum grade C, and RED 070, minimum grade C; or ENG 075, minimum grade C**

Corequisites: **None**

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. *This course integrates ENG 080 and RED 080 and satisfies the developmental reading and writing prerequisites for ENG 102 but not for ENG 111. (1997 SU)*

ENG 095 **Reading & Comp Strategies** **5 (5-0)** **FS SS**

Prerequisites: **ENG 085, minimum grade C**

Corequisites: **None**

This course uses whole language to strengthen proficiency in reading and writing for college. Emphasis is placed on applying critical reading skills to narrative and expository texts and on using the writing process. Upon completion, students should be able to comprehend, analyze, and evaluate college texts and to compose essays in preparation for college writing. *This course integrates ENG 090/090A and RED 090 and satisfies the developmental reading and writing prerequisites for ENG 111. (1997 SU)*

ENG 102 Applied Communications II 3 (3-0) S

Prerequisites: ENG 085, minimum grade C

Corequisites: None

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. *This course is designed primarily for the Autobody Repair Diploma. (1997 SU)*

ENG 111 Expository Writing 3 (3-0) FS SS

Prerequisites: ENG 095, minimum grade C

Corequisites: None

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. (1997 SU)*

ENG 112 Argument-Based Research 3 (3-0) FS SS

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. Students should also be able to prepare and deliver an oral presentation of the results of their research. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. (1997 SU)*

ENG 114 Prof Research & Reporting 3 (3-0) FS SS

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. (1997 SU)*

ENG 125 Creative Writing I 3 (3-0) AND

Prerequisites: ENG 111

Corequisites: None

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course*

requirement for the A.A, A.F.A., and A.S. degrees and the general education core requirement in humanities/fine arts for the A.A.S. degree. (1997 SU)

ENG 126 Creative Writing II 3 (3-0) AND

Prerequisites: ENG 125

Corequisites: None

This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

ENG 131 Introduction to Literature 3 (3-0) FS SS

Prerequisites: ENG 111

Corequisites: ENG 112 or ENG 114

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

ENG 231 American Literature I 3 (3-0) FS

Prerequisites: ENG 112 or ENG 114

Corequisites: None

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 interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

ENG 232 American Literature II 3 (3-0) FS

Prerequisites: ENG 112 or ENG 114

Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

ENG 241 British Literature I 3 (3-0) FS

Prerequisites: ENG 112 or ENG 114

Corequisites: None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

ENG 242 **British Literature II** **3 (3-0)** **FS**
Prerequisites: **ENG 112 or ENG 114**
Corequisites: **None**

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

ENG 261 **World Literature I** **3 (3-0)** **AND**
Prerequisites: **ENG 112 or ENG 114**
Corequisites: **None**

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

ENG 262 **World Literature II** **3 (3-0)** **AND**
Prerequisites: **ENG 112 or ENG 114**
Corequisites: **None**

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

ENG 273 **African-American Literature** **3 (3-0)** **AND**
Prerequisites: **ENG 112 or ENG 114**
Corequisites: **None**

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement for the A.A, A.F.A., and A.S. degrees and the general education core requirement in humanities/fine arts for the A.A.S. degree. (1997 SU)*

FRENCH

FRE 111 **Elementary French I** **3 (3-0)** **F**
Prerequisites: **None**
Corequisites: **FRE 181**

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking,

approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)

FRE 212 Intermediate French II 3 (3-0) AND

Prerequisites: FRE 211

Corequisites: FRE 282

This course is a continuation of FRE 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

FRE 281 French Lab 3 1 (0-2) AND

Prerequisites: FRE 182

Corequisites: FRE 211

This course provides an opportunity to enhance the review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*

FRE 282 French Lab 4 1 (0-2) AND

Prerequisites: FRE 281

Corequisites: FRE 212

This course provides an opportunity to enhance the review and expansion of the essential skills of the French language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*

GOLF COURSE MANAGEMENT

GCM 220 Golf Course Maintenance Systems 3 (3-0) S

Prerequisites: ENG 111, MAT 120

Corequisites: COE 111, TRF 110

This course provides a detailed study of the logistics of day-to-day maintenance programs for golf courses. Emphasis is placed on how such programs relate to the overall management of golf course facilities. Upon completion, students should be capable of setting up and operating maintenance programs at golf courses. *This course is a unique concentration requirement in the Golf Course Management concentration in the Turfgrass Management Technology program. (1997 FA)*

GCM 230 **Golf Course Org and Admin** **3 (3-0)** **F**
Prerequisites: **COE 121, GCM 220**
Corequisites: **COE 131, TRF 230**

This course provides a detailed analysis of golf course and landscape operations and administration. Topics include personnel, planning, budgeting, purchasing, records, labor management, and other day-to-day administrative functions. Upon completion, students should be able to understand the complicated roles and functions of golf course operations. *This course is a unique concentration requirement in the Golf Course Management concentration in the Turfgrass Management Technology program. (1997 FA)*

GCM 240 **Golf Course Design** **3 (3-0)** **F**
Prerequisites: **None**
Corequisites: **None**

This course provides a detailed study of the application of design principles to golf courses. Emphasis is placed on specific areas associated with golf courses and surrounding structures. Upon completion, students should be able recognize the application of design principles as applied to golf courses. *This course is a unique concentration requirement in the Golf Course Management concentration in the Turfgrass Management Technology program. (1997 FA)*

GCM 244 **Advanced Issues/GCM** **2 (2-0)** **S**
Prerequisites: **None**
Corequisites: **None**

This course covers advanced topics and field applications in golf course management. Emphasis is placed on management issues and professional growth experiences of current interest to golf course operations professionals. Upon completion, students should be able to demonstrate an understanding of advanced topics and critically analyze issues in golf course management. *(2008 SP)*

GEOGRAPHY

GEO 111 **World Regional Geography** **3 (3-0)** **AND**
Prerequisites: **ENG 085**
Corequisites: **None**

This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

GRAPHIC ARTS

GRA 151 **Computer Graphics I** **2 (1-3)** **S**
Prerequisites: **None**
Corequisites: **None**

This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon

completion, students should be able to understand and use the computer as a fundamental design and production tool. (1997 SU)

GRA 250 E-Document Publishing 2 (1-3) F

Prerequisites: GRA 151

Corequisites: None

This course provides instruction in electronic publishing of cross-media, cross-platform digital documents and the workflow requirements associated with output options. Topics include the creation, editing, conversion, color separation, output requirements and options, interactivity, and delivery methods. Upon completion, students should be able to create, output, and distribute cross-media, cross-platform digital documents within specifications. (2004 SP)

GRAPHIC DESIGN

GRD 121 Drawing Fundamentals I 2 (1-3) S

Prerequisites: None

Corequisites: None

This course increases observation skills using basic drawing techniques and media in graphic design. Emphasis is placed on developing the use of graphic design principles, media applications, spatial considerations, drawing styles, and approaches. Upon completion, students should be able to show competence and proficiency in finished works. (1997 SU)

GRD 167 Photographic Imaging I 3 (1-4) AND

Prerequisites: None

Corequisites: None

This course introduces basic camera operations and photographic production. Topics include subject composition, depth of field, shutter control, light control, color, photo-finishing, and digital imaging, correction and output. Upon completion, students should be able to produce traditional and/or digital photographic prints with acceptable technical and compositional quality. (2006 SU)

GRD 175 3-D Animation Design 3 (1-4) AND

Prerequisites: GRA 151 or GRD 151

Corequisites: None

This course explores three-dimensional animation design and production. Emphasis is placed on developing essential skills and techniques using three-dimensional animation software from conceptualization to completion including design, illustration, color, spatial depth, and movement. Upon completion, students should be able to produce animation sequences for computer-related presentations. (1997 SU)

GRD 265 Digital Print Production 3 (1-4) AND

Prerequisites: GRA 151 or GRD 151

Corequisites: None

This course covers preparation of digital files for output and reproduction. Emphasis is placed on output options, separations, color proofing, and cost and design considerations. Upon completion, students should be able to prepare files and select appropriate output methods for design solutions. (2009 SP)

GERONTOLOGY

GRO 120	Gerontology	3 (3-0)	F
Prerequisites:	PSY 150		
Corequisites:	None		

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. (1997 SU)

HEALTH

HEA 112	First Aid & CPR	2 (1-2)	S
Prerequisites:	None		
Corequisites:	None		

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement for the A.A., A.F.A., and A.S. degrees only.* (1997 SU)

HISTORY

HIS 111	World Civilizations I	3 (3-0)	AND
Prerequisites:	ENG 085		
Corequisites:	None		

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.* (1997 SU)

HIS 112	World Civilizations II	3 (3-0)	AND
Prerequisites:	ENG 085		
Corequisites:	None		

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.* (1997 SU)

HIS 121	Western Civilization I	3 (3-0)	FS SS
Prerequisites:	ENG 070 and RED 070, or ENG 075		
Corequisites:	None		

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural

developments in early western civilization. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

HIS 122 **Western Civilization II** **3 (3-0)** **FS SS**
Prerequisites: **ENG 070 and RED 070, or ENG 075**
Corequisites: **None**

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

HIS 131 **American History I** **3 (3-0)** **AND**
Prerequisites: **ENG 085**
Corequisites: **None**

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

HIS 132 **American History II** **3 (3-0)** **AND**
Prerequisites: **ENG 085**
Corequisites: **None**

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

HIS 236 **North Carolina History** **3 (3-0)** **AND**
Prerequisites: **ENG 085**
Corequisites: **None**

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement for the A.A., A.F.A., and A.S. degrees and the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences for the A.A.S. degrees. (1997 SU)*

HEALTH INFORMATION

- HIT 110** **Fundamentals of HIM** **2 (2-0-0) PITT CC**
Prerequisites: **None**
Corequisites: **None**
This course introduces Health Information Management (HIM) and its role in healthcare delivery systems. Topics include external standards, regulations, and initiatives; payment and reimbursement systems and healthcare providers and disciplines. Upon completion, students should be able to demonstrate an understanding of health information management and healthcare organizations, professions, and trends. *(2007 FA)*
- HIT 112** **Health Law & Ethics** **3 (3-0-0) PITT CC**
Prerequisites: **None**
Corequisites: **None**
This course covers legislative and regulatory processes, legal terminology, and professional-related and practice-related ethical issues. Topics include confidentiality; privacy and security policies, procedures and monitoring; release of information policies and procedures; and professional-related and practice-related ethical issues. Upon completion, students should be able to apply policies and procedures for access and disclosure of Protected Health Information and apply and promote ethical standards. *(2007 FA)*
- HIT 114** **Health Data Systems/Standards** **3 (2-3-0) PITT CC**
Prerequisites: **None**
Corequisites: **None**
This course covers basic concepts and techniques for managing and maintaining health data systems. Topics include structure and use of health information including collection tools, data sources and sets, storage and retrieval, quality and integrity of healthcare data. Upon completion, students should be able to monitor and apply organization-wide health data documentation guidelines and comply with regulatory standards. *(2007 FA)*
- HIT 122** **Prof Practice Exp I** **1 (0-0-3) PITT CC**
Prerequisites: **None**
Corequisites: **None**
This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices. *(2007 FA)*
- HIT 210** **Healthcare Statistics** **4 (3-2-0) PITT CC**
Prerequisites: **MAT 110 or higher**
Corequisites: **None**
This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles, indices, databases, registries, vital statistics, descriptive statistics, research protocol monitoring, Institutional Review Board processes, and knowledge-based research techniques. Upon completion, students should be able to apply, interpret, and present healthcare statistics and utilize research techniques to gather and interpret healthcare data. *(2007 FA)*

- HIT 212 ICD-9-CM Coding 4 (3-3-0) PITT CC**
Prerequisites: None
Corequisites: None
This course covers ICD-9-CM diagnostic and procedural coding according to the guidelines of the Cooperating Parties. Emphasis is placed on coding conventions and rules, methodology and sequencing, data sets, documentation requirements, data retrieval, quality control, and use of coding resources. Upon completion, students should be able to apply coding principles to correctly assign ICD-9-CM diagnostic and surgical codes. (2007 FA)
- HIT 214 CPT/Other Coding Systems 2 (1-3-0) PITT CC**
Prerequisites: HIT 212
Corequisites: None
This course covers application of principles and guidelines of CPT/HCPCS coding. Topics include clinical classification/nomenclature systems such as SNOMED, DSM, ICD-O and the use of encoders. Upon completion, students should be able to apply coding principles to correctly assign CPT/HCPCS codes. (2007 FA)
- HIT 215 Reimbursement Methodology 2 (1-3-0) PITT CC**
Prerequisites: None
Corequisites: None
This course covers reimbursement methodologies used in all healthcare settings as they relate to national billing, compliance, and reporting requirements. Topics include prospective payment systems, billing process and procedures, chargemaster maintenance, regulatory guidelines, reimbursement monitoring, and compliance strategies and reporting. Upon completion, students should be able to perform data quality reviews to validate code assignment and comply with reimbursement and reporting requirements. (2007 FA)
- HIT 216 Quality Management 2 (1-3-0) PITT CC**
Prerequisites: HIT 114
Corequisites: None
This course introduces principles of quality assessment and improvement, and utilization, risk, and case management, in healthcare. Topics include Continuous Quality Improvement, and case management processes, data analysis/reporting techniques, credentialing, regulatory quality monitoring requirements, and outcome measures and monitoring. Upon completion, students should be able to abstract, analyze, and report clinical data for facility-wide quality management/performance improvement programs and monitor compliance measures. (2007 FA)
- HIT 218 Management Principles in HIT 3 (3-0-0) PITT CC**
Prerequisites: None
Corequisites: None
This course covers organizational management concepts as applied to healthcare settings. Topics include roles/functions of teams/committees, leadership, communication and interpersonal skills, designing and implementing orientation/training programs, monitoring workflow, performance standards, revenue cycles, and organizational resources. Upon completion, students should be able to apply management, leadership, and supervisory concepts to various healthcare settings. (2007 FA)

HIT 220 Computers in Healthcare 2 (1-2-0) PITT CC

Prerequisites: CIS 110 or CIS 111

Corequisites: None

This course covers electronic health information systems and their design, implementation, and application. Topics include voice recognition and imaging technology, information security and integrity, data dictionaries, modeling, and warehousing to meet departmental needs. Upon completion, students should be able to apply policies/procedures to facilitate electronic health records and other administrative applications. (2007 FA)

HIT 222 Prof Practice Exp III 2 (0-0-6) PITT CC

Prerequisites: None

Corequisites: None

This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices. (2007 FA)

HIT 224 Prof Practice Exp IV 3 (1-0-6) PITT CC

Prerequisites: None

Corequisites: None

This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices. (2007 FA)

HIT 226 Principles of Disease 3 (3-0-0) PITT CC

Prerequisites: BIO 166 or BIO 169

Corequisites: None

This course covers disease etiology and organ system involvement, including physical signs and symptoms, prognoses, and common complications and their management. Topics include basic microbiology, basic pharmacology, and principles of disease. Upon completion, students should be able to relate disease processes to etiology, physical signs and symptoms, prognosis, and common complications and their management. (1997 SU)

HIT 280 Professional Issues 2 (2-0-0) PITT CC

Prerequisites: HIT 212

Corequisites: None

This course provides a comprehensive discussion of topics common to the health information profession. Emphasis is placed on application of professional competencies, job search tools, and preparation for the certification examination. Upon completion, students should be able to demonstrate competence in entry-level domains and subdomains for health information technologies. (2007 FA)

HORTICULTURE

HOR 112 Landscape Design I 3 (2-3) F

Prerequisites: HOR 114, HOR 160, HOR 260, MAT 120

Corequisites: None

This course covers landscape principles and practices for residential and commercial sites. Emphasis is placed on drafting, site analysis, and common elements of good

design, plant material selection, and proper plant utilization. Upon completion, students should be able to read, plan, and draft a landscape design. (1997 SU)

HOR 114 Landscape Construction 3 (2-2) SS

Prerequisites: LSG 111, LSG 121, MAT 120

Corequisites: LSG 123

This course introduces the design and fabrication of landscape structures/features. Emphasis is placed on safety, tool identification and use, material selection, construction techniques, and fabrication. Upon completion, students should be able to design and construct common landscape structures/features. *Prerequisites and corequisites are applicable to Landscape Gardening program students. (1997 SU)*

HOR 134 Greenhouse Operations 3 (2-2) S

Prerequisites: LSG 111, LSG 121, MAT 120

Corequisites: COE 111, LSG 122

This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of greenhouse systems, including the environmental control, record keeping, scheduling, and production practices. Upon completion, students should be able to demonstrate the ability to operate greenhouse systems and facilities to produce greenhouse crops. (1997 SU)

HOR 142 Fruit & Vegetable Prod 2 (1-2) SS

Prerequisites: LSG 111, LSG 121

Corequisites: HOR 164

This course introduces the principles and techniques of growing fruits and field-grown vegetables. Topics include site selection, proper varietal selection, nutritional values, cultural techniques, harvesting and marketing, and insect and disease control. Upon completion, students should be able to demonstrate an understanding of the principles related to the production of selected fruits and vegetables. (1997 SU)

HOR 160 Plant Materials I 3 (2-2) S

Prerequisites: LSG 111, LSG 121

Corequisites: LSG 122

This course covers identification, culture, characteristics, and use of plants. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials. *Prerequisites and corequisites are applicable to Landscape Gardening program students. (1997 SU)*

HOR 162 Applied Plant Science 3 (2-2) SS

Prerequisites: LSG 111, TRF 130

Corequisites: None

This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture. *Emphasis will be placed on plants for the golf course. (1997 SU)*

- HOR 164 Hort Pest Management 3 (2-2) SS**
Prerequisites: TRF 110, HOR 160
Corequisites: None
 This course covers the identification and control of plant pests including insects, diseases, and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators licensc. *Prerequisites and corequisites are applicable to Landscape Gardening program students. (1997 SU)*
- HOR 166 Soils & Fertilizers 3 (2-2) S**
Prerequisites: MAT 120
Corequisites: ENG 114
 This course covers the physical and chemical properties of soils, soil fertility, and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media *for a golf course putting green. (1997 SU)*
- HOR 213 Landscape Design II 3 (2-2) S**
Prerequisites: HOR 112, HOR 114, HOR 260, HOR 265
Corequisites: None
 This course covers residential and commercial landscape design, cost analysis, and installation. Emphasis is placed on job cost estimates, installation of the landscape design, and maintenance techniques. Upon completion, students should be able to read landscape design blueprints, develop cost estimates, and implement the design. *(1997 SU)*
- HOR 225 Nursery Production 3 (2-2) S**
Prerequisites: HOR 164, HOR 260
Corequisites: None
 This course covers all aspects of nursery crop production. Emphasis is placed on field production and covers soils, nutrition, irrigation, pest control, and harvesting. Upon completion, students should be able to produce a marketable nursery crop. *(2009 SP)*
- HOR 235 Greenhouse Production 3 (2-2) F**
Prerequisites: HOR 134, HOR 164
Corequisites:
 This course covers the production of greenhouse crops. Emphasis is placed on product selection and production based on market needs and facility availability, including record keeping. Upon completion, students should be able to select and make production schedules to successfully produce greenhouse crops. *(1997 SU)*
- HOR 255 Interiorscapes 2 (1-2) F**
Prerequisites: HOR 112, HOR 160, LSG 111
Corequisites: HOR 235
 This course covers plant selection, design, and management for interior settings. Topics include tropical plant identification, cultural requirements, insect and disease identification and control, and design and management requirements for interior plants. Upon completion, students should be able to design, install, and manage plants in interior settings. *(1997 SU)*

and public areas, budgeting, purchasing, security, and inventory control. Upon completion, students should be able to understand and apply the principles of organization and management of a housekeeping department. (1997 SU)

HRM 120 Front Office Procedures 3 (3-0) S

Prerequisites: None

Corequisites: None

This course provides a systematic approach to hotel front office procedures. Topics include reservations, registration, guest satisfaction, occupancy and rate management, security, interdepartmental communications, and related guest services. Upon completion, students should be able to demonstrate a basic understanding of current front office operating systems, including efficient and courteous guest services. (1997 SU)

HRM 140 Hospitality Tourism Law 3 (3-0) F

Prerequisites: None

Corequisites: None

This course covers the rights and responsibilities that the law grants to or imposes upon the hospitality industry. Topics include federal and state regulations, historical and current practices, safety and security, risk management, loss prevention, torts, and contracts. Upon completion, students should be able to demonstrate an understanding of the legal system to prevent or minimize organizational liability. (1997 SU)

HRM 210 Meetings & Conventions 3 (3-0) F

Prerequisites: ENG 085

Corequisites: None

This course introduces organization, arrangement, and operation of conventions, trade shows, professional meetings, and food functions. Emphasis is placed on the methods of marketing, selling, and servicing conventions and trade shows and the division of administrative responsibilities in their operation. Upon completion, students should be able to describe and apply the principles of management to multi-function, multi-day conferences and events. (1997 SU)

HRM 215 Restaurant Management 3 (3-0) F

Prerequisites: ENG 085, CUL 135

Corequisites: None

This course provides an overview of the various challenges and responsibilities encountered in managing a food and beverage operation. Topics include planning, administration, organization, accounting, marketing, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate an understanding of the operation of a restaurant. (1997 SU)

HRM 220 Food & Beverage Controls 3 (3-0) FS

Prerequisites: ENG 085

Corequisites: None

This course introduces controls and accounting procedures as applied to costs in the hospitality industry. Topics include analysis of financial statements, reports and costs. Upon completion, students should be able to understand and apply food, beverage, and labor cost control systems for operational troubleshooting and problem solving. (2006 FA)

- HRM 230 Club & Resort Management 2 (2-0) S**
Prerequisites: ENG 085
Corequisites: None
This course introduces specific principles of managing a hospitality operation in a resort or club setting. Topics include resort and club marketing, recreational and sport activity management, and retail management. Upon completion, students should be able to demonstrate an understanding of the specialized skills involved in resort and club management. (1997 SU)
- HRM 235 Hospitality Quality Mgmt 3 (3-0) S**
Prerequisites: ENG 085
Corequisites: None
This course introduces the various schools of thought in achievement and implementation of quality standards for the hospitality industry. Emphasis is placed on developing and maintaining quality in the delivery of the tangible and intangible aspects of the service product. Upon completion, students should be able to demonstrate an understanding of quality service principles and apply them within a hospitality/service environment. (1997 SU)
- HRM 240 Hospitality Marketing 3 (3-0) S**
Prerequisites: ENG 085
Corequisites: None
This course covers planning, organizing, directing, and analyzing the results of marketing programs in the hospitality industry. Emphasis is placed on market segmentation and analysis, product and image development, sales planning, advertising, public relations, and collateral materials. Upon completion, students should be able to prepare a marketing plan applicable to the hospitality industry. (1997 SU)
- HRM 245 Hosp Human Resource Mgmt 3 (3-0) F**
Prerequisites: ENG 085
Corequisites: None
This course presents a systematic approach to human resource management in the hospitality industry. Topics include labor regulations and laws, hiring, development, discipline, motivation, separation, productivity, and organizational culture. Upon completion, students should be able to apply sound human resource management skills to the hospitality industry. (1997 SU)
- HRM 280 Hospitality Mgmt Problems 3 (3-0) S**
Prerequisites: ENG 085, HRM 110
Corequisites: None
This course addresses timely issues in the hospitality industry and is intended to move students into managerial thinking. Emphasis is placed on problem-solving skills using currently available resources. Upon completion, students should be able to apply hospitality management principles to real challenges facing industry managers. (2006 FA)

techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately. (1997 SU)

HUMANITIES

HUM 110 Technology and Society 3 (3-0) FS

Prerequisites: **ENG 070 and RED 070, or ENG 075**

Corequisites: **None**

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

HUM 115 Critical Thinking 3 (3-0) AND

Prerequisites: **ENG 095**

Corequisites: **None**

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (2003 SP)*

HUM 120 Cultural Studies (The City) 3 (3-0) S

Prerequisites: **ENG 111**

Corequisites: **None**

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. This course includes a required field trip to New York City. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

HUM 122 Southern Culture 3 (3-0) FS

Prerequisites: **ENG 070 and RED 070, or ENG 075**

Corequisites: **None**

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

HUM 130 Myth in Human Culture 3 (3-0) AND

Prerequisites: **ENG 070 and RED 070, or ENG 075**

Corequisites: **None**

This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of

myths and legends on modern culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

HUM 150 American Women's Studies 3 (3-0) AND

Prerequisites: ENG 070 and RED 070, or ENG 075

Corequisites: None

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

HUM 160 Introduction to Film 3 (2-2) FS SS

Prerequisites: ENG 111

Corequisites: None

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. A major emphasis of the course will be discussions and reports that analyze plot and conflict, narrative styles, character development, and theme. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1999 FA)*

HUM 161 Advanced Film Studies 3 (2-2) AND

Prerequisites: HUM 160

Corequisites: None

This course provides an advanced study of film art and production, building on skills learned in HUM 160. Topics include advanced film production techniques, film genres, examination of master directors' styles, and the relation of film to culture. Upon completion, students should be able to recognize and critically analyze advanced elements of film production. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (2002 SP)*

HUM 170 The Holocaust 3 (3-0) FS

Prerequisites: ENG 070 and RED 070, or ENG 075

Corequisites: None

This course provides a survey of the destruction of European Jewry by the Nazis during World War II. Topics include the anti-Semitic ideology, bureaucratic structures, and varying conditions of European occupation and domination under the Third Reich. Upon completion, students should be able to demonstrate an understanding of the historical, social, religious, political, and economic factors which cumulatively resulted in the Holocaust. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement for the A.A, A.F.A., and A.S. degrees and the general education core requirement in humanities/fine arts for the A.A.S. degree. (1997 SU)*

LSG 244 **Advanced Issues/LSG** **2 (2-0)** **S**

Prerequisites: **None**

Corequisites: **None**

This course covers advanced topics and issues in landscape gardening. Emphasis is placed on current issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to demonstrate an understanding of advanced topics and critically analyze issues in landscape gardening. (2008 SP)

Other courses within the Landscape Gardening program are listed under the following prefixes: COE, HOR, and TRF.

MACHINING

MAC 111 **Machining Technology I** **6 (2-12)** **AND**

Prerequisites: **None**

Corequisites: **None**

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. (1997 SU)

MATHEMATICS

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test. All associate's degree students must either place out of MAT 060 or successfully complete MAT 060 to meet the SACS requirement for demonstration of competence in fundamental mathematical skills.

MAT 060 **Essential Mathematics** **4 (3-2)** **FS**

Prerequisites: **None**

Corequisites: **None**

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate. (1997 SU)

MAT 070 **Introductory Algebra** **4 (3-2)** **FS SS**

Prerequisites: **MAT 060, minimum grade C**

Corequisites: **ENG 085**

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. (1997 SU)

- MAT 080** **Intermediate Algebra** **4 (3-2)** **FS SS**
Prerequisites: **MAT 070, minimum grade C**
Corequisites: **ENG 085**
This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. (1997 SU)
- MAT 115** **Mathematical Models** **3 (2-2)** **FS SS**
Prerequisites: **MAT 070 or MAT 080, minimum grade C**
Corequisites: **None**
This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their graphs, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. (2005 SU)
- MAT 120** **Geometry and Trigonometry** **3 (2-2)** **F**
Prerequisites: **MAT 070 or MAT 080, minimum grade C**
Corequisites: **None**
This course introduces the concepts of plane trigonometry and geometry with emphasis on applications to problem solving. Topics include the basic definitions and properties of plane and solid geometry, area and volume, right triangle trigonometry, and oblique triangles. Upon completion, students should be able to solve applied problems both independently and collaboratively using technology. (Open to students in the Landscape Gardening and Golf Course Management Programs.) (2005 SU)
- MAT 121** **Algebra/Trigonometry I** **3 (2-2)** **FS**
Prerequisites: **MAT 070, minimum grade C**
Corequisites: **None**
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 simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results. (1999 FA)
- MAT 122** **Algebra/Trigonometry II** **3 (2-2)** **S**
Prerequisites: **MAT 121 or MAT 171, minimum grade C**
Corequisites: **None**
This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results. (2005 SU)

MAT 263 **Brief Calculus** **3 (3-0)** **FS**

Prerequisites: **MAT 171, minimum grade C**

Corequisites: **None**

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (2005 SU)*

MAT 271 **Calculus I** **4 (3-2)** **FS SS**

Prerequisites: **MAT 172 or MAT 175, minimum grade C**

Corequisites: **None**

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

MAT 272 **Calculus II** **4 (3-2)** **FS**

Prerequisites: **MAT 271, minimum grade C**

Corequisites: **None**

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

MAT 273 **Calculus III** **4 (3-2)** **AND**

Prerequisites: **MAT 272, minimum grade C**

Corequisites: **None**

This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

MAT 285 **Differential Equations** **3 (3-0)** **AND**

Prerequisites: **MAT 272, minimum grade C**

Corequisites: **None**

This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; numerical methods; series solutions; eigenvalues and

eigenvectors; Laplace transforms; and Fourier series. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MECHANICAL

MEC 111 **Machine Processes I** **3 (1-4)** **AND**

Prerequisites: **None**

Corequisites: **None**

This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely machine simple parts to specified tolerances. *(2005 SP)*

MEDICAL TERMINOLOGY

MED 118 **Medical Law and Ethics** **2 (2-0)** **F**

Prerequisites: **None**

Corequisites: **None**

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. *(1997 SU)*

MED 120 **Survey of Medical Terminology** **2 (2-0)** **F**

Prerequisites: **None**

Corequisites: **None**

This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms. *(1997 SU)*

MED 121 **Medical Terminology I** **3 (3-0)** **F**

Prerequisites: **ENG 085**

Corequisites: **None**

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. *(1997 SU)*

MED 122 **Medical Terminology II** **3 (3-0)** **S**

Prerequisites: **MED 121**

Corequisites: **None**

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. (1997 SU)

MARKETING AND RETAILING

MKT 120 Principles of Marketing 3 (3-0) FS

Prerequisites: ENG 085

Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making. (1997 SU)

MEDICAL LABORATORY TECHNOLOGY

Admission to the Medical Laboratory Technology program is required in order to enroll in MLT courses.

MLT 110 Intro to MLT 3 (2-3) F

Prerequisites: None

Corequisites: None

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. (1997 SU)

MLT 111 Urinalysis & Body Fluids 2 (1-3) F

Prerequisites: None

Corequisites: None

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. (1997 SU)

MLT 120 Hematology/Hemostasis I 4 (3-3) S

Prerequisites: MLT 110, MLT 111

Corequisites: None

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. (1998 FA)

MLT 125 Immunoematology I 5 (4-3) SS

Prerequisites: MLT 110, MLT 111

Corequisites: None

This course introduces the immune system and response; basic concepts of antigens, antibodies, and their reactions; and applications in transfusion medicine and serodiagnostic testing. Emphasis is placed on immunological and blood banking techniques including concepts of cellular and humoral immunity and pretransfusion testing. Upon completion, students should be able to demonstrate theoretical

comprehension in performing and interpreting routine immunological and blood bank procedures. *(1998 FA)*

MLT 130 Clinical Chemistry I 4 (3-3) S

Prerequisites: MLT 110, MLT 111

Corequisites: None

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. *(1998 FA)*

MLT 141 General Clinical Micro 3 (2-2) F

Prerequisites: BIO 275, MLT 110, MLT 111

Corequisites: None

This course is a comprehensive survey of clinical microbiology. Emphasis is placed on morphology and identification of pathogenic organisms covering both basic and special areas of clinical microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting clinical microbiology procedures. *(1998 FA)*

MLT 215 Professional Issues 1 (1-0) S

Prerequisites: None

Corequisites: None

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. *(1997 SU)*

MLT 259 MLT Practicum I 11 (0-33) FS

Prerequisites: MLT 120, MLT 130

Corequisites: None

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. *(1998 FA)*

MLT 269 MLT Practicum II 11 (0-33) FS

Prerequisites: MLT 120, MLT 130

Corequisites: None

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. *(1998 FA)*

MAINTENANCE

MNT 110 Intro to Maint. Procedures 2 (1-3) AND

Prerequisites: None

Corequisites: None

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to

demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards. (1997 SU)

MNT 160 Industrial Fabrication 2 (1-3) AND

Prerequisites: None

Corequisites: None

This course covers the necessary techniques to fabricate and assemble basic items common in industrial environments. Emphasis is placed on students being able to create basic items such as frames, guards, supports, and other components commonly used in industry. Upon completion, students should be able to safely fabricate and assemble selected items within specifications. (2002 FA)

MASSAGE THERAPY

Admission to the Therapeutic Massage program is required before enrolling in MTH courses.

MTH 110 Fundamentals of Massage 10 (6-9-3) F

Prerequisites: None

Corequisites: BIO 165, MED 120, PSY 150

This course introduces concepts basic to the role of the massage therapist in a variety of clinical settings. Emphasis is placed on beginning theory and techniques of body work as well as skill in therapeutic touch. Upon completion of the course, the student should be able to apply basic practical massage therapy skills. (2008 SP)

MTH 120 Therapeutic Massage Applications 10 (6-9-3) S

Prerequisites: BIO 165, MED 120, MTH 110, PSY 150

Corequisites: BIO 166, ENG 111

This course provides an expanded knowledge and skill base for the massage therapist in a variety of clinical settings. Emphasis is placed on selected therapeutic approaches throughout the lifespan. Upon completion, students should be able to perform entry level therapeutic massage on various populations. (2008 SP)

MTH 125 Ethics of Massage 2 (2-0) SS

Prerequisites: MTH 110

Corequisites: BIO 271; MAT 115, MAT 140, or MAT 171

This course is designed to explore issues related to the practice of massage therapy. Emphasis is placed on ethical, legal, professional, and political issues. Upon completion, students should be able to discuss issues relating to the practice of massage therapy, client/therapist relationships as well as ethical issues. (2005 FA)

MTH 210 Adv Skills of Massage 8 (4-9-3) F

Prerequisites: MTH 120

Corequisites: COM 110; PSY 118; PED 113, 117, 120, 122, 125, 130, 135, 145, 154, or 217

This course provides knowledge and skills in diverse body work modalities in a variety of clinical settings. Emphasis is placed on selected techniques such as Neuromuscular Therapy, Sports Massage, Soft Tissue Release, Spa Approaches, Oriental Therapies, and energy techniques. Upon completion, students should be able to perform basic skills in techniques covered. (2008 SP)

MTH 220 Outcome-Based Massage 7 (4-6-3) S
Prerequisites: MTH 120
Corequisites: BUS 137 or BUS 230; COE 111
 This course provides knowledge and skills in more complex body works modalities in a variety of clinical settings. Emphasis is placed on developing advanced skills in outcome-based Massage. Upon completion, students should be able to perform basic skills in techniques covered. (2008 SP)

MUSIC

Students who wish to enroll in the Associate in Fine Arts in Music and Music Education (A1020D) program must demonstrate the appropriate level of vocal or instrument proficiency. Non-music majors may be allowed to enroll in music theory and performance classes only after demonstrating the appropriate level of proficiency prior to registering for MUS 121, 131, 133, 135, 137, 141, and 161. Students with little or no music background should enroll in MUS 111 and MUS 151.

MUS 110 Music Appreciation 3 (3-0) FS SS
Prerequisites: ENG 070 and RED 070, or ENG 075
Corequisites: None
 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

MUS 111 Fundamentals of Music 3 (3-0) FS
Prerequisites: None
Corequisites: None
 This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement for the A.A., A.A.S., A.F.A., and A.S. degrees and the general education core requirement in humanities/fine arts for A.A.S. degrees. (1999 FA)*

MUS 113 American Music 3 (3-0) AND
Prerequisites: ENG 070 and RED 070, or ENG 075
Corequisites: None
 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

MUS 121 Music Theory I 4 (3-2) F
Prerequisites: None
Corequisites: None
 This course provides an in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis,

- MUS 134** **Band II** **1 (0-2)** **FS SS**
Prerequisites: **MUS 133**
Corequisites: **None**
This course is a continuation of MUS 133. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- MUS 135** **Jazz Ensemble I** **1 (0-2)** **FS SS**
Prerequisites: **None**
Corequisites: **None**
This course provides an opportunity for those who play an appropriate instrument to gain experience playing in a jazz ensemble. Emphasis is placed on jazz ensemble techniques and the study and performance of a variety of styles of jazz literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1998 FA)*
- MUS 136** **Jazz Ensemble II** **1 (0-2)** **FS SS**
Prerequisites: **MUS 135**
Corequisites: **None**
This course is a continuation of MUS 135. Emphasis is placed on jazz ensemble techniques and the study and performance of a variety of styles and periods of jazz literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- MUS 137** **Orchestra I** **1 (0-2)** **FS**
Prerequisites: **None**
Corequisites: **None**
This course provides an opportunity for those who play an orchestral instrument to gain experience playing in an ensemble. Emphasis is placed on orchestral techniques and the study and performance of a variety of styles and periods of orchestral and string ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1998 FA)*
- MUS 138** **Orchestra II** **1 (0-2)** **FS**
Prerequisites: **MUS 137**
Corequisites: **None**
This course is a continuation of MUS 137. Emphasis is placed on orchestral techniques and the study and performance of a variety of styles and periods of orchestral and string ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 141 **Ensemble I** **1 (0-2)** **FS**

Prerequisites: **None**

Corequisites: **None**

This course provides an opportunity to perform in any combination of instrumental, vocal, or keyboard groups of two or more. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1998 FA)*

MUS 142 **Ensemble II** **1 (0-2)** **FS**

Prerequisites: **MUS 141**

Corequisites: **None**

This course is a continuation of MUS 141. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *(1997 FA)*

MUS 151 **Class Music I** **1 (0-2)** **FS**

Prerequisites: **None**

Corequisites: **None**

This course provides group instruction in skills and techniques of the particular instrument or voice for those with little or no previous experience. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. The following letter suffixes designate a specific instrument or voice: A-Voice, B-Piano, C-Organ, D-Flute, E-Oboc/Bassoon, F-Clarinet, G-Saxophone, H-Trumpet, J-French Horn, K-Trombone, L-Baritone/Tuba, M-Violin, N-Viola, P-Cello, R-Double Bass, S-Percussion, T-Guitar, U-Bass Guitar. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 152 **Class Music II** **1 (0-2)** **FS**

Prerequisites: **MUS 151**

Corequisites: **None**

This course is a continuation of MUS 151. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. The following letter suffixes designate a specific instrument or voice: A-Voice, B-Piano, C-Organ, D-Flute, E-Oboc/Bassoon, F-Clarinet, G-Saxophone, H-Trumpet, J-French Horn, K-Trombone, L-Baritone/Tuba, M-Violin, N-Viola, P-Cello, R-Double Bass, S-Percussion, T-Guitar, U-Bass Guitar. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 161 **Applied Music I** **2 (1-2)** **FS**

Prerequisites: **None**

Corequisites: **None**

This course provides individual instruction in the skills and techniques of the particular instrument or voice. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through

- MUS 232** **Chorus IV** **1 (0-2)** **FS**
Prerequisites: **MUS 231**
Corequisites: **None**
This course is a continuation of MUS 231. Emphasis is placed on vocal techniques and the study of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- MUS 233** **Band III** **1 (0-2)** **FS SS**
Prerequisites: **MUS 134**
Corequisites: **None**
This course is a continuation of MUS 134. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- MUS 234** **Band IV** **1 (0-2)** **FS SS**
Prerequisites: **MUS 233**
Corequisites: **None**
This course is a continuation of MUS 233. Emphasis is placed on band techniques and the study and performance of a variety of styles and periods of band literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- MUS 235** **Jazz Ensemble III** **1 (0-2)** **FS SS**
Prerequisites: **MUS 136**
Corequisites: **None**
This course is a continuation of MUS 136. Emphasis is placed on jazz ensemble techniques and the study and performance of a variety of styles and periods of jazz literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- MUS 236** **Jazz Ensemble IV** **1 (0-2)** **FS SS**
Prerequisites: **MUS 235**
Corequisites: **None**
This course is a continuation of MUS 235. Emphasis is placed on jazz ensemble techniques and the study and performance of a variety of styles and periods of jazz literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 237 **Orchestra III** **1 (0-2)** **FS**
Prerequisites: **MUS 138**
Corequisites: **None**
 This course is a continuation of MUS 138. Emphasis is placed on orchestral techniques and the study and performance of a variety of styles and periods of orchestral and string ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 238 **Orchestra IV** **1 (0-2)** **FS**
Prerequisites: **MUS 237**
Corequisites: **None**
 This course is a continuation of MUS 237. Emphasis is placed on orchestral techniques and the study and performance of a variety of styles and periods of orchestral and string ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 241 **Ensemble III** **1 (0-2)** **FS**
Prerequisites: **MUS 142**
Corequisites: **None**
 This course is a continuation of MUS 142. Emphasis is placed on the development of performance skills and the study of a variety of styles and periods of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 242 **Ensemble IV** **1 (0-2)** **FS**
Prerequisites: **MUS 241**
Corequisites: **None**
 This course is a continuation of MUS 241. Emphasis is placed on the development of performance skills and the study of styles of ensemble literature. Upon completion, students should be able to demonstrate skills needed to participate in ensemble playing leading to performance. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 251 **Class Music III** **1 (0-2)** **FS**
Prerequisites: **MUS 152**
Corequisites: **None**
 This course is a continuation of MUS 152. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. The following letter suffixes designate a specific instrument or voice: A-Voice, B-Piano, C-Organ, D-Flute, E-Oboe/Bassoon, F-Clarinet, G-Saxophone, H-Trumpet, J-French Horn, K-Trombone, L-Baritone/Tuba, M-Violin, N-Viola, P-Cello, R-Double Bass, S-Percussion, T-Guitar, U-Bass Guitar. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

MUS 272 Music History II 3 (3-0) S
Prerequisites: MUS 271
Corequisites: None
 This course is the second of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from the Classical Period to the present. Upon completion, students should be able to trace important musical developments and demonstrate an understanding of the composers' styles. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

NURSING ASSISTANT

Admission to the Nursing Assistant Program is required before enrolling in NAS courses.

NAS 101 Nursing Assistant I 6 (3-4-3) FS SS
Prerequisites: ENG 085
Corequisites: None
 This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. *This is a certificate-level course. (2006 SP)*

NAS 102 Nursing Assistant II 6 (3-2-6) FS
Prerequisites: ENG 085
Corequisites: None
 This course provides training in selected advanced nursing assistant procedures. Emphasis is placed on sterile techniques, respiratory procedures, catheterizations, wound and trach care, irrigations, and ostomy care. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant II with the North Carolina Board of Nursing. *This is a certificate-level course. (1998 FA)*

NAS 103 Home Health Care 2 (2-0) FS
Prerequisites: NAS 101
Corequisites: None
 This course covers basic health issues that affect clients in the home setting. Emphasis is placed on home safety, recognizing significant changes in the client's condition, family dynamics, and use of home health care equipment. Upon completion, students should be able to identify care for clients at home. *This is a certificate-level course. (1998 FA)*

NETWORKING TECHNOLOGY

NET 113 Home Automation Systems 3 (2-2) AND
Prerequisites: None
Corequisites: None
 This course covers the design, installation, testing, troubleshooting, and customer service of a fully automated home. Emphasis is placed on a structured wiring system that integrates the home phone, TV, home theater, audio, video, computer network, lighting, security systems, and automation systems into a pre-wired, remote

controlled system. Upon completion, students should be able to design, install, and maintain home automation systems. (2005 SP)

NET 125 Networking Basics 3 (1-4) FS SS

Prerequisites: None

Corequisites: None

This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols. (2006 SP)

NET 126 Routing Basics 3 (1-4) S SS

Prerequisites: NET 125

Corequisites: None

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs. (2006 SP)

NET 175 Wireless Technology 3 (2-2) AND

Prerequisites: NET 110 or NET 125

Corequisites: None

This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Markup language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications. (2006 SP)

NET 225 Routing & Switching I 3 (1-4) F

Prerequisites: NET 126

Corequisites: None

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. (2006 SP)

NET 226 Routing & Switching II 3 (1-4) S

Prerequisites: NET 225

Corequisites: None

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. (2006 SP)

NET 289	Networking Project	3 (1-4)	S
Prerequisites:	None		
Corequisites:	NET 226		

This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation. (2006 SP)

NETWORK OPERATING SYSTEM

NOS 110	Operating System Concepts	3 (2-3)	FS SS
Prerequisites:	None		
Corequisites:	None		

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems. (2006 SP)

NOS 120	Linux/UNIX Single User	3 (2-2)	FS SS
Prerequisites:	NOS 110		
Corequisites:	None		

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles. (2006 SP)

NOS 130	Windows Single User	3 (2-2)	FS SS
Prerequisites:	NOS 110		
Corequisites:	None		

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment. (2006 SP)

NOS 220	Linux/UNIX Admin I	3 (2-2)	FS SS
Prerequisites:	NOS 120		
Corequisites:	None		

This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network. (2006 SP)

- NOS 221** **Linux/UNIX Admin II** **3 (2-2)** **AND**
Prerequisites: **NOS 220**
Corequisites: **None**
This course includes skill-building in configuring common network services and security administration using Linux. Topics include server-side setup, configuration, basic administration of common networking services, and security administration using Linux. Upon completion, students should be able to setup a Linux server and configure common network services including security requirements. *(2006 SP)*
- NOS 222** **Linux/UNIX Admin III** **3 (2-2)** **AND**
Prerequisites: **NOS 221**
Corequisites: **None**
This course includes technical topics in preparing an enterprise Linux system for common uses. Topics include advanced study of hardware, installation, boot process, file system administration, software administration, user administration, system administration, kernel services, configuration, securing services, and troubleshooting. Upon completion, students should be able to administer an enterprise Linux system. *(2006 SP)*
- NOS 230** **Windows Admin I** **3 (2-2)** **SS**
Prerequisites: **NOS 130**
Corequisites: **None**
This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment. *(2006 SP)*
- NOS 231** **Windows Admin II** **3 (2-2)** **AND**
Prerequisites: **NOS 230**
Corequisites: **None**
This course covers implementing, managing, and maintaining a Windows Server network infrastructure. Topics include implementing, managing, and maintaining IP addressing, name resolution, network security, routing and remote access, and managing a network infrastructure. Upon completion, students should be able to manage and maintain a Windows Server environment. *(2006 SP)*
- NOS 232** **Windows Admin III** **3 (2-2)** **AND**
Prerequisites: **NOS 231**
Corequisites: **None**
This course covers implementing and administering security in a Windows Server network. Topics include implementing, managing, and trouble shooting security policies, patch management infrastructure, security for network communications, authentication, authorization, and PKI. Upon completion, students should be able to implement, manage, and maintain a Windows Server network infrastructure. *(2006 SP)*

NURSING

Admission to the Practical Nursing Program is required before enrolling in NUR 101. Admission to the Associate Degree Nursing program is required before enrolling in NUR 111.

- NUR 101** **Practical Nursing I** **11 (7-6-6)** **F**
Prerequisites: **MAT 070**
Corequisites: **BIO 165, PSY 110**
This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *Clinical experiences will reinforce basic nursing/related concepts and skills with adult clients in acute and long-term health care facilities. (1998 FA)*
- NUR 102** **Practical Nursing II** **12 (8-0-12)** **S**
Prerequisites: **NUR 101**
Corequisites: **BIO 166, ENG 111**
This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *Clinical experiences will reinforce more advanced nursing/related concepts and skills with clients of expanding families. (1997 SU)*
- NUR 103** **Practical Nursing III** **10 (6-0-12)** **SS**
Prerequisites: **NUR 102**
Corequisites: **None**
This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *Clinical experiences will require collaborative participation with health team members while caring for adult clients in acute care settings. (1997 SU)*
- NUR 111** **Intro to Health Concepts** **8 (4-6-6)** **F**
Prerequisites: **MAT 070**
Corequisites: **BIO 165, PSY 150, ENG 111**
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. (2009 FA)
- NUR 112** **Health-Illness Concepts** **5 (3-0-6)** **S**
Prerequisites: **NUR 111**
Corequisites: **BIO 166, ENG 112 or ENG 114**
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

NUR 213 Complex Health Concepts 10 (4-3-15) S

Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, NUR 212

Corequisites: None

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.

NUR 214 Nursing Transition Concepts 4 (3-0-3) S

Prerequisites: ENG 111, BIO 165, PSY 150

Corequisites: BIO 166, ENG 112 or 114

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (2009 SU)

NUR 220 Nursing V 10 (4-3-15) S

Prerequisites: NUR 210

Corequisites: None

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations. *Students will be able to integrate competencies of the associate degree nurse as provider of care, member of the discipline, and manager of patient care.* (1997 SU; 2011 SP end term)

OFFICE SYSTEMS TECHNOLOGY

OST 080 Keyboarding Literacy 2 (1-2) FS

Prerequisites: None

Corequisites: None

This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding. (1998 SP)

OST 131 Keyboarding 2 (1-2) FS

Prerequisites: None

Corequisites: None

This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system. (1997 SU)

OST 132	Keyboard Skill Building	2 (1-2)	S
Prerequisites:	OST 131		
Corequisites:	None		
This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed. <i>(2008 FA)</i>			
OST 134	Text Entry & Formatting	3 (2-2)	SS
Prerequisites:	OST 131, OST 132		
Corequisites:	None		
This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability. <i>(2008 FA)</i>			
OST 136	Word Processing	3 (2-2)	SS
Prerequisites:	OST 131, ENG 111		
Corequisites:	None		
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. <i>(2008 FA)</i>			
OST 137	Office Software Applications	3 (2-2)	F
Prerequisites:	OST 131, ENG 111		
Corequisites:	None		
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment. <i>(2008 FA)</i>			
OST 141	Med Terms I-Med Office	3 (3-0)	F
Prerequisites:	ENG 095		
Corequisites:	None		
This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms. <i>(1997 SU)</i>			
OST 142	Med Terms II-Med Office	3 (3-0)	S
Prerequisites:	OST 141		
Corequisites:	None		
This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms. <i>(1997 SU)</i>			

- OST 148** **Med Coding Billing & Insurance** **3 (3-0)** **F**
Prerequisites: **OST 131, OST 141**
Corequisites: **None**
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. (2008 FA)
- OST 149** **Med Legal Issues** **3 (3-0)** **F**
Prerequisites: **ENG 111, OST 131**
Corequisites: **None**
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. (1999 FA)
- OST 164** **Text Editing Applications** **3 (3-0)** **S**
Prerequisites: **ENG 111, OST 131**
Corequisites: **None**
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. (1997 SU)
- OST 184** **Records Management** **3 (2-2)** **F**
Prerequisites: **ENG 111, OST 131**
Corequisites: **None**
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. (2008 FA)
- OST 223** **Admin Office Transcript I** **3 (2-2)** **F**
Prerequisites: **OST 134, OST 136, OST 164**
Corequisites: **None**
This course provides experience in transcribing documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe office documents. (2008 FA)
- OST 224** **Admin Office Transcript II** **2 (1-2)** **S**
Prerequisites: **OST 223**
Corequisites: **None**
This course provides instruction and practice in advanced transcription skills. Emphasis is placed on specialized transcription features. Upon completion, students should be able to transcribe complex business documents. (2008 FA)
- OST 233** **Office Publications Design** **3 (2-2)** **S**
Prerequisites: **OST 136**
Corequisites: **None**
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology

and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications. (1997 SU)

OST 236 Adv Word/Information Proc 3 (2-2) F

Prerequisites: **OST 136**

Corequisites: **None**

This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents. (2008 FA)

OST 241 Med Ofc Transcription I 2 (1-2) F

Prerequisites: **OST 142 or MED 122, OST 134, OST 136, OST 164**

Corequisites: **None**

This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties. (1997 SU)

OST 242 Med Ofc Transcription II 2 (1-2) S

Prerequisites: **OST 241**

Corequisites: **None**

This course continues building transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription and text editing, efficient use of reference materials, increasing transcription speed and accuracy, and improving understanding of medical terminology. Upon completion, students should be able to display competency in accurately transcribing medical documents. (2008 FA)

OST 243 Med Office Simulation 3 (2-2) S

Prerequisites: **OST 131, OST 148**

Corequisites: **None**

This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. (1997 SU)

OST 247 Procedure Coding 2 (1-2) F

Prerequisites: **MED 121 or OST 141, OST 148**

Corequisites: **None**

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility. (2008 FA)

OST 248 Diagnostic Coding 2 (1-2) F

Prerequisites: **MED 121 or OST 141, OST 148**

Corequisites: **None**

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility. (2008 FA)

OST 286 Professional Development 3 (3-0) S

Prerequisites: ENG 112 or ENG 114, OST 134

Corequisites: None

This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society. (1999 FA)

OST 289 Administrative Office Management 3 (2-2) S

Prerequisites: ENG 112 or ENG 114, OST 134, OST 136, OST 164

Corequisites: None

This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment. (2008 FA)

PHYSICAL EDUCATION

PED 110 Fit and Well for Life 2 (1-2) FS SS

Prerequisites: None

Corequisites: None

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.* (1997 SU)

PED 111 Physical Fitness I 1 (0-3) AND

Prerequisites: None

Corequisites: None

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* (1997 SU)

PED 113 Aerobics I 1 (0-3) S

Prerequisites: None

Corequisites: None

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 an aerobic exercise program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.* (1997 SU)

- PED 117 Weight Training I** 1 (0-3) FS SS
Prerequisites: None
Corequisites: None
 This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 118 Weight Training II** 1 (0-3) SF
Prerequisites: PED 117
Corequisites: None
 This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 120 Walking for Fitness** 1 (0-3) FS SS
Prerequisites: None
Corequisites: None
 This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 121 Walk, Jog, Run** 1 (0-3) AND
Prerequisites: None
Corequisites: None
 This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 122 Yoga I** 1 (0-2) FS SS
Prerequisites: None
Corequisites: None
 This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 123 Yoga II** 1 (0-2) F
Prerequisites: PED 122
Corequisites: None
 This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga.

This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)

PED 124 Run, Swim, Cycle 1 (0-3) AND

Prerequisites: None

Corequisites: None

This course introduces the sport of the triathlon. Topics include the rules, equipment, and skills necessary for the triathlon. Upon completion, students should be able to participate in a triathlon competition. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1998 FA)*

PED 125 Self-Defense, Beginning 1 (0-2) FS

Prerequisites: None

Corequisites: None

This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

PED 128 Golf-Beginning 1 (0-2) FS SS

Prerequisites: None

Corequisites: None

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate knowledge of the rules and etiquette of golf. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

PED 129 Golf-Intermediate 1 (0-2) F

Prerequisites: PED 128

Corequisites: None

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play a recreational round of golf. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

PED 130 Tennis-Beginning 1 (0-2) FS SS

Prerequisites: None

Corequisites: None

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

- PED 135 Fencing-Beginning 1 (0-2) AND**
Prerequisites: None
Corequisites: None
 This course introduces the fundamentals of fencing. Emphasis is placed on grip, stance, and establishment of good techniques for attacks and parries. Upon completion, students should be able to perform elementary foil techniques and demonstrate the basic skills of fencing. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 137 Badminton 1 (0-2) AND**
Prerequisites: None
Corequisites: None
 This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*
- PED 138 Archery 1 (0-2) AND**
Prerequisites: None
Corequisites: None
 This course introduces basic archery safety and skills. Topics include proper techniques of stance, bracing, drawing, and releasing as well as terminology and scoring. Upon completion, students should be able to participate safely in target archery. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*
- PED 141 Tumbling and Gymnastics 1 (0-2) AND**
Prerequisites: None
Corequisites: None
 This course introduces basic tumbling and gymnastic techniques. Topics include the safe use of gymnastic apparatus such as uneven bars, parallel bars, pommel horse, and balance beam. Upon completion, students should be able to demonstrate skills on selected pieces of apparatus. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*
- PED 143 Volleyball-Beginning 1 (0-2) F**
Prerequisites: None
Corequisites: None
 This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

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|--|------------------------------|----------------|------------|
| PED 145 | Basketball-Beginning | 1 (0-2) | FS |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| <p>This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)</i></p> | | | |
| PED 147 | Soccer | 1 (0-2) | AND |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| <p>This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)</i></p> | | | |
| PED 149 | Flag Football | 1 (0-2) | AND |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| <p>This course introduces the fundamentals and rules of flag football. Emphasis is placed on proper techniques and strategies for playing in game situations. Upon completion, students should be able to participate in recreational flag football. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)</i></p> | | | |
| PED 152 | Swimming-Beginning | 1 (0-2) | AND |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| <p>This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)</i></p> | | | |
| PED 153 | Swimming-Intermediate | 1 (0-2) | AND |
| Prerequisites: | PED 152 | | |
| Corequisites: | None | | |
| <p>This course is designed for those who have mastered basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes, the scissors kick, the underwater swim, and other related skills. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)</i></p> | | | |
| PED 154 | Swimming for Fitness | 1 (0-3) | AND |
| Prerequisites: | None | | |
| Corequisites: | None | | |
| <p>This course introduces lap swimming, aquacises, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise.</p> | | | |

- PED 164 Kayaking-Whitewater 1 (0-2) AND**
Prerequisites: PED 163
Corequisites: None
 This course covers the skills necessary to safely negotiate Class II and some Class III rapids. Topics include execution of a river roll, maneuvering, reseuing and retrieving kayaker and equipment. Upon completion, students should be able to safely negotiate Class II and some Class III rapids and perform all rescue skills. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*
- PED 169 Orienteering 1 (0-2) AND**
Prerequisites: None
Corequisites: None
 This course introduces the various types of orienteering and proper orienteering techniques. Emphasis is placed on defining various types of orienteering and recognizing and drawing topographic map symbols. Upon completion, students should be able to draw topographic map symbols and negotiate a 3-5 km cross-country orienteering course in a specified time period. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*
- PED 170 Backpacking 1 (0-2) F**
Prerequisites: None
Corequisites: None
 This course covers the proper techniques for establishing a campsite, navigating in the wilderness, and planning for an overnight trip. Topics include planning for meals, proper use of maps and compass, and packing and dressing for extended periods in the outdoors. Upon completion, students should be able to identify quality backpacking equipment, identify the principles of no-trace camping, and successfully complete a backpacking experience. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 173 Rock Climbing 1 (0-2) F**
Prerequisites: None
Corequisites: None
 This course teaches the fundamental skills and safety of rock climbing. Topics include rock climbing, bouldering, rappelling, the correct method of belaying for climbing and rappelling, and knowledge of equipment. Upon completion, students should be able to demonstrate strong and skillful techniques in climbing and rappelling. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 174 Wilderness Pursuits 1 (0-2) AND**
Prerequisites: None
Corequisites: None
 This course covers the skills necessary to prepare for and participate in a wilderness trip. Emphasis is placed on planning, preparing, and participating in a wilderness pack trip. Upon completion, students should be able to safely participate in overnight wilderness pack trips. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

- PED 181 Snow Skiing-Beginning 1 (0-2) AND**
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of snow skiing. Topics include basic techniques, safety, and equipment involved in snow skiing. Upon completion, students should be able to ski a down slope, enter and exit a ski lift, and perform basic maneuvers on skis. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 186 Dancing for Fitness 1 (0-2) AND**
Prerequisites: None
Corequisites: None
This course is designed to develop movement and recreational dance skills, safety, fitness, coordination, and techniques used to teach various groups. Emphasis is placed on participation and practice with adapting dances for ages and ability levels. Upon completion, students should be able to demonstrate knowledge of fitness through social, folk, and square dance participation and instruction. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*
- PED 187 Social Dance-Beginning 1(0-2) AND**
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of popular social dances. Emphasis is placed on basic social dance techniques, dances, and a brief history of social dance. Upon completion, students should be able to demonstrate specific dance skills and perform some dances. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*
- PED 212 Snowboarding-Beginning 1 (0-2) S**
Prerequisites: None
Corequisites: None
This course is designed to develop the basic knowledge and skills of snowboard. Topics include equipment, conditioning exercises, terminology, safety, rules, fundamental skills, and the use of lifts. Upon completion, students should be able to snowboard downhill, enter and exit a ski lift, and perform basic maneuvers on a snowboard. *This course has been approved by the Transfer Advisory Committee to satisfy the Comprehensive Articulation Agreements for transferability as a premajor and/or elective course requirement. (2002 SP)*
- PED 215 Outdoor Cycling 1 (0-2) AND**
Prerequisites: None
Corequisites: None
This course is designed to promote physical fitness through cycling. Emphasis is placed on selection and maintenance of the bicycle, gear shifting, pedaling techniques, safety procedures, and conditioning exercises necessary for cycling. Upon completion, students should be able to demonstrate safe handling of a bicycle for recreational use. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2005 SP)*

- PED 217 Pilates I 1 (0-2) FS**
Prerequisites: None
Corequisites: None
 This course provides an introduction to the pilates method of body conditioning exercise. Topics include instruction in beginning and intermediate pilates exercises using a mat or equipment, history of the pilates method, and relevant anatomy and physiology. Upon completion, students should be able to perform beginning and intermediate exercises, and possess an understanding of the benefits of conditioning the body's core muscles. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2005 SU)*
- PED 218 Pilates II 1 (0-2) AND**
Prerequisites: PED 217
Corequisites: None
 This course provides continued instruction in the pilates method of body conditioning exercise. Topics include instruction in intermediate and advanced pilates exercises using a mat or equipment, relevant anatomy and physiology, and further discussion of related concepts. Upon completion, students should be able to perform intermediate and advanced exercises, and possess the autonomy to maintain their own personal pilates practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2005 SU)*
- PED 219 Disc Golf 1 (0-2) AND**
Prerequisites: None
Corequisites: None
 This course introduces the fundamentals of disc golf. Emphasis is placed on basic throwing techniques, putting, distance driving, scoring, and single and doubles play. Upon completion, students should be able to perform the skills required in playing situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2009 SU)*
- PED 254 Coaching Basketball 2 (1-2) AND**
Prerequisites: None
Corequisites: None
 This course introduces the theory and methods of coaching basketball. Emphasis is placed on rules, game strategies, and selected techniques of coaching basketball. Upon completion, students should be able to demonstrate competent coaching skills in basketball. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*
- PED 260 Lifeguard Training 2 (1-2) AND**
Prerequisites: PED 153
Corequisites: None
 This course covers the skills, knowledge, and techniques of lifesaving and lifeguarding. Topics include identifying and minimizing aquatic hazards, recognizing and effectively rescuing people in distress, and developing safety skills. Upon completion, students should be able to demonstrate skills, knowledge, and techniques of lifesaving and lifeguarding to pass American Red Cross lifeguarding certification.

This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)

PED 262 Water Safety Instructor 2 (1-2) AND

Prerequisites: PED 153

Corequisites: None

This course covers the knowledge and skills necessary to teach and certify others in the American Red Cross certification swimming programs. Emphasis is placed on teaching basic rescue skills, strengthening swimming strokes, and rescue and safety procedures. Upon completion, students should be able to demonstrate skills, knowledge, and techniques to pass the American Red Cross Water Safety Instructor's certification. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (1997 SU)*

PACKAGING

PKG 110 PKG Machinery I 3 (1-4) AND

Prerequisites: None

Corequisites: None

This course covers the PMM I self-study module for packaging machinery mechanics. Topics include an overview of electricity, fluid power, mechanics, and packaging machinery components. Upon completion, students should be able to demonstrate the knowledge necessary for successful completion of the PMM I self-study module. *(1997 SU)*

PHILOSOPHY

PHI 215 Philosophical Issues 3 (3-0) FS

Prerequisites: ENG 111

Corequisites: None

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

PHI 240 Introduction to Ethics 3 (3-0) FS

Prerequisites: ENG 111

Corequisites: None

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

PHYSICS

- PHY 110** **Conceptual Physics** **3 (3-0)** **FS SS**
Prerequisites: **None**
Corequisites: **PHY 110A**
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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*
- PHY 110A** **Conceptual Physics Lab** **1 (0-2)** **FS SS**
Prerequisites: **None**
Corequisites: **PHY 110**
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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*
- PHY 125** **Health Science Physics** **4 (3-2)** **AND**
Prerequisites: **None**
Corequisites: **PHY 110A**
This course introduces fundamental physical principles as they apply to health technologies. Topics include motion, force, work, power, simple machines, and other topics as required by the students' area of study. Upon completion, students should be able to demonstrate an understanding of the fundamental principles covered as they relate to practical applications in the health sciences. *(1997 SU)*
- PHY 131** **Physics-Mechanics** **4 (3-2)** **SS**
Prerequisites: **MAT 121 or MAT 171**
Corequisites: **None**
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. *(2005 SU)*
- PHY 151** **College Physics I** **4 (3-2)** **FS SS**
Prerequisites: **ENG 085, MAT 171**
Corequisites: **None**
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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 FA)*

PHY 152 **College Physics II** **4 (3-2)** **S**

Prerequisites: **PHY 151**

Corequisites: **None**

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

PHY 251 **General Physics I** **4 (3-3)** **F**

Prerequisites: **MAT 271**

Corequisites: **MAT 272**

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

PHY 252 **General Physics II** **4 (3-3)** **S**

Prerequisites: **MAT 272 and PHY 251**

Corequisites: **None**

This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. (1997 SU)*

PLUMBING

PLU 120 **Plumbing Applications** **9(4-15)** **AND**

Prerequisites: **None**

Corequisites: **None**

This course covers general plumbing layout, fixtures, and water heaters. Topics include drainage, waste and vent pipes, water service and distribution, fixture installation, water heaters, and other related topics. Upon completion, students should be able to safely install common fixtures and systems in compliance with state and local building codes. *(1997 SU)*

POLITICAL SCIENCE

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|--|--------------------------------|----------------|------------|
| POL 110 | Intro Political Science | 3 (3-0) | AND |
| Prerequisites: | ENG 085 | | |
| Corequisites: | None | | |
| <p>This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)</i></p> | | | |
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| POL 120 | American Government | 3 (3-0) | F |
| Prerequisites: | ENG 085 | | |
| Corequisites: | None | | |
| <p>This course is a study of the origins, development, structure, and functions of American national 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 formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)</i></p> | | | |
| | | | |
| POL 210 | Comparative Government | 3 (3-0) | AND |
| Prerequisites: | ENG 085 | | |
| Corequisites: | None | | |
| <p>This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations' governmental structures, processes, ideologies, and capacity to resolve major problems. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)</i></p> | | | |
| | | | |
| POL 220 | International Relations | 3 (3-0) | AND |
| Prerequisites: | ENG 085 | | |
| Corequisites: | None | | |
| <p>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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)</i></p> | | | |

PSF 212	Exercise Programming	3 (2-2)	S
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Prerequisites:	PSF 110
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Corequisites:	None
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This course provides information about organizing, scheduling, and implementation of physical fitness programs. Topics include programming for various age groups, competitive activities and special events, and evaluating programs. Upon completion, students should be able to organize and implement exercise activities in a competent manner. (2000 FA)

PSF 218	Lifestyle Change & Wellness	4 (3-2)	F
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Prerequisites:	ENG 085
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Corequisites:	None
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This course introduces health risk appraisals and their application to lifestyle changes. Topics include nutrition, weight control, stress management, and the principles of exercise. Upon completion, students should be able to conduct health risk appraisals and apply behavior modification techniques in a fitness setting. (1998 SP)

POLYSOMNOGRAPHY

Admission to the Polysomnography program is required before enrolling in PSG courses.

PSG 110	Intro to Polysomnography	4 (3-2-0)	F
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Prerequisites:	None
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Corequisites:	None
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This course introduces the polysomnography profession. Topics include the history of the profession and role of the polysomnographic technologist, communication, time management, infection control, basic patient assessment, and medical gas therapy. Upon completion, students should be able to demonstrate competence in concepts through written and laboratory evaluations. (2006 FA)

PSG 111	Neuro/Cardiopulmonary A&P	4 (4-0-0)	S
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Prerequisites:	BIO 163 or BIO 165/BIO 166
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Corequisites:	None
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This course provides a concentrated study of anatomy and physiology essential to the practice of polysomnography. Emphasis is placed on the physiology of the nervous, cardiovascular, and pulmonary systems and basic pharmacological principles. Upon completion, students should be able to demonstrate competence in concepts through written evaluation. (2006 FA)

PSG 112	PSG Fundamentals	3 (3-0-0)	S
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Prerequisites:	None
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Corequisites:	None
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This course provides the knowledge and skills necessary to manage/function in a polysomnographic laboratory. Topics include recordkeeping, scheduling techniques, creation/implementation of departmental policies, reimbursement, the technologist's role as sleep advocate, and case management/patient education. Upon completion, students should be able to demonstrate competence in concepts through written evaluation. (2006 FA)

- PSG 210 Polysomnography I 7 (3-2-9) F**
Prerequisites: PSG 111
Corequisites: None
 This course provides entry-level didactic, laboratory, and clinical training in polysomnography. Emphasis is placed on medical terminology, instrumentation setup and calibration, recording and monitoring techniques, and patient-technologist interactions. Upon completion, students should be able to demonstrate competence in concepts and procedures through written, laboratory and clinical evaluations. (2006 FA)
- PSG 211 Polysomnography II 7 (2-6-9) S**
Prerequisites: PSG 210
Corequisites: None
 This course provides advanced-level didactic, laboratory, and clinical training in polysomnography. Emphasis is placed on the knowledge and skills necessary to obtain and evaluate high quality sleep recordings. Upon completion, students should be able to demonstrate competence in concepts and procedures through written, laboratory and clinical evaluations. (2006 FA)
- PSG 212 Infant/Pediatric PSG 4 (3-2-0) SS**
Prerequisites: None
Corequisites: None
 This course provides the knowledge and skills to perform and score polysomnographic procedures on infants and pediatric patients. Emphasis is placed on infant/pediatric assessment, monitoring, and sleep disorders. Upon completion, students should be able to demonstrate competence in concepts through written and laboratory evaluations. (2006 FA)
- PSG 213 Case Study/Exam Review 1 (0-3-0) S**
Prerequisites: None
Corequisites: None
 This course provides an opportunity to review clinical cases and prepare for the polysomnography credentialing exam. Emphasis is placed on case management and review for the Registered Polysomnographic Technologist Exam. Upon completion, students should be able to successfully complete practice exams. (2006 FA)
- PSG 214 PSG Clinical Apps I 1 (0-2-0) S**
Prerequisites: None
Corequisites: None
 This course provides practical application of theories covered in previous PSG courses. Emphasis is placed on polysomnography testing and procedures. Upon completion, students should be able to demonstrate competence through laboratory evaluation. (2006 FA)
- PSG 215 PSG Clinical Apps II 1 (0-2-0) SS**
Prerequisites: None
Corequisites: None
 This course provides practical application of theories covered in previous PSG courses. Emphasis is placed on polysomnography testing and procedures. Upon completion, students should be able to demonstrate competence through laboratory evaluation. (2006 FA)

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. (2004 SU)*

PSY 237 Social Psychology 3 (3-0) AND

Prerequisites: PSY 150 or SOC 210

Corequisites: None

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

PSY 239 Psychology of Personality 3 (3-0) SS

Prerequisites: PSY 150

Corequisites: None

This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

PSY 241 Developmental Psych 3 (3-0) FS SS

Prerequisites: PSY 150

Corequisites: None

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

PSY 255 Intro to Exceptionality 3 (3-0) S

Prerequisites: PSY 150

Corequisites: None

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences for the A.A.S. degrees only. (1997 SU)*

PSY 263 Educational Psychology 3 (3-0) AND
Prerequisites: PSY 150
Corequisites: None
 This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement for the A.A., A.F.A, and A.S. degrees and the general education core requirement in social/behavioral sciences for the A.A.S. degree. (1997 SU)*

PSY 265 Behavioral Modification 3 (3-0) S
Prerequisites: PSY 150
Corequisites: None
 This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences for the A.A.S. degree. (1997)*

PSY 281 Abnormal Psychology 3 (3-0) FS SS
Prerequisites: PSY 150
Corequisites: None
 This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

RADIOGRAPHY

Admission to the Radiography program is required before enrolling in RAD courses.

RAD 110 Rad Intro & Patient Care 3 (2-3) F
Prerequisites: None
Corequisites: RAD 111 and RAD 151
 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. *(1998 FA)*

- RAD 111** **RAD Procedures I** **4 (3-3)** **F**
Prerequisites: **None**
Corequisites: **RAD 110 and RAD 151**
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. *(1998 FA)*
- RAD 112** **RAD Procedures II** **4 (3-3)** **S**
Prerequisites: **RAD 110, RAD 111, RAD 151**
Corequisites: **None**
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. *(1997 SU)*
- RAD 121** **Radiographic Imaging I** **3 (2-3)** **S**
Prerequisites: **RAD 110, RAD 111, RAD 151**
Corequisites: **None**
This course provides the principles of conventional film-screen radiography. 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 conventional film-screen radiographic imaging. *(2010 SP)*
- RAD 122** **Radiographic Imaging II** **2 (1-3)** **SS**
Prerequisites: **RAD 112, RAD 121, RAD 161**
Corequisites: **RAD 131 and RAD 171**
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. *(2010 SP)*
- RAD 131** **Radiographic Physics I** **2 (1-3)** **SS**
Prerequisites: **RAD 112, RAD 121, RAD 161**
Corequisites: **RAD 122 and RAD 171**
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. *(2010 SP)*
- RAD 151** **RAD Clinical Ed I** **2 (0-6)** **F**
Prerequisites: **None**
Corequisites: **RAD 110 and RAD 111**
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. *(1998 FA)*

- RAD 161** **RAD Clinical Ed II** **5 (0-15)** **S**
Prerequisites: **RAD 110, RAD 111, RAD 151**
Corequisites: **RAD 112 and RAD 121**
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. *(1997 SU)*
- RAD 171** **RAD Clinical Ed III** **4 (0-12)** **SS**
Prerequisites: **RAD 112, RAD 121, RAD 161**
Corequisites: **RAD 122 and RAD 131**
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. *(1997 SU)*
- RAD 211** **RAD Procedures III** **3 (2-3)** **F**
Prerequisites: **RAD 122**
Corequisites: **RAD 231, RAD 241, RAD 251**
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. *(2010 SP)*
- RAD 231** **Radiographic Physics II** **2 (1-3)** **F**
Prerequisites: **RAD 131 and RAD 171**
Corequisites: **RAD 211, RAD 241, RAD 251**
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. *(2010 SP)*
- RAD 241** **Radiobiology/Protection** **2 (2-0)** **F**
Prerequisites: **RAD 122, RAD 131, RAD 171**
Corequisites: **RAD 211, RAD 231, RAD 251**
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. *(2005 FA)*
- RAD 245** **Image Analysis** **2 (1-3)** **S**
Prerequisites: **RAD 211, RAD 231, RAD 241, RAD 251**
Corequisites: **RAD 261**
This course provides an overview of image analysis and introduces methods of quality management. Topics include image evaluation, pathology, quality control, and quality assurance. Upon completion, students should be able to demonstrate a basic knowledge of image analysis and quality management. *(2010 SP)*

RAD 251 **RAD Clinical Ed IV** **7 (0-21)** **F**
Prerequisites: **RAD 122, RAD 131, RAD 171**
Corequisites: **RAD 211, RAD 231, RAD 241**
This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (1997 SU)

RAD 261 **RAD Clinical Ed V** **7 (0-21)** **S**
Prerequisites: **RAD 251**
Corequisites: **RAD 245**
This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives. (1997 SU)

RAD 271 **Radiography Capstone** **1 (0-3)** **S**
Prerequisites: **RAD 211, RAD 231, RAD 241, RAD 251**
Corequisites: **RAD 245, RAD 261**
This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level radiographer. (2005 SU)

RESPIRATORY CARE

Admission to the Respiratory Therapy program is required before enrolling in RCP courses.

RCP 110 **Intro to Respiratory Care** **4 (3-3)** **F**
Prerequisites: **None**
Corequisites: **None**
This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. (1998 FA)

RCP 111 **Therapeutics/Diagnostics** **5 (4-3)** **S**
Prerequisites: **RCP 110**
Corequisites: **None**
This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. This course includes introductory concepts of mechanical ventilation with emphasis in non-invasive ventilation and underlying pathophysiology. (1997 SU)

RCP 113	RCP Pharmacology	2 (2-0)	S
Prerequisites:	None		
Corequisites:	None		
This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations. (1998 FA)			
RCP 114	C-P Anatomy & Physiology	3 (3-0)	F
Prerequisites:	None		
Corequisites:	None		
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. (2008 SP)			
RCP 115	C-P Pathophysiology	2 (2-0)	SS
Prerequisites:	None		
Corequisites:	None		
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. (1998 SP)			
RCP 169	RCP Clinical Apps I	11 (0-0-33)	F
Prerequisites:	None		
Corequisites:	RCP 210		
This course provides a variety of clinical experience. Emphasis is placed on therapeutic and diagnostic patient management. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. (1998 FA)			
RCP 210	Critical Care Concepts	4 (3-3)	SS
Prerequisites:	RCP 111		
Corequisites:	None		
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. (1998 FA)			
RCP 211	Adv Monitoring/Procedures	4 (3-3)	F
Prerequisites:	RCP 210		
Corequisites:	None		
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. (1997 SU)			

RCP 213 Neonatal/Ped's Concepts 2 (2-0) S
Prerequisites: RCP 111
Corequisites: None
 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. (1997 SU)

RCP 269 RCP Clinical Apps II 11 (0-0-33) S
Prerequisites: None
Corequisites: RCP 210
 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. (1998 FA)

RACE CAR TECHNOLOGY

RCT 110 Introduction to Racing 2 (2-0) F
Prerequisites: None
Corequisites: None
 This course covers safe working practices for the shop and race track environments, various types of racing, race vehicles, and organizations that sponsor events. Topics include circle track racing, drag racing, road racing on asphalt and dirt, knowledge and personal motivation, and safety in the racing environment. Upon completion, students should demonstrate knowledge of the professional aspects of racing. (2008 FA)

RCT 112 Race Car Dynamics 2 (2-0) F
Prerequisites: None
Corequisites: None
 This course covers the physical principles of race vehicle dynamics. Emphasis is placed on principles of controlling a vehicle's performance through various design and adjustment techniques that positively affect acceleration, traction, weight transfer, and aerodynamics. Upon completion, students should be able to describe how the physics of race car dynamics affects decisions about function, operation, design, and adjustments. (2009 SP)

RCT 258 Drag Race Veh/Track Prep 3 (2-3) AND
Prerequisites: None
Corequisites: None
 This course introduces students to the overall drag racing process, from vehicle preparation to preparing the track surface. Topics include set-up and adjustment to power train/driveline components, track surfaces, track measuring/timing devices, and crew member responsibilities before and during the racing event. Upon completion, students should be able to prepare a drag racing vehicle and track surface, and possess a good understanding of the drag racing process. (2009 SP)

RCT 260	Race Veh Data Acquisition	2 (1-3)	AND
Prerequisites:	None		
Corequisites:	None		

This course covers the various sensors and computer systems used in the collection of race vehicle data that is crucial for success in professional motorsports. Topics include data acquisition/collection systems, throttle controls, sensors, gauges, and actuators. Upon completion, students should be able to select and install race vehicle data systems, and collect and analyze data to enhance vehicle performance. (2009 SP)

READING

Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test and complete the entire course series as assigned.

RED 070	Essential Reading Skills	4 (3-2)	FS
Prerequisites:	None		
Corequisites:	ENG 070		

This course is designed to strengthen reading skills. Emphasis is placed on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies. Upon completion, students should be able to demonstrate competence in the skills required for RED 080. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A. (2000 FA)*

RELIGION

REL 110	World Religions	3 (3-0)	FS SS
Prerequisites:	None		
Corequisites:	None		

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

REL 211	Intro to Old Testament	3 (3-0)	FS
Prerequisites:	None		
Corequisites:	None		

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and the writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

REL 212	Intro to New Testament	3 (3-0)	FS
Prerequisites:	None		
Corequisites:	None		

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the

literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

REL 221 Religion in America 3 (3-0) AND

Prerequisites: None

Corequisites: None

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

RESORT & SPA MANAGEMENT

RSM 245 Resort and Spa Law 3 (3-0) F

Prerequisites: None

Corequisites: None

This course is designed to build greater awareness and understanding of the various laws encountered in the resort and spa industry. Topics include federal and state regulations, historical and current practices, safety and security, risk management, loss prevention, torts, employment and contracts. Upon completion, Students should be able to demonstrate an understanding of the legal system to prevent or minimize organizational liability. *(2005 FA)*

SUBSTANCE ABUSE

SAB 110 Substance Abuse Overview 3 (3-0) F

Prerequisites: None

Corequisites: None

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. *(1997 SU)*

SAB 120 Intake and Assessment 3 (3-0) S

Prerequisites: None

Corequisites: None

This course develops processes for establishment of client rapport, elicitation of client information on which therapeutic activities are based, and stimulation of client introspection. Topics include diagnostic criteria, functions of counseling, nonverbal behavior, collaterals and significant others, dual diagnosis, client strengths and weakness, uncooperative clients, and crisis interventions. Upon completion, students should be able to establish communication with clients, recognize disorders, obtain information for counseling, and terminate the counseling process. This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program. *(1997 SU)*

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| SAB 125 | SAB Case Mgmt | 3 (2-2) | SS |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course provides case management activities, including record keeping, recovery issues, community resources, and continuum of care. Emphasis is placed on establishing a systematic approach to monitor the treatment plan and maintain quality of life. Upon completion, students should be able to assist clients in the continuum of care as an ongoing recovery process and develop agency networking. This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program. <i>(2010 SP)</i> | | | |
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| SAB 135 | Addictive Process | 3 (3-0) | SS |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders. <i>(2008 SP)</i> | | | |
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| SAB 210 | Sub Abuse Counseling | 3 (2-2) | F |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| 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. <i>(1997 SU)</i> | | | |
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| SAB 230 | Family Therapy | 3 (2-2) | S |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course covers the theories and models of family systems therapy as designed for families affected by substance abuse and addiction. Emphasis is placed on structures and procedures necessary for successful family therapy, including the needs, types of resistance, and individual family dynamics. Upon completion, students should be able to understand and identify dynamics and patterns unique to families affected by substance abuse and the appropriate model of treatment. <i>(1998 FA)</i> | | | |
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| SAB 240 | SAB Issues in Client Serv | 3 (3-0) | F |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course introduces systems of professional standards, values, and issues in substance abuse counseling. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues. This course is a unique concentration requirement of the Substance Abuse concentration in the Human Services Technology program. <i>(1998 FA)</i> | | | |

INFORMATION SYSTEMS SECURITY

SEC 110 **Security Concepts** **3 (3-0)** **FS**

Prerequisites: **None**

Corequisites: **None**

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy. *(2006 SP)*

SEC 150 **Secure Communications** **3 (2-2)** **AND**

Prerequisites: **SEC 110 and NET 125**

Corequisites: **None**

This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPSec. Upon completion, students should be able to implement secure data transmission technologies. *(2006 SP)*

SEC 160 **Secure Admin I** **3 (2-2)** **AND**

Prerequisites: **SEC 110 and NET 125**

Corequisites: **None**

This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses. *(2006 SP)*

SIMULATION AND GAME DEVELOPMENT

SGD 111 **Introduction to SGD** **3 (2-3)** **F**

Prerequisites: **None**

Corequisites: **None**

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. *(2006 SP)*

SGD 112 **SGD Design** **3 (2-3)** **F**

Prerequisites: **None**

Corequisites: **None**

This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulations and games. Upon completion, students should be able to design simple simulations and/or games. *(2006 SP)*

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| SGD 113 | SGD Programming | 3 (2-3) | F |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| 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. <i>(2006 SP)</i> | | | |
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| SGD 114 | 3D Modeling | 3 (2-3) | S |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| 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. <i>(2006 SP)</i> | | | |
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| SGD 116 | Graphic Design Tools | 3 (2-2) | AND |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| 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. <i>(2009 SP)</i> | | | |
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| SGD 117 | Art for Games | 3 (2-3) | AND |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course introduces students to the basic principles of art and how they apply to simulations and games. Emphasis is placed on learning to develop industry quality concept art for characters and other assets, as well as techniques needed to create such art. Upon completion, students should be able to create their own industry standard concept art for use in SGD projects. <i>(2009 SP)</i> | | | |
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| SGD 159 | SGD Production Management | 3 (3-0) | AND |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| This course introduces the techniques and methods used to create simulation and game production and design documents. Emphasis is placed on the design document to include scheduling, production plans, marketing and budgeting. Upon completion, students should be able to create design and produce documents for any simulation or game. <i>(2007 SU)</i> | | | |
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| SGD 162 | SG 3D Animation | 3 (2-3) | S |
| Prerequisites: None | | | |
| Corequisites: None | | | |
| 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 process and 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. <i>(2006 SP)</i> | | | |

SGD 163 **SG Documentation** **3 (2-3)** **AND**

Prerequisites: **None**

Corequisites: **None**

This course introduces the techniques and methods used to create simulation and game production and design documents. Emphasis is placed on the design document to include scheduling, production plans, marketing and budgeting. Upon completion, students should be able to create design and produce documents for any simulation or game. *(2006 SP)*

SGD 167 **SG Ethics** **3 (3-0)** **AND**

Prerequisites: **None**

Corequisites: **None**

This course introduces principles of philosophy and ethics as they relate to simulation and game development. Topics include moral philosophy and ethics. Upon completion, students should be able to discuss philosophical and ethical issues related to simulation and game development. *(2006 SP)*

SGD 171 **Flash SG Programming** **3 (2-3)** **AND**

Prerequisites: **None**

Corequisites: **None**

This course introduces the Flash programming environment for use in simulation and game development. Topics include timeline effects, extensibility layers, alias text, globalization tools, ActionScript and lingo programming. Upon completion, students should be able to create a simple simulation or game using Flash. *(2006 SP)*

SGD 174 **SG Level Design** **3 (2-3)** **F**

Prerequisites: **None**

Corequisites: **None**

This course introduces the tools used to create levels for real-time simulations and games. Topics include level design, architecture theory, modeling for 3D engines and texturing methods. Upon completion, students should be able to design simple levels using industry standard tools. *(2006 SP)*

SGD 212 **SGD Design II** **3 (2-3)** **S**

Prerequisites: **SGD 112**

Corequisites: **None**

The 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. *(2006 SP)*

SGD 213 **SGD Programming II** **3 (2-3)** **F**

Prerequisites: **SGD 113**

Corequisites: **None**

The 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. *(2006 SP)*

SGD 214 **3D Modeling II** **3 (2-3)** **F**
Prerequisites: **SGD 114**
Corequisites: **None**

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. *(2006 SP)*

SGD 274 **SG Level Design II** **3 (2-3)** **S**
Prerequisites: **SGD 174**
Corequisites: **None**

This course introduces the advanced tools used to create levels for real-time simulations and games. Topics include advanced level design and architecture theory, concepts related to “critical path” and “flow,” game balancing, playtesting and storytelling. Upon completion, students should be able to design complex levels using industry standard tools. *(2006 SP)*

SGD 285 **SG Software Engineering** **3 (2-3)** **S**
Prerequisites: **SGD 212, SGD 213, or SGD 214**
Corequisites: **None**

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. *(2009 FA)*

SGD 289 **SGD Project** **3 (2-3)** **SS**
Prerequisites: **SGD 212, SGD 213, SGD 214, or SGD 285**
Corequisites: **None**

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. *(2009 FA)*

SOCIOLOGY

SOC 210 **Introduction to Sociology** **3 (3-0)** **FS SS**
Prerequisites: **ENG 070 and RED 070, or ENG 075**
Corequisites: **None**

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

SOC 213 Sociology of the Family 3 (3-0) FS SS

Prerequisites: ENG 085

Corequisites: None

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

SOC 220 Social Problems 3 (3-0) FS SS

Prerequisites: ENG 085

Corequisites: None

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

SOC 225 Social Diversity 3 (3-0) AND

Prerequisites: ENG 085

Corequisites: None

This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

SOC 230 Race and Ethnic Relations 3 (3-0) AND

Prerequisites: ENG 085

Corequisites: None

This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (1997 SU)*

SPANISH

SPA 111 Elementary Spanish I 3 (3-0) FS

Prerequisites: None

Corequisites: SPA 181

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts for the A.A., A.F.A., and A.S. degrees. This course does not satisfy the humanities/fine arts core requirement for A.A.S. degree. (1997 SU)*

SPA 112 **Elementary Spanish II** **3 (3-0)** **S**

Prerequisites: **SPA 111**

Corequisites: **SPA 182**

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts for the A.A., A.F.A., and A.S. degrees. This course does not satisfy the humanities/fine arts core requirement for A.A.S. degree. (1997 SU)*

SPA 120 **Spanish for the Workplace** **3 (3-0)** **FS**

Prerequisites: **None**

Corequisites: **None**

This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity. (1997 SU)

SPA 161 **Cultural Immersion** **3 (2-3)** **SS**

Prerequisites: **SPA 111**

Corequisites: **None**

This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

SPA 181 **Spanish Lab 1** **1 (0-2)** **FS**

Prerequisites: **None**

Corequisites: **SPA 111**

This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

SPA 182 Spanish Lab 2 1 (0-2) S

Prerequisites: SPA 181

Corequisites: SPA 112

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

SPA 211 Intermediate Spanish I 3 (3-0) F

Prerequisites: SPA 112

Corequisites: SPA 281

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

SPA 212 Intermediate Spanish II 3 (3-0) S

Prerequisites: SPA 211

Corequisites: SPA 282

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. (1997 SU)*

SPA 281 Spanish Lab 3 1 (0-2) F

Prerequisites: SPA 182

Corequisites: SPA 211

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

SPA 282 Spanish Lab 4 1 (0-2) S

Prerequisites: SPA 281

Corequisites: SPA 212

This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and

sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. (1997 SU)*

SURVEYING

- | | | | |
|--|----------------------------------|----------------|-------------|
| SRV 110 | Surveying I | 4 (2-6) | S |
| Prerequisites: | None | | |
| Corequisites: | MAT 121 or MAT 171 | | |
| <p>This course introduces the theory and practice of plane surveying. Topics include measuring distances and angles, differential and profile leveling, compass applications, topography, and mapping. Upon completion, students should be able to use/care for surveying instruments, demonstrate field note techniques, and apply the theory and practice of plane surveying. <i>(2009 FA)</i></p> | | | |
| | | | |
| SRV 111 | Surveying II | 4 (2-6) | S SS |
| Prerequisites: | SRV 110 | | |
| Corequisites: | None | | |
| <p>This course introduces route surveying and roadway planning and layout. Topics include simple, compound, reverse, spiral, and vertical curves; geometric design and layout; planning of cross-section and grade line; drainage; earthwork calculations; and mass diagrams. Upon completion, students should be able to calculate and lay out highway curves; prepare roadway plans, profiles, and sections; and perform slope staking. <i>(1997 SU)</i></p> | | | |
| | | | |
| SRV 210 | Surveying III | 4 (2-6) | F |
| Prerequisites: | SRV 110 | | |
| Corequisites: | None | | |
| <p>This course introduces boundary surveying, land partitioning, and calculations of areas. Topics include advanced traverses and adjustments, preparation of survey documents, and other related topics. Upon completion, students should be able to research, survey, and map a boundary. <i>(1997 SU)</i></p> | | | |
| | | | |
| SRV 220 | Surveying Law | 3 (2-2) | F |
| Prerequisites: | SRV 110 | | |
| Corequisites: | None | | |
| <p>This course introduces the law as related to the practice of surveying. Topics include surveyors' responsibilities, deed descriptions, title searches, eminent domain, easements, weight of evidence, riparian rights, and other related topics. Upon completion, students should be able to identify and apply the basic legal aspects associated with the practice of land surveying. <i>(1997 SU)</i></p> | | | |
| | | | |
| SRV 230 | Subdivision Planning | 3 (1-6) | S |
| Prerequisites: | SRV 111, SRV 210, CIV 211 | | |
| Corequisites: | None | | |
| <p>This course covers the planning aspects of residential subdivisions from analysis of owner and municipal requirements to plat layout and design. Topics include municipal codes, lot sizing, roads, incidental drainage, esthetic considerations, and other related topics. Upon completion, students should be able to prepare a set of subdivision plans. <i>(1997 SU)</i></p> | | | |

- SRV 240** **Topo/Site Surveying** **4 (2-6)** **S**
Prerequisites: **SRV 110**
Corequisites: **None**
This course covers topographic, site, and construction surveying. Topics include topographic mapping, earthwork, site planning, construction staking, and other related topics. Upon completion, students should be able to prepare topographic maps and site plans and locate and stake out construction projects. *The course also includes an introduction to photogrammetry. (1997 SU)*
- SRV 250** **Advanced Surveying** **4 (2-6)** **S**
Prerequisites: **SRV 111**
Corequisites: **None**
This course covers advanced topics in surveying. Topics include photogrammetry, astronomical observations, coordinate systems, error theory, GPS, GIS, Public Land System, and other related topics. Upon completion, students should be able to apply advanced techniques to the solution of complex surveying problems. *(1997 SU)*
- SRV 260** **Field & Office Practices** **2 (1-3)** **F**
Prerequisites: **EGR 115, CIS 110 or CIS 111**
Corequisites: **None**
This course covers surveying project management, estimating, and responsibilities of surveying personnel. Topics include record-keeping, starting and operating a surveying business, contracts, regulations, taxes, personnel management, and professional ethics. Upon completion, students should be able to understand the requirements of operating a professional land surveying business. *(1997 SU)*

SURGICAL TECHNOLOGY

Admission to the Surgical Technology program is required before enrolling in SUR courses.

- SUR 110** **Intro to Surg Tech** **3 (3-0)** **F**
Prerequisites: **None**
Corequisites: **SUR 111**
This course provides a comprehensive study of the operative environment, professional roles, moral/legal/ethical responsibilities, and medical communications used in surgical technology. Topics include: professional behaviors, medical terminology, interdepartmental/peer/relationships, operating room environment/safety, pharmacology, anesthesia, incision sites, physiology of wound healing, and biomedical sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the operative environment. *(2006 FA)*
- SUR 111** **Periop Patient Care** **7 (5-6)** **F**
Prerequisites: **None**
Corequisites: **SUR 110**
This course provides theoretical knowledge for the application of essential operative skills during the perioperative phase. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, students should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other relevant skills. *(1998 FA)*

- SUR 122 Surgical Procedures I** 6 (5-3) S
Prerequisites: SUR 110, SUR 111
Corequisites: SUR 123
 This course provides an introduction to selected basic and intermediate surgical specialties that students are exposed to the first clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment. (2006 FA)
- SUR 123 SUR Clinical Practice I** 7 (0-21) S
Prerequisites: SUR 110 and SUR 111
Corequisites: SUR 122
 This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles. (1997 SU)
- SUR 134 Surgical Procedures II** 5 (0-5) SS
Prerequisites: SUR 123
Corequisites: SUR 135 and SUR 137
 This course provides a comprehensive study of intermediate and advanced surgical specialties that students are exposed to in the second clinical rotation. Emphasis is placed on related surgical anatomy, pathology, and procedures that enhance theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics to the clinical operative environment. (2006 FA)
- SUR 135 SUR Clinical Practice II** 4 (0-12) SS
Prerequisites: SUR 123
Corequisites: SUR 134 and SUR 137
 This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist. (1997 SU)
- SUR 137 Prof Success Prep** 1 (1-0) SS
Prerequisites: SUR 123
Corequisites: SUR 134 and SUR 135
 This course provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, résumé preparation, and interviewing techniques. Upon completion, students should be able to prepare a résumé, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification. (1997 SU)

TRF 210 Turfgrass Eqmt Mgmt 3 (1-4) SS
Prerequisites: COE 111, HOR 166
Corequisites: COE 121

This course covers the operation and maintenance of specialized turfgrass management equipment. Topics include small engine use and repair; operation, maintenance, and repair of turfgrass management equipment; organization of shop areas; and safety considerations. Upon completion, students should be able to operate and maintain turfgrass management equipment. (1997 SU)

TRF 230 Turfgrass Mgmt Apps 2 (1-2) F
Prerequisites: ENG 114, HOR 166, MAT 120
Corequisites: COE 131, GCM 230

This course introduces specific sports field design, installation, and maintenance. Topics include natural grass croquet courts and baseball, soccer, and football fields. Upon completion, students should be able to perform specific tasks in layout, field marking, and preparing for tournament play. *Major emphasis will be placed on golf courses.* (1997 SU)

TRF 260 Adv Turfgrass Mgmt 4 (3-2) F
Prerequisites: ENG 114, TRF 110
Corequisites: GCM 230

This course covers the principles and practices involved in turfgrass management. Topics include choosing the best management practice in mowing, pest control, fertilization, irrigation, traffic control, air control, budgeting, and materials procurement. Upon completion, students should be able to demonstrate knowledge of the principles covered and select and apply the best practices in turfgrass management. (1997 SU)

WEB TECHNOLOGIES

WEB 110 Internet/Web Fundamentals 3 (2-2) F
Prerequisites: None
Corequisites: None

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. (2008 FA)

WEB 111 Intro to Web Graphics 3 (2-2) S
Prerequisites: None
Corequisites: None

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. (2010 SP)

- WEB 115** **Web Markup and Scripting** **3 (2-2)** **S**
Prerequisites: **WEB 110**
Corequisites: **None**
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. *(2008 FA)*
- WEB 120** **Intro Internet Multimedia** **3 (2-2)** **AND**
Prerequisites: **None**
Corequisites: **None**
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. *(2006 SP)*
- WEB 140** **Web Development Tools** **3 (2-2)** **AND**
Prerequisites: **WEB 115**
Corequisites: **None**
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. *(2006 SP)*
- WEB 180** **Active Server Pages** **3 (2-2)** **AND**
Prerequisites: **CIS 115**
Corequisites: **None**
This course introduces active server programming. Topics include HTML forms processing and other issues related to developing active web applications. Upon completion, students should be able to create and maintain a dynamic website. *(2008 FA)*
- WEB 182** **PHP Programming** **3 (2-2)** **S**
Prerequisites: **CIS 115**
Corequisites: **None**
This course introduces students to the server-side, HTML-embedded scripting language PHP. Emphasis is placed on programming techniques required to create dynamic web pages using PHP scripting language features. Upon completion, students should be able to design, code, test, debug, and create a dynamic web site using the PHP scripting language. *(2006 SP)*
- WEB 210** **Web Design** **3 (2-2)** **F**
Prerequisites: **WEB 111 and WEB 115**
Corequisites: **None**
This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites. *(2008 FA)*

- WEB 211** **Advanced Web Graphics** **3 (2-2)** **AND**
Prerequisites: **WEB 111**
Corequisites: **None**
This course covers the advanced concepts related to the creation and manipulation of graphic images for web delivery. Topics include graphics acquisition, use of masks and channels, advanced special effects, advanced photo manipulation, and other related topics. Upon completion, students should be able to create, manipulate, and optimize web graphics with advanced techniques and maintain an online coursework portfolio. *(2010 SP)*
- WEB 215** **Adv Markup and Scripting** **3 (2-2)** **AND**
Prerequisites: **WEB 115**
Corequisites: **None**
This course covers advanced programming skills required to design Internet applications. Emphasis is placed on programming techniques required to support Internet applications. Upon completion, students should be able to design, code, debug, and document Internet-based programming solutions to various real-world problems using an appropriate programming language. *(2008 FA)*
- WEB 250** **Database Driven Websites** **3 (2-2)** **AND**
Prerequisites: **DBA 110 and WEB 140**
Corequisites: **None**
This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards. *(2009 FA)*
- WEB 260** **E-Commerce Infrastructure** **3 (2-2)** **AND**
Prerequisites: **WEB 250**
Corequisites: **None**
This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, documentation, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site. *(2006 SP)*
- WEB 285** **Emerging Web Technologies** **3 (2-2)** **AND**
Prerequisites: **WEB 250**
Corequisites: **None**
This course will explore, discuss, and research emerging technologies in the web arena. Emphasis is placed on exposure to up-and-coming technologies relating to the web, providing hands-on experience, and discussion of practical implications of these emerging fields. Upon completion, students should be able to articulate issues relating to these technologies. *(2006 SP)*

WELDING

- WLD 112** **Basic Welding Processes** **2 (1-3)** **AND**
Prerequisites: **None**
Corequisites: **None**
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder.

Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes. (1997 SU)

WLD 115 SMAW (Stick) Plate 5 (2-9) AND

Prerequisites: None

Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes (1997 SU)

WLD 121 GMAW (MIG) FCAW/Plate 4 (2-6) AND

Prerequisites: None

Corequisites: None

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions. (1997 SU)

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Science.....	<i>Rebecca S. Roush</i>
Social and Behavioral Sciences.....	<i>Dr. Laura D. Hill</i>
Transportation Services.....	<i>Alexander W. Cameron</i>

FACULTY

Adams, Susanne H., Ed.D.	<i>English</i> B.A., M.A., Virginia Polytechnic Institute & State University; Ed.D., East Carolina University
Adams, Wayne, Ph.D.*	<i>Sociology</i> B.S., M.S., PhD, North Carolina State
Allen, Bobby W.	<i>Sociology</i> B.S., University of Maryland; M.A., Fayetteville State University
Allen, G. Lawrence*	<i>English and Humanities</i> B.A., M.A., North Carolina State University
Allen, Samantha B.	<i>Coordinator, Therapeutic Massage</i> B.S. Eastern Kentucky University; M.A. Oriental Medicine, Southwest Acupuncture College
Avera, Marinda M.*	<i>Business/Office Administration</i> B.S.B.E., M.A.Ed., East Carolina University
Babb, Jackie M.	<i>Coordinator, Digital Media Technology</i> A.A.S., Sandhills Community College
Bachman, Michael W.	<i>Emergency Medical Science</i> A.A.S., Sandhills Community College; B.S. Western Carolina University
Baker, Denise D.	<i>Coordinator, Art</i> B.S., M.A., Appalachian State University
Baker, Robert H, Ed.D.....	<i>Sociology/Psychology</i> A.A.S., Central Piedmont Community College; B.A., East Carolina University; M.Ed., Ed.D., N.C. State University

- Bement, Dorothy A..... *Coordinator, Nursing Assistant*
A.A.S. Sandhills Community College; BSN, University of N.C. at Pembroke
- Black, James A. *Coordinator, Automotive Systems*
Diploma, Sandhills Community College; Diploma Montgomery Community College; A.A.S.,
Sandhills Community College
- Blue, Annette M * *Mathematics*
B.S., M.Ed., University of N.C. at Greensboro
- Bowness, Susan F. *Coordinator, Office Administration*
B.S., Meredith College; M.S.B.E., University of N.C. at Greensboro
- Bradley, Pamela C. *Early Childhood Education/Psychology*
B.A., University of West Florida; M.A., University of NC at Pembroke
- Brannan, Patricia W..... *Coordinator, Radiography*
A.S., A.A.S., Sandhills Community College; B.S., M.A.Ed., University of N.C. at Pembroke
- Brinkley, Cassandra C. *Chemistry*
B.A., St. Andrews Presbyterian College
- Brower, Theron D *Mathematics*
B.S., N.C. A & T State University; M.S., Vanderbilt University, TN
- Brown, Julia * *Nursing*
B.S.N., East Carolina; M.A.Ed., North Carolina State University
- Brunner, Martin *Coordinator, Baking and Pastry Arts*
A.A.S, Sandhills Community College; A. A. S, Johnson & Wales University
- Bumgarner, Sarah J..... *Program Liaison Entrepreneurship*
B.A., University of N.C. at Asheville; M.B.A. Appalachian State University
- Bryant, Norma M., M.T. (ASCP) *Medical Laboratory Technology*
B.A., B.S.M.T., University of N.C. at Greensboro
- Cameron, Alexander W *Chair, Automotive Programs*
Diploma, Sandhills Community College; B.S., Western Carolina University; M.A.Ed., North
Carolina State University
- Chandler, Linda A..... *Mathematics/Coordinator, University Studies*
B.S., Christopher Newport University; M.S., North Carolina State University
- Clark, Karen R. *Developmental Education/Coordinator, Success & Study Skills*
B.S., M.S.A., Fayetteville State University; M.Ed., North Carolina State University
- Cole, Barbara H* *English, Humanities*
A.B., M.A., University of North Carolina at Greensboro
- Collins, Tina S. *Nursing*
B.S., M.S., Salisbury State University

- Colonna, Donna Marie, Ph.D *English, Humanities*
B.A., M.Ed., Cleveland State University, Ph.D. Kent State University
- Cox, Heather D. *Nursing*
A.D.N., Sandhills Community College; B.S.N., M.S.N., University of N.C. at Greensboro
- Croft, William L., R.R.T *Chair, Health Sciences/Coordinator, Respiratory Care*
A.A.S., Sandhills Community College; B.S., Thomas A. Edison State College; M.S., Hawthorne University
- Curlee, Robin *Esthetics*
Certificate, Sandhills Community College;
- Currier, Christopher R., C.E.C., C.H.E. *Coordinator, Culinary Technology*
A.O.S., Culinary Institute of America
- Dale, Darlene K. * *Cosmetology*
Diploma, Asheboro Beauty School; A.A.S., Sandhills Community College; B.S., Western Carolina University; M.A. Ed., North Carolina State University
- Daniel, Mary W *Biology*
A.A., Virginia Intermont College; B.S. University of N.C. at Charlotte; M.S., North Carolina State University
- Danley, Barbara P. *English, Humanities*
A.A.S., A.A., Sandhills Community College; B.A., University of N.C. at Chapel Hill, M.A., University of N.C. at Pembroke
- Davenport, Reynold S. * *Civil Engineering Technology*
B.S., North Carolina State University; M.E., University of South Carolina
- DeBernard, Marjorie B. *Nursing*
B.S.N., University of Virginia; M.S.N., University of N.C. at Greensboro
- Dempsey, John R., Ph.D. *Political Science*
B.A., University of Notre Dame; M.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst
- Dennis, Amelia S. *Nursing*
A.A.S., Central Piedmont Community College; B.S.N., University of N.C. at Charlotte; M.S.N., University of N.C. at Greensboro
- Dykeman, Patricia K. *Nursing Assistant*
B.S.N., State University of New York at Albany
- Emery, Michael D., R.T.(R) * *Radiography*
A.A.S., Greenville Technical College; B.S., Medical College of Georgia
- Emmons, Tracey T. *Biology*
A.D.N., Sandhills Community College; B.S., M.A.E., Austin Peay University
- Farina, Mary Alice *Therapeutic Massage*
A.A.S., B.A., State University of New York, Albany; M.A. University of Phoenix

- Ferrell, Thomas E. NREMT-P *Coordinator, Emergency Medical Science*
B.A., Marshall University; M.S., Marshall University
- Fielder-Jones, Kimberly..... *Early Childhood Education*
A.A.S., Sandhills Community College; B.S., University of N.C at Pembroke
- Forrest, Christine T..... *Coordinator, Medical Lab Technology*
B.S., M.S., Old Dominion University
- Garner, Robin, S BA RT (R) (M) *Clinical Coordinator, Radiography*
A.A.S. Sandhills Community College; B.A., Ashford University
- Garty, Pamela W..... *Nursing*
A.D.N., Sandhills Community College B.S.N., University of N.C. at Chapel Hill; M.S.N., Duke University
- Godwin, Misty L..... *Surgical Technology*
A.A.S. Sandhills Community College
- Golden, Peter J..... *Chemistry*
B.S., University of Florida; M.S., University of Houston
- Grine, Susan S..... *Chair, English and Humanities*
B.A., Wake Forest University; M.A.T., The Citadel
- Hackett, Tarshima M *Developmental Education*
B.S., M.A., North Carolina Central University
- Haley, Timothy R *Chair, Fine Arts/Coordinator, Music*
B.M., Lawrence University; M.M., East Carolina University
- Hall, Teresa R. *Chair, Public Service/Coordinator, Criminal Justice*
A.A.S, Montgomery Community College; B.S., Garner-Webb University
- Hampson, Valerie J.H..... *Mathematics/Coordinator, Developmental Math*
Certificate, Balls Park College; M.Ad.Ed., National-Louis University
- Harris, Bill G., Jr..... *Religion*
A.B., High Point College; M.Div., Th.M., Southeastern Baptist Theological Seminary
- Harris, Patricia L..... *Human Services Technology/Psychology*
B.S., Eastern Michigan University; M.Ed., University of N C at Chapel Hill
- Harward, Larry J. * *Accounting*
B.A., Pfeiffer College, M.A., Appalachian State University
- Hatley, Michelle L *Chemistry*
B.S., Appalachian State University; M.S. Texas A & M University
- Hawkins, Ronda R. *Coordinator, Early Childhood Education*
A.S. Corning Community College; B.S., St. John Fisher College; M.A. Concordia University

- Hill, Laura D. Ed.D. ... *Chair, Social and Behavioral Sciences*
A.A., Peace College; A.B. University of N.C. at Chapel Hill; M.Ed., Ed.D., North Carolina State University
- Hoffman, Carol A. L.C.A.S., C.C.S. *Coordinator, Human Services Technology*
B.S., Florida State University; M.S., Eastern Michigan University
- Hooker, Rick..... *Coordinator, Networking Program*
A.A.S., Sandhills Community College; B.S., Guilford College
- Howle, Timothy H..... *Architectural Technology*
A.A.S., Sandhills Community College
- Hughes, Randall T. *English*
A.A.S., Sandhills Community College; B.A., Pennsylvania State University; M.A., University of N.C. at Pembroke
- Ingham, Stephen L..... *Automotive*
A.A.S., Catonsville Community College; GM ASEP, GM Motor Corporation
- Innes, Diane L *Coordinator, Computer Programming*
A.A.S., Sandhills Community College; B.S.Ed., Western Carolina University; M.B.A., M.S., University of N.C. at Pembroke
- Ivy, R. Lee *Landscape Gardening*
B.S., University of Tennessee; M.S., North Carolina State University
- Johnson, Demaris B..... *Coordinator, Landscape Gardening*
A.A.S. Sandhills Community College; B.A., St. Andrews College; M.S., North Carolina State University
- Johnson, Peggy E..... *Early Childhood Education*
B.A., University of Cincinnati; M.Ed., Xavier University
- Kauffman, Wendy A. *Chair, Distance Learning*
B.A., Marietta College; M.Ed., Ohio University
- Kenzel, Jeannine W. CST..... *Coordinator, Surgical Technology*
A.A., Sandhills Community College; B.A., St. Andrews Presbyterian College
- Kruska, Cathleen C..... *Communication*
A.A., College of the Canyons Community College; B.A., M.A., California State University, Northridge
- Kulka, Joanne M..... *Nursing*
A.D.N. Sandhills Community College; B.S.N., Oakland University; M.S.N. Wayne State University
- Layne, Ronald L. *Communication, English, Humanities*
B.A., M.A., Winthrop University
- Lewis, Richard N., Jr. *English, Humanities*
A.B., M.A.T., University of N.C at Chapel Hill

- Linville, Raymond P. *English, Humanities*
A.B., University of N.C. at Chapel Hill; M.S., Air Force Institute of Technology
- Lucas, Carol H. *Coordinator, Medical Office Administration*
B.S., M.S.B.E., University of N.C. at Greensboro
- Lynch, D. Kirk *Chair; Management & Business Technology*
B.S., Colorado State University; M.S., M.B.A. University of Colorado
- Maness, Darwin G. *Coordinator, Autobody Repair*
Certificate, Sandhills Community College; A.A.S., Montgomery Community College
- Martinez, Kathy M. *English*
A.A., Davidson County Community College; B.A., University of N.C. at Greensboro; M.A.,
N.C. A & T State University; Ph.D., Indiana University of Pennsylvania
- Mataxis, Kirby J. *Mathematics*
A.A., Sandhills Community College; B.S., M.A., University of N.C. at Pembroke
- McDonald, Ronald J. *Coordinator, Architectural Technology*
A.A., State University of New York - Canton
- McInerney, John D. *Mathematics*
A.B., Holy Cross College; M.S., University of N.C. at Chapel Hill
- McInerney, Judy S. *Mathematics*
A.B., University of Chattanooga; M.S., University of N.C. at Chapel Hill
- McKenzie, Fiona *Culinary*
A.A.S., Sandhills Community College
- McNeill, J. Lawrence, Jr., Ph.D.* *English*
B.A., Davidson College; M.A., Ph.D., University of South Carolina
- McLeod, Jaime J. *Distance Learning, Instructional Designer*
B.A., St. Andrews Presbyterian College; M.S., East Carolina University
- McNeill, T. Cheryl *Chair, Nursing*
B.S.N., East Carolina University; M.S.N., East Carolina University
- Midkiff, Julie A. *Sociology*
A.A., Guilford Technical Community College; B.A., M.A., University of N.C. at Greensboro
- Mitchell, Arthenia F. *Cosmetology*
A.A.S., Sandhills Community College
- Morris, Jenell M. *Nursing Assistant*
A.D.N., Sandhills Community College; B.S.N., University of N.C. at Pembroke; M.S.N.,
University of Phoenix
- Morse, Jeanne J. Ph.D. *Physics*
B.A., Appalachian State University; M.S. North Carolina State University

- Moss, Dianna M. *Nursing*
A.D.N., Wayne Community College; B.S.N., University of N.C. at Pembroke. M.S.N., E.C.U.
- Mullen, Cydney K., Ph.D *Nursing*
B.S.N., M.S.N., University of Texas; Ph.D., University of N.C. at Chapel Hill
- Nocton, Timothy C. *Chair, Physical Education*
B.S., Indiana State University, MS Pembroke State University
- O'Brien, John G * *Engineering Technologies*
B.S.M.E., University of Denver; M.S.A.E., Naval Postgraduate School
- Oelfke, Teddy D., C.F.E., F.M.P., C.H.E *Chair, Hospitality & Culinary Arts*
A.S., Community College of the Air Force; B.S., Troy State University; M.S., Florida International University
- Parker, Johna K. *Computer Programming*
B.A., Campbell University
- Parks, Tonya S. *Coordinator, Daytime Cosmetology*
Certificate, Asheboro Beauty School; A.A.S., Sandhills Community College
- Patrick, Eva Bert. *Nursing Assistant*
A.A.S., Sandhills Community College; B.S.N.; University of N.C. at Pembroke
- Phifer, Lynne B. *Nursing*
B.S.N., M.P.H., University of N.C. at Chapel Hill
- Pope, William *History*
B.A., Thomas Edison State College; M.A., University of Maryland
- Query, Jayne C. *Nursing*
B.S.N., West Virginia University; M.S.N., East Carolina University
- Ratliff, Nevius Toney *Coordinator, E-Commerce, Health Information Technology*
B.S., North Carolina A & T University; M.S., Central Michigan University
- Robertson, Lewis C. *Biology*
A.S., Sandhills Community College; B.S., Master of Life Sciences; M.S., North Carolina State University
- Robinson, Scott R. *Digital Media Technology, Culinary, Distance Learning*
A.A.B., Northwest State Community College; A.O.S., Culinary Institute of America; A.F.A., A.A.S, A.A., Sandhills Community College
- Rolland, William W *Coordinator, Simulation & Game Development*
A.B., Davidson College; M.S., North Carolina State University
- Roscoe, Michael A *Coordinator, Computer Engineering Technology*
B.E., Youngstown State University

- Roush, Rebecca S., Ph.D *Chair, Science*
 B.A., Ohio Wesleyan University, Delaware, Ohio; M.S., Ph.D., University of Wisconsin,
 Madison
- Senior, Susan A. *Health Science*
 A.A.S., Niagara County Community College; B.S., M.S., State University of New York at
 Buffalo
- Sherrill, David F. *Mathematics*
 B.S., M.S., North Carolina A & T State University
- Skura, Catherine A. *Coordinator, Business Administration*
 B.A., Brooklyn College of the City University of New York; M.E., North Carolina State
 University
- Speth, Mary M. *Coordinator, Accounting*
 B.A., M.B.A., University of South Carolina
- Spitler, Edwin F. *Coordinator/Civil Engineering/Surveying Technology*
 A.A.S.E.E.T., Central Carolina Community College; A.A.S.C.E.T., A.A.S.S.T., Sandhills
 Community College; B.S.C.E.T., University of N.C. at Charlotte
- Steel, Paul C. *Chair, Engineering & Computer Technologies*
 A.S., A.A.S., Computer Engineering Applications Technology, Sandhills Community College
- Stroman, Alfreda T. *Chair, Developmental Education*
 B.A., Claflin College; M.A., Fayetteville State University
- Swanson, Richard E., Ph.D. *Physics*
 B.S., United States Air Force Academy; M.S., The Ohio State University; Ph.D., University of
 New Mexico
- Taylor, Norwood T, Ph.D. * *Mathematics*
 B.S., M.A., Ph.D., University of N.C. at Chapel Hill
- Thompson, Sally C. *Chair, Cosmetology*
 Diploma, Asheboro Beauty School; A.A.S., Sandhills Community College
- Toney, Patricia, Ed. D. * *Psychology*
 B.S., M.S., N.C. A & T State University; Ed. D, North Carolina State University
- Trevarrow, Heather S. *Psychology*
 B.A., University of Michigan; M.A., Wayne State University
- Tucker, Elaine S. *Mathematics*
 B.A., University of N.C. at Chapel Hill; M.A., University of N.C. Greensboro
- Turner, John T., Ph.D. *Psychology*
 B.A., M.A., Adams State College of Colorado; Ph.D., University of Northern Colorado
- Velázquez-Fraticelli, Yamil. *Spanish*
 B.A., Catholic University of Puerto Rico; M.S.A., Central Michigan University; Post Graduate
 Certificate, University of N.C. at Wilmington

- Ventola, Michael W..... *Coordinator, Golf Course Management*
B.S., Michigan State University; M.S., Rutgers, The State Univ. of New Jersey
- Wade, Kim M. *Cosmetology*
Certificate, Sandhills Community College; A.A.S., Sandhills Community College; B.A., St. Andrews Presbyterian College
- Ward, Mary Ann..... *Developmental English*
A.A., Peace College; B.A., College of Charleston; M.S., University of NC at Pembroke
- West, Pamela H. *Business Laboratory Assistant*
A.A.S., Sandhills Community College
- Westmen, James F. *Landscape Gardening*
A.A.S., A.F.A., Sandhills Community College
- Westmen, Johanna. *Landscape Gardening*
A.A.S., Sandhills Community College
- White, Carla..... *Spanish*
B.A., University of Maryland; J.D., Massachusetts School of Law
- Williams, Alisa A. *Mathematics*
B.S., Campbell College; M.Ed., Campbell University
- Williams, Leslie E. *Respiratory Therapy*
A.A.S., Sandhills Community College; B.S., Methodist College
- Williams, Tammy D., R.R.T, R.P.S.G.T. *Coordinator, Polysomnography*
A.A.S., Sandhills Community College
- Wilson, Frances P. *Music*
A.B., Lenoir-Rhyne College; M.A., Appalachian State University
- Wright, Dana H..... *Cosmetology*
A.A.S., Sandhills Community College

*Retired from SCC, teaching part-time

DISTINGUISHED PROFESSORS

Since its inception, Sandhills Community College has been blessed to secure the long-term commitment of caring and dedicated faculty. Among that group, these professors have achieved the rare distinction of serving the College in excess of thirty (30) years of full-time faculty service.

Such an achievement, and such a level of devotion to a single institution, is rare in any college or university, and Sandhills Community College has determined that such devotion should be recognized. Thus, the President of the College has bestowed upon the following faculty Distinguished Professor status in perpetuity.

Professor	Discipline	Alma Mater
Alex Cameron	Automotive	Sandhills Community College Western Carolina University NC State University
Barbara Cole	English and Humanities	UNC at Greensboro
Willie Gray Harris, Jr.	Religion and Humanities	High Point College Southeastern Baptist Theological Seminary
Timothy Howle	Architectural Engineering	Sandhills Community College
Cynthia Kennedy	Physical Fitness	Appalachian State University UNC Pembroke
Richard N. Lewis, Jr.	English and Humanities	UNC at Chapel Hill
John McInerney	Mathematics	Holly Cross College UNC at Chapel Hill
Judy McInerney	Mathematics	University of Chattanooga UNC at Chapel Hill
William Clifton Stuckey, III	Fine Arts – Art	East Carolina University
Francis Wilson	Fine Arts – Music	Lenoir-Rhyne College Appalachian State University

ADJUNCT FACULTY**Cosmetology**

Darlene Dale	Karen Enloe	Beverly Williams
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Developmental Education

Carol Pizzi	Glenda Pope	Linda Presley	Ann Spong
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Engineering & Computer Tech

Rob Cavana	Cathy Cowling	Robin Rourke	Burdett Rust
Stephen Stromko	Vicky Thomas	Monica Whitehead	

Fine Arts

Fran Gertz	Jennifer Thomas	Eric Ton	Julie Niskanen
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Health Sciences

Ronald Currie	Dena Evans	Rebecca Powell
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Hospitality & Culinary Arts

Ashley Baker	Shelby Basinger	Don Calfee	Megan Coleman
Danielle Dana	Karen Enloe	Kay Graner	Magnus Halldorson
Pam Jensen	Marta Kane	Richard Kugelmann	Siew Kwoh
Warren Lewis	Susan Lynch	Al Stratta	Rebecca Thompson
Donnie Wicker			

English & Humanities

Sarah Boone	Joe Hairr	Marciarose Long	Kim Madrigal
Lisa Morman	Bruce Rutherford	Gayle Parker	Glenda Pope
Cynthia Reeves			

Management & Business Tech

Brian Barrett	Karl Ecker	Dena Evans	Leo Garcia
Rebecca Jones	Richard Laucks	Larry Little	Debbie McKenzie
Fletcher Meyers	Ed Silberhorn	Melanie Thomas	Kathryn Thwaites

Mathematics

Marsha Apke	Caren Broadwell	Brenda Coronato	Aaron Denton
Stewart Heilman	Gwendolyn McMillan	Hugh Miner	Antoinette Morello

Nursing

Sabrina Auman	Edith Averette	Gail Barget	Susan Crandall
Denise Gowan	Karen Graham	Caroline Helms	Angela Ivey
Felicia Jones	Andrea Marks	Judith Matzke	Virginia Minichiello
Carol Mulcahy	Sandra Oakley	Paula Parke	Imogene Roper
Shelly Williams	Heather Zerbel		

Physical Education

Leigh Blanton	John Buchholz	Jennifer Henry	Richard Johnson
Nathan McGraw	AnnMarie Mello-Morris	Lenore Rittenhouse	David Wyckoff

Public Service

Lou Abbondanzio	Susan Fish	Frank Guevara	Elizabeth Jones
Amy Lehm	Lisa Michino	Melissa O'Connor	

Science

Jennifer Alderman	Robin Gibson-Brown	Helen Kalevas	Ellen Stewart
Kristi Swicegood	George Thompson	Renea Walker	Paul Werkmeister

Social & Behavioral Sciences

Jacqueline Abell	Abbe Debolt	Mary Ann Fewkes	Ginny Gaweda
Lawrence Hanover	Siew Kwoh	Misty McDonald	Joe Navarro
Cynthia Reeves	John Sayre	Robert Thome	

Transportation Services

Frank Evans	Thurman Exum	David Sykes
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BUILDINGS AND GROUNDS MAINTENANCE

Carl L. Johnson	<i>Director of Physical Plant</i>
Lynn May	<i>Office Coordinator</i>
Ronald H. Peters	<i>Special Projects Manager</i>

DAY STAFF

Jeremy Beal	<i>General Maintenance</i>
Randy K. Bosworth	<i>General Maintenance</i>
Donald A. Carlyle	<i>Groundskeeper</i>
David Clevenger	<i>Maintenance Technician/HVAC/Electrical</i>
Kenneth F. Locklear	<i>Custodian</i>
Larry McKenzie	<i>General Maintenance</i>
Larry M. Meggs	<i>Maintenance Technician/HVAC/Electrical</i>
Bradley F. Morrison	<i>Custodial Supervisor</i>
Melvin Ritter	<i>Maintenance Supervisor</i>
Tom L. Scott	<i>Groundskeeper</i>
Lee Short	<i>Fleet Mechanic Maintenance Technician</i>
Andy J. Thompson	<i>Supervisor, Grounds Maintenance</i>
Johnny B. Welch	<i>Supervisor, Shipping/Receiving Mail</i>
Kevin Whitaker	<i>Facilities Specialist/Safety Officer</i>

EVENING STAFF

Garland Ingram	<i>Custodian</i>
Curtis L. McLeod	<i>Evening Operations Supervisor</i>
Harlan K. Page	<i>Custodian</i>
Ricky Stephens	<i>Custodian</i>
Phillip Williams	<i>Custodian</i>

BUSINESS OFFICE

Karen T. Carriker	<i>Purchasing Specialist</i>
Portia F. Clark	<i>Accounts Payable Specialist</i>
Sheryl Comer	<i>Accounts Receivable Specialist</i>
Royilyn Derr	<i>Disbursements Specialist</i>
Rachel T. Gagliardi	<i>Payroll Specialist</i>
Rhonda Gamble	<i>Director of Business Services</i>
Marla Goodwin	<i>Inventory Control Specialist</i>
Holly Martin	<i>Accountant</i>
Louise Mayo	<i>Temporary Cash Receipts Specialist</i>
Pam Taylor	<i>Cash Receipts Specialist</i>

CAMPUS POLICE AND PUBLIC SAFETY

David Reece.....	<i>Director, Police and Public Safety</i>
Mike Green.....	<i>Asst. Director/Bike Officer</i>
Dwight Threet.....	<i>Crime Prevention/Police Officer</i>
Joe Steppe.....	<i>Evening Police Officer</i>

COLLEGE PROGRAMS FOR HIGH SCHOOL

Lauren Holland.....	<i>Coordinator of High School Programs, Moore County</i>
Richard N. Lewis, Jr.....	<i>Dean of Humanities</i>
Eric Richardson.....	<i>Director of High School & College Relations, Hoke County</i>

DIVISION OF CONTINUING EDUCATION

Dorothy Adams.....	<i>Basic Skills Instructor, Hoke County</i>
Mike Andrews.....	<i>Basic Skills Coordinator</i>
Gina Beaudry.....	<i>Basic Skills Hoke County Coordinator</i>
Lynn Beith.....	<i>Director, Professional Development Programs</i>
Martha Bergman.....	<i>Senior Director, Basic Skills Education</i>
Iris Brown.....	<i>Director, Auditing & Records Retention</i>
Maria Campbell.....	<i>Coordinator of ESL/Bilingual Education</i>
Adele Chestnut.....	<i>GED Test Administrator</i>
Marco Clark.....	<i>Compensatory Education Instructor</i>
Alan Duncan.....	<i>Senior Director, Business and Industry Services</i>
Jenny Freeman.....	<i>Horticulture Instructor (McCain Hospital)</i>
Vanessa Galloway.....	<i>Basic Skills Coordinator</i>
Larry Grant.....	<i>Basic Skills Instructor (Hoke Correctional)</i>
David Hale.....	<i>Basic Skills/LEIS Coordinator</i>
Jayne Heisig.....	<i>Coordinator of Fire/Rescue Programs</i>
Rose Highland-Sharpe.....	<i>Basic Skills Recruiter/Instructor</i>
Libby Hines.....	<i>Program Associate, Basic Skills</i>
Brenda Holmes.....	<i>Basic Skills Recruiter</i>
Lynn Joyner.....	<i>Program Associate, Continuing Education</i>
Andi Korte.....	<i>Dean of Continuing Education</i>
Carlitha Matthews.....	<i>Compensatory Education Instructor (Pinetree)</i>
Twana McKnight.....	<i>Basic Skills Retention & Assessment Specialist</i>
Murdock McLaurin.....	<i>Instructor/Coordinator for Law Enforcement/DOC Programs</i>
Edna McNeill.....	<i>Compensatory Education Instructor</i>
Vernon Morrison.....	<i>Compensatory Education Instructor (Hoke Vocational Options)</i>
Marilyn Neely.....	<i>Director, Small Business Center</i>
Patrilla Quick.....	<i>Program Associate, Continuing Education</i>
Teresa Reynolds.....	<i>Senior Director, Community Education</i>
Rebecca Sanders.....	<i>Basic Skills Instructor</i>
Ellen Spencer.....	<i>Basic Skills Instructor</i>
Laura Todd.....	<i>Computer Programs Coordinator/Computer Instructor</i>
Jenny Troyer.....	<i>HRD and Prison Program Coordinator</i>
Lori Williams.....	<i>Director of Community Education & Outreach</i>
Terrie D. Williams.....	<i>Administrative Assistant to the Dean of Continuing Education</i>

FINANCE AND BUDGETING

Cynthia Barton.....	<i>Director of Finance, Budgeting and Internal Control</i>
Joe Brown.....	<i>Accountant</i>

HOKE COUNTY CENTER

Dorothy Adams.....	<i>Basic Skills Instructor</i>
Marco Clark.....	<i>Compensatory Education Instructor</i>
Carl Harris.....	<i>Security/Housekeeping/Maintenance</i>
Jenell Holland.....	<i>Associate Professor, Nursing Assistant Program</i>
Brenda Holmes.....	<i>Basic Skills Recruiter</i>
Anna McPhatter.....	<i>Director for the Hoke Center</i>
Susan Patterson.....	<i>Administrative Assistant</i>
Diane E. Reynolds.....	<i>Security/Housekeeping</i>
Eric Richardson.....	<i>Director of High School & College Relations, Hoke County</i>
Annie Weatherford.....	<i>Basic Skills Instructor</i>

HUMAN RESOURCES/CAMPUS SERVICES

Sheila Bradley.....	<i>Human Resources Specialist</i>
Christopher Frye.....	<i>Auditorium Manager</i>
Sandra Perry.....	<i>Audiovisual Graphic and Technical Assistant</i>
Regina M. Ritter.....	<i>Telecommunications Services Coordinator</i>
Daniel Shea.....	<i>Printing Services Coordinator</i>
Thomas E. Streater.....	<i>Director, Human Resources/Campus Services</i>
Tara Taylor.....	<i>Receptionist/Switchboard Operator</i>
Charlotte Tomeski.....	<i>Receptionist/Switchboard Operator</i>
Open.....	<i>Audiovisual Services Coordinator</i>

INFORMATION SERVICES

William P. Barber.....	<i>Technical Support Specialist</i>
Michael A. Burns.....	<i>Technical Support Specialist</i>
Robert O. Henderson.....	<i>Network Administrator</i>
Jonathan B. McLeod.....	<i>Systems Administrator</i>
M. Chad Parrish.....	<i>Webmaster/Applications Developer</i>
Debra S. Ring.....	<i>Applications Support Specialist</i>
J. Bradley Robbins.....	<i>Systems Services Coordinator</i>
Dorothy P. Savin.....	<i>Director, Information Services</i>
Suzanne R. Via.....	<i>Technical Support Specialist</i>

INSTRUCTIONAL SUPPORT

Lavada Alsbrook.....	<i>Admin. Assistant for Distance Learning/Faculty Secretary</i>
Emily Alston.....	<i>Faculty Secretary</i>
Cynthia Cooper.....	<i>Faculty Secretary</i>
Teryl J. Dailey.....	<i>Faculty Secretary</i>
Sherry Gwaltney.....	<i>Administrative Assistant to Dean of Instruction</i>
Nancy Heilman.....	<i>Coordinator of Tutoring & Volunteer Services</i>
Sarah Hurlbut.....	<i>Curriculum Associate</i>
Patricia G. Mabe.....	<i>Faculty Secretary</i>
Cathy McLean.....	<i>Faculty Secretary</i>
Susan Patterson.....	<i>Receptionist/Secretary, Hoke Center</i>

LEARNING RESOURCES

Deborah Ashby.....	<i>Librarian</i>
Yvette Ausby.....	<i>Learning Resources Assistant</i>

Winnie Barnes	<i>Technical Services Supervisor</i>
Ann Brennan.....	<i>Learning Resources Assistant</i>
Judy Hines	<i>Learning Resources Center Supervisor</i>
Linda M. Konold	<i>Administrative Assistant</i>
Brenda Quick.....	<i>Circulation Services Supervisor</i>
Martha Smolenski.....	<i>Learning Resources Associate</i>
Dr. John Stacey.....	<i>Director, Learning Resources</i>
Alice L. Wilkins.....	<i>Librarian</i>
Beverly Williams.....	<i>Learning Resources Assistant</i>
Feather Zimmerman	<i>Learning Resources Associate</i>

PLANNING AND RESEARCH

Kevin Osborne.....	<i>Planning & Research Associate</i>
Dr. Kristie H. Sullivan.....	<i>Dean of Planning and Research/SACS Liaison</i>

PROJECT PROMISE - S.S.S. GRANT

Seth Buchanan	<i>Program Associate</i>
Sherrill Collins.....	<i>Learning Specialist/Assistant Director</i>
Carmen Lentz	<i>Project Counselor</i>
Open	<i>Director, SSS Grant</i>

DIVISION OF STUDENT SERVICES

Dr. Susanne H. Adams	<i>Vice President for Student Services and Academic Support</i>
Kimberly Aliago	<i>Admissions, Records, & Registration Associate</i>
Madie Ash	<i>Director of Student Success & ADA Coordinator</i>
Barbara Baer	<i>Administrative Assistant to the Vice President of Student Services</i>
Lauren Beecher.....	<i>Director of Student Life</i>
Sally Bowen.....	<i>Admissions Data Manager</i>
Natasha Brown	<i>Records & Registration Associate</i>
Aaron Denton	<i>Athletics Director</i>
Tricia Donadio.....	<i>Director of Co-op Service Learning</i>
Phyllis Dowdy	<i>Director of Records & Registration</i>
Ellen Durkee	<i>Financial Aid Associate</i>
David "DJ" Farmer.....	<i>Director of Admissions & Recruitment</i>
Lindsey Farmer.....	<i>Assistant Director of Financial Aid</i>
Randal Foster.....	<i>Career Counselor</i>
Charles Gillespie.....	<i>Project Manager 3MP</i>
Cary Greene.....	<i>Admissions Associate</i>
Lynn Lupei	<i>Financial Aid Associate</i>
Karen Manning.....	<i>Director of Marketing and Public Relations</i>
Rosa McAllister-McRae	<i>Residency, Transfer & Personal Counselor</i>
Linda McKoy.....	<i>Records & Registration Associate</i>
Rick Oelfke.....	<i>Intramural Coordinator</i>
Lindsay Richardson	<i>Admissions Assistant</i>
Isai Robledo.....	<i>Recruiter</i>
Julie Roddenberry.....	<i>Coordinator of Testing</i>
Gwendolyn Russell.....	<i>Student Employment Services Coordinator</i>
Kellie Shoemake.....	<i>Dean of Enrollment Management</i>
Davis Smith	<i>Advising Specialist</i>
Teresa Taylor.....	<i>Financial Aid Associate</i>

Cynthia Thomas..... *Financial Aid Associate*
Heather Willett..... *Director of Financial Aid and VA Certifying Official*
Fredanel Woronoff..... *Advising Associate*
Open..... *Enrollment Specialist*
Open..... *Records & Registration Manager*

COMPLIANCE STATEMENTS

Sandhills Community College is committed to the elimination of all discrimination based on race, color, national origin, religion, sex, age, or disability. While aware that the College bears a significant responsibility for aggressively pursuing an equal opportunity policy designed to ensure the employment of qualified men and women, Sandhills Community College is also firmly committed to **day-by-day** policies that ensure that students, faculty, and staff members of any **religion, sex age, or disability** will receive fair, courteous, and congenial treatment commensurate with the atmosphere of the College as a whole. Denial of such treatment to any individual on the Sandhills campus will not be tolerated.

In terms of hiring practices, the College has established policies and procedures to ensure that no person who is qualified shall be excluded from employment on the basis of **religion, sex, age, or disability**. In addition, **Sandhills has established a college-wide benchmark that states “the diversity of Sandhills’ faculty and staff will reflect the respective diversity in the college service areas of Moore and Hoke Counties.”** Employees should at least be equal to their proportionate representation in the relevant labor markets for faculty, administrative, and non-academic staff positions. This benchmark has been approved by the Trustees of the College. The President of the College shall oversee and monitor the implementation of this benchmark through the Director of Human Resources in cooperation with the faculty and staff.

Equal employment opportunity is viewed as an integral part of the mission and purpose of Sandhills Community College. The College is dedicated to the upward mobility and advancement of all people within its reach and seeks to comply with all federal, state, and local statutes, regulations, and orders, including those that promote equal protection and equal opportunity for students, employees, and applicants.

Statements of Compliance with Federal and State Laws

It shall be the policy of Sandhills Community College to comply with all federal and state statutes that are pertinent to the operation of institutions of higher learning. These statutes include but are not limited to those listed on the following pages.

Compliance with the Civil Rights Act of 1964: Sandhills Community College complies with the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, sex, and national origin in programs and activities.

Compliance with the Age Discrimination in Employment Act of 1967: Sandhills Community College complies with the Age Discrimination in Employment Act of 1967 (ADEA), which protects certain applicants and employees 40 years of age and older from discrimination on the basis of age in hiring, promotion, discharge, compensation, or terms, conditions or privileges of employment.

Compliance with Occupational Safety and Health Act of 1970: Sandhills Community College complies with the Federal Occupational Safety and Health Act of 1970 (PL 91-596). The College shall comply with occupational safety and health standards and all rules, regulations, and orders issued pursuant to college policies developed for the purpose of implementation of the Act.

Compliance with the Hepatitis B Vaccine Policy: Sandhills Community College complies with OSHA regulations requiring that college employees who may encounter occupational exposure to Hepatitis B through contact with blood and/or other bodily fluids be provided—at no cost—the Hepatitis B vaccine.

Compliance with Title IX of the Educational Amendments of 1972: Sandhills Community College complies with Title IX of the Educational Amendments of 1972 in assuring that no student or employee shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program or activity of the College. In accordance with the requirements of Title IX of the Educational Amendments of 1972, Sandhills Community College ensures equality of treatment and access for all students and employees, female or male. Complaints related to sex discrimination or sexual harassment should be filed with the Vice President of Administrative Services, Director of Human Resources, Vice President of Student Services and Academic Support, or the Director of the Hoke Center. The Director of Human Resources is the designated Title IX Coordinator for Sandhills Community College.

Compliance with Section 504 of the Rehabilitation Act of 1973: Sandhills Community College provides equality of treatment and access for disabled students as required by Section 504 of the Rehabilitation Act of 1973, which guarantees protection of disabled persons against discrimination. Employees and students are expected to assist disabled students in ways that will facilitate their participation in campus life and their access to programs and activities.

Compliance with the Family Educational Rights and Privacy Act of 1974: Under the Family Educational Rights and Privacy Act of 1974 (as amended), Sandhills Community College accords all the rights under the law to students who are declared independent (18 years of age or older). No one outside the institution shall have access to, nor will the institution disclose, any information from the student's education records without the written consent of the student except to:

- authorized personnel within the institution,
- authorized officials of other institutions in which students seek to enroll,
- persons or organizations providing student's financial aid,
- accrediting agencies carrying out their accreditation function,
- persons involved in an emergency situation in order to protect the health or safety of students or other persons,
- persons in compliance with a judicial order,
- federal, state, and local authorities involved in the audit or evaluation of compliance with educational programs,
- organizations conducting studies for or on behalf of educational institutions,
- parents of a dependent student,
- directory information being released,
- an alleged victim of a crime of violence, to whom the results of a disciplinary hearing may be disclosed.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable.

Education records include admissions, personal, financial, academic, cooperative education, and placement records. Education records do not include records of instructional, administrative, and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute. Education records do not include records of the law enforcement unit, student health records, employment records, or alumni records.

Students may **not** inspect and review the following:

- financial information submitted by their parents,
- confidential letters and recommendations associated with admission,
- employment, job placement, or education records containing information about more than one student.

The Dean of Enrollment Management at Sandhills Community College has been designated by the institution to coordinate the inspection and review procedures for student education records. Students wishing to review their education records should contact the Dean of Enrollment Management for assistance. Local policy explains in detail the procedure to be used by the institution for compliance with the provisions of the Act.

In accordance with the Family Rights and Privacy Act of 1974, certain student information categorized as "directory information" may be provided to persons other than the student. Directory information includes the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, email address, grade level, photograph, degrees and awards received, and the most recent educational agency or institution attended by the student. A student who desires that any or all of the above-stated directory information not be released must sign a request in the Office of Records and Registration no later than two (2) weeks after the first day of class each semester.

Copies of the policy and appropriate forms may be found in the following offices:

- Vice President of Student Services and Academic Support
- Dean of Enrollment Management

The Age Discrimination Act of 1975: Sandhills Community College complies with the Age Discrimination Act of 1975, prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance. The Act, which applies to all ages, permits the use of certain age distinctions and factors other than age that meet the Act's requirements.

Compliance with the Drug-Free Workplace Act and the Drug-Free Schools & Communities Act of 1988: In accordance with the Drug-Free Workplace Act of 1998 and the Drug-Free Schools and Communities Act of 1989 (Public Law 101-226), as well as the Underage Drinking Laws and the laws of the state of North Carolina, the College has endorsed the following drug and alcohol policy.

The abuse and use of drugs and alcohol are subjects of immediate concerns in our society. These problems are extremely complex and ones for which there are no easy solutions.

From a safety perspective, the users of drugs or alcohol may impair the well-being of all employees, students, and the public at large; drug and alcohol uses may also result

in damage to college property. Therefore, it is the policy of this College that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol is prohibited while in the work place, on college premises, or as part of any college-sponsored activities. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

The specifics of this policy are as follows:

1. Sandhills Community College does not differentiate between drug users or sellers. Any employee* or student who possesses, uses, sells, gives, or in any way transfers a controlled substance to another person or manufactures a controlled substance while in the workplace, on college premises, or as part of any college-sponsored activity will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.
2. The term "controlled substance" means any drug listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally, these are drugs that have a high potential for abuse. Such drugs include, but are not limited to, heroin, marijuana, cocaine, PCP, and "crack." They also include "legal drugs" that are not prescribed by a licensed physician.
3. If any employee or student is convicted of violating any criminal drug statute while in the workplace, on college premises, or as part of any college-sponsored activity, he or she will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the College may require the employee or student to successfully finish a drug abuse program sponsored by an approved private or governmental institution as a precondition for continued employment or enrollment at the College.
4. Each employee or student is required to inform the College, in writing, within five (5) days after he or she is convicted for violation of any federal, state, or local criminal drug statute wherein such violation occurred while in the workplace, on college premises, or as part of any college-sponsored activity. A conviction means a finding of guilt (including a plea of *nolo contendere*) or the imposition of a sentence by a judge or jury in any federal or state court. Students may lose federal student aid eligibility as a result of drug violations. The institution must provide notice describing the ways in which the student can regain eligibility.
5. Convictions of employees working under federal grants, for violating drug laws in the workplace, on college premises, or as part of any college-sponsored activity, shall be reported to the appropriate federal agency. The Director of Human Resources must notify the U. S. government agency with which the grant was made within ten (10) days after receiving notice from the employee or otherwise receives actual notice of a violation of a criminal drug statute occurring in the workplace. The College shall take appropriate disciplinary action within 30 calendar days from receipt of notice. As a condition of further employment on any federal government grant, the law requires all employees to abide by this policy.
6. Any employee or student who unlawfully possesses, uses, sells, or transfers alcoholic beverages to another person while in the workplace, on college premises, or as part of any college-sponsored activity, will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.
7. If an employee or student is convicted of violating any alcoholic beverage control statute while in the workplace, on college premises, or as part of any

college-sponsored activity, he or she will be subject to disciplinary action up to and including termination or expulsion. Alternatively, the College may require the employee or student to successfully finish an alcoholic rehabilitation program sponsored by an approved private or governmental institution as a precondition for continued employment or enrollment at the College.

8. The term "alcoholic beverage" includes beer, wine, whiskey, and any other beverage listed in Chapter 18B of the General Statutes of North Carolina.
9. Each employee or student is required to inform the College, in writing, within five (5) days after he or she is convicted of any alcoholic beverage control statute where such violation occurred while in the workplace, on college premises, or as part of any college-sponsored activity.

* Students employed under the College Work Study Program are considered to be employees of the College, if the work is performed for the College in which the student is enrolled. For work performed for a federal, state, local public agency, a private non-profit or a private for-profit agency, students are considered to be employees of the College unless the agreement between the College and the organization specifies that the organization is considered to be the employer.

Educational Programs & Activities: The College provides a variety of opportunities for students to learn more about the dangers of alcohol and drug abuse.

- Annual written notification during registration informing every student of the college policy concerning alcohol and substance abuse.
- A variety of special events, speakers, workshops, and programs that address current issues as related to alcohol and substance abuse.
- Academic courses in health, physical education, and wellness.
- Academic courses in drug abuse prevention, chemical dependency, and family therapy.
- Academic courses in student success.

Counseling Provisions: In addition to providing counseling for students with alcohol/drug-related problems by members of the counseling staff of the Division of Student Services, the College also provides the following assistance to those with abuse issues.

- Referral resource for students requiring long-term counseling or hospitalization
- Schedules for area meetings of AA, NA, Al-Anon support groups
- Schedule AA meeting on campus upon request
- Materials for dissemination on related topics

Compliance with the Student Right-to-Know, the Campus Crime and Security Act of 1990, and the Jeanne Clery Act, 1990, amended 1992, 1998, 2000: Sandhills Community College complies with fully with the disclosure and reporting requirements of these Acts. These requirements include graduation or completion rates, campus security policies and procedures, and statistical reports on security matters. The Jeanne Clery Act expands on the security requirements and affords victims of campus sexual assault certain basic rights. SCC stands in full compliance with this Act.

The SCC sexual assault policy is detailed in the Sandhills Community College *Catalog* and in the *Personnel and Policy Manual*. It is also published online at www.sandhills.edu. For further information or copies of this policy, please call 910-692-6185.

The College endeavors to provide an environment that is safe for all students, faculty, staff, and visitors. Under the reporting provisions of the Student Right-to-Know, the Campus Crime and Security Act, and the Clery Act, the College is required to provide information about serious crimes on campus, as defined by the Act, that have occurred within the last three years. A full copy of the college's annual report on this subject is available free of charge to all students, potential students, and other interested parties. Those interested are invited to call the College at 910-692-6185. The full annual security report is also published online at www.sandhills.edu

IPEDS Graduation Rate: To determine its graduation rate, Sandhills Community College used the Federal cohort of students who entered fall **2006** as first-time diploma or degree seeking full-time students and who graduated by **August 2009**. This graduation rate was **19%**.

This rate is comparable with those of other community colleges. Students enrolled in community colleges often take several years to complete a degree as they balance studies with employment and other activities. Some choose to transfer instead of completing a degree. Sandhills does not collect transfer-out data.

Compliance with the Americans with Disabilities Act (ADA): Sandhills Community College seeks to comply fully with the Americans with Disabilities Act (ADA), enacted July 26, 1991, as an extension of the Civil Rights Act of 1964 to the disabled. The College is committed to removal of physical barriers, psychological barriers, and policies or procedures that hinder full access to enrollment or employment opportunities.

The Director of Student Success/ADA Coordinator also manages services for disabled students. Responsibilities of this office include advising the administration concerning academic barriers, advising concerning the adequacy of policies and procedures for protecting and providing access for disabled students and prospective students, planning and developing training for ADA awareness concerning accommodations for the disabled; and providing suggestions for "reasonable accommodations" to faculty and staff members.

The College expects that all students and employees will be aware of, and sensitive to, the needs of persons with disabilities and that the administration and staff will make every effort to make those "reasonable accommodations" that permit disabled persons to participate in the various programs and services offered by the College.

Procedure for Complaints of Discrimination: In accordance with Federal and State Office of Civil Rights guidelines, any staff member or student who believes that a Sandhills Community College employee has discriminated against him/her on the basis of race, color, national origin, gender, age, or disability may file a grievance. To file a grievance, complainants should follow the Sandhills Community College Grievance Procedures governing informal and formal resolution described elsewhere in this catalog.

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