

SACS

# Sandhills

COMMUNITY COLLEGE

2011-12 Catalog





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# General Catalog

## 2011-2012



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**SANDHILLS COMMUNITY COLLEGE**

3395 Airport Road

Pinehurst, North Carolina 28374

Phone 910-692-6185 or 800-338-3944

Fax 910-695-1823

Website: [www.sandhills.edu](http://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.

## Welcome to Sandhills Community College

### 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](http://www.sandhills.edu), along with the academic calendar. A complete telephone directory of faculty and staff is also available online at [www.sandhills.edu](http://www.sandhills.edu).

General Information .....	910-692-6185 or 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
Dean of Student Services .....	695-3714

### 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

Sandhills Community 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.

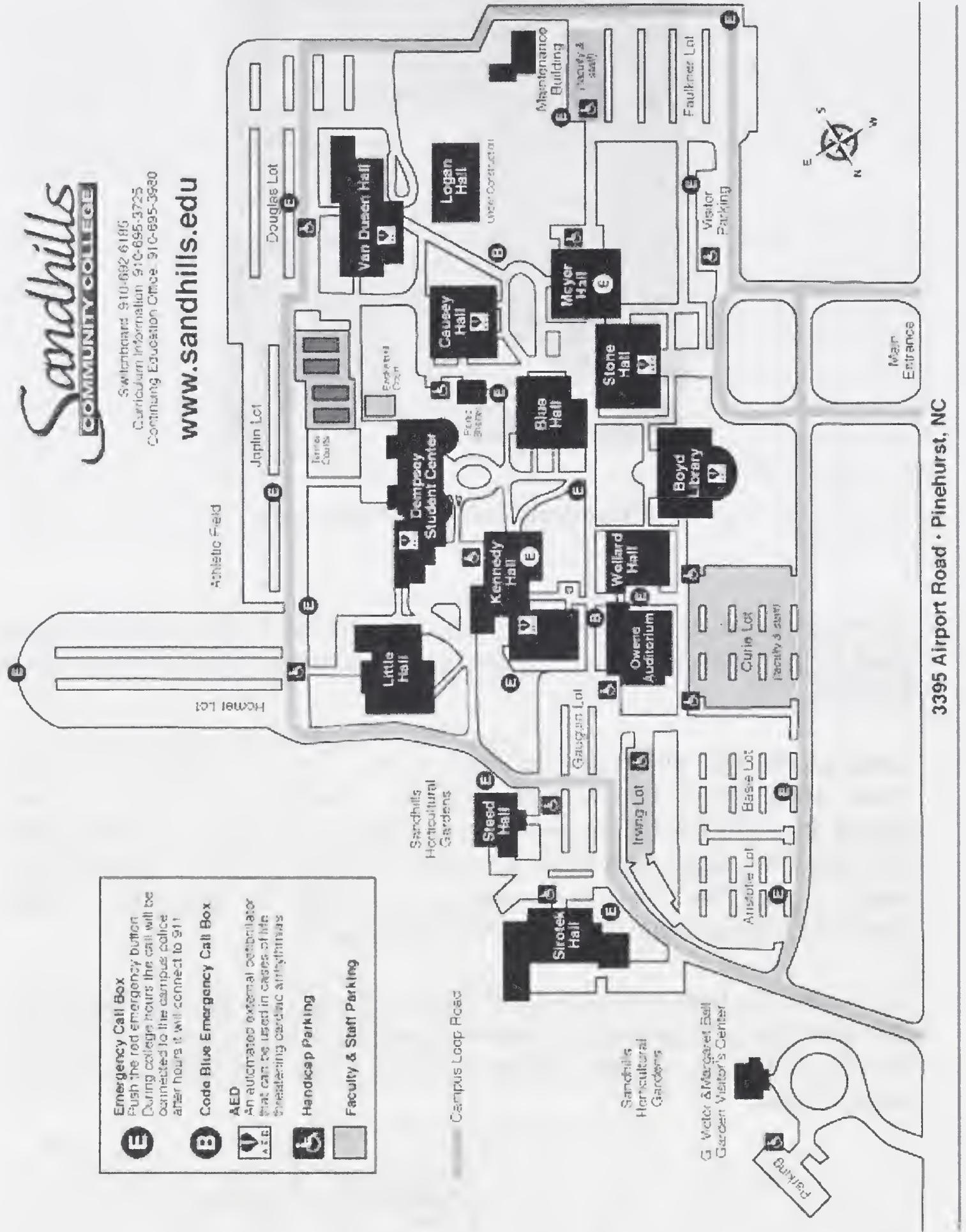
A handwritten signature in black ink, which appears to read "John R. Dempsey". The signature is stylized and fluid, with a long, sweeping underline that extends to the right.

John R. Dempsey

# Campus Map



Switchboard 910-692-6185  
 Curriculum Information 910-695-3725  
 Continuing Education Office 910-695-3930  
[www.sandhills.edu](http://www.sandhills.edu)



**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 –Art
- Health Sciences
- Nursing
- Owens Wing
- Print Shop
- Project Promise
- St. Andrews Extension
- Tutoring Center
- UNC Pembroke Extension

**Little Hall**

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

**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 – 1<sup>st</sup> Floor East**

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

**Stone Hall – 1<sup>st</sup> Floor West**

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

**Stone Hall – 2<sup>nd</sup> 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 and Music Education
- Information Services Offices

## TABLE OF CONTENTS

<b>WELCOME TO SANDHILLS COMMUNITY COLLEGE.....</b>	<b>2</b>
College Telephone Numbers.....	2
Accreditation.....	2
Visitors .....	2
Non-Discrimination Statement .....	2
President John R. Dempsey.....	3
Campus Map .....	4
<b>TABLE OF CONTENTS .....</b>	<b>6</b>
<b>ACADEMIC CALENDARS .....</b>	<b>24</b>
<b>2011-2012 Academic Calendar.....</b>	<b>24</b>
Fall Semester 2011.....	24
Spring Semester 2012 .....	24
Summer Semester 2012.....	24
<b>2012-2013 Proposed Academic Calendar .....</b>	<b>25</b>
Fall Semester 2012.....	25
Spring Semester 2013 .....	25
Summer Semester 2013.....	25
Constitution and Citizenship Day .....	25
<b>COLLEGE MISSION AND PROGRAMS.....</b>	<b>26</b>
<b>College History.....</b>	<b>26</b>
<b>Mission Statement .....</b>	<b>26</b>
<b>Core Values at Sandhills Community College.....</b>	<b>27</b>
<b>Performance Measures and Standards, 2010-2011.....</b>	<b>28</b>
<b>Campus Services .....</b>	<b>29</b>
Bookstore.....	29
Cafeteria.....	29
SCC Website .....	30
<b>Instructional Programs and Delivery .....</b>	<b>30</b>
<b>Credit Programs .....</b>	<b>30</b>
University Studies Program.....	30
Applied Science Programs.....	30
Diploma Programs.....	30
Certificate Options .....	30
General Education Program.....	31
General Occupational Program.....	31

---

Developmental Education .....	31
Special Credit Courses .....	31
<b>Continuing Education (Non-Credit) Programs.....</b>	<b>31</b>
<b>Instructional Delivery.....</b>	<b>32</b>
Evening/Weekend College .....	32
Hybrid Courses .....	32
Internet Courses .....	32
Information Highway/ITV Classroom .....	32
<b>COLLEGE ADMISSION AND REGISTRATION.....</b>	<b>33</b>
<b>Admission to the General College.....</b>	<b>33</b>
<b>Admission to Continuing Education (Non-Credit Courses) .....</b>	<b>33</b>
<b>Admission to Curriculum Education.....</b>	<b>33</b>
Non-Degree Seeking Student (Special and Visiting Students).....	33
Degree-Seeking Student.....	34
<b>Assessment .....</b>	<b>34</b>
<b>Pre-Advising .....</b>	<b>34</b>
<b>Program Placement .....</b>	<b>35</b>
<b>Student Classifications – Guidelines for Admission.....</b>	<b>35</b>
New Students .....	35
Readmitted Students.....	35
<b>Foreign Students.....</b>	<b>36</b>
Permanent Residents .....	36
Other Visas .....	36
F-1 Visas.....	36
Undocumented Immigrants .....	36
Foreign College Transcripts .....	37
<b>Transfer Students .....</b>	<b>37</b>
<b>Special Students .....</b>	<b>38</b>
<b>Visiting Students.....</b>	<b>38</b>
<b>Home-Schooled Degree-Seeking Students .....</b>	<b>39</b>
<b>Concurrently Enrolled High School Students .....</b>	<b>39</b>
Dual (Concurrent) Enrollment Program .....	39
Huskins Program.....	40
Career and College Promise .....	40
Career Technical Education Pathway .....	40

College Transfer Pathway .....	40
Cooperative Innovative High Schools Pathway .....	40
<b>Registration for Curriculum Classes.....</b>	<b>41</b>
<b>Last Day to Register Policy.....</b>	<b>41</b>
<b>Residence Status for Tuition Purposes .....</b>	<b>41</b>
<b>PAYMENT OF TUITION AND FEES.....</b>	<b>43</b>
Tuition .....	43
Student Activity and Technology Fees .....	43
Special Program/Course Expenses .....	43
Tuition Payments .....	44
Tuition and Fees Waivers for High School and Adult Students .....	44
Payment Responsibility .....	45
Graduation Fee .....	45
Refund of Tuition and Fees: State Refund Policy .....	45
Refund of Tuition and Fees: Federal Refund Policy .....	45
<b>STUDENT RECORDS .....</b>	<b>47</b>
<b>Grade Reports.....</b>	<b>47</b>
<b>Graduation Requirements .....</b>	<b>47</b>
<b>Transcripts.....</b>	<b>48</b>
<b>FINANCIAL AID .....</b>	<b>49</b>
<b>Financial Aid Programs .....</b>	<b>49</b>
Federal Pell Grant .....	49
Federal Supplemental Opportunity Grant .....	49
Federal and Institutional Work-Study Program .....	49
American Opportunity Credit.....	50
Lifetime Learning Credit.....	50
Student Loans .....	50
NC Community College Grant .....	50
NC Education Lottery Scholarship.....	50
NC Student Incentive Grant .....	51
Childcare Grants.....	51
Endowed and Donor Scholarships .....	51
Other Funds and Outside Scholarships .....	51
<b>Federal Aid Eligibility Requirements .....</b>	<b>51</b>
<b>Federal Aid Enrollment Classification.....</b>	<b>52</b>

<b>Federal Aid Enrollment Status Determination for Clock-to-Credit Programs</b> .....	<b>52</b>
<b>Veterans Benefits, Programs, and Guidelines</b> .....	<b>53</b>
Veterans Affairs .....	53
Montgomery GI Bill (MGIB) .....	53
Montgomery GI Bill-Selected Reserve (MGIB-SR) .....	53
Post-9/11 GI Bill .....	53
Reserve Education Assistance Program (REAP) .....	54
Veterans Educational Assistance Program (VEAP) .....	54
Survivors' and Dependents' Educational Assistance Program (DEA) ....	54
VA Work-Study Program .....	54
NC National Guard Tuition Assistance Program (TAP) .....	54
VA General Eligibility Requirements.....	54
VA Documentation .....	55
<b>STUDENT SERVICES</b> .....	<b>56</b>
<b>Campus Health and Safety</b> .....	<b>56</b>
Campus Health and Safety Awareness Activities .....	56
Communicable Disease Policy .....	56
Student Accident Insurance.....	57
<b>Counseling and Career Services</b> .....	<b>57</b>
Personal Counseling .....	57
Career Services .....	57
Career Development .....	58
Career Resource Library .....	58
Guarantee to Employers.....	58
Job Fairs .....	58
Student Employment Services.....	58
<b>Student Involvement in the Institution</b> .....	<b>59</b>
Student Government Association (SGA).....	59
Student's Role in Institutional Decision-Making.....	59
Student Publications.....	59
Student Publications Policy .....	60
Photo and Video Use .....	60
Supervisory Role of the Institution over Student Activities .....	61
Procedures for Student Fund-Raisers.....	61
<b>Student Life</b> .....	<b>62</b>
Athletics.....	62
Automotive Club.....	62
Baking and Pastry Club .....	62
Cheer Club .....	63
Computer Technology Club .....	63

Cosmetology Club .....	63
Criminal Justice Club .....	63
Early Childhood Club .....	64
Esthetics Club .....	64
Horticulture Club.....	64
Hospitality Club .....	64
Human Services Club.....	64
Intramurals.....	65
Medical Lab Technology (MLT) Club .....	65
Mentoring, Supporting, Affirming, Cultivating and Empowering Women (MSACE).....	65
Musical Theatre Club .....	65
Outdoor Adventure Program .....	65
Outdoor Club.....	66
Phi Theta Kappa – Alpha Tau Beta .....	66
Radiology Technology Club .....	66
Revolutionary Gamers Club .....	66
Rotaract.....	66
Sandhills Association of Nursing Students .....	67
Student Government Association .....	67
Therapeutic Massage Club .....	67
Turfgrass Club .....	67
Ultimate Frisbee Club.....	68
<b>STUDENT CONDUCT .....</b>	<b>69</b>
Student Conduct in the Instructional Environment .....	69
Student Code of Conduct .....	69
Academic Honesty .....	72
Disciplinary Procedures.....	73
Student Grievance Procedure .....	74
Student Appeal Procedure .....	74
Student Grievance Procedure Steps .....	75
Sexual Harassment Policy .....	76
<b>CAMPUS POLICE AND PUBLIC SAFETY.....</b>	<b>77</b>
Automobile Registration .....	77
Parking Regulations.....	77
Parking Permit.....	77
Temporary Parking.....	77
Parking Violations .....	77
Identification Card .....	78
College Policy on Campus Crime .....	78
Security and Access to Campus Facilities .....	78
Campus Law Enforcement Authority .....	79
Emergency Services.....	79

Emergency Phones .....	79
Emergency Code Blue Boxes .....	79
Reporting Crimes .....	79
Investigation of Crime Reports .....	80
Documentation of Crime Reports .....	80
Crime Statistics .....	80
Sexual Assault Policy.....	80
Reporting Sexual Assault .....	81
Medical and Psychological Support Services .....	81
Disciplinary and/or Legal Actions .....	82
Telephone Calls .....	83
Lost and Found .....	83
Pets on Campus .....	83
Walking Track .....	83
Smoking Policy.....	83
Inclement Weather Policy .....	83
<b>INFORMATION TECHNOLOGY .....</b>	<b>85</b>
Information Technology Resources Acceptable Use Policy.....	85
<b>ACADEMIC POLICIES AND PROCEDURES .....</b>	<b>87</b>
<b>Academic Advising.....</b>	<b>87</b>
<b>Academic Freedom and Integrity.....</b>	<b>87</b>
<b>College General Education Requirements .....</b>	<b>88</b>
<b>Developmental Education .....</b>	<b>89</b>
<b>Alternative Methods for Achieving Course Credit.....</b>	<b>89</b>
Credit by Examination .....	89
ACA Credit by Exam .....	90
Advanced Placement.....	90
Approved AP Courses .....	90
College Credit for College Tech Prep Students.....	91
Credit for Experiential Learning.....	92
Credit for Military Training.....	92
Academic Petition/Course Substitution .....	92
Course Requisites Waiver .....	92
<b>Special Course Enrollment.....</b>	<b>92</b>
Enrollment in Courses Unique to Concentration Programs .....	92
Independent Study .....	93
Auditing Courses.....	93
Honors Courses .....	93
External Instruction .....	94

<b>Course Load Policy .....</b>	<b>94</b>
<b>Classification of Students .....</b>	<b>94</b>
<b>Course Change Policies and Procedures .....</b>	<b>94</b>
Drop/Add Policy and Procedure .....	94
Instructor-Initiated Drop or Withdrawal.....	96
Withdrawal from a Course, Program, or the College.....	96
<b>Attendance Policies and Procedures .....</b>	<b>96</b>
Attendance Policy .....	96
Schedule of Last Class Sessions.....	97
<b>Grading Policies and Procedures.....</b>	<b>97</b>
Grading Policy .....	97
Grade Categories for Completing a Course.....	97
Grade Categories for Not Completing a Course.....	98
Removing Incomplete "I" Grades.....	98
Grade Point Average .....	99
Course Repetition Policy .....	100
Inter-Curricular Transfer of Credit .....	100
<b>Change of Major, Re-entry, and Readmission.....</b>	<b>100</b>
Change of Major.....	100
Re-entry into a Program.....	101
Forgiveness/Special Readmission Policy.....	101
<b>Academic Progress .....</b>	<b>101</b>
Academic Probation and Suspension.....	102
<b>Academic Progress Policy for Students Receiving Financial Aid</b>	<b>102</b>
<b>Treatment of Selected Grades for Financial Aid.....</b>	<b>103</b>
Withdrawals/Drops .....	103
Incompletes.....	104
Transfer Credit .....	104
Audit and Never Attend .....	104
Repeat Courses .....	104
Credit by Examination .....	104
Summer Session .....	104
Complete Academic Record.....	104
<b>Financial Aid Eligibility Status .....</b>	<b>104</b>
Satisfactory Financial Aid Status .....	104
Financial Aid Warning .....	105
Financial Aid Probation .....	105
Notification of Financial Aid Warning or Probation .....	105
Regaining Eligibility .....	105

Appeal of Satisfactory Academic Progress Standards .....	105
Appeals Process.....	106
<b>Academic Progress of Health Sciences and Nursing .....</b>	<b>106</b>
Academic Progress Standards for Health Science Programs .....	106
Academic Progress Standards for Nursing Programs .....	106
Academic Progress Standards for Therapeutic Massage Program .....	107
<b>Recognition of Outstanding Academic Performance.....</b>	<b>107</b>
President's List.....	107
Dean's List.....	107
Honors Graduates.....	107
<b>Resources for Learning and Support .....</b>	<b>108</b>
Advising Center.....	108
Disability Services .....	108
Information Technology Resources.....	108
Learning Resource Center .....	108
Library.....	108
Minority Male Mentoring Program (3MP) .....	109
Project Promise .....	109
Testing .....	109
Tutorial Services .....	110
<b>UNIVERSITY STUDIES PROGRAM .....</b>	<b>111</b>
<b>Associate's Degree Requirements.....</b>	<b>111</b>
General Education Core.....	112
Other Required Hours .....	112
Transfer Core Diploma.....	112
<b>Pre-Major Agreements.....</b>	<b>112</b>
<b>University Studies Transfer Course List .....</b>	<b>113</b>
<b>Transfer Core Diploma Program .....</b>	<b>114</b>
<b>Associate in Arts Transfer Core Diploma (D10100) .....</b>	<b>114</b>
<b>Associate in Science Transfer Core Diploma (D10400) .....</b>	<b>116</b>
<b>Associate in Arts Degree Requirements (A10100).....</b>	<b>118</b>
Associate in Arts Course Sequence Example .....	120
<b>Associate in Science Degree Requirements (A10400) .....</b>	<b>121</b>
Associate in Science Course Sequence Example .....	124
<b>Associate in Fine Arts in Art Degree Requirements (A1020A)...</b>	<b>124</b>
Associate in Fine Arts in Art Course Sequence Example .....	127

<b>Associate in Fine Arts in Music and Music Education Degree Requirements (A1020D)</b> .....	<b>127</b>
Associate in Fine Arts in Music and Music Education Course Sequence Example .....	130
<b>APPLIED SCIENCE PROGRAMS</b> .....	<b>132</b>
<b>Applied Science Advisory Committees</b> .....	<b>132</b>
<b>Associate in Applied Science Degree Requirements</b> .....	<b>132</b>
Diploma Programs.....	133
Certificate Programs .....	133
<b>APPLIED SCIENCE PROGRAMS OF STUDY</b> .....	<b>134</b>
<b>Accounting</b> .....	<b>134</b>
Accounting (A25100).....	134
Accounting (D25100) .....	135
Certified Bookkeeper (C25100).....	136
<b>Architectural Technology</b> .....	<b>136</b>
Architectural Technology (A40100) .....	136
Architectural Technology (C40100).....	137
<b>Associate Degree Nursing</b> .....	<b>138</b>
Associate Degree Nursing (A45110).....	138
<b>Automotive Systems Technology</b> .....	<b>139</b>
Automotive Systems Technology (A60160) .....	139
Automotive Systems Technology (D60160) .....	141
Automotive Systems Technology (D60160) .....	142
Automotive Systems Technology (C60160) .....	142
<b>Baking and Pastry Arts</b> .....	<b>143</b>
Baking and Pastry Arts (A55130).....	144
Baking and Pastry Arts (C55130).....	145
<b>Basic Law Enforcement Training</b> .....	<b>145</b>
Basic Law Enforcement Training (C55120).....	146
<b>Business Administration</b> .....	<b>146</b>
Business Administration (A25120).....	146
Business Administration (C25120) .....	147
Business Administration.....	148
Electronic Commerce (C2512I) .....	149
<b>Civil Engineering Technology</b> .....	<b>149</b>
Civil Engineering Technology (A40140).....	150
Civil Engineering Technology (C40140).....	151

<b>Collision Repair &amp; Refinishing Technology .....</b>	<b>151</b>
Collision Repair & Refinishing Technology (D60130) .....	151
Collision Repair & Refinishing Technology (C60130) .....	152
<b>Computer Engineering Technology .....</b>	<b>153</b>
Computer Engineering Technology (A40160).....	153
Computer Engineering Technology (C40160).....	155
<b>Computer Programming.....</b>	<b>155</b>
Computer Programming (A25130) .....	155
<b>Cosmetology.....</b>	<b>156</b>
Cosmetology (A55140) .....	157
Cosmetology (D55140) .....	158
Cosmetology (C55140) .....	159
<b>Criminal Justice Technology .....</b>	<b>159</b>
Criminal Justice Technology (A55180).....	160
Criminal Justice Technology (A55180).....	161
<b>Culinary Arts.....</b>	<b>162</b>
Culinary Arts (A55150).....	163
Culinary Arts (C55150).....	163
<b>Digital Media Technology.....</b>	<b>164</b>
Digital Media Technology (A25210) .....	164
Digital Media (C25210DM) .....	166
Print Design (C25210PD) .....	166
Web Content Management (C25210C1) .....	167
Web Design (C25210D).....	168
<b>Early Childhood Education .....</b>	<b>168</b>
Early Childhood Education (A55220) .....	169
Early Childhood Education (C55220IT) .....	170
Early Childhood Education (C55220PS) .....	170
Early Childhood Education (C55220S) .....	170
Early Childhood Education (C55220A).....	171
<b>Emergency Medical Science .....</b>	<b>171</b>
Emergency Medical Science (A45340) .....	171
Emergency Medical Science Bridging.....	172
<b>Esthetics Technology.....</b>	<b>173</b>
Esthetics Technology (C55230).....	173
<b>Golf Course Management .....</b>	<b>174</b>
Golf Course Management (A1542A) .....	174
<b>Health and Fitness Science .....</b>	<b>175</b>

Health and Fitness Science (A45630) .....	175
<b>Health Information Technology .....</b>	<b>176</b>
Pitt CC/Sandhills CC Partner Program .....	177
Health Information Technology (A45360) .....	177
<b>Hospitality Management .....</b>	<b>178</b>
Hospitality Management (A25110) .....	178
<b>Human Services Technology .....</b>	<b>179</b>
Human Services Technology (A45380) .....	180
Human Services Technology Substance Abuse Concentration (A4538E) .....	181
<b>Industrial Systems Technology .....</b>	<b>182</b>
Industrial Systems Technology (A50240) .....	182
Industrial Systems Technology (D50240EM) .....	183
Industrial Systems Technology (C50240EM) .....	183
<b>Landscape Gardening .....</b>	<b>184</b>
Landscape Gardening (A15260) .....	184
Landscape Gardening (C15260) .....	185
<b>Medical Laboratory Technology .....</b>	<b>186</b>
Medical Laboratory Technology (A45420) .....	186
<b>Medical Office Administration .....</b>	<b>187</b>
Medical Office Administration (A25310) .....	187
Medical Office Administration (C25310C) .....	188
<b>Networking Technology .....</b>	<b>189</b>
Networking Technology (A25340) .....	189
Networking Fundamentals (D25340) .....	190
Networking Technology (C25340C) .....	191
Networking Technology (C25340L) .....	192
Networking Technology (C25340MN) .....	192
Networking Technology (C25340S) .....	193
<b>Nursing Assistant .....</b>	<b>193</b>
Nursing Assistant (C45480) .....	193
<b>Office Administration .....</b>	<b>194</b>
Office Administration (A25370) .....	194
<b>Physical Therapist Assistant .....</b>	<b>195</b>
Physical Therapist Assistant (A45620) .....	196
<b>Polysomnography .....</b>	<b>197</b>
Polysomnography (A45670) .....	197

<b>Practical Nursing</b> .....	<b>198</b>
Practical Nursing (D45660) .....	198
<b>Radiography</b> .....	<b>199</b>
Radiography (A45700).....	199
<b>Respiratory Therapy</b> .....	<b>200</b>
Respiratory Therapy (A45720).....	201
<b>Simulation and Game Development</b> .....	<b>201</b>
Simulation and Game Development (A25450).....	202
Simulation & Gaming (C25450) .....	203
<b>Surgical Technology</b> .....	<b>203</b>
Surgical Technology (A45740) .....	204
Surgical Technology (D45740) .....	205
<b>Surveying Technology</b> .....	<b>205</b>
Surveying Technology (A40380) .....	206
Surveying Technology (C40380) .....	207
<b>Therapeutic Massage</b> .....	<b>207</b>
Therapeutic Massage (A45750) .....	208
Therapeutic Massage (D45750).....	209
<b>GENERAL DEGREE PROGRAMS</b> .....	<b>210</b>
<b>Associate in General Education</b> .....	<b>210</b>
Associate in General Education (A10300) Requirements.....	210
<b>General Occupational Technology</b> .....	<b>211</b>
Associate in Applied Science in General Occupational Technology (A55280) Requirements .....	212
<b>CONTINUING EDUCATION</b> .....	<b>214</b>
Admission .....	214
Registration .....	214
Fees .....	214
Location of Classes .....	214
Continuing Education Units (CEU's) .....	215
Scholarships.....	215
Student Records .....	215
Transcripts .....	215
Course Repetition Policy.....	215
<b>CONTINUING EDUCATION PROGRAMS</b> .....	<b>215</b>
<b>D. L. "Doc" Furches Center for Life-Long Learning</b> .....	<b>215</b>
Basic Skills.....	215

Adult Basic Education (ABE) .....	216
High School Equivalency Program (GED Diploma) .....	216
Adult High School (AHS) .....	216
English as a Second Language (ESL) .....	217
Family Literacy .....	217
Workplace Literacy .....	217
Compensatory Education .....	217
<b>Robert Dedman Center for Business Leadership .....</b>	<b>217</b>
Customized Training Program .....	218
Small Business Center (SBC) .....	218
Human Resource Development (HRD) .....	218
Career Readiness Certificate (CRC) .....	218
<b>C. Harlan McCaskill Center for Community Service Education ..</b>	<b>219</b>
Emergency Medical Services .....	219
Fire Service .....	219
Law Enforcement/Department of Corrections .....	219
Allied Health .....	219
Community Enrichment Programs .....	220
Center for Creative Retirement .....	220
<b>CURRICULUM COURSE DESCRIPTIONS.....</b>	<b>221</b>
How to Read the Course Description .....	221
Student Learning Outcomes .....	221
Semester Hours of Credit .....	221
Course Prerequisites and Corequisites .....	222
<b>Course Placement Guide .....</b>	<b>223</b>
<b>ACA Academic Related .....</b>	<b>226</b>
<b>ACC Accounting.....</b>	<b>226</b>
<b>ANT Anthropology .....</b>	<b>229</b>
<b>ARC Architectural Technology .....</b>	<b>230</b>
<b>ART Art .....</b>	<b>232</b>
<b>AST Astronomy .....</b>	<b>235</b>
<b>AUB Automotive Body Repair .....</b>	<b>236</b>
<b>AUT Automotive .....</b>	<b>238</b>
<b>BIO Biology .....</b>	<b>242</b>
<b>BPA Baking and Pastry Arts .....</b>	<b>246</b>

---

<b>BPR Blueprint Reading .....</b>	<b>247</b>
<b>BUS Business .....</b>	<b>247</b>
<b>CET Computer Engineering Technology.....</b>	<b>250</b>
<b>CHM Chemistry.....</b>	<b>251</b>
<b>CIS Information Systems .....</b>	<b>252</b>
<b>CIV Civil Engineering .....</b>	<b>253</b>
<b>CJC Criminal Justice.....</b>	<b>255</b>
<b>COE Cooperative Education.....</b>	<b>258</b>
<b>COM Communication.....</b>	<b>266</b>
<b>COS Cosmetology.....</b>	<b>267</b>
<b>CSC Computer Science.....</b>	<b>271</b>
<b>CTS Computer Information Technology .....</b>	<b>272</b>
<b>CUL Culinary .....</b>	<b>273</b>
<b>DBA Database Management Technology .....</b>	<b>276</b>
<b>DME Digital Media Technology.....</b>	<b>277</b>
<b>DRA Drama.....</b>	<b>279</b>
<b>ECM Electronic Business.....</b>	<b>280</b>
<b>ECO Economics .....</b>	<b>280</b>
<b>EDU Education .....</b>	<b>281</b>
<b>EGR Engineering .....</b>	<b>285</b>
<b>ELC Electricity .....</b>	<b>287</b>
<b>ELN Electronics .....</b>	<b>288</b>
<b>EMS Emergency Medical Science .....</b>	<b>289</b>
<b>ENG English .....</b>	<b>293</b>
<b>FRE French.....</b>	<b>297</b>
<b>GCM Golf Course Management .....</b>	<b>299</b>
<b>GEO Geography .....</b>	<b>300</b>
<b>GRA Graphic Arts .....</b>	<b>300</b>

GRD Graphic Design .....	301
GRO Gerontology .....	301
HEA Health .....	302
HIS History .....	302
HIT Health Information .....	304
HOR Horticulture .....	306
HRM Hotel and Restaurant Management .....	309
HSE Human Services .....	312
HUM Humanities .....	313
HYD Hydraulics .....	316
ISC Industrial Science .....	317
LSG Landscape Gardening.....	317
MAC Machining .....	319
MAT Mathematics .....	319
MEC Mechanical .....	323
MED Medical Terminology .....	323
MKT Marketing and Retailing .....	324
MLT Medical Laboratory Technology .....	324
MNT Maintenance .....	327
MTH Massage Therapy.....	327
MUS Music .....	328
NAS Nursing Assistant .....	337
NET Networking Technology.....	338
NOS Network Operating System.....	339
NUR Nursing .....	341
OST Office Systems Technology .....	344
PED Physical Education .....	348
PHI Philosophy.....	358

---

PHY Physics .....	358
PKG Packaging .....	360
PLU Plumbing .....	360
POL Political Science .....	361
PSF Health and Fitness Science .....	362
PSG Polysomnography .....	363
PSY Psychology .....	365
RAD Radiography .....	368
RCP Respiratory Care .....	371
RCT Race Car Technology .....	372
RED Reading .....	373
REL Religion .....	374
RSM Resort & Spa Management.....	375
SAB Substance Abuse.....	375
SEC Information Systems Security .....	376
SGD Simulation and Game Development .....	377
SOC Sociology .....	380
SPA Spanish .....	381
SRV Surveying.....	384
SUR Surgical Technology .....	385
TRF Turfgrass Management.....	387
WEB Web Technologies.....	388
WLD Welding.....	391
<b>COLLEGE PERSONNEL.....</b>	<b>393</b>
Board of Trustees.....	393
Office of the President .....	393
Administrative Staff.....	393
Department Chairs.....	394

<b>Faculty</b> .....	<b>394</b>
<b>Distinguished Professors</b> .....	<b>405</b>
<b>Adjunct Faculty</b> .....	<b>406</b>
<b>Audiovisual Services</b> .....	<b>407</b>
<b>Buildings and Grounds Maintenance</b> .....	<b>407</b>
<b>Business Office</b> .....	<b>408</b>
<b>Campus Police and Public Safety</b> .....	<b>408</b>
<b>Division of Continuing Education</b> .....	<b>408</b>
<b>Finance and Budgeting</b> .....	<b>409</b>
<b>Hoke County Center</b> .....	<b>409</b>
<b>Human Resources/Campus Services</b> .....	<b>409</b>
<b>Information Services</b> .....	<b>410</b>
<b>Instructional Support</b> .....	<b>410</b>
<b>Learning Resources</b> .....	<b>410</b>
<b>Planning and Research</b> .....	<b>410</b>
<b>Project Promise – Student Support Services Grant</b> .....	<b>410</b>
<b>Minority Male Mentoring NCCCS Grant</b> .....	<b>411</b>
<b>Division of Student Services</b> .....	<b>411</b>
<b>COMPLIANCE STATEMENTS</b> .....	<b>412</b>
Civil Rights Act of 1964.....	412
Age Discrimination in Employment Act of 1967 .....	412
Occupational Safety and Health Act of 1970 .....	413
Hepatitis B Vaccine Policy .....	413
Title IX of the Educational Amendments of 1972 .....	413
Section 504 of the Rehabilitation Act of 1973 .....	413
Family Educational Rights and Privacy Act of 1974.....	413
Age Discrimination Act of 1975.....	415
Drug-Free Workplace Act and the Drug-Free Schools & Communities Act of 1988 .....	415
Student Right-to-Know, the Campus Crime and Security Act, and the Jeanne Clery Act .....	418
IPEDS Graduation Rate.....	418
Americans with Disabilities Act (ADA).....	419
Procedure for Complaints of Discrimination.....	419

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**INDEX.....420**

## ACADEMIC CALENDARS

### 2011-2012 Academic Calendar

#### 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	Monday	Labor Day Holiday
October 10-12	Monday-Wednesday	Fall Break
October 26	Wednesday	Drop Period Ends
November 2	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, Jr. 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 <sup>st</sup> Half	May 22	June 21	May 23	June 11
2 <sup>nd</sup> Half	June 26	July 26	June 27	July 16

## 2012-2013 Proposed Academic Calendar

(Subject to change; not official until approved in spring 2012)

### Fall Semester 2012

August 15	Wednesday	Faculty/Staff Meetings or Faculty Retreat
August 16	Thursday	Registration
August 17	Friday	Alternate date for Faculty Retreat
August 20	Monday	First Day of Classes
August 21	Tuesday	Add Period Ends
September 3	Monday	Labor Day Holiday
October 15-17	Monday-Wednesday	Fall Break
October 31	Wednesday	Drop Period Ends
To be announced	***	Spring Semester Priority Registration
November 12	Monday	Veterans Day Holiday
November 21-23	Wednesday-Friday	Thanksgiving Holidays
December 13-18	Thursday-Tuesday	Final Exam Period
December 18	Tuesday	Semester Ends

### Spring Semester 2013

January 3	Thursday	Registration
January 7	Monday	First Day of Classes
January 8	Tuesday	Add Period Ends
January 21	Monday	Dr. Martin Luther King Holiday
March 4-8	Monday-Friday	Spring Break
March 22	Friday	Drop Period Ends
To be announced	***	Summer and Fall Priority Registration
April 1-2	Monday-Tuesday	Easter Holiday
May 2-7	Thursday-Tuesday	Final Exam Period
May 7	Tuesday	Semester Ends
May 11	Saturday	Commencement

### Summer Semester 2013

May 20	Monday	Registration
May 27	Monday	Memorial Day Holiday
June 24	Monday	Registration
July 4	Thursday	Independence Day Holiday

Session	Classes		Last Day To Add	Last Day To Drop
	Begin	End		
Full Session	May 21	July 25	May 22	July 2
1st Half	May 21	June 20	May 22	June 10
2nd Half	June 21	July 25	June 22	July 15

### 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 Blue, 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, Huette 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, 2010-2011**

### **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: 74%

**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: 85%

**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: 89%

### **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: 90%

### **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: 98%

### **Business and Industry Satisfaction with Services Provided**

- Client Satisfaction
- Data Source: System Office Survey each February
- Standard: 90%    SCC Performance: 93%

## **Campus Services**

### **Bookstore**

Students can purchase textbooks, school supplies, sportswear, and other accessories at the college bookstore located in the Dempsey Student Center. Students may also locate course textbook selection information and ISBN online at [sandhills.bncollege.com](http://sandhills.bncollege.com). Bookstore hours of operation are posted online at [sandhills.bncollege.com](http://sandhills.bncollege.com) and posted in the Dempsey Center. 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.

## **SCC Website**

Interested parties may visit the Sandhills Community College at [www.sandhills.edu](http://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.

# COLLEGE ADMISSION AND REGISTRATION

## 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. Additionally, those who are at least 18 years of age but who do not have a high school diploma or equivalency may be accepted for admissions to an adult basic education, GED, adult high school program or may enroll in continuing education classes or as a special, non-degree seeking student. 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, may be determined after a conference with the Dean of Student Services.

## Admission to Continuing Education (Non-Credit Courses)

Please see the “Continuing Education” section for detailed information regarding enrollment into Continuing Education classes.

## Admission to Curriculum Education

### Non-Degree Seeking Student (Special and Visiting Students)

Admission as a Special or Visiting Student requires the following:

- Submission of a completed official admissions application form
- Submission of documentation supporting that any applicable course prerequisites have been met or completion of the college placement test with applicable satisfactory score(s).

Special students may register for courses if course prerequisites are met and if space exists in the class. See the “Student Classifications – Guidelines for Admission” section below for further admission information concerning special and visiting students.

## **Degree-Seeking Student**

Admission to associate's degree, diploma, and certain certificate programs requires the following:

- Submission of a completed official admissions application form.
- Completion of the college placement test (see Assessment section below for details).
- Submission of an official high school transcript indicating graduation with a diploma, a high school equivalency certificate (GED), or an adult high school diploma.
- Submission of official college transcripts from all previously attended institutions.

It is the responsibility of the student to make certain the required documents are sent; however, the Division of Student Services will provide guidance with admissions and placement testing.

See the “Student Classifications – Guidelines for Admission” section below for further admission information concerning specific student populations.

## **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 assesses academic abilities in the areas of reading, writing, and mathematics. 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 applicable SAT or ACT scores taken within three (3) years may exempt a student from placement assessment.

Students who do not achieve college level test scores may be advised to enroll in developmental courses to prepare them for future program placement. 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).

## **Pre-Advising**

Upon completion of the placement test, students will have the option of meeting with a pre-advisor to discuss their placement assessment. Students

will also be informed of their faculty advisor assignment for future course planning and curriculum guidance.

## **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.

## **Student Classifications – Guidelines for Admission**

### **New Students**

New students enrolling in curriculum classes must meet the admissions requirements outlined above.

### **Readmitted Students**

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 must be readmitted following these steps:

- Complete an application for readmission.
- Submit transcripts from all regionally accredited colleges or universities attended since applying to or attending 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. Re-admitting students may also be required to complete placement testing. The Admissions Office will make this determination.

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.

## **Foreign Students**

### **Permanent Residents**

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

### **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

### **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](http://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 Residency Coordinator, Transfer and Personal Counselor in Stone Hall Student Services within 24 hours upon arrival to campus.

### **Undocumented Immigrants**

According to North Carolina and federal legislation, community colleges are responsible for ensuring that a student who is lawfully present in the US will always have priority for a space in a class or program of study over a student who is not lawfully present in the US, if there are space limitations. As such, Sandhills Community College follows these admission requirements for undocumented immigrants:

- Colleges should neither enroll undocumented students into a class or program of study for which there are waiting lists, nor should colleges register undocumented students for classes until the conclusion of the last published registration period.
- Colleges shall admit an undocumented immigrant only if he or she attended and graduated from a US public high school, private high school, or home school that operates in compliance with State or local law. Undocumented immigrants with a GED Diploma are not considered to have "graduated from a US public high school, private high school, or home school" and therefore are not eligible to be admitted to a community

college. An undocumented immigrant with a diploma from an Adult High School that is located in the US and operates or operated in compliance with State or local law is eligible to be admitted to a community college.

- Undocumented immigrants may not be admitted into a program of study that requires a professional license for admission since federal law prohibits states from granting professional licenses to undocumented immigrants.
- Undocumented immigrants will be charged out of state tuition whether or not they reside in North Carolina.

### **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.  
PO 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](http://www.wes.org)

### **Transfer Students**

Transfer students must meet the same admission criteria as all new students. 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.

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.

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.

## **Special Students**

Any high school graduate or anyone 18 years of age or older who does not plan to earn a degree, diploma, or certificate but who wishes to enroll in a college credit course 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.

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 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. 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.

## **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 with supporting documentation 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 with specific course information from the institution from which graduation is planned.

## **Home-Schooled Degree-Seeking Students**

Students who have graduated from a home school must provide the following documentation for admission:

- A copy of the Certificate of Inspection issued by the State of North Carolina, which will identify that the home school is listed with the NC Division of Non-Public Education.
- A final high school transcript, which includes the official school name and the principal's signature. The transcript must also include the graduation date and both the state and 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.

## **Concurrently Enrolled High School Students**

In compliance with North Carolina 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. High school 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 through programs established by the North Carolina General Assembly:

### **Dual (Concurrent) Enrollment Program**

Dual (Concurrent) Enrollment high school students enroll in regular college-level classes with adult college students on the Sandhills campus or online although high school students cannot displace adult students in a class. Students must be age 16 or older, be enrolled in at least two high school classes, be making satisfactory progress toward graduation, and be recommended by their high school principal. Additional information on this

program is available online at [www.sandhills.edu/programs/high-school](http://www.sandhills.edu/programs/high-school). This program ends with the conclusion of fall semester 2011.

### **Huskins Program**

Huskins students enroll in college-level classes scheduled specifically for high school students on the college or high school campus. Students must be in grades 10-12 in Hoke County, must have completed English 2 in Moore County, must be enrolled in at least one high school class, and must be recommended by their high school principal. Additional information on this program is available online at [www.sandhills.edu/programs/high-school](http://www.sandhills.edu/programs/high-school). This program ends with the conclusion of fall semester 2011.

### **Career and College Promise**

Beginning spring semester 2012, Career and College Promise will offer structured opportunities for qualified high school juniors and seniors to enroll in community college courses that provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level jobs skills. Academic credits earned through Career and College Promise shall enable students who continue into postsecondary education after graduating from high school to complete a postsecondary credential in less time than would normally be required. Sandhills Community College will offer three pathways: Career and Technical Education, College Transfer, and Cooperative Innovative High Schools Program.

### **Career Technical Education Pathway**

The Career Technical Education Pathway leads to a certificate or diploma aligned with one or more high school Tech Prep Career Clusters. Additional information on this pathway will be available online in late fall 2011 at [www.sandhills.edu/programs/high-school](http://www.sandhills.edu/programs/high-school).

### **College Transfer Pathway**

The College Transfer Pathway leads to a college transfer certificate requiring the successful completion of thirty semester hours of transfer courses, including English and mathematics, for qualified junior and senior high school students. Additional information on this pathway will be available online in late fall 2011 at [www.sandhills.edu/programs/high-school](http://www.sandhills.edu/programs/high-school).

### **Cooperative Innovative High Schools Pathway**

SandHoke Early College High School (SECHS) represents a partnership between the Hoke County School System and Sandhills Community College to implement a Cooperative Innovative High Schools program. 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](http://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 students to register for classes in any given semester.

## 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, in conjunction with the Residency Coordinator, Transfer and Personal Counselor, 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 Coordinator, Transfer and Personal Counselor for further information at 910-695-3729.

## PAYMENT OF TUITION AND FEES

### Tuition

Fall and spring semester tuition for all courses is set by the North Carolina General Assembly and subject to change by its actions. The in-state curriculum tuition rate for the year 2011-2012 for all college credit courses is set at \$66.50 per credit hour up to a maximum of \$1064.00 for sixteen (16) or more credits during the fall and spring semesters.

Out-of-state tuition is set at the rate of \$258.50 per credit hour each semester up to a maximum of \$4,136.00 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	Health and Fitness Science
Associate Degree Nursing	Landscape Gardening
Automotive Body Repair	Medical Laboratory Technology
Automotive Service Technician	Nursing Assistant
Baking and Pastry Arts	Physical Education
Civil Engineering Technology	Polysomnography
Cosmetology	Psychology
Criminal Justice Technology	Practical Nursing
Culinary Technology	Radiography
Emergency Medical Science	Respiratory Care
Esthetics	SPA-161 Cultural Immersion

Human Services Technology	Surgical Technology
HUM-120 Cultural Studies	Surveying Technology
HUM-220 Human Values & Meaning	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](http://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](http://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. Students must include fines and fees in the entire balance when making or scheduling payments. An unpaid 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 Fees Waivers for High School and Adult Students**

Qualified students may receive a tuition or fees waiver, which will automatically post upon registration, subject to change by action of the North Carolina General Assembly. Huskins and Concurrent Enrollment high school students enrolled in STEM courses for fall semester 2011 only will receive a waiver of tuition, activity fees, and technology fees. Beginning spring 2012, high school students enrolled through one of the pathways of Career and College Promise will receive a waiver of tuition, activity fees, and technology fees. Senior Citizens (65 and older) will receive waiver of tuition, technology fees, and activity fees (up to 6 credits) each fall and/or spring semester. Full-time employees of Sandhills do not receive a waiver of tuition, but the college may pay 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.

## **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](http://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**

Federal Unsubsidized  
Federal Subsidized  
Federal PLUS

### **2. Grants**

Federal Pell Grant  
ACG  
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 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 number of hours at Sandhills Community College for their program of study:
  - 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 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 Opportunity Grant

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.

#### Federal and Institutional Work-Study Program

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](http://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**

In general, the American Opportunity Credit (also know as the Hope Credit) is based on tuition and related expenses required for enrollment or attendance at an *eligible educational institution*. For a taxpayer to claim this credit, the student for whom you pay tuition and related expenses must be an *eligible* student. For more information on the American Opportunity Credit, please refer to 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.

### **Student Loans**

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

### **NC 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.

### **NC Education Lottery Scholarship**

#### **(Pending available funding)**

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.

## **NC 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.

## **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.

## **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](http://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.

## **Other Funds 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.

## **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 Classification**

For all semesters of enrollment (fall, spring, summer), full-time credit hours for financial aid is 12 or more credit hours. Financial Aid for students registered for fewer than 12 total credit hours per semester will be prorated as follows:

- 9 to 11 credit hours =  $\frac{3}{4}$  time or 75% of your award
- 6 to 8 credit hours =  $\frac{1}{2}$  time or 50% of your award
- Fewer than 6 credit hours = 25% of your award or less—see below

Students who are enrolled for fewer than 6 credit hours per semester may be eligible for only a small amount of Pell Grant, or no Pell Grant at all. Students enrolled for less than 6 credit hours are not eligible to receive alternative student loans or certain State and Federal grants. NC Community College Grant (NCCCG) and NC Education Lottery Grant (NCELS) are not awarded to students who are less than half-time credit hours. NCELS is awarded on a full or half-time amount only. Students eligible for the NC EARN Grant will only be awarded this grant if enrolled in 12 or more credit hours.

## **Federal Aid Enrollment Status Determination for Clock-to-Credit Programs**

The determination of enrollment status (full,  $\frac{3}{4}$ ,  $\frac{1}{2}$ , 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 converted to clock hours based on the federal formula for clock/credit hour conversion. The converted credits are then used to determine the enrollment status. For more information regarding clock-to-credit hour conversion, please see the Financial Aid Office.

# 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](http://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](http://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 Dean of Student Services, 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 for 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 Senior Vice President for Instruction and Student Services. The Senior Vice President for Instruction and Student Services 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](http://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 senators. To become a senator, 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. This policy includes social media outlets. 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 Dean of Campus Life 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.

### **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.

### **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 Senior Vice President for Instruction and Student Services 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 Senior Vice President for Instruction and Student Services. 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, meets regularly with the group, and accompanies the organization on travel off campus.

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.

### Automotive Club

Contact: Frank Evans, Sirotek 118, 695-3886, evansf@sandhills.edu

The SCC Automotive Club is for any SCC student that would enjoy learning about the automotive field. Our club covers topics from new technology hybrid cars, recreational off-road vehicles and hobby restoration projects. SCC Automotive Club is both educational and a lot of fun.

### 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.

### **Computer Technology Club**

Contact: Paul Steel, Little 213, 695-3815, steelp@sandhills.edu

The Computer Technology Club gives students the opportunity to meet others with similar interests in computer technology. The club facilitates communication, discussion and dispersion of information relating to computer applications, services and technologies. The club includes students from all areas of computer instruction offered on the campus including, but not limited to, computer programming, computer engineering, digital media, networking, simulation and game development. Club members are encouraged, through outreach programs, to give back to the SCC campus community and the Sandhills community at large. Above all else this club is open to all who WANT to know more....

### **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.

### **Early Childhood Club**

Contact: Ronda Hawkins, Van Dusen 229, 695-3808,  
hawkinsr@sandhills.edu

The purpose of The Early Childhood Education Club is to promote the importance of early childhood care and education and to develop club members into advocates and leaders for the early childhood field.

### **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.

### **Medical Lab Technology (MLT) Club**

Contact: Christine Forrest, Kennedy 112, 695-3839, forrestc@sandhills.edu

The purpose of the MLT Club is to provide a support network and study tools for all current students, both 1st and 2nd year. We also wish to give new program applicants a realistic picture of what is going to be expected of them as students. We will strive to raise general awareness of the program and profession. While this is an educational club, we also use it as a way to build relationships with fellow MLT student that can carry over into our professional careers.

### **Mentoring, Supporting, Affirming, Cultivating and Empowering Women (MSACE)**

Contact: Tarshima Hackett, Kennedy 171, 695-3862, hackettt@sandhills.edu

MSACE offers an encouraging platform for students to be more than they dream to be. We wish to build lasting friendships in the spirit of enlightenment. MSACE stands for Mentoring\* Supporting\* Affirming\* Cultivating\* Empowering\* students. If you are up for the challenge... we dare you to be DIFFERENT...

### **Musical Theatre Club**

Contact: Cassandra Stone, Kennedy 162, 695-3868, stonec@sandhills.edu

The SCC Musical Theatre Club is an organization that provides students the opportunity to express themselves through singing, dancing and acting. Our goals are to put on at least two productions a year—one in the fall and one in the spring. These productions may be a compilation of musical scenes, acting scenes, choral arrangements, dance pieces, plays and musicals. We hope to provide the community with a myriad of creative art expressions.

### **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.

### **Revolutionary Gamers Club**

Contact: Bill Rolland, Little 205, 695-3792, rollandb@sandhills.edu

The purpose of the Revolutionary Gamers Club is to educate and raise awareness about gaming, its culture, and how it benefits society. We have regular meetings and host tournaments & events open to the student body.

### **Rotaract**

Contact: Mary Brideschge, Stone 107A, 695-3708, brideschgem@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 Beecher, Dempsey 224, 695-3858, beecher@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](mailto: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 Dean of Campus Life (curriculum students), Dean of Continuing Education (continuing education students), or the Director of the Hoke Center (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 disclose educational information (which includes disciplinary

information/records) with postsecondary institutions where the student seeks to enroll, intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Students may request a copy of their records by contacting the Dean of Campus Life.

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](http://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 Dean of Campus Life 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, fighting, and destruction of property 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 permitted only in the following locations on the main campus: Covered pavilion on the parking lot side of Dempsey Student Center; Fountain courtyard near Causey, Meyer, and Blue Halls; Picnic Shelter near Causey Hall; and parking lots. The use of tobacco is prohibited by students, staff, faculty, or visitors in all campus buildings at all campus locations and in any college-owned vehicles. For purposes of this policy, tobacco is defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, smokeless or spit tobacco, or snuff.
  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 to oneself or other 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 lying to school officials as well as failing 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 Dean of Campus Life 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 Dean of Campus Life 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 appropriate Vice President, Dean, or 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](http://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 Senior Vice President for Instruction and Student Services.

### **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 Dean of Campus Life or Dean of Instruction.

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 Dean of Campus Life (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 Dean of Campus Life; 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 for 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 for 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. Curriculum students receive one parking permit per school year at no charge. A replacement permit costs \$1. 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!* ID cards issued during a student's initial enrollment should be used during the student's entire academic career at Sandhills Community College. 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 may receive one card per school year at no charge. A replacement card costs \$10. A paid receipt is necessary to have an ID re-made. 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](http://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](http://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 Dean of Campus Life (910-695-3911).

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**

<b>Moore County</b>	<b>(910)</b>
FirstHealth Moore Regional Hospital	715-1000
Emergency Room	715-1111
Pinehurst, NC 28374	
Friend-to-Friend	947-3333
111 McNeill Street	
Carthage, NC 28327	
Moore County Emergency	911
Carthage, NC 28327	
Moore County Department of Social Services	947-2436
1036 Carriage Oak Drive	
Carthage, NC 28327	

Moore County Health Department 947-3300  
 705 Pinehurst Avenue  
 Carthage, NC 28327

Sandhills Center for Mental Health 295-6853  
 205 Memorial Drive  
 Pinehurst, NC 28374

Sheriff's Department 947-2931  
 101 Dowd Street  
 Carthage, NC 28327

**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 Senior Vice President for Instruction and Student Services 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 students' safety, the track is for walking or jogging. Wheeled vehicles – mopeds, bicycles, roller skates/blades, skateboards, etc. – are prohibited.

### **Smoking Policy**

Smoking is permitted only in the following locations on the main campus: Covered pavilion on the parking lot side of Dempsey Student Center; Fountain courtyard near Causey, Meyer, and Blue Halls; Picnic Shelter near Causey Hall; and parking lots. The use of tobacco is prohibited by students, staff, faculty, or visitors in all campus buildings at all campus locations and in any college-owned vehicles. For purposes of this policy, tobacco is defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, smokeless or spit tobacco, or snuff.

### **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](http://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, 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:

1. recognizing and honoring the intellectual property rights of others, making attribution as appropriate;
2. refraining from any illegal and improper intrusions into the accounts of others or into any college information technology resources or systems;
3. taking all reasonable steps to insure the accuracy and the security of information compiled, accessed, or provided;
4. 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;
5. 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.

# 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.

## 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, Prof 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 demonstrate 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.

## **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](http://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.

## **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 A.A.S. degree, or (2) ACA-122 for students pursuing the A.A., A.S., or A.F.A. 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 the appropriate score on the AP exam will be accepted as part of a student's successfully completed general education core under the Comprehensive Articulation Agreement (CAA). The AP exam must be administered by the College Board and submitted to the SCC Office of Records and Registration. 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**

Each of the following AP courses will receive college credit with the appropriate score on the AP exam administered by the College Board and submitted to the Office of Records & Registration.

<b>AP Course</b>	<b>College Course and Required AP Exam Score</b>
Art History	ART-114 and 115 with a score of 5; ART-114 only with a score of 3 or 4
Biology	BIO-111 and 112 with a score of 5; BIO-111 only with a score of 3 or 4
Calculus AB	MAT-271 with a score of 3, 4, or 5
Calculus BC	MAT-271 and MAT-272 with a score of 3, 4, or 5
Chemistry	CHM-151 and 152 with a score of 5; CHM-151 only with a score of 3 or 4
Computer Science A or Computer Science AB	CIS-115 with a score of 3, 4, or 5
Macroeconomics	ECO-252 with a score of 3, 4, or 5
Microeconomics	ECO-251 with a score of 3, 4, or 5
English Language	ENG-111 with a score of 3, 4, or 5
English Literature	ENG-112 with a score of 3, 4, or 5
Environmental Science	BIO-140 with a score of 3, 4, or 5
French Language	FRE-211 with a score of 3, 4, or 5
French Literature	FRE-212 with a score of 3, 4, or 5
Comp Government & Politics	POL-210 with a score of 3, 4, or 5
U. S. Government & Politics	POL-120 with a score of 3, 4, or 5
Human Geography	GEO-111 with a score of 3, 4, or 5
Music Theory	MUS-114 with a score of 3, 4, or 5
Physics B	PHY-151 and 152 with a score of 5; PHY-151 only with a score of 3 or 4
Physics C	PHY-251 and 252 with a score of 5; PHY-252 only with a score of 3 or 4
Psychology	PSY-150 with a score of 3, 4, or 5
Spanish Language	SPA-211 with a score of 3, 4, or 5
Spanish Literature	SPA-212 with a score of 3, 4, or 5
Statistics	MAT-151 with a score of 3, 4, or 5
Studio Art	ART-121, ART-122, or ART-131, based upon portfolio
U. S. History	HIS-131 and HIS-132 with a score of 5; HIS-131 only with a score of 3 or 4
World History	HIS-111 and HIS-112 with a score of 5; HIS-111 only with a score of 3 or 4.

### **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 prerequisite or corequisite courses may satisfy those requirements by demonstrating to the subject-area department chair that he/she has the appropriate knowledge and skills required for admission to the course. The student must submit the *Prerequisite Waiver* form to the department chair; if the department chair approved the request, the department chair will sign the form, register the student, and send the form to the Dean of Instruction and Senior Vice President for approval immediately after registering the student. This process must be completed prior to prerequisite checking and the printing of class rosters.

## **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. Sandhills Community College will excuse two days each academic year for religious observances required by the faith of a student. Students must provide a written notice to the instructor at least two weeks prior to the absence. Students are required to make up work missed due to absences.

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**

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 Policy 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 (SCC). The intent of these policies is to insure 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's standards of progress that students 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

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  $\times$  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  $\times$  150% = 113). One academic year of credit (30 credit hours) may be added for required remedial coursework.

## Treatment of Selected Grades for Financial Aid

### 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.**

### **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 at the time of evaluation, but may request reevaluation upon completion.

### **Transfer Credit**

Students transferring from another college will be considered making satisfactory progress 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 or 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 as 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 to receive student financial aid.

## **Financial Aid Eligibility Status**

### **Satisfactory Financial Aid Status**

Satisfactory status is achieved when all criteria explained above are met.

### **Financial Aid Warning**

Students (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 Warning status 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 Probation**

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

### **Notification of Financial Aid Warning or Probation**

The Financial Aid Office will send a warning or probation letter to any student who is placed on Warning status or Probation status.

### **Regaining Eligibility**

Students who attend SCC (without federal financial aid) 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 have exceeded the 150% regulation may also appeal. These students must provide a graduation plan completed and signed by their academic advisor. If the plan is considered reasonable, the student may receive financial aid for one more semester, as long as the conditions set forth are met.

### **Appeal of Satisfactory Academic Progress Standards**

Students who have been disqualified from receiving financial aid may petition the Financial Aid Office to waive the satisfactory progress requirements only where 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: illness of student, 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 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.

### **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 Financial Aid Office explaining why satisfactory academic progress requirements were not met. Supporting documentation for the extenuating circumstance is **required**. The student's appeal request and documentation is then submitted to the Financial Aid Appeals Committee for review. A decision will be rendered by the committee in five (5) business days to the Director of Financial Aid. The Director of Financial Aid 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 or she may appeal their decision to the Senior Vice President for Instruction and Student Services. This appeal must be submitted in writing within five (5) business days from the date of the letter from the Financial Aid Appeals Committee. The decision of the Senior Vice President for Instruction and Student Services 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 all corequisite courses. 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.

### **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.

### **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*.)

### **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.

### **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.

### **Minority Male Mentoring Program (3MP)**

3MP seeks to enhance the success of minority male students at Sandhills through collegial guidance, seamless support, social and leadership opportunities, and academic and professional mentoring. The program's ultimate goal is to increase graduation and retention rates among minority males. 3MP is supported through the North Carolina Assembly appropriated funds administered through the NC Community College System. 3MP is located upstairs in the Dempsey Student Center.

### **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, 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).

## 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](http://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](http://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 Comprehensive Articulation Agreement 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. Students must maintain a 2.0 grade point average, 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](http://www.northcarolina.edu), or [www.sandhills.edu/programs/usp/](http://www.sandhills.edu/programs/usp/).

**ASSOCIATE IN ARTS**

Art Education  
 Business Administration, Accounting,  
 Economics, Finance, and Marketing  
 Business/Marketing Education  
 Communication/Comm Studies  
 Computer Science  
 Criminal Justice  
 Elementary Education  
 English  
 English Education  
 Health Education  
 History

Information Systems  
 Liberal Studies  
 Mass Communication/Journalism  
 Middle Grades Education  
 Nursing  
 Physical Education  
 Political Science  
 Psychology  
 Social Science Secondary Ed  
 Social Work  
 Sociology  
 Special Education

**ASSOCIATE IN FINE ARTS**

Art

Music and Music Education

**ASSOCIATE IN SCIENCE**

Biology/Biology Education  
 Chemistry/Chemistry Education  
 Engineering

Mathematics  
 Math Education

## 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. The following courses may also be used to satisfy **Other Required Hours or Elective** requirements:

ANT-210, 220, 221, 240	HIS-111, 112, 121, 122, 131, 132
ART-111, 114, 115	HUM-110, 115, 120, 122, 130, 150, 160, 161, 211, 212, 220
AST-111 and 111A	MAT-140, 151, 171, 172, 263, 271, 272, 273
BIO-110 (A.A. and A.F.A. only), 111, 112, 120, 130, 140 and 140A	MUS-110, 113, 210
CHM-151, 152	PHI-215, 240
CIS-110, 115	PHY-110 and 110A, 151, 152, 251, 252
COM-110, 120, 231	POL-110, 120, 210, 220
DRA-111, 126	PSY-150, 237, 239, 241, 281
ECO-151, 251, 252	REL-110, 211, 212, 221
ENG-111, 112, 114, 131, 231, 232, 241, 242, 261, 262	SOC-210, 213, 220, 225, 230
FRE-111, 112, 211, 212	SPA-111, 112, 211, 212
GEO-111	

2. **Other Required Hours or Elective Courses.** The following 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/programs/usp/](http://www.sandhills.edu/programs/usp/).

ACC-120, 121	ENG-125, 126, 272, 273
All ART Prefix Courses	FRE-181, 182, 221, 281, 282
BIO-155, 163, 165, 166, 271, 275	HEA-112
BUS-110, 115, 137, 228	HIS-236
CHM-130 and 130A, 251, 252	HUM-170, 230
CJC-111, 121, 141	MAT-285
COM-150, 251	All MUS Prefix Courses
CSC-134, 139, 151, 239	All PED Prefix Courses
EDU-144, 145, 146, 221	PSY-231, 263
EGR-150, 220, 225	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
<b>GENERAL EDUCATION CORE (44 SHC)*</b> .....	<b>44</b>
The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.	
<b>English Composition (6 SHC)</b> .....	<b>6</b>
Two English composition courses are required.	
ENG-111 Expository Writing (3 SHC) is required as the first composition course. The second composition course must be selected from the following:	
ENG-112 Argument-Based Research (3 SHC) <i>or</i>	
ENG-113 Literature-Based Research (3 SHC) <i>or</i>	
ENG-114 Professional Research and Reporting (3 SHC)	

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

**Four** courses from at least **three** of the following discipline areas are required: art, drama, dance, foreign languages, interdisciplinary humanities, music, philosophy, and religion. **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, 210)

Philosophy (PHI-215, 240)

Religion (REL-110, 211, 212, 221)

Speech/Communication (COM-110, 120, 231)

**Social/Behavioral Science (12 SHC)** ..... 12

**Four** courses from at least **three** of the following discipline areas are required: anthropology, economics, geography, history, political science, psychology, and sociology. **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 SHC)** ..... 14

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

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):** At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics:

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

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

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

*\*\*3 SHC of Speech/Communication may be substituted for 3 SHC of humanities or fine arts in transfer programs. Speech/Communication may not substitute for the literature requirement.*

## **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 SHC)\* ..... 44**

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

**English Composition (6 SHC) .....6**

Two English composition courses are required.

ENG-111 Expository Writing (3 SHC) is required as the first composition course. The second composition course must be selected from the following:

ENG-112 Argument-Based Research (3 SHC) *or*

ENG-113 Literature-Based Research (3 SHC) *or*

ENG-114 Professional Research and Reporting (3 SHC)

**Humanities/Fine Arts (9 SHC)\*\* .....9**

Three courses from three discipline areas are required. One course must be a literature course.

Two additional courses from two of the following discipline areas are required: art, drama, dance, foreign languages, interdisciplinary humanities, music, philosophy, and religion.

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, 210)

Philosophy (PHI-215, 240)

Religion (REL-110, 211, 212, 221)

Speech/Communication (COM-110, 120, 231)

**Social/Behavioral Science (9 SHC) ..... 9**

Three courses from three discipline areas are required. One course must be a history course.

Two additional courses from two of the following discipline areas are required: anthropology, economics, geography, political science, psychology, and sociology.

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 SHC) ..... 20**

**Natural Sciences (8 SHC minimum):** A minimum two-course sequence from the following general biology, general chemistry, or general physics courses is required:

BIO-111 General Biology I (4 SHC) **and** BIO-112 General Biology II (4 SHC) *or*

CHM-151 General Chemistry I (4 SHC) **and** CHM-152 General Chemistry II (4 SHC) *or*

PHY-151 College Physics I (4 SHC) **and** PHY 152 College Physics II (4 SHC) *or*

PHY 251 General Physics I (4 SHC) **and** PHY 252 General Physics II (4 SHC)

**Mathematics (6 SHC minimum):** One course in mathematics at the precalculus algebra level or above is required; the other course(s) may be higher level mathematics or may be selected from among other quantitative subjects, such as computer science and statistics.

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

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

**Other Science and Mathematics (6 SHC minimum):** Six additional semester hour credits must be selected from courses designated as Natural Sciences/Mathematics general education transfer courses.

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

*\*\*3 SHC of Speech/Communication may be substituted for 3 SHC of humanities or fine arts in transfer programs. Speech/Communication may **not** substitute for the literature requirement.*

## 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.

The Associate in Arts degree shall be granted for a planned program of study consisting of a minimum of 64 and a maximum of 65 semester hours of college transfer courses. (Ref. 23 NCAC 2E.0204) Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement. Community college graduates who have earned 64 semester hours of academic credit in approved transfer courses with a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 64 semester hours of academic credit upon admission to a university. Courses may also transfer through bilateral agreements between institutions. Courses offered through bilateral agreements may not transfer to all receiving institutions.

<b>COURSES</b>	<b>SEMESTER HOURS</b>
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<b>GENERAL EDUCATION CORE (44 SHC)*</b> .....	<b>44</b>
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The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

<b>English Composition (6 SHC)</b> .....	<b>6</b>
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Two English composition courses are required.

ENG-111 Expository Writing (3 SHC) is required as the first composition course. The second composition course must be selected from the following:

ENG-112 Argument-Based Research (3 SHC) *or*

ENG-113 Literature-Based Research (3 SHC) *or*

ENG-114 Professional Research and Reporting (3 SHC)

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

**Four** courses from at least **three** of the following discipline areas are required: art, drama, dance, foreign languages, interdisciplinary humanities, music, philosophy, and religion. **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, 210)

Philosophy (PHI-215, 240)

Religion (REL-110, 211, 212, 221)

Speech/Communication (COM-110, 120, 231)

**Social/Behavioral Science (12 SHC)** ..... 12

**Four** courses from at least **three** of the following discipline areas are required: anthropology, economics, geography, history, political science, psychology, and sociology. **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 SHC)** ..... 14

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

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):** At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics:

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

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

**OTHER REQUIRED HOURS (20-21 SHC)\* ..... 20-21****Academic Related (1 SHC)**

ACA-122 College Transfer Success ..... 1

**Physical Education (2-4 SHC)**Select **two** 1-2 SHC courses with a PED prefix. ....2-4**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 Program ..... 64-65**

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

*\*\*3 SHC of Speech/Communication may be substituted for 3 SHC of humanities or fine arts in transfer programs. Speech/Communication may **not** substitute for the literature requirement.*

**Associate in Arts Course Sequence Example**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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 gen. ed. core requirement	3	2	4
***	HIS	3	0	3
***	Elective	***	***	3
PED	Physical Education elective	<u>0</u>	<u>***</u>	<u>1</u>
		***	***	18
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Fall)</b>				
ENG	Literature core requirement	3	0	3

***	Soc/Beh Sciences core requirement	3	0	3
***	Hum/Fine Arts core requirement	3	0	3
***	Elective	***	***	3
***	Elective	***	***	<u>3</u>
		***	***	15
<b>FOURTH SEMESTER (Spring)</b>				
***	Soc/Beh Sciences core requirement	3	0	3
***	Hum/Fine Arts core requirement	3	0	3
***	Hum/Fine Arts core requirement	3	0	3
***	Elective	***	***	3
***	Elective	***	***	<u>2-3</u>
		***	***	14-15
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>64-65</u></b>

## 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.

The Associate in Science degree shall be granted for a planned program of study consisting of a minimum of 64 and a maximum of 65 semester hours of college transfer courses. (Ref. 23 NCAC 2E.0204) Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement. Community college graduates who have earned 64 semester hours of academic credit in approved transfer courses with a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 64 semester hours of academic credit upon admission to a university. Courses may also transfer through bilateral agreements between institutions. Courses offered through bilateral agreements may not transfer to all receiving institutions.

COURSES	SEMESTER HOURS
<b>GENERAL EDUCATION CORE (44 SHC)*</b> .....	<b>44</b>
The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.	
<b>English Composition (6 SHC)</b> .....	<b>6</b>
Two English composition courses are required.	
ENG-111 Expository Writing (3 SHC) is required as the first composition course. The second composition course must be selected from the following:	
ENG-112 Argument-Based Research (3 SHC) <i>or</i>	
ENG-113 Literature-Based Research (3 SHC) <i>or</i>	
ENG-114 Professional Research and Reporting (3 SHC)	
<b>Humanities/Fine Arts (9 SHC)**</b> .....	<b>9</b>
Three courses from three discipline areas are required. One course must be a literature course.	
Two additional courses from two of the following discipline areas are required: art, drama, dance, foreign languages, interdisciplinary humanities, music, philosophy, and religion.	
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, 210)	
Philosophy (PHI-215, 240)	
Religion (REL-110, 211, 212, 221)	
Speech/Communication (COM-110, 120, 231)	
<b>Social/Behavioral Science (9 SHC)</b> .....	<b>9</b>
Three courses from three discipline areas are required. One course must be a history course.	
Two additional courses from two of the following discipline areas are required: anthropology, economics, geography, political science, psychology, and sociology.	
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 SHC).....20**

**Natural Sciences (8 SHC minimum):** A minimum two-course sequence from the following general biology, general chemistry, or general physics courses is required:

BIO-111 General Biology I (4 SHC) **and** BIO-112 General Biology II (4 SHC) *or*

CHM-151 General Chemistry I (4 SHC) **and** CHM-152 General Chemistry II (4 SHC) *or*

PHY-151 College Physics I (4 SHC) **and** PHY 152 College Physics II (4 SHC) *or*

PHY 251 General Physics I (4 SHC) **and** PHY 252 General Physics II (4 SHC)

**Mathematics (6 SHC minimum):** One course in mathematics at the precalculus algebra level or above is required; the other course(s) may be higher level mathematics or may be selected from among other quantitative subjects, such as computer science and statistics.

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

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

**Other Science and Mathematics (6 SHC minimum):** Six additional semester hour credits must be selected from courses designated as Natural Sciences/Mathematics general education transfer courses.

**OTHER REQUIRED HOURS (20-21 SHC)\* .....20-21****Academic Related (1 SHC)**

ACA-122 College Transfer Success ..... 1

**Physical Education (2-4 SHC)**

Select **two** 1-2 SHC courses with a PED prefix. .... 2-4

**Choose another 17-18 hours from: ..... 17-18**

*Natural Sciences/Mathematics:* A minimum of 14 SHC of college transfer courses in mathematics, natural sciences, or computer science is required. The remaining courses may be selected from general education, pre-major, or elective courses. A list may be found earlier in this section.

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

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

*\*\*3 SHC of Speech/Communication may be substituted for 3 SHC of humanities or fine arts in transfer programs. Speech/Communication may not substitute for the literature requirement.*

### Associate in Science Course Sequence Example

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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 core requirement	3	0	3
***	Hum/Fine Arts core requirement	3	0	3
PED	Physical Education elective	<u>0</u>	<u>***</u>	<u>1</u>
		16	***	18
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Fall)</b>				
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>***</u>	<u>***</u>	<u>4</u>
		***	***	17
<b>FOURTH SEMESTER (Spring)</b>				
***	Soc/Beh Sciences core requirement	3	0	3
***	Hum/Fine Arts core requirement	3	0	3
***	Science/Math elective	3	0	3
***	Science/Math elective	***	***	4
***	Science/Math elective	<u>***</u>	<u>***</u>	<u>3-4</u>
		***	***	14-15
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>64-65</u></b>

\*\*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. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

**COURSES** **SEMESTER HOURS**

**GENERAL EDUCATION CORE (28 SHC)\* ..... 28**

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

**English Composition (6 SHC)..... 6**

ENG-111 Expository Writing (3 SHC) is required as the first composition course. The second composition course must be selected from the following:

ENG-112 Argument-Based Research (3 SHC) *or*

ENG-113 Literature-Based Research (3 SHC) *or*

ENG-114 Professional Research and Reporting (3 SHC)

**Humanities/Fine Arts (6 SHC)\*\* ..... 6**

Select **two** courses from **two** of the following discipline areas. **One course must be a literature course.**

Art (ART-111)

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, 210)

Philosophy (PHI-215, 240)

Religion (REL-110, 211, 212, 221)

Speech/Communication (COM-110, 120, 231)

**Social/Behavioral Science (9 SHC) ..... 9**

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

**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)

<b>Natural Sciences/Mathematics (7 SHC)</b> .....	<b>7</b>
<i>Natural Sciences</i> (4 SHC): Select <b>one</b> 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)	
<i>Mathematics</i> (3 SHC): Select <b>one</b> course in introductory mathematics (100 level or higher).	
Mathematics (MAT-140, 171, 172, 263, 271, 272, 273)	
<b>OTHER REQUIRED HOURS (37 SHC)*</b> .....	<b>37</b>
<i>If a two- or three- dimensional studio course is to transfer as a pre-major course, it must have ART 121 or ART 122 as a prerequisite.</i>	
<b>Major Core</b> .....	<b>15</b>
ART-114 Art History Survey I (3 SHC)	
ART-115 Art History Survey II (3 SHC)	
ART-121 Design I (3 SHC)	
ART-122 Design II (3 SHC)	
ART-131 Drawing I (3 SHC)	
<b>Electives</b> .....	<b>21</b>
ART-132 Drawing II (3 SHC)	
ART-171 Computer Art I (3 SHC)	
ART-231 Printmaking I (3 SHC)	
ART-232 Printmaking II (3 SHC)	
ART-240 Painting I (3 SHC)	
ART-241 Painting II (3 SHC)	
ART-264 Digital Photography I (3 SHC)	
<b>Portfolio and Resume (1 SHC)</b>	
ART-214 Portfolio and Résumé .....	<b>1</b>
<i>Validation of the level of achievement in studio course work may be determined through portfolio review at the receiving institution.</i>	
<b>Total Semester Hours Credit (SHC) in Program</b> .....	<b>65</b>

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

*\*\*3 SHC of Speech/Communication may be substituted for 3 SHC of humanities or fine arts in transfer programs. Speech/Communication may **not** substitute for the literature requirement.*

**Associate in Fine Arts in Art Course Sequence Example**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Fall)</b>				
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
<b>FOURTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>65</u></b>

**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. Within the degree program, the institution shall include opportunities for the achievement of

competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

*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 SHC)\* ..... 28**

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

**English Composition (6 SHC) .....6**

ENG-111 Expository Writing (3 SHC) is required as the first composition course. The second composition course must be selected from the following:

ENG-112 Argument-Based Research (3 SHC) *or*

ENG-113 Literature-Based Research (3 SHC) *or*

ENG-114 Professional Research and Reporting (3 SHC)

**Humanities/Fine Arts (6 SHC)\*\* .....6**

Select **two** courses from at least **two** of the following discipline areas. **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, 210)

Philosophy (PHI-215, 240)

Religion (REL-110, 211, 212, 221)

Speech/Communication (COM-110, 120, 231)

**Social/Behavioral Science (9 SHC).....9**

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

<b>Natural Sciences/Mathematics (7 SHC)</b> .....	7	
<b>Natural Sciences (4 SHC):</b> Select <b>one</b> 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)		
<b>Mathematics (3 SHC):</b> Select <b>one</b> course in introductory mathematics (100 level or higher).		
Mathematics (MAT-140, 171, 172, 263, 271, 272, 273)		
<b>OTHER REQUIRED HOURS (37 SHC)*</b> .....	<b>37</b>	
<b>Academic Related (1 SHC)</b>		
ACA-122 College Transfer Success .....	1	
<b>Major Core</b>		
<b>Music Theory</b> The following courses are required (16 SHC):		
MUS-121 Music Theory I .....	4	
MUS-122 Music Theory II .....	4	
MUS-221 Music Theory III .....	4	
MUS-222 Music Theory IV .....	4	
<b>Applied Music</b> The following courses are required (8 SHC):		
MUS 161 Applied Music I .....	2	
MUS 162 Applied Music II .....	2	
MUS 261 Applied Music III .....	2	
MUS 262 Applied Music IV .....	2	
<b>Other Required Music Courses</b>		
<b>Music History</b> The following courses are required (6 SHC)		
MUS-271 Music History I .....	3	
MUS-272 Music History II .....	3	
<b>Ensemble</b> 4 SHC from the following:		
MUS-131 Chorus I (1 SHC), MUS-132 Chorus II (1 SHC), MUS-231 Chorus III (1 SHC), MUS-232 Chorus IV (1 SHC)		
MUS-133 Band I (1 SHC), MUS-134 Band II (1 SHC), MUS-233 Band III (1 SHC), MUS-234 Band IV (1 SHC)		
MUS-135 Jazz Ensemble I (1 SHC), MUS-136 Jazz Ensemble II (1 SHC), MUS-235 Jazz Ensemble III (1 SHC), MUS-236 Jazz Ensemble IV (1 SHC)		
MUS-141 Ensemble I (1 SHC), MUS-142 Ensemble II (1 SHC), MUS-241 Ensemble III (1 SHC), MUS-242 Ensemble IV (1 SHC) .....		4

**Class Music** The following courses are required (2 SHC):

MUS-151B Class Music I - Piano .....	1
MUS-152B Class Music II - Piano .....	1

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

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

*\*\*3 SHC of Speech/Communication may be substituted for 3 SHC of humanities or fine arts in transfer programs. Speech/Communication may **not** substitute for the literature requirement.*

### Associate in Fine Arts in Music and Music Education Course Sequence Example

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Fall)</b>				
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
<b>FOURTH SEMESTER (Spring)</b>				
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

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ENG***	Humanities/Literature Elective	3	0	3
***	Natural Science Elective	<u>3</u>	<u>3</u>	<u>4</u>
		13	9	17
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>65</u></b>

## 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
<b>Communication</b> .....	<b>6</b>
Select <b>two</b> courses from the following: COM-110, COM-120, COM-231, ENG-111, ENG-112, ENG-114	
<b>Humanities/Fine Arts</b> .....	<b>3</b>
Select <b>one</b> 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, 210  
 PHI-215, 240  
 REL-110, 211, 212, 221  
 FRE-211, 212  
 SPA-211, 212

**Natural Sciences and Mathematics ..... 3**

Select **one** of the following:

AST-111 & 111A  
 BIO-110, 111, 112, 120, 130, 140 & 140A, 163, 165, 166, 271,  
 275  
 CHM-130 & 130A, 151, 152  
 MAT-115, 120, 121, 122, 140, 151, 171, 172  
 PHY-110, 110A, 125, 131, 151, 152

**Social and Behavioral Science ..... 3**

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 18 hours of designated courses in the curriculum. A minimum of 6 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	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
***	Humanities/Fine Arts Elective	3	0	3

***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		6	0	6
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>73</u></b>

\*\*\**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		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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)	2	2	3
		11	10	16
<b>THIRD SEMESTER (Summer)</b>				
CIS-110	Introduction to Computers	2	2	3

ENG-111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		5	2	6
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>36</u></b>

### Certified Bookkeeper (C25100)

#### Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		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 <i>or</i>			
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>16</u></b>

## 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		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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>			
MAT-171	Pre-Calculus Algebra	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	17
<b>SECOND SEMESTER (Spring)</b>				
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 <u>or</u>			
MAT-172	Pre-Calculus Trigonometry	***	***	<u>3</u>
		***	***	15
<b>THIRD SEMESTER (Summer)</b>				
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 <u>or</u>			
PHY-151	College Physics I	<u>3</u>	<u>2</u>	<u>4</u>
		5	14	10
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>76</u></b>

**Architectural Technology (C40100)**

**Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ARC-111	Intro to Architectural Tech	1	6	3
EGR-110	Intro to Engineering Tech	<u>1</u>	<u>2</u>	<u>2</u>
		2	8	5
<b>SECOND SEMESTER (Spring)</b>				
SRV-110	Surveying I	2	6	4
<b>THIRD SEMESTER (Summer)</b>				
ARC-114	Architectural CAD	1	3	2
ARC-114A	Architectural CAD Lab	<u>0</u>	<u>3</u>	<u>1</u>
		1	6	3
<b>FOURTH SEMESTER (Fall)</b>				
CIS-111	Basic PC Literacy	1	2	2

**FIFTH SEMESTER (Spring)**

CIV-240	Project Management	2	3	3
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</u></b>

## Associate Degree Nursing

The Associate Degree Nursing Curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs 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 is approved by the North Carolina Board of Nursing.*

### Associate Degree Nursing (A45110)

#### Associate in Applied Science Degree Program

		Course Hours Per Week			Semester
		Class	Lab	Clinical	Hours
					Credit
<b>FIRST SEMESTER (Fall)</b>					
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
<b>SECOND SEMESTER (Spring)</b>					
ACA-115	Success & Study Skills	1	0	0	1
BIO-166	Anatomy & Physiology II	3	3	0	4
ENG-112	Argument-Based Research <i><b>or</b></i>				
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
<b>THIRD SEMESTER (Summer)</b>					
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
<b>FOURTH SEMESTER (Fall)</b>					
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
***	Hum/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	3	12	17
<b>FIFTH SEMESTER (Spring)</b>					
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>74</u></b>

*\*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

## 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		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
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	AST Co-op Work Exp <u>or</u>			
***	Restricted Elective*	<u>0</u>	<u>(20)</u>	<u>(2)</u>
		8	***	13-(15)
<b>SECOND SEMESTER (Spring)</b>				
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	AST Co-op Work Exp <u>or</u>			
***	Restricted Elective*	<u>0</u>	<u>(20)</u>	<u>(2)</u>
		8	***	13-(15)
<b>THIRD SEMESTER (Summer)</b>				
AUT-171	Automotive Climate Control	2	4	4
ENG-111	Expository Writing	3	0	3
COE*** AST	AST Co-op Work Exp <u>or</u>			
***	Restricted Elective*	<u>0</u>	<u>(10)</u>	<u>(1)</u>
		5	***	7-(8)
<b>FOURTH SEMESTER (Fall)</b>				
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	AST Co-op Work Exp <u>or</u>			
***	Restricted Elective*	<u>0</u>	<u>(20)</u>	<u>(2)</u>
		6	***	11-(13)
<b>FIFTH SEMESTER (Spring)</b>				
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/Beh. Sciences Elect.	3	0	3
COE*** AST	AST Co-op Work Exp <u>or</u>			
***	Restricted Elective*	<u>0</u>	<u>(20)</u>	<u>(2)</u>
		10	***	13-(15)
<b>SIXTH SEMESTER (Summer)</b>				
AUT-221	Automatic Trans/Transaxles	2	3	3
ENG-114	Prof Research & Reporting	3	0	3
COE*** AST	AST Co-op Work Exp <u>or</u>			
***	Restricted Elective*	<u>0</u>	<u>(10)</u>	<u>(1)</u>
		5	***	6-(7)
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>69</u></b>

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

	<b>Credit</b>	
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

\*Students are eligible to take co-op classes (COE) after completing 9 semester hours credits in the core curriculum.

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

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
AUT-171	Automotive Climate Control	2	4	4
ENG-111	Expository Writing	3	0	3
		5	4	7
<b>FOURTH SEMESTER (Fall)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>43</u></b>

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

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
AUT-171	Auto Climate Control	2	4	4
ENG-111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		5	4	7
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
AUT-114	Safety & Emissions	1	2	2
AUT-183	Engine Performance II	<u>2</u>	<u>6</u>	<u>4</u>
		3	8	6
<b>SIXTH SEMESTER (Summer)</b>				
AUT-141	Suspension & Steering	2	3	3
AUT-141A	Suspension & Steering Lab	<u>0</u>	<u>3</u>	<u>1</u>
		2	6	4
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>43</u></b>

**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	
<b>Electrical &amp; Engine Performance (C60160P)</b>				
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
<b>Mechanical (C60160M)</b>				
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
<b>Transmission/Driveline Certificate (C60160T)</b>				
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
<b>Motorsports/Drag Race Vehicle (C60160D)</b>				
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—and/or further academic studies.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies, and professionalism. Course work includes specialty/artisanal breads, desserts/pastries, 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 may be available to graduates.

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

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
CUL-110	Sanitation & Safety	2	0	2
CUL-110A	Sanitation & Safety Lab	0	2	1
CUL-140	Culinary Skills I	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
<b>SECOND SEMESTER (Spring)</b>				
BPA-130	European Cakes and Tortes	1	4	3
BPA-150	Artisan & Specialty Breads	1	6	4
BPA-165	Hot and 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
<b>THIRD SEMESTER (Summer)</b>				
ENG-112	Argument-Based Research <i>or</i>			
ENG 114	Prof. Research & Reporting	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
<b>FOURTH SEMESTER (Fall)</b>				
BPA-120	Petit Fours & Pastries	1	4	3
BPA-210	Cake Design & Decorating	1	4	3
BPA-250	Dessert & Bread Production	1	8	5
COE-111	Co-op Work Experience I <i>or</i>	0	10	1
	Take COE-112 Spring Only			
HRM-140	Legal Issues – Hospitality	3	0	3
HRM-245	Human Resource Mgmt – Hosp	<u>3</u>	<u>0</u>	<u>3</u>
		9	16/26	17/18
<b>FIFTH SEMESTER (Spring)</b>				
BPA-220	Confection Artistry	1	6	4
BPA-260	Pastry & Baking Marketing	2	2	3
COE-121	Co-op Work Experience II <i>or</i>			
COE-112	Co-op Work Experience I	0	10/20	1/2
CUL-120	Purchasing	2	0	2
CUL-170	Garde Manger I	1	4	3
HRM-220	Cost Control – Food & Bev	<u>3</u>	<u>0</u>	<u>3</u>
		9	22/23	16/17
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>74</u></b>

**Baking and Pastry Arts (C55130)****Certificate Program**

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
BPA-130	European Cakes and Tortes	1	4	3
BPA-150	Artisan & Specialty Breads	1	6	4
BPA-165	Hot and Cold Desserts	1	4	3
CUL-110	Sanitation & Safety	2	0	2
CUL-110A	Sanitation & Safety Lab	0	2	1
CUL-160	Baking I	<u>1</u>	<u>4</u>	<u>3</u>
		6	20	16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>16</u></b>

**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 Per Week		Semester Hours Credit
		Class	Lab	
CJC-100	Basic Law Enforcement Training	9	30	19
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>19</u></b>

## 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 A.A.S. 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	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
ACC-120	Prin 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
<b>SECOND SEMESTER (Spring)</b>				
ACC-121	Prin of Managerial Accounting	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>***</u>	<u>***</u>	<u>2-3</u>
		***	***	18-19
<b>THIRD SEMESTER (Summer)</b>				
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		6	0	6
<b>FOURTH SEMESTER (Fall)</b>				
BUS-153	Human Resource Management	3	0	3
BUS-225	Business Finance	2	2	3
BUS-260	Business Communications	3	0	3
ECO-251	Prin of Microeconomics <i>or</i>			
ECO-252	Prin 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
<b>FIFTH SEMESTER (Spring)</b>				
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>***</u>	<u>***</u>	<u>2-3</u>
		***	***	14-15
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>73</u></b>

**\*\*\*Technical electives:**

ACC-131	Federal Income Tax	2	2	3
ACC-140	Payroll Accounting	1	2	2
ACC-149	Intro to Acc Spreadsheets	1	2	2
ACC-150	Acc. Software Applications	1	2	2
ACC-225	Cost Accounting	3	0	3
BUS-228	Business Statistics	2	2	3
DBA-110	Database Concepts	2	3	3
WEB-110	Internet/Web Fund	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 ENG-095 Reading & Comp. Strategies and have successfully completed BUS-137 Principles of Management and ACC-120 Prin of Financial Accounting. 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 Per Week		Semester Hours
		Class	Lab	Credit
ACC-150	Accounting Software Appl	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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</u></b>

## Business Administration

### Concentration of Electronic Commerce

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.

This program is well suited for those entrepreneurs/business owners who want a Web presence for their business because it 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.*

**Electronic Commerce (C2512I)****Certificate Program****Special Program Requirements**

Students must have credit for ENG-085 Reading & Writing Foundations and have successfully completed CIS-110 Introduction to Computers or CIS-111 Basic PC Literacy.

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

**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 Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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>	***	***	3
MAT-171	Pre-Calculus Algebra			
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	17
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>76</u></b>

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

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
EGR-115	Intro to Technology	2	3	3
EGR-115A	Intro to Technology Lab	<u>0</u>	<u>3</u>	<u>1</u>
		2	6	4
<b>SECOND SEMESTER (Spring)</b>				
SRV-110	Surveying I	2	6	4
<b>FOURTH SEMESTER (Fall)</b>				
CIV-125	Civil/Surveying CAD	1	6	3
SRV-111	Surveying II	<u>2</u>	<u>6</u>	<u>4</u>
		3	12	7
<b>FIFTH SEMESTER (Spring)</b>				
CIV-240	Project Management	2	3	3
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## Collision Repair & Refinishing Technology

The Collision Repair and Refinishing Technology curriculum prepares individuals to become qualified technicians who possess the diverse skills required to perform quality repairs and proper refinishing techniques on automobile bodies and to diagnose and repair mechanical and electrical systems.

Coursework includes classroom and laboratory experiences that integrate technical application with academic theory. Emphasis is placed on autobody fundamentals, painting and refinishing, structural and non-structural damage repair, mechanical and electrical component repair or replacement, and common industry practices.

Graduates should be qualified to take National Institute for Automotive Service Excellence (ASE) certification examinations and also for entry-level employment in automotive dealerships, independent repair shops, or through self-employment, as collision repair and refinishing technicians.

## Collision Repair & Refinishing Technology (D60130)

### Diploma Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>Option:</b>				
AUB 150	*Automotive Detailing	<u>(1)</u>	<u>(3)</u>	<u>(2)</u>
		6-7	12-15	11-13
<b>SECOND SEMESTER (Spring)</b>				
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>	<u>0</u>	<u>3</u>
		6	10	10
<b>THIRD SEMESTER (Summer)</b>				
AUB 136	Plastics & Adhesives	<u>1</u>	<u>4</u>	<u>3</u>
		1	4	3
<b>FOURTH SEMESTER (Fall)</b>				
AUB 112	Painting & Refinishing II	2	6	4
AUB 131	Structural Damage I	<u>2</u>	<u>4</u>	<u>4</u>
		4	10	8
<b>FIFTH SEMESTER (Spring)</b>				
AUB 114	Special Finishes	1	2	2
AUB 132	Structural Damage II	<u>2</u>	<u>6</u>	<u>4</u>
		3	8	6
<b>SIXTH SEMESTER (Summer)</b>				
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)
<b><i>These COE options may be taken in any semester of the program:</i></b>				
COE 111	*Co-op Work Experience I	(0)	(10)	(1)
COE 112	*Co-op Work Experience I	(0)	(20)	(2)
COE 121	*Co-op Work Experience II	(0)	(10)	(1)
COE 122	*Co-op Work Experience II	(0)	(20)	(2)

**Total Required Minimum Semester Hours Credit****44**

\*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. Students are eligible to take co-op classes (COE) after completing 9 semester hour credits in the core curriculum.

**Collision Repair & Refinishing Technology (C60130)****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		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>Paint and Refinishing (C60130P)</b>				
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
<b>Non-Structural Repair (C60130N)</b>				
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
<b>Structural Repair (C60130S)</b>				
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

## 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	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
CIS-111	Basic PC Literary <u>or</u>			
CIS-110	Introduction to Computers	***	***	2-3
ELC-131	DC/AC Circuit Analysis	4	3	5
MAT-121	Algebra/Trig I <u>or</u>			
MAT-171	Pre-Calculus Algebra	***	***	3

NOS-110	Operating System Concepts	<u>2</u> ***	<u>3</u> ***	<u>3</u> 14-15
<b>SECOND SEMESTER (Spring)</b>				
ELN-131	Electronic Devices	3	3	4
ENG-111	Expository Writing	3	0	3
MAT-122	Algebra/Trig II <u>or</u>			
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
<b>THIRD SEMESTER (Summer)</b>				
CSC-134	C++ Programming	2	3	3
ELN-133	Digital Electronics	3	3	4
PHY-131	Physics-Mechanical <u>or</u>			
PHY-151	College Physics I	<u>3</u> ***	<u>2</u> ***	<u>4</u> 11
<b>FOURTH SEMESTER (Fall)</b>				
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>3</u> 16
<b>FIFTH SEMESTER (Spring)</b>				
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>3</u> 14
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>71</u></b>
<b>***Technical Electives:</b>				
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
<b><i>OR a work experience technical elective consisting of all of the following three (3) courses:</i></b>				
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		Semester Hours Credit
		Per Week Class	Per Week 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	<u>1</u>	<u>4</u>	<u>3</u>
		9	15	15
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</u></b>

**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		Semester Hours Credit
		Per Week Class	Per Week Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
ACA-115	Success & Study Skills	0	2	1
CSC-153	C# 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
<b>THIRD SEMESTER (Summer)</b>				
ENG-114	Prof Research & Reporting	3	0	3
***	Technical Elective	***	***	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	9
<b>FOURTH SEMESTER (Fall)</b>				
CSC-253	Advanced C# Programming	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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>72</u></b>
<b>***Technical Electives:</b>				
CET-111	Computer Upgrade/Repair I	2	3	3
CSC-134	C++ Programming	2	3	3
CSC-151	Java Programming	2	3	3
CSC-193	Selected Topics-Comp. Science	***	***	3
CSC-234	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
WEB-187	Wireless/Internet Prog	2	2	3
<b>OR a work experience technical elective consisting of all of the following three (3) courses:</b>				
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.*

		<b>Course Hours</b>		<b>Semester</b>
		<b>Per Week</b>		<b>Hours</b>
		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIRST SEMESTER (Fall)</b>				
COS-111	Cosmetology Concepts I	4	0	4
COS-112	Salon I	<u>0</u>	<u>24</u>	<u>8</u>
		4	24	12
<b>SECOND SEMESTER (Spring)</b>				
COS-113	Cosmetology Concepts II	4	0	4
COS-114	Salon II	<u>0</u>	<u>24</u>	<u>8</u>
		4	24	12
<b>THIRD SEMESTER (Summer)</b>				
COS-115	Cosmetology Concepts III	4	0	4
COS-116	Salon III	<u>0</u>	<u>12</u>	<u>4</u>
		4	12	8
<b>FOURTH SEMESTER (Fall)</b>				
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 <b>third</b> or <b>fourth</b> 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
<b>FIFTH SEMESTER (Spring)</b>				
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 <u>or</u>			
PSY-150	General Psychology	3	0	3
***	Natural Science/Math Elective	<u>3</u>	<u>0</u>	<u>3</u>
		12	2	13
<b>SIXTH SEMESTER (Summer)</b>				
BUS-137	Principles of Management	3	0	3
CIS-110	Introduction to Computers <u>or</u>			
CIS-111	Basic PC Literacy	***	***	2-3
ENG-112	Argument-Based Research <u>or</u>			
ENG-114	Prof Research & Reporting	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	11-12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>69</u></b>

### Cosmetology (D55140)

#### Diploma Program

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

*\*\*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

**Cosmetology (C55140)****Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
COS-111	Cosmetology Concepts I	4	0	4
COS-112	Salon I	<u>0</u>	<u>24</u>	<u>8</u>
		4	24	12
<b>SECOND SEMESTER (Spring)</b>				
COS-113	Cosmetology Concepts II	4	0	4
COS-114	Salon II	<u>0</u>	<u>24</u>	<u>8</u>
		4	24	12
<b>THIRD SEMESTER (Summer)</b>				
COS-115	Cosmetology Concepts III	4	0	4
COS-116	Salon III	<u>0</u>	<u>12</u>	<u>4</u>
		4	12	8
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>32</u></b>

**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
		Per Week		Hours
		Class	Lab	Credit
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 <i>or</i>			
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

\*\* 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>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.*

		<b>Course Hours Per Week</b>		<b>Semester Hours Credit</b>
		<b>Class</b>	<b>Lab</b>	
<b>FIRST SEMESTER (Fall)</b>				
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.				
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SESSION (Fall)</b>				
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
<b>FIFTH SESSION (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>68</u></b>

**\*\*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 Arts

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

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management.

Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef. American Culinary Federation certification may be available to graduates. With experience, graduates may advance to positions including sous chef, pastry chef, executive chef, or foodservice manager.

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

**Culinary Arts (A55150)****Associate in Applied Science Degree Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
CUL-110	Sanitation & Safety	2	0	2
CUL-110A	Sanitation & Safety Lab	0	2	1
CUL-140	Culinary Skills I	2	6	5
CUL-160	Baking I	1	4	3
ENG-111	Expository Writing	3	0	3
HRM-160	Info Systems for Hosp	<u>2</u>	<u>2</u>	<u>3</u>
		10	16	18
<b>SECOND SEMESTER (Spring)</b>				
CUL-135	Food & Beverage Service	2	0	2
CUL-135A	Food & Beverage Service Lab	0	2	1
CUL-170	Garde Manger I	1	4	3
CUL-240	Culinary Skills II	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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
CUL-214	Wine Appreciation	1	2	2
CUL-230	Global Cuisines	1	8	5
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>
		9	14	16
<b>FIFTH SEMESTER (Spring)</b>				
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-245	Contemporary Cuisines	1	8	5
HRM-220	Cost Control – Food & Beverage	<u>3</u>	<u>0</u>	<u>3</u>
		10	28	16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>73</u></b>

**Culinary Arts (C55150)****Certificate Program**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
CUL-110	Sanitation & 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	<u>1</u>	<u>8</u>	<u>5</u>
		7	22	18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## 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 Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
DME-115	Graphic Design Tools	2	2	3
DME-140	Intro Audio/Video Media	2	2	3
***	Technical Elective	***	***	<u>3</u>
		***	***	9
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>72</u></b>

\*\*\***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
WEB-140	Web Development Tools	2	2	3
WEB-180	Active Server Pages	2	2	3
WEB-182	PHP Programming	2	2	3
WEB-187	Wireless/Internet Prog	2	2	3
WEB-215	Adv. Markup & Scripting (JavaScript)	2	2	3
WEB-225	Content Management Sys	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-265	Digital Print Production	1	4	3

SGD-114	3D Modeling	2	3	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
		Class	Lab	Hours
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

### 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		Semester
		Per Week		Hours
		Class	Lab	Credit
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

### 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		Semester
		Per Week		Hours
		Class	Lab	Credit
DBA-110	Database Concepts	2	3	3
WEB-110	Internet/Web Fundamentals (Introductory HTML)	2	3	3
WEB-115	Web Markup and Scripting (Advanced HTML/CSS)	2	2	3
WEB-182	PHP Programming	2	2	3
WEB-250	Database Driven Websites <i>or</i>	2	2	3
WEB-225	Content Management Sys	2	2	3
WEB-285	Emerging Web Technologies	<u>2</u>	<u>2</u>	<u>3</u>
		12	14	18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## 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
ART-171	Computer Art I	0	6	3
WEB-110	Internet/Web Fundamentals (Introductory HTML)	2	2	3
WEB-111	Intro to Web Graphics	2	2	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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## 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	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
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>***</u>	<u>***</u>	<u>3</u>
		***	***	16
<b>FIFTH SEMESTER (Spring)</b>				
EDU-221	Children with Exceptionalities	3	0	3
EDU-288	Adv Issues/Early Childhood Ed	<u>2</u>	<u>0</u>	<u>2</u>
***	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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>67</u></b>

**Note:** Students planning to transfer into a 4-year B-K (Birth-Kindergarten) degree program 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		Semester Hours Credit
		Per Week		
		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	<u>3</u>	<u>0</u>	<u>3</u>
		16	2	17
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</u></b>

**Early Childhood Education (C55220PS)  
Preschool Care Certificate Program**

		Course Hours		Semester Hours Credit
		Per Week		
		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	<u>3</u>	<u>0</u>	<u>3</u>
		16	2	17
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</u></b>

**Early Childhood Education (C55220S)  
School Age Care Certificate Program**

		Course Hours		Semester Hours Credit
		Per Week		
		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	<u>2</u>	<u>0</u>	<u>2</u>
		18	0	18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

**Early Childhood Education (C55220A)**  
**Early Childhood Administration Certificate Program**

		Course Hours Per		Semester Hours Credit
		Week		
		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	<u>3</u>	<u>0</u>	<u>3</u>
		16	2	17
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</u></b>

## 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		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
BIO-165	Anatomy and Physiology I	3	3	4
CIS-111	Basic PC Literary <u>or</u>			
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
<b>SECOND SEMESTER (Spring)</b>				
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	Prof 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 Credit** **72**

**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 Hours Credit
		Per Week		
		Class	Lab	
BIO-165	Anatomy and Physiology I	3	3	4

BIO-166	Anatomy and Physiology II	3	3	4
CIS-111	Basic PC Literary <i>or</i>			
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	Prof 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.

Courses will not be offered in fall 2011. Students will be accepted into the program in spring 2012.

### Esthetics Technology (C55230)

#### Certificate Program

		Course Hours		Semester Hours
		Per Week		
		Class	Lab	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
		4	36	16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>16</u></b>

## 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.

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.

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

### Golf Course Management (A1542A)

#### Concentration of Turfgrass Management Technology

#### Associate in Applied Science Degree Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
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 <i>or</i>			
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
<b>SECOND SEMESTER (Spring)</b>				
COE-111	GCM Co-op Work Experience I	0	10	1
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
TRF-210	Turfgrass Equip. Management	1	4	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		13	21	19
<b>THIRD SEMESTER (Summer)</b>				
COE-121	GCM Co-op Work Experience II	0	10	1
ENG-114	Prof. Research and Reporting	3	0	3
HOR-164	Horticultural Pest Management	2	2	3
HOR-162	Applied Plant Science <u>or</u>	***	***	3-4
HOR-114	Landscape Construction <u>or</u>			
BIO-111	General Biology <u>or</u>	***	***	***
CHM-151	General Chemistry I	***	***	***
		<u>***</u>	<u>***</u>	<u>10-11</u>
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
COE-214	GCM Co-op Work Experience IV	0	40	4
GCM-244	Advanced Issues/LSG	<u>2</u>	<u>0</u>	<u>2</u>
		2	40	6
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>71</u></b>

## Health and Fitness Science

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 Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1

BIO-165	Anatomy & Physiology I	3	3	4
ENG-111	Expository Writing	3	0	3
PED-113	Aerobics I	0	3	1
PSF-110	Exercise Science	4	0	4
PSF-111	Fitness & Exercise Testing I	<u>3</u>	<u>2</u>	<u>4</u>
		13	10	17
<b>SECOND SEMESTER (Spring)</b>				
BIO-155	Nutrition	3	0	3
BIO-166	Anatomy & Physiology II	3	3	4
ENG-114	Prof Research & Reporting <u>or</u>			
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
COE-111	PSF Co-op Work Experience I	0	10	1
COE-115	PSF Work Experience Seminar I	1	0	1
MAT-115	Mathematical Models (or higher)	***	***	3
PED-118	Weight Training II	0	3	1
PSF-210	Personal Training	2	2	3
PSF-218	Lifestyle Change & Wellness	<u>3</u>	<u>2</u>	<u>4</u>
		***	***	13
<b>FIFTH SEMESTER (Spring)</b>				
COE-121	PSF Co-op Work Experience II	0	10	1
PED-122	Yoga I <u>or</u>			
PED-217	Pilates I	0	2	1
PED***	Physical Education Elective	***	***	1-2
PSF-212	Exercise Programming	2	2	3
PSF-214	Health & Fitness Law	3	0	3
PSY-150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	12-13
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>69</u></b>

\*\*\**Select two (2) courses from the following:* PED-111, 121, 123, 125, 127, 128, 129, 130, 135, 143, 145, 147, 152, 153, 154, 173, 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**

<b>SCC Courses</b>		<b>PCC Courses</b>	
<b>Course Prefix, Number, and Title</b>	<b>Credit Hours</b>	<b>Course Prefix, Number, and Title</b>	<b>Credit Hours</b>
ACA-115 College Student Success (Substitute for ACA-111)	1	<b>FIRST SEMESTER</b>	
*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	<b>SECOND SEMESTER</b>	
ENG-114 Prof Research & 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
		<b>THIRD SEMESTER</b>	
		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
	<b>39</b>		<b>37</b>

For more information on this unique offering, contact: Toney Ratliff at [ratliff@sandhills.edu](mailto:ratliff@sandhills.edu) or 910-695-3752.

## Hospitality Management

The Hospitality Management Curriculum prepares individuals 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 guest services, leadership, management, restaurant operations, lodging operations, marketing, sanitation, food preparation, food and beverage management and other critical areas.

Graduates should qualify for management or entry-level supervisory positions in food and lodging operations, including restaurants, foodservice, beverage service, catering, front office, reservations, and housekeeping. Opportunities are also available in product services, technology support, and sales.

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

### Hospitality Management (A25110)

#### Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACC-175	Hotel & Restaurant Accounting	3	2	4
CUL-135	Food & Beverage Service	2	0	2
CUL-135A	Food & Beverage Serv Lab	0	2	1
HRM-110	Intro to Hosp & Tourism	3	0	3
HRM-160	Info Systems for Hosp	2	2	3
MAT-115	Mathematical Models (or higher)	<u>2</u>	<u>2</u>	<u>3</u>
		12	8	16
<b>SECOND SEMESTER (Spring)</b>				
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	Culinary Skills I	2	6	5
HRM-115	Housekeeping	3	0	3
HRM-120	Front Office Procedures	<u>3</u>	<u>0</u>	<u>3</u>
		13	8	17
<b>THIRD SEMESTER (Summer)</b>				
ENG-111	Expository Writing	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
<b>FOURTH SEMESTER (Fall)</b>				
COE-111	HRM Co-op Work Experience I	0	10	1
CUL-214	Wine Appreciation	1	2	2
ENG-112	Argument-Based Research <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
HRM-140	Legal Issues-Hospitality	3	0	3
HRM-210	Meetings & Event Planning	3	0	3
HRM-215	Restaurant Management	3	0	3
HRM-245	Human Resources Mgmt-Hosp	<u>3</u>	<u>0</u>	<u>3</u>
		16	12	18
<b>FIFTH SEMESTER (Spring)</b>				
COE-121	HRM Co-op Work Experience II	0	10	1
HRM-220	Cost Control-Food & Bev	3	0	3
HRM-230	Club & Resort Management	3	0	3
HRM-235	Quality Mgmt-Hospitality	3	0	3
HRM-240	Marketing for Hospitality	3	0	3
HRM-280	Mgmt. Problems-Hospitality	<u>3</u>	<u>0</u>	<u>3</u>
		15	10	16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>76</u></b>

## 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	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
CIS-111	Basic PC Literacy <u>or</u>			
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
<b>SECOND SEMESTER (Spring)</b>				
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	<u>3</u>	<u>0</u>	<u>3</u>
		12	4	14
<b>THIRD SEMESTER (Summer)</b>				
ENG-112	Argument-Based Research <u>or</u>			
ENG-114	Prof Research & Reporting	3	0	3
GRO-120	Gerontology	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
<b>FOURTH SEMESTER (Fall)</b>				
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) <u>or</u>			
***	Natural Sciences	***	***	3-5
	<i>Please choose one (set):</i>			
	AST-111, 111A			
	BIO-110 (or higher)			
	CHM-151C, 151L			
	PHY-110, 110A			
PSY-141	Psychology of Death & Dying	3	0	3
PSY-281	Abnormal Psychology	3	0	3
SAB-110	Substance Abuse Overview	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	14-16
<b>FIFTH SEMESTER (Spring)</b>				
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	3	0	3
SOC-220	Social Problems	<u>3</u>	<u>0</u>	<u>3</u>

	14	0	14
<b><u>Total Required Minimum Semester Hours Credit</u></b>			<b><u>69</u></b>

## Human Services Technology Substance Abuse Concentration (A4538E)

### Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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	<u>3</u>	<u>0</u>	<u>3</u>
		12	4	14
<b>THIRD SEMESTER (Summer)</b>				
ENG-112	Argument-Based Research <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
SAB-125	SAB Case Management	2	2	3
SAB-135	Addictive Process	3	0	3
SOC-210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>3</u>
		11	2	12
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
HSE-210	Human Services Issues	2	0	2
HSE-225	Crisis Intervention	3	0	3
SOC-213	Sociology of the Family	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>
		16	2	17
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>72</u></b>

## Industrial Systems Technology

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

Students will learn multi-craft technical skills in 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
		Per Week		Hours
		Class	Lab	Credit
<b>GENERAL EDUCATION COURSES</b>				
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
<b>MAJOR COURSES</b>				
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
<b>OTHER REQUIRED COURSES</b>				
CIS-111	PC Literacy	1	2	2
ELC-113	Basic Wiring I	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
PKG-110	PKG Machinery I	1	4	3
<b>TECHNICAL ELECTIVES: Minimum 3 credit hours required</b>				
ELC-115	Industrial Wiring	2	6	4
ELC-228	PLC Applications	2	6	4
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
PLU-120	Plumbing Applications	4	15	9
WLD-115	SMAW (Stick) Welding	2	9	5
WLD-121	GMAW (MIG) FCAW/Plate	2	6	4
<i>OR</i>				
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 Credit**

**64**

### 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	3	3	4
		24	33	36

**Total Required Minimum Semester Hours Credit**

**36**

### Industrial Systems Technology (C50240EM)

#### Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
BPR 115	Elc/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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</u></b>

## 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
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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	Landscape Design II	2	2	3
HOR-225	Nursery Production	2	2	3

**SIXTH SEMESTER (Summer)**

COE-212	LSG Co-op Work Experience IV	<u>0</u>	<u>20</u>	<u>2</u>
		0	20	2

**Total Required Minimum Semester Hours Credit 75**

**Landscape Gardening (C15260)  
Certificate Program**

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>
<b>Elective</b>				
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 Medical Laboratory Technology program is accredited by the 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
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
CHM-130	Gen., Org., & Biochemistry	3	0	3
CHM-130A	Gen., Org., & Biochemistry Lab	0	2	1
MAT-140	Survey of Mathematics	3	0	3
MED-120	Survey of Med Terminology	2	0	2
MLT-110	Intro to Medical Lab Technology	2	3	3
MLT-111	Urinalysis and Body Fluids	1	3	2
MLT-140	Intro to Microbiology	<u>2</u>	<u>3</u>	<u>3</u>
		13	13	18
<b>SECOND SEMESTER (Spring)</b>				
BIO-163	Basic Ant. & Physiology	4	2	5

ENG-111	Expository Writing	3	0	3
MLT-120	Hematology/Hemostasis	3	3	4
MLT-130	Clinical Chemistry	3	3	4
MLT-240	Special Clin Microbiology	<u>2</u>	<u>3</u>	<u>3</u>
		15	11	19
<b>THIRD SEMESTER (Summer)</b>				
MLT-126	Immunology & Serology	1	2	2
MLT-127	Transfusion Medicine	2	3	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		6	5	8
<b>FOURTH SEMESTER (Fall)</b>				
MLT-252	MLT Practicum I	0	6	2
MLT-255	MLT Practicum II	0	15	5
MLT-265	MLT Practicum III	0	15	5
***	Soc/Behav Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		3	36	15
<b>FIFTH SEMESTER (Spring)</b>				
ENG-112	Argument-Based Research <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
MLT-215	Professional Issues	1	0	1
MLT-275	MLT Practicum III	0	15	5
MLT-288	MLT Practicum IV	<u>0</u>	<u>15</u>	<u>5</u>
		4	30	14
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>74</u></b>

## 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		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1

ACC-120	Principles of Financial Acct. <u>or</u>	3	2	4
ACC-115	College Accounting			
BIO-163	Basic Anat & Physiology	4	2	5
ENG-111	Expository Writing	3	0	3
OST-131	Keyboarding	1	2	2
OST-141	Medical Terms I-Medical Office <u>or</u>			
MED-121	Medical Terminology I	<u>3</u>	<u>0</u>	<u>3</u>
		14	8	18

**SECOND SEMESTER (Spring)**

ENG-114	Prof Research & Reporting <u>or</u>			
ENG-112	Argument-Based Research	3	0	3
OST-132	Keyboard Skill Building	1	2	2
OST-137	Office Software Applications	2	2	3
OST-142	Medical Terms II-Medical Office <u>or</u>			
MED-122	Medical Terminology II	3	0	3
OST-164	Text Editing Applications	3	0	3
***	Soc./Behav. Sciences Elective	<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)**

OST-138	Advanced Software Applications	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-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>
		10	4	12

**Total Required Minimum Semester Hours Credit****72****\*\*\*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		Semester
		Per Week		Hours
		Class	Lab	Credit
OST-141	Med Terms I-Med Office <u>or</u>			
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>16</u></b>

## 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		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>66</u></b>

**\*\*\*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	Credit
<b>FIRST SEMESTER (Fall)</b>				
CIS-110	Introduction to Computers <u>or</u>	***	***	2-3
CIS-111	Basic PC Literacy			
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>38</u></b>

## 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	Credit
CIS-110	Introduction to Computers <u>or</u>	***	***	2-3
CIS-111	Basic PC Literacy			
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</u></b>

## 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 A.A.S. 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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## 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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## 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		Semester Hours Credit
		Per Week Class	Per Week Lab	
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>14</u></b>

## 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 Credit
		Class	Lab	Clinical	
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>14</u></b>

## 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
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
ACC-120	Princ. of Financial Acct. <i>or</i>	3	2	4
ACC-115	College Accounting			
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>
		9	8	13
<b>SECOND SEMESTER (Spring)</b>				
BUS-121	Business Math	2	2	3
ENG-112	Argument-Based Research <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
OST-132	Keyboard Skill Building	1	2	2
OST-137	Office Software Applications	2	2	3
OST-164	Text Editing Applications	<u>3</u>	<u>0</u>	<u>3</u>
		11	6	14
<b>THIRD SEMESTER (Summer)</b>				
OST-134	Text Entry & Formatting	2	2	3
OST-136	Word Processing	2	2	3

***	Humanities/Fine Arts Elective	3	0	3
***	Soc./Behav Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		10	4	12
<b>FOURTH SEMESTER (Fall)</b>				
ACC-149	Intro to Acct'g Spreadsheets	1	2	2
OST-138	Advanced 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
<b>FIFTH SEMESTER (Spring)</b>				
BUS-260	Business Communications	3	0	3
OST-233	Desktop Publishing	2	2	3
OST-284	Emerging Technologies	1	2	2
OST-286	Professional Development	3	0	3
OST-289	Admin Office Management	<u>2</u>	<u>2</u>	<u>3</u>
		11	6	14
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>69</u></b>

## 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 33-34 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.*

<b>SCC COURSES</b>		<b>FTCC COURSES</b>	
<b>Course Prefix, Number, and Title</b>	<b>Credit Hours</b>	<b>Course Prefix, Number, and Title</b>	<b>Credit Hours</b>
ACA-115 College Student Success	1	<b>FALL FIRST YEAR</b>	
BIO-165 Anatomy & Physiology I	4	PTA-110 Intro to Physical Therapy	3
CIS-110 Intro to Computers or CIS-111 Computer Literacy	3/2	PTA-130 Physical Therapy Proc. I	3
ENG-111 Expository Writing	3	<b>SPRING FIRST YEAR</b>	
PHY-125 Health Sciences Physics	4	PTA-120 Functional Anatomy	3
BIO-166 Anatomy & Physiology II	4	PTA-140 Therapeutic Exercise	4
BIO-275 Microbiology	3	PTA-150 Physical Therapy Proc. II	3
PSY-150 General Psychology	3	<b>SUMMER FIRST YEAR</b>	
PSY-241 Developmental Psychology	3	PTA-160 Physical Therapy Proc. III	3
COM-231 Public Speaking	3	PTA-170 Pathophysiology	3
Humanities/Fine Arts Elective	3	PTA-180 AA PTA Clinical Ed Intro	1
		<b>FALL SECOND YEAR</b>	
		PTA-180 BB PTA Clinical Ed Intro	2
		PTA-222 Professional Interactions	2
		PTA-240 Physical Therapy Proc. IV	5
		<b>SPRING SECOND YEAR</b>	
		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](mailto: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.*

*The Polysomnography Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs  
6 Pine Knoll Drive  
Beverly, MA 01915*

### Polysomnography (A45670)

#### Associate in Applied Science Degree Program

		Course Hours Per Week			Semester Hours
		Class	Lab	Clinical	Credit
<b>FIRST SEMESTER (Fall)</b>					
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 Med Terminology	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
<b>SECOND SEMESTER (Spring)</b>					
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
<b>THIRD SEMESTER (Summer)</b>					
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
<b>FOURTH SEMESTER (Fall)</b>					
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
<b>FIFTH SEMESTER (Spring)</b>					
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>69</u></b>

## 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 is approved by the North Carolina Board of Nursing.*

### Practical Nursing (D45660) Diploma Program

		Course Hours Per Week			Semester Hours Credit
		Class	Lab	Clinical	
<b>FIRST SEMESTER (Fall)</b>					
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

\*\* It is recommended that students who have credit for PSY-150, General Psychology, take PSY-241, Developmental Psychology, instead of PSY-110.

### 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	6	0	12	10
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>47</u></b>

## 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, specific parts of 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		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>76</u></b>

## 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 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**

		<b>Course Hours</b>		<b>Semester</b>
		<b>Per Week</b>		<b>Hours</b>
		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>76</u></b>

## **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		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
CSC-134	C++ Programming	2	3	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	6
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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>	<u>3</u>	<u>3</u>
		12	9	15

**SIXTH SEMESTER (Summer)**

SGD-289	SGD Project	2	3	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		5	3	6
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>73</u></b>

**\*\*\*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		Semester Hours Credit
		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>	<u>3</u>	<u>3</u>
		10	15	15
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>15</u></b>

**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 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.*

*The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs*

### **Surgical Technology (A45740)**

#### **Associate in Applied Science Degree Program**

		<b>Course Hours</b>		<b>Semester</b>
		<b>Per Week</b>		<b>Hours</b>
		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
ENG-111	Expository Writing	3	0	3
BIO-163	Basic Anatomy & Physiology <u>or</u>			
BIO-165	Anatomy & Physiology I &			
BIO-166	Anatomy & Physiology II	***	***	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
<b>SECOND SEMESTER (Spring)</b>				
BIO-275	Microbiology <u>or</u>			
BIO-175	General Microbiology	***	***	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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>70</u></b>

### Surgical Technology (D45740)

#### Diploma Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
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	Anatomy & Physiology I &			
BIO-166	Anatomy & Physiology II	***	***	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
<b>SECOND SEMESTER (Spring)</b>				
BIO-275	Microbiology <i>or</i>			
BIO-175	General Microbiology	***	***	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
<b>THIRD SEMESTER (Summer)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>48</u></b>

### 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	
<b>FIRST SEMESTER (Fall)</b>				
		1	2	2
CIS 111	Basic PC Literacy <u>or</u>	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 <u>or</u>			
MAT-171	Precalculus Algebra	***	***	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	17
<b>SECOND SEMESTER (Spring)</b>				
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 <u>or</u>			
MAT-172	Precalculus Trigonometry	***	***	3
SRV-110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
		***	***	17
<b>THIRD SEMESTER (Summer)</b>				
CIV-111	Soils & Foundations	2	3	3
PHY-131	Physics-Mechanics <u>or</u>			
PHY-151	College Physics I	***	***	4
SRV-111	Surveying II	<u>2</u>	<u>6</u>	<u>4</u>
		***	***	11
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>76</u></b>

## Surveying Technology (C40380)

### Certificate Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
EGR-115	Intro to Technology	2	3	3
EGR-115A	Intro to Technology Lab	<u>0</u>	<u>3</u>	<u>1</u>
		2	6	4
<b>SECOND SEMESTER (Spring)</b>				
SRV-110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
		2	6	4
<b>FOURTH SEMESTER (Fall)</b>				
SRV-111	Surveying II	2	6	4
SRV-220	Surveying Law	<u>2</u>	<u>2</u>	<u>3</u>
		4	8	7
<b>FIFTH SEMESTER (Spring)</b>				
CIV-125	Civil/Surveying CAD	<u>1</u>	<u>6</u>	<u>3</u>
		9	26	18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## 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 include hospitals/rehabilitation centers, health departments, home health, medical offices, nursing homes, spas/health/sports clubs, and private practice. Graduates may be eligible to take the Massage

and Bodywork Licensing Exam or 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 Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
BIO-165	Anatomy & Physiology I	3	3	4
MED-120	Survey of Med 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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b>FOURTH SEMESTER (Fall)</b>				
COM-110	Introduction to Communication <u>or</u>	3	0	3
COM-231	Public Speaking	3	0	3
MTH-210	Adv. Skills of Massage	4	12	8
PED***	Physical Education Elective*	0	2-3	1
PSY-118	Interpersonal Psychology <u>or</u>			
BUS-152	Human Relations	<u>3</u>	<u>0</u>	<u>3</u>
		10	14-15	15
<b>FIFTH SEMESTER (Spring)</b>				
BUS-137	Principles of Management <u>or</u>			
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>74</u></b>

*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**

		<b>Course Hours Per Week</b>		<b>Semester Hours Credit</b>
		<b>Class</b>	<b>Lab</b>	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
BIO-165	Anatomy & Physiology I	3	3	4
MED-120	Survey of Med 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
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
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
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>45</u></b>

## 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.

### Associate in General Education (A10300) Requirements

COURSES	SEMESTER HOURS
<b>English Composition</b> .....	6
ENG-111 and <b>one</b> of the following: ENG-112 or 114	
<b>Humanities/Fine Arts</b> .....	3
Select <b>one</b> 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, 210)	
Philosophy (PHI-215, 240)	
Religion (REL-110, 211, 212, 221)	

<b>Social/Behavioral Sciences</b> .....	3
Select <b>one</b> 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)	
<b>Natural Sciences/Mathematics</b> .....	3
Select <b>one</b> course from the approved general education core in the following areas. In addition, you must also place out of or successfully complete MAT-060 to demonstrate competence in fundamental mathematical skills.	
Astronomy (AST-111, 111A)	
Biology (BIO-110, 111, 112, 120, 130, 140 and 140A, 163, 165, 166, 271, 275)	
Chemistry (CHM-130 and 130A, 151, 152)	
Computer Science (CIS-110, 115)	
Mathematics (MAT-115, 120, 121, 122, 140, 151, 171, 172)	
Physics (PHY-110 and 110A, 131, 151, 152)	
<b>Other Required Hours</b> .....	49-50
Other required hours include additional general education and professional courses.	
ACA-115 or 122 (1 SHC) is required at Sandhills Community College for college orientation.	
A maximum of 7 SHC in health (HEA 112), physical education (any PED course), and college orientation and/or study skills (ACA-115 and 122) may be included as other required hours.	
Any 100-level or higher curriculum course taught by the College.	
<b>Total Semester Hours Credit (SHC) in Program</b> .....	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) 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.

### **Associate in Applied Science in General Occupational Technology (A55280) Requirements**

<b>COURSES</b>	<b>SEMESTER HOURS</b>
<b>Communication</b> .....	<b>6</b>
ENG-111 and <b>one</b> of the following: ENG-112 or 114, COM-110, 120, or 231	
<b>Humanities/Fine Arts</b> .....	<b>3</b>
Select <b>one</b> 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, 210)	
Philosophy (PHI-215, 240)	
Religion (REL-110, 211, 212, 221)	
<b>Social/Behavioral Sciences</b> .....	<b>3</b>
Select <b>one</b> 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)	
<b>Natural Sciences/Mathematics</b> .....	<b>3</b>
Select <b>one</b> course from the approved general education core in the following areas. In addition, you must also place out of or successfully complete MAT-060 to demonstrate competence in fundamental mathematical skills.	
Astronomy (AST-111, 111A)	
Biology (BIO-110, 111, 112, 120, 130, 140 and 140A, 163,	

165, 166, 271, 275)

Chemistry (CHM-130 and 130A, 151, 152)

Computer Science (CIS-110, 115)

Mathematics (MAT-115, 120, 121, 122, 140, 151, 171, 172)

Physics (PHY-110 and 110A, 125, 131, 151, 152)

**Other Required Hours .....49-60**

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.*

**Total Semester Hours Credit (SHC) in Program .....65-76**

## 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. General Assembly 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 General Assembly. 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 General Assembly 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 General Assembly.

## **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:

- 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.
- 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;
- 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.

## CURRICULUM COURSE DESCRIPTIONS

### How to Read the Course Description

Each course description begins with 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 University Studies courses (senior college and university transfer) and Applied Science (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. The symbol "AND" indicates the course will be offered "As Needs Demand."

### Student Learning Outcomes

The three-sentence course description states the purpose of the course, the course content, and course objectives that students must develop in order to successfully complete the course. Each "Course Syllabus" will describe the course objectives in terms of student learning outcomes and describe the methods of assessment that will be used to determine if students have successfully met the course objectives.

### Semester Hours of Credit

One semester hour of credit, as indicated in the course descriptions, 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. A credit hour is based upon a 16-week semester or the equivalent amount of time when courses are offered in a mini-semester or summer session. The descriptions below indicate the total amount of class, lab, or cooperative education time during a semester per credit hour. For each credit hour, students are also expected to complete two additional hours of study and reflection related to the student learning outcomes.

- **Lecture Hours** – Credit of one semester hour is awarded for each 16 hours of "class work" (or "lecture hour"). Class work is lecture and other classroom instruction. Class work is under the supervision of an instructor.

- **Experiential Lab Hours** – Credit of one semester hour is awarded for each 32 hours of "experiential laboratory work." Experiential laboratory work means instruction given to a student by an instructor to increase the student's knowledge and skills without immediate student application.
- **Faculty Directed Lab Hours** – Credit of one semester hour is awarded for each 48 hours of "faculty directed laboratory work." Faculty directed laboratory involves structured and coordinated demonstration by an instructor with immediate student application.
- **Clinical Practice Hours** – Credit of one semester hour is awarded for each 48 hours of "clinical practice." Clinical practice is a structured, faculty-directed learning experience in a health sciences program which develops job proficiency. Clinical practice requires significant preparation, coordination, and scheduling by the faculty and is under the supervision of an instructor or preceptor who is qualified for the particular program.
- **Cooperative Work Experience Hours** – Credit of one semester hour is awarded for each 160 hours of "work experience" such as cooperative education courses. Work experience involves the development of job skills by providing the student with employment that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by a college representative, and the employer is responsible for the control and supervision of the student on the job.
- **Distance Learning and Hybrid** – Distance learning (course delivery is 100% online) and hybrid courses (a portion of the course delivery is lecture or lab with the remaining required time to be in appropriate online activities) require that same amount of course time equivalent to the "class work" and "laboratory work" that is expected in traditional face-to-face lecture, laboratory, clinical, and practicum courses.

### **Course Prerequisites and Corequisites**

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, credit for military training, advanced placement (AP) courses, academic petition/course substitution, credit for college tech prep students, course requisites waiver, or credit for experiential learning.

## Course Placement Guide

ACCUPLACER Placement Test Results	
<ul style="list-style-type: none"> <li>• If you score 20-39 on Sentence Skills <b>and</b> 20-39 on Reading, you qualify for .....ENG-075</li> <li>• If you score 40-64 on Sentence Skills <b>and</b> 40-54 on Reading, you qualify for .....ENG-085</li> <li>• If you score 65-85 on Sentence Skills <b>and</b> 55-79 on Reading, you qualify for .....ENG-095</li> <li>• If you score &gt; 85 on Sentence Skills <b>and</b> &gt;79 on Reading, you qualify for .....ENG-111</li> <li>• If you score 20-54 on Arithmetic, you qualify for .....MAT-060</li> <li>• If you score &gt; 39 on Sentence Skills <b>and</b> Reading, <b>and</b> &gt; 54 on Arithmetic, <b>and</b> 20-54 on Algebra, you qualify for .....MAT-070</li> <li>• If you score &gt; 39 on Sentence Skills <b>and</b> Reading, <b>and</b> &gt; 54 on Arithmetic, <b>and</b> 55-74 on Algebra, you qualify for .....MAT-080-121 and 140</li> <li>• If you score &gt; 39 on Sentence Skills <b>and</b> Reading, <b>and</b> &gt; 54 on Arithmetic, <b>and</b> &gt; 74 on Algebra, you qualify for .....MAT-151-171</li> <li>• <b>Note:</b> You must reach the qualifying scores on all tests or complete the lower numbered course first.</li> </ul>	
SAT and ACT Placement Test Results	
<ul style="list-style-type: none"> <li>• If you score 500 or greater on the SAT Reading and Writing tests, you qualify for .....ENG-111</li> <li>• If you score 500 on the SAT Math test, you qualify for .....MAT-115-171</li> <li>• If you score 21 or greater on the ACT Reading and Writing tests, you qualify for .....ENG-111</li> <li>• If you score 21 or greater on the ACT Math test, you qualify for .....MAT-115-171</li> </ul>	
To enroll in these courses...	...You must also complete, have transfer credit for, or place out of the following ENG and MAT courses in addition to other course pre- and co-requisites listed in the “Curriculum Course Descriptions.”
ACC-120, 131	ENG-095 <b>and</b> MAT-060
ANT-210, 220, 221, 240	ENG-085
ART-111	ENG-085
ART-114, 115	ENG-095
AST-111, 111A	ENG-085, MAT-060, minimum grade C
BIO 094	ENG-085; ENG-095 is also a corequisite.
BIO-110, 140, 140A, 155	ENG-085
BIO-111, 163, 165	ENG-095, minimum grade C
BPA-210, 220, 250	ENG-085
BUS-110, 115, 125, 137, 139, 152, 153, 230, 255	ENG-095
BUS-121	ENG-095 <b>and</b> MAT-060
BUS-228	ENG-095 <b>and</b> MAT-115, 140, or 161
BUS-260	ENG-111
CHM-151	ENG-085, minimum grade C, <b>and</b> MAT-070
CIS-115	MAT-070
CIV-110	MAT-121 or MAT-171

To enroll in these courses...	...You must also complete, have transfer credit for, or place out of the following ENG and MAT courses in addition to other course pre- and co-requisites listed in the "Curriculum Course Descriptions."
COE-111-CJC, 115-CJC	ENG-085
COE-111-GCM	ENG-111
COS-111, 112	ENG-085 and MAT-060
CUL-120, 140, 160, 170	MAT-060
CUL-214, 240, 260	ENG-085
ECM-168, 210, 220	ENG-085
ECO-151	ENG-095 and MAT-070
ECO-251, 252	ENG-095 and MAT-080, 115, 120, 121, or 140
EDU-119, 146, 151, 153	ENG-085
EDU-131, 144, 145, 221, 234, 235, 251, 259, 261, 262, 271, 275, 280, 284	ENG-095
EMS-130	MAT-060
ENG-085	ENG-075, minimum grade C
ENG-095, 102	ENG-085, minimum grade C
ENG-111	ENG-095, minimum grade C
ENG-112, 114, 125	ENG-111
ENG-131	ENG-111; ENG-112 or ENG-114 is also a corequisite.
ENG-231, 232, 241, 242, 261, 262, 273	ENG-112 or ENG-114
GCM-220	ENG-111 and MAT-120
GEO-111	ENG-085
HIS-111, 112, 131, 132, 236	ENG-085
HIS-121, 122	ENG-075
HOR-166	MAT-120
HRM-210, 215, 220, 230, 235, 240, 245, 280	ENG-085
HUM-110, 122, 130, 150, 170	ENG-075
HUM-115	ENG-095
HUM-120, 160, 211, 212, 220, 230	ENG-111
MAT-070	MAT-060, minimum grade C; ENG-085 is also a corequisite.
MAT-080	MAT-060 and MAT-070, minimum grade C; ENG-085 is also a corequisite.
MAT-115	MAT-060 and MAT-070, minimum grade C; or MAT-060 and MAT-080, minimum grade C; or MAT-120, minimum grade C; or MAT-121, minimum grade C; or MAT-171, minimum grade C
MAT-120	MAT-060 and MAT-070, minimum grade C; or MAT-060 and MAT-080, minimum grade C; or MAT-171, minimum grade C
MAT-121	MAT-060 and MAT-070, minimum grade C; or MAT-060 and MAT-080, minimum grade C

To enroll in these courses...	...You must also complete, have transfer credit for, or place out of the following ENG and MAT courses in addition to other course pre- and co-requisites listed in the "Curriculum Course Descriptions."
MAT-122	MAT-121 or MAT-171, minimum grade C
MAT-140	MAT-060 <b>and</b> MAT-070, minimum grade C; or MAT-060 <b>and</b> MAT-080, minimum grade C; or MAT-120, minimum grade C; or MAT-121, minimum grade C; or MAT-171, minimum grade C
MAT-151	MAT-060 <b>and</b> MAT-080, minimum grade C; or MAT-120, minimum grade C; or MAT-121, minimum grade C; or MAT-171, minimum grade C
MAT-171	MAT-060 <b>and</b> MAT-080, minimum grade C
MAT-172, 263	MAT-171, minimum grade C
MAT-271	MAT-172 or 175, minimum grade C
MAT-272	MAT-271, minimum grade C
MAT-273, 285	MAT-272, minimum grade C
MED-121	ENG-085
MKT-120	ENG-085
MUS-113	ENG-075
MUS-210	ENG 095
NAS-101, 102	ENG-085
NUR-101	MAT-070
NUR-111	MAT-070; ENG-111 is also corequisite.
NUR-112	ENG-112 or ENG-114 is a corequisite.
NUR-214	ENG-111; ENG-112 or ENG-114 is also a corequisite.
OST-136, 137, 149, 164, 184	ENG-111
OST-141	ENG-095
OST-286, 289	ENG-112 or ENG-114
PHI-215, 240	ENG-111
PHY-110, 110A	MAT-060, minimum grade C
PHY-125	MAT-070
PHY-131	MAT-121 or MAT-171
PHY-151	ENG-085 <b>and</b> MAT-171
PHY-251	MAT-271
PHY-252	MAT-272
POL-110, 120, 210, 220	ENG-085
PSF-110, 111, 116, 218	ENG-085
PSY-110, 118, 141	ENG-075
PSY-150	ENG-085
SOC-210	ENG-075
SOC-213, 220, 225, 230	ENG-085
TRF-120	MAT-120
TRF-230	ENG-114 <b>and</b> MAT-120
TRF-260	ENG-114



- ACC-121**      **Prin 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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (2003 FA)*
- ACC-131**      **Federal Income Taxes**      **3 (2-2)**      **F**  
**Prerequisites:**    **ENG-095, MAT-070 or MAT-080**  
**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 Accounting 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 Accounting 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-120  
**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-120, 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. (2006 SP)
- ACC-221 Intermediate Accounting 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



*requirement in Social/Behavioral Sciences for the A.A.S. and A.G.E. degrees. (1997 SU)*

## **ARC Architectural Technology**

**ARC-111            Introduction to Architectural 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)*

**ARC-112            Construction Materials & 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. *(1997 SU)*

**ARC-113            Residential Architectural Technology                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. *(1997 SU)*

**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. *(1998 FA)*

**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. *(1997 FA)*

- 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. *(1997 SU)*
- 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. *(1998 FA)*
- 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**      **Architectural Strength of Materials**      **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 Architectural 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

**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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer*











**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)

## **AUT Automotive**

**AUT-110 Intro to Automotive 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, and terms of automotive technology. Topics include familiarization with vehicle systems along with identification and proper use of various automotive hand and power tools. Upon completion, students should be able to describe safety and environmental procedures, terms associated with automobiles, identify and use basic tools and shop equipment. (2007 FA)

**AUT-113 Automotive Servicing I 2 (0-6) S**

**Prerequisites:** None

**Corequisites:** None

This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment. (2007 FA)

- AUT-114**      **Safety and Emissions**      **2 (1-2)**      **S**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**  
This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire, mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections. *(2007 FA)*
- AUT-116**      **Engine Repair**      **3 (2-3)**      **F**  
**Prerequisites:**    **None**  
**Corequisites:**    **AUT-116A**  
This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. *(2007 FA)*
- AUT-116A**      **Engine Repair Lab**      **1 (0-3)**      **F**  
**Prerequisites:**    **None**  
**Corequisites:**    **AUT-116**  
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 diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. *(2007 FA)*
- AUT-141**      **Suspension & Steering Systems**      **3 (2-3)**      **F SS**  
**Prerequisites:**    **None**  
**Corequisites:**    **AUT-141A**  
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. 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-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)
- 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 Man Trans/Axles/Drtrains 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)











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-150, BPA-210

**Corequisites:** BPA-250

This course is designed to cover the marketing concepts and merchandising trends utilized in bakery and pastry operations. Emphasis is placed on menu planning, pricing products/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. (2011 FA)

## BPR Blueprint Reading

**BPR-115 Electrical/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)

## BUS 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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees.* (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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-070 or MAT-080  
**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 for the A.A., A.F.A., and A.S. degrees. (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-152 Human Relations 3 (3-0) S**

**Prerequisites: ENG-095**

**Corequisites: None**

This course introduces the concepts of effective human interaction in the business work environment. Topics include effective communication techniques, motivation, ego states, stress, and conflict. Upon completion, students should be able to explain the importance of human relations, apply motivational techniques, and implement strategies for resolving work-related conflicts. (1997 SU)

**BUS-153 Human Resource Management 3 (3-0) F**

**Prerequisites: ENG-095**

**Corequisites: None**

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns. (1997 SU)

**BUS-225 Business Finance 3 (2-2) F**

**Prerequisites: ACC-120**

**Corequisites: None**

This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. (1997 SU)

**BUS-228 Business Statistics 3 (2-2) S**

**Prerequisites: ENG-095; MAT-115, MAT-140, or MAT-161**

**Corequisites: None**

This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees.* (1997 SU)

**BUS-230 Small Business Management 3 (3-0) S**

**Prerequisites: ENG-095**

**Corequisites: None**

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan. (1997 SU)















*Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (1997 SU)*

**CJC-212 Ethics & Community 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)

## **COE 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 BPA 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 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 Cosmetic 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) 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 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 BPA Co-Op Work Experience I 2 (0-20) 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-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-115 AST Work Experience 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 Experience 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 Experience 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 Experience Seminar I 1 (1-0) FS SS**  
**Prerequisites:** None  
**Corequisites:** COE-112  
 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 Experience 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 Experience 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 Experience 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 Experience 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 BPA Co-Op Work Experience II 1 (0-10) S**

**Prerequisites:** None

**Corequisites:** COE 111

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 HRM Co-Op Work Experience II 1 (0-10) S**

**Prerequisites:** None

**Corequisites:** COE 111

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 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 Experience 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)

**COE-212 LSG Co-Op Work Experience IV 2 (0-20) 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-214 GCM Co-Op Work Experience IV** 4 (0-40) 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)

## COM 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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts (Substitute). 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 Intro 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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts (Substitute). 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.* (2007 FA)

**COM-150**      **Intro. to Mass Comm.**      **3 (3-0)**      **FS**

**Prerequisites:**    **ENG-111**

**Corequisites:**    **None**

This course introduces print and electronic media and the new information technologies in terms of communication theory and as economic, political, and social institutions. Topics include the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Upon completion, students should be able to demonstrate awareness of the pervasive nature of mass media and how media operate in an advanced post-industrial society. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (2010 SP)*

**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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts (Substitute). 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)*

## **COS 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 color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. (1997 SU)

**COS-115 Cosmetology Concepts III 4 (4-0) SS**

**Prerequisites:** None

**Corequisites:** COS-116

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. (1997 SU)

**COS-116 Salon III 4 (0-12) SS**

**Prerequisites:** None

**Corequisites:** COS-115

This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. (1997 SU)

**COS-117 Cosmetology Concepts IV 2 (2-0) FS**

**Prerequisites:** None

**Corequisites:** COS-118

This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements. (1997 SU)

**COS-118 Salon IV 7 (0-21) FS**

**Prerequisites:** None

**Corequisites:** COS-117

This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements. (1997 SU)



- COS-254**            **Esthetic Instructional 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)
- COS-271**            **Instructor Concepts I**            **5 (5-0)**            **AND**  
**Prerequisites:**    **None**  
**Corequisites:**    **COS-272**  
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting. (2002 FA)
- COS-272**            **Instructor Practicum I**            **7 (0-21)**            **AND**  
**Prerequisites:**    **None**  
**Corequisites:**    **COS-271**  
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student. (2002 FA)
- COS-273**            **Instructor Concepts II**            **5 (5-0)**            **AND**  
**Prerequisites:**    **COS-271, COS-272**  
**Corequisites:**    **COS-274**  
This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records. (1997 SU)
- COS-274**            **Instructor Practicum II**            **7 (0-21)**            **AND**  
**Prerequisites:**    **COS-271, COS-272**  
**Corequisites:**    **COS-273**  
This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. (1997 SU)



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            Advanced Visual BASIC Programming            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 for the A.A., A.F.A., and A.S. degrees. (2006 SP)*

**CSC-251            Advanced JAVA Programming                            3 (2-3)            F**

**Prerequisites:**    **CSC-151**

**Corequisites:**    **None**

This course is a continuation of CSC-151 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, debug, and implement objects using the appropriate environment. (2006 SP)

**CSC-253            Advanced C# Programming                            3 (2-3)            F**

**Prerequisites:**    **CSC-153**

**Corequisites:**    **None**

This course is a continuation of CSC-153 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. (2006 SP)

**CSC-289            Programming Capstone Project                    3 (1-4)            FS**

**Prerequisites:**    **CTS-285**

**Corequisites:**    **None**

This course provides an opportunity to complete a significant programming 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 a project from the definition phase through implementation. (2006 SP)

## **CTS Computer Information Technology**

**CTS-115            Information Systems Business Concepts            3 (3-0)            S**

**Prerequisites:**    **None**

**Corequisites:**    **None**

The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for



- CUL-110A Sanitation & Safety Lab 1 (0-2) FS**  
**Prerequisites:** None  
**Corequisites:** CUL-110  
 This course provides a laboratory experience for enhancing student skills in the basic principles of sanitation and safety. Emphasis is placed on personal hygiene, sanitation and safety regulations, use and care of equipment, the principles of food-borne illness, and other related topics. Upon completion, students should be able to demonstrate practical applications of sanitation and safety procedures in the hospitality industry. (2011 FA)
- CUL-112 Nutrition for Foodservice 3 (3-0) S**  
**Prerequisites:** None  
**Corequisites:** None  
 This course covers the principles of nutrition and its relationship to the foodservice industry. Topics include personal nutrition fundamentals, weight management, exercise, nutritional adaptation/analysis of recipes/menus, healthy cooking techniques and marketing nutrition in a foodservice operation. Upon completion, students should be able to apply basic nutritional concepts to food preparation and selection. (2011 FA)
- CUL-120 Purchasing 2 (2-0) S**  
**Prerequisites:** MAT-060  
**Corequisites:** None  
 This course covers purchasing for foodservice operations. Emphasis is placed on yield tests, procurement, negotiating, inventory control, product specification, purchasing ethics, vendor relationships, food product specifications and software applications. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product. (2011 FA)
- CUL-135 Food & Beverage Service 2 (2-0) FS**  
**Prerequisites:** None  
**Corequisites:** CUL-135A  
 This course is designed to cover the practical skills and knowledge necessary for effective food and beverage service in a variety of settings. Topics include greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate competence in human relations and the skills required in the service of foods and beverages. (2011 FA)
- CUL-135A Food & Beverage Service Lab 1 (0-2) FS**  
**Prerequisites:** None  
**Corequisites:** CUL-135  
 This course provides a laboratory experience for enhancing student skills in effective food and beverage service. Emphasis is placed on practical experiences including greeting/service of guests, dining room set-up, profitability, menu sales and merchandising, service styles and reservations. Upon completion, students should be able to demonstrate practical applications of human relations and the skills required in the service of foods and beverages. (2011 FA)

- CUL-140 Culinary Skills I** 5 (2-6) FS  
**Prerequisites:** MAT-060  
**Corequisites:** CUL-110  
 This course introduces the fundamental concepts, skills and techniques in basic cookery, and moist, dry and combination heat. Emphasis is placed on recipe conversion, measurements, terminology, classical knife cuts, safe food/equipment handling, flavorings/seasonings, stocks/sauces/soups, and related topics. Upon completion, students should be able to exhibit the basic cooking skills used in the foodservice industry. (2011 FA)
- CUL-160 Baking I** 3 (1-4) F  
**Prerequisites:** MAT-060  
**Corequisites:** CUL-110  
 This course covers basic ingredients, techniques, weights and measures, baking terminology and formula calculations. Topics include yeast/chemically leavened products, laminated doughs, pastry dough batter, pies/tarts, meringue, custard, cakes and cookies, icings, glazes and basic sauces. Upon completion, students should be able to demonstrate proper scaling and measurement techniques, and prepare and evaluate a variety of bakery products. (2011 FA)
- CUL-170 Garde Manger I** 3 (1-4) S  
**Prerequisites:** MAT-060  
**Corequisites:** CUL-110  
 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 present a cold food display and exhibit an understanding of the cold kitchen and its related terminology. (2011 FA)
- CUL-180 International & American Regional Cuisine** 5 (1-8) F  
**Prerequisites:** CUL-110, CUL 110A, CUL-140  
**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-214 Wine Appreciation** 2 (1-2) F  
**Prerequisites:** ENG-085  
**Corequisites:** None  
 This course provides an introduction to information about wine from all the major wine producing regions. Emphasis is placed on the history of wine, production, characteristics, wine list development, laws, purchasing and storing requirements. Upon completion, students should be able to evaluate varietal wines and basic food pairings. (2011 FA)
- CUL-230 Global Cuisines** 5 (1-8) F  
**Prerequisites:** CUL-110, CUL-110A, CUL-140, CUL-160  
**Corequisites:** None  
 This course provides practical experience in the planning, preparation, and presentation of representative foods from a variety of world cuisines. Emphasis is

placed on indigenous ingredients and customs, nutritional concerns, and cooking techniques. Upon completion, students should be able to research and execute a variety of international and domestic menus. (2011 FA)

**CUL-240 Culinary Skills II 5 (1-8) S**

**Prerequisites:** ENG-085, CUL-110, CUL-140

**Corequisites:** None

This course is designed to further students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on meat identification/fabrication, butchery and cooking techniques/methods; appropriate vegetable/starch accompaniments; 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. (2011 FA)

**CUL-245 Contemporary Cuisines 5 (1-8) S**

**Prerequisites:** CUL-110, CUL-110A, CUL-140

**Corequisites:** None

This course introduces students to current culinary trends which include a variety of preparation methods. Topics include current and developing trends such as adaptation of native/regional ingredients and preparation methods into contemporary cuisines. Upon completion, students should be able to demonstrate knowledge of a variety of contemporary cuisines. (2011 FA)

**CUL-260 Baking II 3 (1-4) F**

**Prerequisites:** ENG-085, CUL-110, CUL-110A, CUL-160

**Corequisites:** None

This course is designed to further students' knowledge in ingredients, weights and measures, baking terminology and formula calculation. Topics include classical desserts, frozen desserts, cake and torte production, decorating and icings/glazes, dessert plating and presentation. Upon completion, students should be able to demonstrate pastry preparation, plating, and dessert buffet production skills. (2011 FA)

## **DBA Database Management Technology**

**DBA-110 Database Concepts 3 (2-3) FS**

**Prerequisites:** None

**Corequisites:** None

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms. (2006 SP)

**DBA-120 Database Programming I 3 (2-2) F**

**Prerequisites:** None

**Corequisites:** None

This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports. (2006 SP)

**DBA-221 SQL Server Database Programming II 3 (2-2) S**  
**Prerequisites: DBA-120**  
**Corequisites: None**

This course is designed to enhance programming skills developed in DBA-120. Topics include application development with GUI front-ends and embedded programming. Upon completion, students should be able to develop a SQL Server DBMS application which includes a GUI front-end and report generation. (2006 SP)

## **DME Digital Media Technology**

**DME-110 Introduction to Digital Media 3 (2-2) F**  
**Prerequisites: None**  
**Corequisites: None**

This course introduces students to key concepts, technologies, and issues related to digital media. Topics include emerging standards, key technologies and related design issues, terminology, media formats, career paths, and ethical issues. Upon completion, students should be able to demonstrate the various media formats that are used in digital media technology. (2004 FA)

**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 Introduction to Multimedia Applications 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 Introduction to 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



## DRA 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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (1997 SU)*



**ECO-251**            **Principles 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. *Under the CAA, this course satisfies the general education Social/Behavioral Sciences requirement for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Social/Behavioral Sciences for the A.A.S. and A.G.E. degrees. (1997 SU)*

**ECO-252**            **Principles 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. *Under the CAA, this course satisfies the general education Social/Behavioral Sciences requirement for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Social/Behavioral Sciences for the A.A.S. and A.G.E. degrees. (1997 SU)*

## **EDU Education**

**EDU-119**            **Introduction 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





- 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 Administration 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 Administration 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)







**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 principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment. (2007 FA)

**ELC-215 Electrical Maintenance 3 (2-3) AND**

**Prerequisites:** None

**Corequisites:** None

This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities. (2008 SU)

**ELC-228 PLC Applications 4 (2-6) AND**

**Prerequisites:** ELC-128

**Corequisites:** None

This course continues the study of the programming and applications of programmable logic controllers. Emphasis is placed on advanced programming, networking, advanced I/O modules, reading and interpreting error codes, and troubleshooting. Upon completion, students should be able to program and troubleshoot programmable logic controllers. (2007 FA)

**ELC-229 Applications Project 2 (1-3) S**

**Prerequisites:** None

**Corequisites:** None

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project. (2007 FA)

## **ELN Electronics**

**ELN-131 Semiconductor Applications 4 (3-3) S**

**Prerequisites:** None

**Corequisites:** None

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment. (2007 FA)



- |   |                                      |                |          |
|---|--------------------------------------|----------------|----------|
| <b>EMS-121</b>  | <b>EMS Clinical Practicum I</b>      | <b>2 (0-6)</b> | <b>S</b> |
| <b>Prerequisites:</b>   | <b>EMS-110</b>                       |                |          |
| <b>Corequisites:</b>  | <b>EMS-120, EMS-130, EMS-131</b>     |                |          |
| 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. <i>(2002 FA)</i>   |                                      |                |          |
|   |                                      |                |          |
| <b>EMS-130</b>  | <b>Pharmacology I for EMS</b>        | <b>2 (1-3)</b> | <b>S</b> |
| <b>Prerequisites:</b>   | <b>EMS-110, MAT-060</b>              |                |          |
| <b>Corequisites:</b>  | <b>EMS-120, EMS-121, EMS-131</b>     |                |          |
| This course introduces the fundamental principles of pharmacology and medication administration and is required for intermediate and paramedic certification. Topics include terminology, pharmacokinetics, pharmacodynamics, weights, measures, drug calculations, legislation, and administration routes. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology. <i>(2000 FA)</i>                           |                                      |                |          |
|   |                                      |                |          |
| <b>EMS-131</b>  | <b>Advanced Airway Management</b>    | <b>2 (1-2)</b> | <b>S</b> |
| <b>Prerequisites:</b>   | <b>EMS-110</b>                       |                |          |
| <b>Corequisites:</b>  | <b>EMS-120, EMS-121, EMS-130</b>     |                |          |
| This course is designed to provide advanced airway management techniques and is required for intermediate and paramedic certification. Topics include respiratory anatomy and physiology, airway, ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance. <i>(1997 SU)</i>   |                                      |                |          |
|   |                                      |                |          |
| <b>EMS-140</b>  | <b>Rescue Scene Management</b>       | <b>2 (1-3)</b> | <b>F</b> |
| <b>Prerequisites:</b>   | <b>None</b>                          |                |          |
| <b>Corequisites:</b>  | <b>None</b>                          |                |          |
| This course introduces rescue scene management and is required for paramedic certification. Topics include response to hazardous material conditions, medical incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment. <i>(2002 FA)</i>  |                                      |                |          |
|   |                                      |                |          |
| <b>EMS-150</b>  | <b>Emerg Vehicles &amp; EMS Comm</b> | <b>2 (1-3)</b> | <b>F</b> |
| <b>Prerequisites:</b>   | <b>None</b>                          |                |          |
| <b>Corequisites:</b>  | <b>None</b>                          |                |          |
| This course examines the principles governing emergency vehicles, maintenance of emergency vehicles, and EMS communication equipment and is required for paramedic certification. Topics include applicable motor vehicle laws affecting emergency vehicle operation, defensive driving, collision avoidance techniques, communication systems, and information management systems. Upon completion, students should have a basic knowledge of emergency vehicles, maintenance, and communication needs. <i>(1998 FA)</i> |                                      |                |          |



**EMS-241 EMS Clinical Practicum IV 3 (0-9) S**  
**Prerequisites: EMS-231**  
**Corequisites: None**

This course is a continuation of the hospital and field internship required for paramedic certification. Emphasis is placed on advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic. (1997 SU)

**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)



- 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 for transfer under the Comprehensive Articulation Agreement as a general education course 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 for transfer under the Comprehensive Articulation Agreement as a general education course 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 for transfer under the Comprehensive Articulation Agreement as a general education course 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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. NOTE: This course DOES satisfy the general education course requirement in humanities/fine arts for the A.A.S. and A.G.E. degrees ONLY. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for the A.A., A.F.A., and A.S. degrees. (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 for the A.A., A.F.A., and A.S. degrees. (1997 SU)*

## **GCM 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











**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)



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 Production 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 Horticultural 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 license. *Prerequisites and corequisites are applicable to Landscape Gardening program students. (1997 SU)*
- HOR-166 Soils & Fertilizers 3 (2-2) S**  
**Prerequisites:** MAT-120  
**Corequisites:** None  
 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:** None  
 This course covers the production of greenhouse crops. Emphasis is placed on product selection and production based on market needs and facility availability, including record keeping. Upon completion, students should be able to select and make production schedules to successfully produce greenhouse crops. *(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)*

**HOR-257**      **Arboriculture Practices**      **2 (1-3)**      **S**

**Prerequisites:**    **HOR-160 or LSG-111; LSG-121**

**Corequisites:**    **None**

This course covers the culture and maintenance of trees and shrubs. Topics include fertilization, pruning, approved climbing techniques, pest control, and equipment use and safety. Upon completion, students should be able to properly prune trees and shrubs and perform arboricultural practices. (2008 FA)

**HOR-260**      **Plant Materials II**      **3 (2-2)**      **SS**

**Prerequisites:**    **HOR-160**

**Corequisites:**    **None**

This course covers important landscape plants. Emphasis is placed on identification, plant nomenclature, growth characteristics, culture requirements, and landscape uses. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials. (2001 FA)

**HOR-265**      **Advanced Plant Materials**      **2 (1-2)**      **F**

**Prerequisites:**    **HOR-260**

**Corequisites:**    **None**

This course covers important landscape plants. Emphasis is placed on identification, plant nomenclature, growth characteristics, cultural requirements, and landscape uses. Upon completion, students should be able to correctly select plants for specific landscape uses. (2001 FA)

**HOR-268**      **Advanced Propagation**      **4 (3-3)**      **F**

**Prerequisites:**    **HOR-134, HOR-164**

**Corequisites:**    **COE-131**

This course covers applied production techniques for asexual and sexual plant propagation. Emphasis is placed on the major accepted methods of asexual propagation and sexual propagation of woody ornamental plants, with evaluation of all initiated propagation. Upon completion, students should be able to successfully propagate a variety of plant materials utilizing methods covered in the course. (1997 SU)

*Other courses within the Landscape Gardening program are listed under the following prefixes: COE, LSG, and TRF.*

## **HRM Hotel and Restaurant Management**

**HRM-110**      **Intro to Hosp & Tourism**      **3 (3-0)**      **F**

**Prerequisites:**    **None**

**Corequisites:**    **None**

This course covers the growth and progress of the hospitality industry. Topics include tourism, lodging, resorts, gaming, restaurants, foodservice and clubs. Upon completion, students should be able to demonstrate an understanding of the background, context, and career opportunities that exist within the hospitality industry. (2011 FA)

- HRM-115 Housekeeping 3 (3-0) S**  
**Prerequisites:** None  
**Corequisites:** None  
 This course covers the scope, responsibilities, communications, terminology, materials, and concerns specific to hotel housekeeping. Topics include management and supervision of housekeeping staff, proper cleaning and sanitation of rooms 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. (2011 FA)
- HRM-120 Front Office Procedures 3 (3-0) S**  
**Prerequisites:** None  
**Corequisites:** None  
 This course introduces a systematic approach to lodging front office procedures. Topics include reservations, registration, guest satisfaction, occupancy and revenue 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. (2011 FA)
- HRM-140 Legal Issues-Hospitality 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, relevant torts, and contracts. Upon completion, students should be able to demonstrate an understanding of the legal system and the concepts necessary to prevent or minimize organizational liability. (2011 FA)
- HRM-160 Info Systems for Hosp 3 (2-2) F**  
**Prerequisites:** None  
**Corequisites:** None  
 This course covers current technology and technological issues for the future as they apply to the hospitality industry. Emphasis is placed on the effect of technology on e-commerce, human resources, menu management, and hospitality management systems. Upon completion, students will be able to demonstrate competence in utilizing contemporary information application systems in a hospitality setting. (2011 FA)
- HRM-210 Meetings & Event Planning 3 (3-0) F**  
**Prerequisites:** ENG-085  
**Corequisites:** None  
 This course introduces concepts related to the planning and operation of conventions, trade shows, professional meetings, and foodservice events. Emphasis is placed on methods of marketing, selling, organizing, and producing conventions, events, and trade shows that will increase financial and environmental value. Upon completion, students should be able to demonstrate an understanding of management principles for multi-function, multi-day conferences and events. (2011 FA)

- HRM-215 Restaurant Management 3 (3-0) F**  
**Prerequisites:** ENG-085, CUL-135  
**Corequisites:** None  
This course provides an overview of the responsibilities and activities encountered in managing a food and beverage operation. Topics include planning, organization, accounting, marketing, trends, and human resources from an integrated managerial viewpoint. Upon completion, students should be able to demonstrate an understanding of the operation of a restaurant. (2011 FA)
- HRM-220 Cost Control-Food & Bev 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 reports, cost control, planning and forecasting, control systems, financial statements, operational efficiencies, labor controls and scheduling. Upon completion, students should be able to demonstrate an understanding of food, beverage, and labor cost control systems for operational troubleshooting and problem solving. (2011 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 operational efficiencies, 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. (2011 FA)
- HRM-235 Quality Mgmt-Hospitality 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. (2011 FA)
- HRM-240 Marketing for Hospitality 3 (3-0) S**  
**Prerequisites:** ENG-085  
**Corequisites:** None  
This course covers planning, organizing, directing, and analyzing the results of marketing programs for the hospitality industry. Emphasis is placed on target marketing, marketing mix, analysis, product and image development, use of current media, sales planning, advertising, public relations, and collateral materials. Upon completion, students should be able to apply the marketing process as it relates to the hospitality industry. (2011 FA)

**HRM-245 Human Resource Mgmt-Hosp 3 (3-0) F**

**Prerequisites:** ENG-085

**Corequisites:** None

This course introduces a systematic approach to human resource management in the hospitality industry. Topics include training/development, staffing, selection, hiring, recruitment, evaluation, benefit administration, employee relations, labor regulations/laws, discipline, motivation, productivity, shift management, contract employees and organizational culture. Upon completion, students should be able to apply human resource management skills for the hospitality industry. (2011 FA)

**HRM-280 Mgmt Problems-Hospitality 3 (3-0) S**

**Prerequisites:** ENG-085, HRM-110

**Corequisites:** None

This course is designed to introduce students to timely issues within the hospitality industry and is intended to move students into a managerial mindset. Emphasis is placed on problem-solving skills using currently available resources. Upon completion, students should be able to demonstrate knowledge of how hospitality management principles may be applied to real challenges facing industry managers. (2011 FA)

## **HSE Human Services**

**HSE-110 Introduction to Human Services 3 (2-2) F**

**Prerequisites:** None

**Corequisites:** None

This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker. (1997 SU)

**HSE-112 Group Process I 2 (1-2) S**

**Prerequisites:** None

**Corequisites:** None

This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings. (1997 SU)

**HSE-123 Interviewing Techniques 3 (2-2) F**

**Prerequisites:** None

**Corequisites:** None

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship. (1997 SU)



**HUM-120 Cultural Studies 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. A field trip is required. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. NOTE: This course DOES satisfy the general education core requirement in humanities/fine arts for the A.A.S. and A.G.E. degrees ONLY. (1997 SU)*

**HUM-211 Humanities I 3 (3-0) FS**

**Prerequisites: ENG-111**

**Corequisites: None**

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A.,*

















**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)

## **MKT 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)

## **MLT 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. (1997 SU)
- MLT-126 Immunology and Serology 2 (1-2) SS**  
**Prerequisites:** None  
**Corequisites:** None  
This course introduces the immune system and response and basic concepts of antigens, antibodies, and their reactions. Emphasis is placed on basic principles of immunologic and serodiagnostic techniques and concepts of cellular and humoral immunity in health and disease. Upon completion, students should be able to demonstrate theoretical comprehension and application in performing and interpreting routine immunologic and serodiagnostic procedures. (1997 SU)
- MLT-127 Transfusion Medicine 3 (2-3) SS**  
**Prerequisites:** None  
**Corequisites:** None  
This course introduces the blood group systems and their applications in transfusion medicine. Emphasis is placed on blood bank techniques including blood grouping and typing, pretransfusion testing, donor selection and processing, and blood component preparation and therapy. Upon completion, students should be able to demonstrate theoretical comprehension and application in performing/interpreting routine blood bank procedures and recognizing/resolving common problems. (1997 SU)
- 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. (1997 SU)
- MLT-140 Intro to Microbiology 3 (2-3) F**  
**Prerequisites:** MLT-110, MLT-111  
**Corequisites:** None  
This course introduces basic techniques and safety procedures in clinical microbiology. Emphasis is placed on the morphology and identification of common pathogenic organisms, aseptic technique, staining techniques, and usage of common media. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting basic clinical microbiology procedures. (1997 SU)

- |   |                                  |                   |          |
|---|----------------------------------|-------------------|----------|
| <b>MLT-215</b>  | <b>Professional Issues</b>       | <b>1 (1-0)</b>    | <b>S</b> |
| <b>Prerequisites:</b>   | <b>None</b>                      |                   |          |
| <b>Corequisites:</b>  | <b>None</b>                      |                   |          |
| 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. <i>(1997 SU)</i> |                                  |                   |          |
|   |                                  |                   |          |
| <b>MLT-240</b>  | <b>Special Clin Microbiology</b> | <b>3 (2-3)</b>    | <b>S</b> |
| <b>Prerequisites:</b>   | <b>MLT-140</b>                   |                   |          |
| <b>Corequisites:</b>  | <b>None</b>                      |                   |          |
| This course is designed to introduce special techniques in clinical microbiology. Emphasis is placed on advanced areas in microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting specialized clinical microbiology procedures. <i>(1997 SU)</i>   |                                  |                   |          |
|   |                                  |                   |          |
| <b>MLT-252</b>  | <b>MLT Practicum I</b>           | <b>2 0-0-6)</b>   | <b>F</b> |
| <b>Prerequisites:</b>   | <b>None</b>                      |                   |          |
| <b>Corequisites:</b>  | <b>None</b>                      |                   |          |
| 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. <i>(1997 SU)</i>   |                                  |                   |          |
|   |                                  |                   |          |
| <b>MLT-255</b>  | <b>MLT Practicum I</b>           | <b>5 (0-0-15)</b> | <b>F</b> |
| <b>Prerequisites:</b>   | <b>None</b>                      |                   |          |
| <b>Corequisites:</b>  | <b>None</b>                      |                   |          |
| 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. <i>(1997 SU)</i>   |                                  |                   |          |
|   |                                  |                   |          |
| <b>MLT-265</b>  | <b>MLT Practicum II</b>          | <b>5 (0-0-15)</b> | <b>F</b> |
| <b>Prerequisites:</b>   | <b>None</b>                      |                   |          |
| <b>Corequisites:</b>  | <b>None</b>                      |                   |          |
| 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. <i>(1997 SU)</i>   |                                  |                   |          |
|   |                                  |                   |          |
| <b>MLT-275</b>  | <b>MLT Practicum III</b>         | <b>5 (0-0-15)</b> | <b>S</b> |
| <b>Prerequisites:</b>   | <b>None</b>                      |                   |          |
| <b>Corequisites:</b>  | <b>None</b>                      |                   |          |
| 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. <i>(1997 SU)</i>   |                                  |                   |          |
|   |                                  |                   |          |
| <b>MLT-288</b>  | <b>MLT Practicum IV</b>          | <b>5 (0-0-15)</b> | <b>S</b> |
| <b>Prerequisites:</b>   | <b>None</b>                      |                   |          |
| <b>Corequisites:</b>  | <b>None</b>                      |                   |          |
| 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. <i>(1997 SU)</i>   |                                  |                   |          |





- 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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (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, introduction to part writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. NOTE: This course DOES satisfy the general education core requirement in humanities/fine arts for A.A.S. and A.G.E. degrees ONLY. (1997 SU)*
- MUS-122 Music Theory II 4 (3-2) S**  
**Prerequisites: MUS-121**  
**Corequisites: None**  
 This course is a continuation of studies begun in MUS-121. Emphasis is placed on advanced melodic, rhythmic, and harmonic analysis and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. NOTE: This course DOES satisfy the general education core requirement in humanities/fine arts for A.A.S. and A.G.E. degrees ONLY. (1997 SU)*
- MUS-131 Chorus I 1 (0-2) FS**  
**Prerequisites: None**  
**Corequisites: None**  
 This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety 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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (1998 FA)*







**MUS-210 History of Rock Music 3 (3-0) AND**

**Prerequisites: ENG 095**

**Corequisites: None**

This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Humanities/Fine Arts for the A.A.S. and A.G.E. degrees. (2003 FA)*

**MUS-221 Music Theory III 4 (3-2) F**

**Prerequisites: MUS-122**

**Corequisites: None**

This course is a continuation of MUS-122. Emphasis is placed on altered and chromatic harmony, common practice era compositional techniques and forms, and continued studies in part-writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (1997 SU)*

**MUS-222 Music Theory IV 4 (3-2) S**

**Prerequisites: MUS-221**

**Corequisites: None**

This course is a continuation of studies begun in MUS-221. Emphasis is placed on continued study of common practice era compositional techniques and forms, 20th century practices, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (1997 SU)*

**MUS-231 Chorus III 1 (0-2) FS**

**Prerequisites: MUS-132**

**Corequisites: None**

This course is a continuation of MUS-132. Emphasis is placed on vocal techniques and the study and performance of a variety 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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (1997 SU)*

**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 for transfer under the Comprehensive*













- 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











- 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 Administrative Office Transcription 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 Administrative Office Transcription 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 Advanced Word or Information Processing 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 Medical Office 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 Medical Office 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-284 Emerging Technologies 2 (1-2) F**

**Prerequisites:** MED-121 or OST-141, OST-148

**Corequisites:** None

This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional. (1999 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)

## **PED 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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. NOTE: This course does NOT count as a physical education activity course.* (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 for the A.A., A.F.A., and A.S. degrees.* (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees.* (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for the A.A., A.F.A., and A.S. degrees. (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 for the A.A., A.F.A., and A.S. degrees. (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 for the A.A., A.F.A., and A.S. degrees. (1997 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 for the A.A., A.F.A., and A.S. degrees. (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 for the A.A., A.F.A., and A.S. degrees. (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 for the A.A., A.F.A., and A.S. degrees. (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 for the A.A., A.F.A., and A.S. degrees. (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







be able to safely install common fixtures and systems in compliance with state and local building codes. (1997 SU)

## POL Political Science

**POL-110 Introduction to Political Science 3 (3-0) AND**

**Prerequisites: ENG-085**

**Corequisites: None**

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. *Under the CAA, this course satisfies the general education Social/Behavioral Sciences requirement for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Social/Behavioral Sciences for the A.A.S. and A.G.E. degrees. (1997 SU)*

**POL-120 American Government 3 (3-0) F**

**Prerequisites: ENG-085**

**Corequisites: None**

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. *Under the CAA, this course satisfies the general education Social/Behavioral Sciences requirement for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Social/Behavioral Sciences for the A.A.S. and A.G.E. degrees. (1997 SU)*

**POL-210 Comparative Government 3 (3-0) AND**

**Prerequisites: ENG-085**

**Corequisites: None**

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. *Under the CAA, this course satisfies the general education Social/Behavioral Sciences requirement for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Social/Behavioral Sciences for the A.A.S. and A.G.E. degrees. (1997 SU)*

**POL-220 International Relations 3 (3-0) AND**

**Prerequisites: ENG-085**

**Corequisites: None**

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental















- 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)



<b>RCP-169</b>	<b>RCP Clinical Apps I</b>	<b>11 (0-0-33)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>RCP-210</b>		
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)			
<b>RCP-210</b>	<b>Critical Care Concepts</b>	<b>4 (3-3)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>RCP-111</b>		
<b>Corequisites:</b>	<b>None</b>		
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)			
<b>RCP-211</b>	<b>Adv Monitoring/Procedures</b>	<b>4 (3-3)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>RCP-210</b>		
<b>Corequisites:</b>	<b>None</b>		
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)			
<b>RCP-213</b>	<b>Neonatal/Ped's Concepts</b>	<b>2 (2-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>RCP-111</b>		
<b>Corequisites:</b>	<b>None</b>		
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)			
<b>RCP-269</b>	<b>RCP Clinical Apps II</b>	<b>11 (0-0-33)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>RCP-210</b>		
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)			

## **RCT Race Car Technology**

<b>RCT-110</b>	<b>Introduction to Racing</b>	<b>2 (2-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
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			







identify the effects, prevention strategies, and treatment methods associated with addictive disorders. (2008 SP)

**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. (1997 SU)

**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. (1998 FA)

**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. (1998 FA)

## **SEC 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**      **Security Administration 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)*

## **SGD 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)*

**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. *(2006 SP)*

**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,



- 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 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)*

## **SOC 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. *Under the CAA, this course satisfies the general education Social/Behavioral Sciences requirement for the A.A., A.F.A., and A.S. degrees. This course also satisfies the general education course requirement in Social/Behavioral Sciences for the A.A.S. and A.G.E. degrees. (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. *Under the CAA, this course satisfies the general education Social/Behavioral Sciences requirement for the A.A., A.F.A., and A.S. degrees. This course also satisfies the*



**NOT satisfy the humanities/fine arts core requirement for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a general education course in Humanities/Fine Arts for the A.A., A.F.A., and A.S. degrees. NOTE: This course does NOT satisfy the humanities/fine arts core for the A.A.S. and A.G.E. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (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 for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement for the A.A., A.F.A., and A.S. degrees. (1997 SU)*







- 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**      **Surgical 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**      **Surgical 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)

**SUR-210 Adv SUR Clinical Practice 2 (0-6) S**

**Prerequisites:** SUR-137

**Corequisites:** SUR-211

This course is designed to provide individualized experience in advanced practice, education, circulating, and managerial skills. Emphasis is placed on developing and demonstrating proficiency in skills necessary for advanced practice. Upon completion, students should be able to assume leadership roles in a chosen specialty area. (2010 FA)

**SUR-211 Adv Theoretical Concepts 2 (2-0) S**

**Prerequisites:** SUR-137

**Corequisites:** SUR-210

This course covers theoretical knowledge required for extension of the surgical technologist role. Emphasis is placed on advanced practice in complex surgical specialties, educational methodologies, and managerial skills. Upon completion, students should be able to assume leadership roles in a chosen specialty area. (2010 FA)

## **TRF Turfgrass Management**

**TRF-110 Intro Turfgrass Cultivation & Ident 4 (3-2) S**

**Prerequisites:** LSG-111, LSG-121, MAT-120

**Corequisites:** None

This course provides an in-depth study of turfgrass. Topics include principles of reproduction, growth development, species characteristics, establishment and maintenance of golf courses and sports fields, and lawn applications. Upon completion, students should be able to identify turfgrass species through characteristics and reproductive stages and develop an establishment and maintenance plan for high quality turf areas. (1997 SU)

**TRF-120 Turfgrass Irrigat & Design 4 (2-4) F**

**Prerequisites:** MAT-120, TRF-110

**Corequisites:** COE-131, TRF-260

This course covers the basic techniques involved in the design, layout, installation, and use of turfgrass irrigation systems. Topics include types of irrigation systems, components of the systems, materials available for use, and economic considerations. Upon completion, students should be able to complete a functional design for a turfgrass irrigation system. (1997 SU)

**TRF-130 Native Flora ID 2 (1-3) S**

**Prerequisites: None**

**Corequisites: None**

This course covers identification of selected native ground covers and woodland trees by summer and/or winter characteristics. Emphasis is placed on mature age, fall colors, site adaptability, and habit of growth for special turf-related areas. Upon completion, students should be able to identify native plants by size and leaf, bud, twig, and limb formation. *Emphasis will be placed on plant selection for the golf course. (1997 SU)*

**TRF-210 Turfgrass Eqmt Mgmt 3 (1-4) SS**

**Prerequisites: None**

**Corequisites: COE-111**

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 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 Introduction 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 Introduction to 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,



**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: None**  
**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)*

## WLD 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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Mary Brideschge ..... *Administrative Assistant to the Senior Vice President*

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Andi Korte ..... *Dean of Continuing Education*

Dr. Rebecca S. Roush ..... *Dean of Instruction*

Dr. Kristie H. Sullivan ..... *Dean of Planning and Research/SACS Liaison*

Kellie Shoemake ..... *Dean of Student Services*

Karen Manning ..... *Director of Marketing and Public Relations*

Eric Richardson ..... *Director of High School and College Relations, Hoke County*

Lauren Holland ..... *Coordinator of High School Programs, Moore County*

## Department Chairs

Computer Technologies .....	<i>Paul C. Steel</i>
Cosmetology .....	<i>Sally C. Thompson</i>
Developmental Education .....	<i>Alfreda T. Stroman</i>
Distance Learning .....	<i>Wendy A. Kauffman</i>
English and Humanities .....	<i>Susan S. Grine</i>
Engineering Technologies .....	<i>Edwin F. Spitler</i>
Fine Arts .....	<i>Denise D. Baker</i>
Health Sciences .....	<i>William L. Croft</i>
Hospitality & Culinary Arts .....	<i>Ted D. Oelfke</i>
Management and Business Technologies .....	<i>Kirk D. Lynch</i>
Mathematics .....	<i>Alisa A. Williams</i>
Nursing .....	<i>Cheryl T. McNeill</i>
Physical Education .....	<i>Timothy C. Nocton</i>
Public Service .....	<i>Teresa R. Hall</i>
Science .....	<i>Peter J. Golden</i>
Social and Behavioral Sciences .....	<i>Dr. Laura D. Hill</i>
Transportation Services .....	<i>Darwin G. Maness</i>

## Faculty

Adams, Wayne, Ph.D.* .....	<i>Sociology</i>
B.S., M.S., PhD, North Carolina 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>Chair, Fine Arts/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., North Carolina State University	

- Basinger, Shelby Q. .... *Coordinator, Health and Fitness Science*  
B.A., The University of North Carolina at Chapel Hill; M.Ed., The University of Virginia
- Bement, Dorothy A. .... *Coordinator, Nursing Assistant*  
A.A.S. Sandhills Community College; BSN, University of North Carolina 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 North Carolina at Greensboro
- Book, A. Ryan ..... *Music*  
B.S., M.A., Radford University
- Bowness, Susan F. .... *Coordinator, Office Administration*  
B.S., Meredith College; M.S.B.E., University of North Carolina at Greensboro
- Bradley, Pamela C. .... *Early Childhood Education/Psychology*  
B.A., University of West Florida; M.A., University of North Carolina at Pembroke
- Brannan, Patricia W. .... *Coordinator, Radiography*  
A.S., A.A.S., Sandhills Community College; B.S., M.A.Ed., University of North Carolina at Pembroke
- Brinkley, Cassandra C. .... *Chemistry*  
B.A., St. Andrews Presbyterian College
- Brown, Julia\* ..... *Nursing*  
B.S.N., East Carolina; M.A.Ed., North Carolina State University
- Brunner, Martin, CEPC ..... *Coordinator, Baking and Pastry Arts*  
A.A.S., Sandhills Community College; A.A.S., Johnson & Wales University; B.S., University of North Carolina at Pembroke
- Bumgarner, Sarah J. .... *Program Liaison Entrepreneurship*  
B.A., University of North Carolina 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 North Carolina at Greensboro
- 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
- Corbitt, Kathy F. .... *Respiratory Therapy*  
A.A.S., Fayetteville Technical Community College
- Cox, Heather D. .... *Nursing*  
A.D.N., Sandhills Community College; B.S.N., M.S.N., University of North Carolina at Greensboro
- Craven, Holli D. .... *Nursing*  
A.D.N., Stanley Community College; B.S., University of North Carolina at Pembroke; M.S., Duke University
- 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., CEC, CHE, CIC, CICE ..... *Coordinator, Culinary Arts*  
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 North Carolina at Charlotte; M.S., North Carolina State University
- Danley, Barbara P. .... *English, Humanities*  
A.A.S., A.A., Sandhills Community College; B.A., The University of North Carolina at Chapel Hill; M.A., University of North Carolina 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 North Carolina at Greensboro

- DeBolt, Abbe .....*History, Political Science*  
B.A. Miami University, M.A., Political Science, M.A., Education, M.S. S., The Ohio State University
- 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 North Carolina at Charlotte; M.S.N., University of North Carolina at Greensboro
- Dykeman, Patricia K. .... *Nursing Assistant*  
B.S.N., State University of New York at Albany
- Emery, Michael D., R. T.\* ..... *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
- Evans, T. Frank ..... *Auto Body Repair*  
Auto Body Repair Diploma, Sandhills Community College
- 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 North Carolina 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
- Gaweda, Ginny L. .... *History*  
A.A.S., Fayetteville Technical Community College; B.A., M.A., University of North Carolina at Wilmington
- Godwin, Misty L. .... *Surgical Technology*  
A.A.S. Sandhills Community College

- Golden, Peter J. .... *Chair, Science*  
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
- 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, 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, Alicia B. .... *Physical Education; Coach, Women's Volleyball*  
B.S., M.A., University of North Carolina at Pembroke
- Hill, Laura D., Ed.D. .... *Chair, Social and Behavioral Sciences*  
A.A., Peace College; A.B., The University of North Carolina 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
- Hughes, Randall T. .... *English*  
A.A.S., Sandhills Community College; B.A., Pennsylvania State University; M.A., University of North Carolina 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 North Carolina 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
- Kearns, Benjamin ..... *Mathematics*  
B.A., East Carolina University; M.L.I.S, University of South Carolina; M.S., Western  
Carolina University
- Kenzel, Jeannine W., CST ..... *Coordinator, Surgical Technology*  
A.A., Sandhills Community College; B.A., St. Andrews Presbyterian College;  
M.S.M., Troy State University
- Kiesewetter, Kimberly A. .... *Sociology*  
B.S., Milligan College; M.A., East Tennessee State University
- 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
- Linville, Raymond P. .... *English, Humanities*  
A.B., The University of North Carolina 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 North Carolina at Greensboro
- Lynch, D. Kirk ..... *Chair; Management & Business Technology*  
B.S., Colorado State University; M.S., M.B.A. University of Colorado
- Madrigal, Kimberly B. .... *Humanities*  
B.S., Indiana University; M.A., University of Toledo
- Maness, Darwin G. .... *Chair, Transportation Services/Coordinator, Autobody Repair*  
*Certificate, Sandhills Community College; A.A.S., Montgomery Community College*
- Martinez, Kathy M., Ph.D. .... *English*  
A.A., Davidson County Community College; B.A., University of North Carolina at  
Greensboro; M.A., North Carolina 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 North Carolina 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., The University of North Carolina at Chapel Hill
- McKenzie, Fiona, CCC, CCE, CHE, FMP ..... *Baking and Pastry Arts, 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*  
A.A.S., Sandhills Community College; B.A., St. Andrews Presbyterian College; M.S.,  
East Carolina University
- McNamara, Kathy E. .... *Nursing*  
B.S., University of New Mexico; M.S., University of Virginia
- McNeill, T. Cheryl ..... *Chair, Nursing*  
B.S.N., East Carolina University; M.S.N., East Carolina University
- Meyers, J. Fletcher ..... *Business Administration*  
B.A., University of Southern Maine; M.B.A., City University of Seattle

- 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 North Carolina at  
Pembroke; M.S.N., University of Phoenix
- Morse, Jeanne J., Ph.D. ....*Physics*  
B.A., Appalachian State University; M.S., Ph.D., North Carolina State University
- Moss, Dianna M. ....*Nursing*  
A.D.N., Wayne Community College; B.S.N., University of North Carolina at  
Pembroke; M.S.N., East Carolina University
- Mullen, Cydney K., Ph.D. ....*Nursing*  
B.S.N., M.S.N., University of Texas; Ph.D., The University of North Carolina 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., CFE, FMP, CHE .... *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 North Carolina at  
Pembroke
- Paxton, Nancy S. ....*Mathematics*  
B.S., University of North Carolina at Greensboro; M.Ed., University of North  
Carolina at Charlotte
- Phifer, Lynne B. ....*Nursing*  
B.S.N., M.P.H., The University of North Carolina 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, 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. ....*Biology*  
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
- Sheffield, Matthew T. .... *Civil Engineering/Surveying*  
A.A.S., Sandhills Community College; B.S., University of North Carolina, Charlotte
- 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. *Chair, Engineering Technologies/Coordinator, Civil Engineering/Surveying*  
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 North Carolina at Charlotte

- Steel, Paul C. .... *Chair, Computer Technologies*  
A.S., A.A.S., Computer Engineering Applications Technology, Sandhills Community  
College
- Stone, Cassandra C. .... *English and Humanities*  
B.A., M.A., University of North Carolina at Pembroke
- 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., The University of North Carolina at Chapel Hill
- Thompson, Sally C. .... *Chair, Cosmetology*  
Diploma, Asheboro Beauty School; A.A.S., Sandhills Community College
- Ton, Eric A. .... *Art*  
B.A., Illinois State University; M.F.A., University of North Carolina at Greensboro
- Toney, Patricia, Ed.D.\* .... *Psychology*  
B.S., M.S., North Carolina 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., The University of North Carolina at Chapel Hill; M.A., University of North  
Carolina at 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 North Carolina at Wilmington
- Ventola, Michael W. .... *Coordinator, Golf Course Management*  
B.S., Michigan State University; M.S., Rutgers, The State University of New Jersey

- Voigt, Julie A. .... *Sociology*  
A.A., Guilford Technical Community College; B.A., M.A., University of North Carolina at Greensboro
- 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 North Carolina 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
- Whitesell, Kristi M. .... *Biology*  
B.S., University of North Carolina at Pembroke
- 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, RCP, RRT-SDS, RPSGT .... *Coordinator, Polysomnography*  
A.A.S., Sandhills Community College
- Wright, Dana H. .... *Cosmetology*  
A.A.S., Sandhills Community College
- Wright, Susan M. .... *Early Childhood Education*  
B.S., University of Wisconsin; M.A., University of North Carolina at Pembroke

\*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.

<b>Professor</b>	<b>Discipline</b>	<b>Alma Mater</b>
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
Frances Wilson	Fine Arts – Music	Lenoir-Rhyne College Appalachian State University

## Adjunct Faculty

### Cosmetology

Darlene Dale	Karen Enloe	Beverly Williams
--------------	-------------	------------------

### Developmental Education

Carol Pizzi	Glenda Pope	Linda Presley
Ann Spong		

### Engineering & Computer Technologies

Rob Cavana	Cathy Cowling	Robin Rourke
Burdett Rust	Stephen Stromko	Vicky Thomas
Monica Whitehead		

### Fine Arts

Fran Gertz	Julie Niskanen	Jennifer Thomas
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### Health Sciences

Ronald Currie	Dena Evans	Rebecca Powell
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### Hospitality & Culinary Arts

Ashley Baker	Megan Coleman	Kay Graner
Pam Jensen	Siew Kwoh	Warren Lewis
Rebecca Thompson		

### English & Humanities

Joe Hairr	Marciarose Long	Lisa Morman
Gayle Parker	Glenda Pope	Bruce Rutherford
Cynthia Reeves		

### Management & Business Technologies

Brian Barrett	Karl Ecker	Dena Evans
Leo Garcia	Rebecca Jones	Larry Little
Debbie McKenzie	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	Andrea Marks
Judith Matzke	Virginia Minichiello	Carol Mulcahy
Sandra Oakley	Paula Parke	Imogene Roper
Cheryl Sanders	Shelly Williams	Heather Zerbel

### Physical Education

Leigh Blanton	John Buchholz	Magnus Halldorson
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Jennifer Henry	Richard Johnson	AnnMarie Mello-Morris
Rick Oelfke	Lenore Rittenhouse	Blake Webb
David Wyckoff		

**Public Service**

Lou Abbondanzio	Susan Fish	Lisa Michino
Norma Jannone		

**Science**

Robin Gibson-Brown	Mary Alice Jost	Helen Kalevas
Lyn Lane	Kathy Macaulay	Ellen Stewart
George Thompson	Paul Werkmeister	Jessica Yates

**Social & Behavioral Sciences**

Jacqueline Abell	Mary Ann Fewkes	Lauren Holland
Siew Kwoh	Marc Leake	Cynthia Reeves
John Sayre	Robert Thome	

**Transportation Services**

Thurman Exum	William Pressley	David Sykes
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**Audiovisual Services**

Geoff Davis .....	<i>Audiovisual Technician</i>
Steve Melone .....	<i>Director, Auditorium and Audiovisual Services</i>
Sandra Perry .....	<i>Audiovisual Graphic and Technical Assistant</i>
Daniel Shea .....	<i>Printing Services Coordinator</i>

**Buildings and Grounds Maintenance**

Melvin Ritter.....	<i>Director, 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>
To be announced.....	<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>Assistant Director/Bike Officer</i>
Dwight Threet .....	<i>Crime Prevention/Police Officer</i>
Joe Steppe .....	<i>Evening Police Officer</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>
Kimberly Blue .....	<i>Administrative Records Technician</i>
Iris Brown .....	<i>Director, Auditing and Records Retention</i>
Denise Cameron .....	<i>Document Technician</i>
Maria Campbell .....	<i>Coordinator, 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, 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 &amp; Assessment Specialist</i>
Murdock McLaurin .....	<i>Instructor/Coordinator for Law Enforcement/DOC Programs</i>
Edna McNeill.....	<i>Compensatory Education Instructor</i>
Christina Mickle .....	<i>Basic Skills 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>
Annie Weatherford .....	<i>Basic Skills Instructor, Hoke County</i>
Lori Williams.....	<i>Director of Community Education and Outreach</i>
Terrie D. Williams.....	<i>Administrative Assistant to the Dean of Continuing Education</i>
Nicole Worley.....	<i>Basic Skills Instructor</i>

## **Finance and Budgeting**

Cynthia Barton .....	<i>Director of Finance, Budgeting and Internal Control</i>
Joe Brown .....	<i>Assistant Director of Finance &amp; Foundation Accountant</i>

## **Hoke County Center**

Dorothy Adams .....	<i>Basic Skills Instructor</i>
Gina Beaudry .....	<i>Basic Skills Hoke County Coordinator</i>
Marco Clark .....	<i>Compensatory Education Instructor</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/Maintenance</i>
Eric Richardson .....	<i>Director of High School &amp; College Relations, Hoke County</i>
Annie Weatherford .....	<i>Basic Skills Instructor</i>

## **Human Resources/Campus Services**

Sheila Bradley .....	<i>Human Resources Specialist</i>
Regina M. Ritter .....	<i>Telecommunications Services Coordinator</i>
Tara Taylor .....	<i>Receptionist/Switchboard Operator</i>
Charlotte Tomeski .....	<i>Receptionist/Switchboard Operator</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>Associate Systems Administrator</i>
J. Bradley Robbins .....	<i>Associate Director of Information Services</i>
Dorothy S. Sykes .....	<i>Director, Information Services</i>
Suzanne R. Via .....	<i>Technical Support Specialist</i>

## Instructional Support

Lavada Alsbrook .....	<i>Administrative 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, Tutoring &amp; 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>
Joanna Barber .....	<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>
Micky 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>
Feather Zimmerman .....	<i>Learning Resources Associate</i>

## Planning and Research

Dr. Kristie H. Sullivan .....	<i>Dean of Planning and Research/SACS Liaison</i>
Rebecca Graham .....	<i>Data Specialist</i>

## Project Promise – Student Support Services Grant

Seth Buchanan .....	<i>Student Support Services TRIO Grant Program Associate</i>
Katrina Canady .....	<i>Student Support Services TRIO Grant Counselor</i>
Sherrill Collins .....	<i>Director, Project Promise</i>

Matthew Smith ..... *Learning Specialist, Project Promise*

## Minority Male Mentoring NCCCS Grant

Madie Ash ..... *Program Director*

Open ..... *3MP Program Coordinator*

Open ..... *Administrative Assistant*

## Division of Student Services

John Turner ..... *Senior Vice President for Instruction and Student Services*

Kimberly Aliago ..... *Admissions Associate*

Madie Ash ..... *Director of Student Success and ADA Coordinator*

Barbara Baer ..... *Administrative Assistant to the Vice President for Student Services*

Lauren Beecher ..... *Director of Student Life*

Cassidy Benjamin ..... *Enrollment Specialist*

Sally Bowen ..... *Student Services Data Manager*

Natasha Brown ..... *Records & Registration Associate*

Aaron Denton ..... *Athletics Director*

Tricia Donadio ..... *Director of Co-op Service Learning*

Phyllis Dowdy ..... *Director of Records and Registration*

Ellen Durkee ..... *Financial Aid Associate, Loans*

DJ Farmer ..... *Dean of Campus Life*

Lindsey Farmer ..... *Assistant Director of Financial Aid*

Randal Foster ..... *Coordinator, Personal Counseling Services*

Jonathan Garrison ..... *Financial Aid Associate*

Cary Greene ..... *Admissions Associate*

Shannon Hudson ..... *Records and Registration Office Manager*

Lynn Lupei ..... *Financial Aid Associate, Scholarships and Work Study*

Rosa McAllister-McRae ..... *Residency, Transfer, and Personal Counselor*

Linda Fowler ..... *Records and Registration Associate*

Rick Oelfke ..... *Intramural Coordinator*

Lindsay Richardson ..... *Admissions Associate*

Isai Robledo. .... *Recruiter*

Julie Roddenberry ..... *Coordinator, Testing*

Gwendolyn Russell ..... *Career Coordinator*

Kellie Shoemake ..... *Dean of Student Services*

Davis Smith ..... *Academic Advising Coordinator*

Teresa Taylor ..... *Financial Aid Associate, VA and Childcare*

Cynthia Thomas ..... *Financial Aid Associate, Pell*

Heather Willett ..... *Director of Financial Aid and VA Certifying Official*

Fredanel Woronoff ..... *Student Resource Specialist*

## 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.

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.

### **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.

### **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.

### **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.

### **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.

### **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 for Business and Administrative Services, Director of Human Resources, Senior Vice President for Instruction and Student Services, or the Director of the Hoke Center. The Director of Human Resources is the designated Title IX Coordinator for Sandhills Community College.

### **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.

### **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, disciplinary information maintained by the college outside of the hands of law enforcement, and placement records. Education records do not include records of instructional, administrative, and educational personnel or grades on peer-graded papers before they are collected and recorded by a teacher 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 created or received after the person is no longer a student as long as the record is not directly related to the person's attendance as a student.

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 college may disclose educational information to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

The Dean of Student Services at Sandhills Community College has been designated by the College to coordinate the inspection and review procedures for student education records. Students wishing to review their education records should contact the Dean of Student Services 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 Office of the Dean of Student Services.

### **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.

### **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.

1. Annual written notification during registration informing every student of the college policy concerning alcohol and substance abuse.
2. A variety of special events, speakers, workshops, and programs that address current issues as related to alcohol and substance abuse.
3. Academic courses in health, physical education, and wellness.
4. Academic courses in drug abuse prevention, chemical dependency, and family therapy.
5. 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

### **Student Right-to-Know, the Campus Crime and Security Act, and the Jeanne Clery Act**

Sandhills Community College complies with fully with the disclosure and reporting requirements of the Student Right-to-Know, the Campus Crime and Security Act of 1990, and the Jeanne Clery Act, 1990, amended 1992, 1998, and 2000. 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](http://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](http://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.

### **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.

## INDEX

2011-2012 Academic Calendar .....	24
2012-2013 Proposed Academic Calendar .....	25
ACA Academic Related .....	226
ACA Credit by Exam .....	90
Academic Advising .....	87
ACADEMIC CALENDARS .....	24
Academic Freedom and Integrity .....	87
Academic Honesty .....	72
Academic Petition/Course Substitution .....	92
ACADEMIC POLICIES AND PROCEDURES .....	87
Academic Probation and Suspension .....	102
Academic Progress .....	101
Academic Progress of Health Sciences and Nursing .....	106
Academic Progress Policy for Students Receiving Financial Aid .....	102
Academic Progress Standards for Health Science Programs .....	106
Academic Progress Standards for Nursing Programs .....	106
Academic Progress Standards for Therapeutic Massage Program .....	107
ACC Accounting .....	226
Accounting .....	134
Accounting (A25100) .....	134
Accounting (D25100) .....	135
Accreditation .....	2
Adjunct Faculty .....	406
Administrative Staff .....	393
Admission .....	214
Admission to Continuing Education (Non-Credit Courses) .....	33
Admission to Curriculum Education .....	33
Admission to the General College .....	33
Adult Basic Education (ABE) .....	216
Adult High School (AHS) .....	216
Advanced Placement .....	90
Advising Center .....	108
Age Discrimination Act of 1975 .....	415
Age Discrimination in Employment Act of 1967 .....	412
Allied Health .....	219
Alternative Methods for Achieving Course Credit .....	89
American Opportunity Credit .....	50
Americans with Disabilities Act (ADA) .....	419
ANT Anthropology .....	229
Appeal of Satisfactory Academic Progress Standards .....	105
Appeals Process .....	106
Applied Science Advisory Committees .....	132
APPLIED SCIENCE PROGRAMS .....	132
Applied Science Programs .....	30
APPLIED SCIENCE PROGRAMS OF STUDY .....	134

Approved AP Courses .....	90
ARC Architectural Technology .....	230
Architectural Technology .....	136
Architectural Technology (A40100) .....	136
Architectural Technology (C40100) .....	137
ART Art .....	232
Assessment .....	34
Associate Degree Nursing .....	138
Associate Degree Nursing (A45110) .....	138
Associate in Applied Science Degree Requirements .....	132
Associate in Applied Science in General Occupational Technology (A55280) Requirements .....	212
Associate in Arts Course Sequence Example .....	120
Associate in Arts Degree Requirements (A10100) .....	118
Associate in Arts Transfer Core Diploma (D10100) .....	114
Associate in Fine Arts in Art Course Sequence Example .....	127
Associate in Fine Arts in Art Degree Requirements (A1020A) .....	124
Associate in Fine Arts in Music and Music Education Course Sequence Example .....	130
Associate in Fine Arts in Music and Music Education Degree Requirements (A1020D) .....	127
Associate in General Education .....	210
Associate in General Education (A10300) Requirements .....	210
Associate in Science Course Sequence Example .....	124
Associate in Science Degree Requirements (A10400) .....	121
Associate in Science Transfer Core Diploma (D10400) .....	116
Associate's Degree Requirements .....	111
AST Astronomy .....	235
Athletics .....	62
Attendance Policies and Procedures .....	96
Attendance Policy .....	96
AUB Automotive Body Repair .....	236
Audiovisual Services .....	407
Audit and Never Attend .....	104
Auditing Courses .....	93
AUT Automotive .....	238
Automobile Registration .....	77
Automotive Club .....	62
Automotive Systems Technology .....	139
Automotive Systems Technology (A60160) .....	139
Automotive Systems Technology (C60160) .....	142
Automotive Systems Technology (D60160) .....	141
Automotive Systems Technology (D60160) .....	142
Baking and Pastry Arts .....	143
Baking and Pastry Arts (A55130) .....	144
Baking and Pastry Arts (C55130) .....	145

Baking and Pastry Club .....	62
Basic Law Enforcement Training .....	145
Basic Law Enforcement Training (C55120) .....	146
Basic Skills .....	215
BIO Biology .....	242
Board of Trustees .....	393
Bookstore .....	29
BPA Baking and Pastry Arts .....	246
BPR Blueprint Reading .....	247
Buildings and Grounds Maintenance .....	407
BUS Business .....	247
Business Administration .....	146
Business Administration .....	148
Business Administration (A25120) .....	146
Business Administration (C25120) .....	147
Business Office .....	408
C. Harlan McCaskill Center for Community Service Education .....	219
Cafeteria .....	29
Campus Health and Safety .....	56
Campus Health and Safety Awareness Activities .....	56
Campus Law Enforcement Authority .....	79
Campus Map .....	4
Campus Police and Public Safety .....	408
CAMPUS POLICE AND PUBLIC SAFETY .....	77
Campus Services .....	29
Career and College Promise .....	40
Career Development .....	58
Career Readiness Certificate (CRC) .....	218
Career Resource Library .....	58
Career Services .....	57
Career Technical Education Pathway .....	40
Center for Creative Retirement .....	220
Certificate Options .....	30
Certificate Programs .....	133
Certified Bookkeeper (C25100) .....	136
CET Computer Engineering Technology .....	250
Change of Major .....	100
Change of Major, Re-entry, and Readmission .....	100
Cheer Club .....	63
Childcare Grants .....	51
CHM Chemistry .....	251
CIS Information Systems .....	252
CIV Civil Engineering .....	253
Civil Engineering Technology .....	149
Civil Engineering Technology (A40140) .....	150
Civil Engineering Technology (C40140) .....	151
Civil Rights Act of 1964 .....	412

CJC Criminal Justice .....	255
Classification of Students .....	94
COE Cooperative Education .....	258
COLLEGE ADMISSION AND REGISTRATION .....	33
College Credit for College Tech Prep Students .....	91
College General Education Requirements .....	88
College History .....	26
COLLEGE MISSION AND PROGRAMS .....	26
COLLEGE PERSONNEL .....	393
College Policy on Campus Crime .....	78
College Telephone Numbers .....	2
College Transfer Pathway .....	40
Collision Repair & Refinishing Technology .....	151
Collision Repair & Refinishing Technology (C60130) .....	152
Collision Repair & Refinishing Technology (D60130) .....	151
COM Communication .....	266
Communicable Disease Policy .....	56
Community Enrichment Programs .....	220
Compensatory Education .....	217
Complete Academic Record .....	104
COMPLIANCE STATEMENTS .....	412
Computer Engineering Technology .....	153
Computer Engineering Technology (A40160) .....	153
Computer Engineering Technology (C40160) .....	155
Computer Programming .....	155
Computer Programming (A25130) .....	155
Computer Technology Club .....	63
Concurrently Enrolled High School Students .....	39
Constitution and Citizenship Day .....	25
CONTINUING EDUCATION .....	214
Continuing Education (Non-Credit) Programs .....	31
CONTINUING EDUCATION PROGRAMS .....	215
Continuing Education Units (CEU's) .....	215
Cooperative Innovative High Schools Pathway .....	40
Core Values at Sandhills Community College .....	27
COS Cosmetology .....	267
Cosmetology .....	156
Cosmetology (A55140) .....	157
Cosmetology (C55140) .....	159
Cosmetology (D55140) .....	158
Cosmetology Club .....	63
Counseling and Career Services .....	57
Course Change Policies and Procedures .....	94
Course Load Policy .....	94
Course Placement Guide .....	223
Course Prerequisites and Corequisites .....	222

Course Repetition Policy .....	100
Course Repetition Policy .....	215
Course Requisites Waiver .....	92
Credit by Examination .....	104
Credit by Examination .....	89
Credit for Experiential Learning .....	92
Credit for Military Training .....	92
Credit Programs .....	30
Crime Statistics .....	80
Criminal Justice Club .....	63
Criminal Justice Technology .....	159
Criminal Justice Technology (A55180) .....	160
Criminal Justice Technology (A55180) .....	161
CSC Computer Science .....	271
CTS Computer Information Technology .....	272
CUL Culinary .....	273
Culinary Arts .....	162
Culinary Arts (A55150) .....	163
Culinary Arts (C55150) .....	163
CURRICULUM COURSE DESCRIPTIONS .....	221
Customized Training Program .....	218
D. L. "Doc" Furches Center for Life-Long Learning .....	215
DBA Database Management Technology .....	276
Dean's List .....	107
Degree-Seeking Student .....	34
Department Chairs .....	394
Developmental Education .....	31
Developmental Education .....	89
Digital Media (C25210DM) .....	166
Digital Media Technology .....	164
Digital Media Technology (A25210) .....	164
Diploma Programs .....	133
Diploma Programs .....	30
Disability Services .....	108
Disciplinary and/or Legal Actions .....	82
Disciplinary Procedures .....	73
Distinguished Professors .....	405
Division of Continuing Education .....	408
Division of Student Services .....	411
DME Digital Media Technology .....	277
Documentation of Crime Reports .....	80
DRA Drama .....	279
Drop/Add Policy and Procedure .....	94
Drug-Free Workplace Act and the Drug-Free Schools & Communities Act of 1988 .....	415
Dual (Concurrent) Enrollment Program .....	39
Early Childhood Club .....	64

---

Early Childhood Education .....	168
Early Childhood Education (A55220) .....	169
Early Childhood Education (C55220A) .....	171
Early Childhood Education (C55220IT) .....	170
Early Childhood Education (C55220PS) .....	170
Early Childhood Education (C55220S) .....	170
ECM Electronic Business .....	280
ECO Economics .....	280
EDU Education .....	281
EGR Engineering .....	285
ELC Electricity .....	287
Electronic Commerce (C2512I) .....	149
ELN Electronics .....	288
Emergency Code Blue Boxes .....	79
Emergency Medical Science .....	171
Emergency Medical Science (A45340) .....	171
Emergency Medical Science Bridging .....	172
Emergency Medical Services .....	219
Emergency Phones .....	79
Emergency Services .....	79
EMS Emergency Medical Science .....	289
Endowed and Donor Scholarships .....	51
ENG English .....	293
English as a Second Language (ESL) .....	217
Enrollment in Courses Unique to Concentration Programs .....	92
Esthetics Club .....	64
Esthetics Technology .....	173
Esthetics Technology (C55230) .....	173
Evening/Weekend College .....	32
External Instruction .....	94
F-1 Visas .....	36
Faculty .....	394
Fall Semester 2011 .....	24
Fall Semester 2012 .....	25
Family Educational Rights and Privacy Act of 1974 .....	413
Family Literacy .....	217
Federal Aid Eligibility Requirements .....	51
Federal Aid Enrollment Classification .....	52
Federal Aid Enrollment Status Determination for Clock-to-Credit Programs .....	52
Federal and Institutional Work-Study Program .....	49
Federal Pell Grant .....	49
Federal Supplemental Opportunity Grant .....	49
Fees .....	214
Finance and Budgeting .....	409
FINANCIAL AID .....	49

Financial Aid Eligibility Status .....	104
Financial Aid Probation .....	105
Financial Aid Programs .....	49
Financial Aid Warning .....	105
Fire Service .....	219
Foreign College Transcripts .....	37
Foreign Students .....	36
Forgiveness/Special Readmission Policy .....	101
FRE French .....	297
GCM Golf Course Management .....	299
GENERAL DEGREE PROGRAMS .....	210
General Education Core .....	112
General Education Program .....	31
General Occupational Program .....	31
General Occupational Technology .....	211
GEO Geography .....	300
Golf Course Management .....	174
Golf Course Management (A1542A) .....	174
GRA Graphic Arts .....	300
Grade Categories for Completing a Course .....	97
Grade Categories for Not Completing a Course .....	98
Grade Point Average .....	99
Grade Reports .....	47
Grading Policies and Procedures .....	97
Grading Policy .....	97
Graduation Fee .....	45
Graduation Requirements .....	47
GRD Graphic Design .....	301
GRO Gerontology .....	301
Guarantee to Employers .....	58
HEA Health .....	302
Health and Fitness Science .....	175
Health and Fitness Science (A45630) .....	175
Health Information Technology .....	176
Health Information Technology (A45360) .....	177
Hepatitis B Vaccine Policy .....	413
High School Equivalency Program (GED Diploma) .....	216
HIS History .....	302
HIT Health Information .....	304
Hoke County Center .....	409
Home-Schooled Degree-Seeking Students .....	39
Honors Courses .....	93
Honors Graduates .....	107
HOR Horticulture .....	306
Horticulture Club .....	64
Hospitality Club .....	64
Hospitality Management .....	178

---

Hospitality Management (A25110) .....	178
How to Read the Course Description .....	221
HRM Hotel and Restaurant Management .....	309
HSE Human Services .....	312
HUM Humanities .....	313
Human Resource Development (HRD) .....	218
Human Resources/Campus Services .....	409
Human Services Club .....	64
Human Services Technology .....	179
Human Services Technology (A45380) .....	180
Human Services Technology Substance Abuse Concentration (A4538E) .....	181
Huskies Program .....	40
Hybrid Courses .....	32
HYD Hydraulics .....	316
Identification Card .....	78
Inclement Weather Policy .....	83
Incompletes .....	104
Independent Study .....	93
Industrial Systems Technology .....	182
Industrial Systems Technology (A50240) .....	182
Industrial Systems Technology (C50240EM) .....	183
Industrial Systems Technology (D50240EM) .....	183
Information Highway/ITV Classroom .....	32
Information Services .....	410
INFORMATION TECHNOLOGY .....	85
Information Technology Resources .....	108
Information Technology Resources Acceptable Use Policy .....	85
Instructional Delivery .....	32
Instructional Programs and Delivery .....	30
Instructional Support .....	410
Instructor-Initiated Drop or Withdrawal .....	96
Inter-Curricular Transfer of Credit .....	100
Internet Courses .....	32
Intramurals .....	65
Investigation of Crime Reports .....	80
IPEDS Graduation Rate .....	418
ISC Industrial Science .....	317
Job Fairs .....	58
Landscape Gardening .....	184
Landscape Gardening (A15260) .....	184
Landscape Gardening (C15260) .....	185
Last Day to Register Policy .....	41
Law Enforcement/Department of Corrections .....	219
Learning Resource Center .....	108
Learning Resources .....	410
Library .....	108

Lifetime Learning Credit .....	50
Location of Classes .....	214
Lost and Found .....	83
LSG Landscape Gardening .....	317
MAC Machining .....	319
MAT Mathematics .....	319
MEC Mechanical .....	323
MED Medical Terminology .....	323
Medical and Psychological Support Services .....	81
Medical Lab Technology (MLT) Club .....	65
Medical Laboratory Technology .....	186
Medical Laboratory Technology (A45420) .....	186
Medical Office Administration .....	187
Medical Office Administration (A25310) .....	187
Medical Office Administration (C25310C) .....	188
Mentoring, Supporting, Affirming, Cultivating and Empowering Women (MSACE) .....	65
Minority Male Mentoring NCCCS Grant .....	411
Minority Male Mentoring Program (3MP) .....	109
Mission Statement .....	26
MKT Marketing and Retailing .....	324
MLT Medical Laboratory Technology .....	324
MNT Maintenance .....	327
Montgomery GI Bill (MGIB) .....	53
Montgomery GI Bill-Selected Reserve (MGIB-SR) .....	53
MTH Massage Therapy .....	327
MUS Music .....	328
Musical Theatre Club .....	65
NAS Nursing Assistant .....	337
NC Community College Grant .....	50
NC Education Lottery Scholarship .....	50
NC National Guard Tuition Assistance Program (TAP) .....	54
NC Student Incentive Grant .....	51
NET Networking Technology .....	338
Networking Fundamentals (D25340) .....	190
Networking Technology .....	189
Networking Technology (A25340) .....	189
Networking Technology (C25340C) .....	191
Networking Technology (C25340L) .....	192
Networking Technology (C25340MN) .....	192
Networking Technology (C25340S) .....	193
New Students .....	35
Non-Degree Seeking Student (Special and Visiting Students) .....	33
Non-Discrimination Statement .....	2
NOS Network Operating System .....	339
Notification of Financial Aid Warning or Probation .....	105
NUR Nursing .....	341

---

Nursing Assistant .....	193
Nursing Assistant (C45480) .....	193
Occupational Safety and Health Act of 1970 .....	413
Office Administration .....	194
Office Administration (A25370) .....	194
Office of the President .....	393
OST Office Systems Technology .....	344
Other Funds and Outside Scholarships .....	51
Other Required Hours .....	112
Other Visas .....	36
Outdoor Adventure Program .....	65
Outdoor Club .....	66
Parking Permit .....	77
Parking Regulations .....	77
Parking Violations .....	77
PAYMENT OF TUITION AND FEES .....	43
Payment Responsibility .....	45
PED Physical Education .....	348
Performance Measures and Standards, 2009-2010 .....	28
Permanent Residents .....	36
Personal Counseling .....	57
Pets on Campus .....	83
PHI Philosophy .....	358
Phi Theta Kappa – Alpha Tau Beta .....	66
Photo and Video Use .....	60
PHY Physics .....	358
Physical Therapist Assistant .....	195
Physical Therapist Assistant (A45620) .....	196
Pitt CC/Sandhills CC Partner Program .....	177
PKG Packaging .....	360
Planning and Research .....	410
PLU Plumbing .....	360
POL Political Science .....	361
Polysomnography .....	197
Polysomnography (A45670) .....	197
Post-9/11 GI Bill .....	53
Practical Nursing .....	198
Practical Nursing (D45660) .....	198
Pre-Advising .....	34
Pre-Major Agreements .....	112
President John R. Dempsey .....	3
President's List .....	107
Print Design (C25210PD) .....	166
Procedure for Complaints of Discrimination .....	419
Procedures for Student Fund-Raisers .....	61
Program Placement .....	35

Project Promise – Student Support Services Grant .....	410
Project Promise .....	109
PSF Health and Fitness Science .....	362
PSG Polysomnography .....	363
PSY Psychology .....	365
RAD Radiography .....	368
Radiography .....	199
Radiography (A45700) .....	199
Radiology Technology Club .....	66
RCP Respiratory Care .....	371
RCT Race Car Technology .....	372
Readmitted Students .....	35
Recognition of Outstanding Academic Performance .....	107
RED Reading .....	373
Re-entry into a Program .....	101
Refund of Tuition and Fees: Federal Refund Policy .....	45
Refund of Tuition and Fees: State Refund Policy .....	45
Regaining Eligibility .....	105
Registration .....	214
Registration for Curriculum Classes .....	41
REL Religion .....	374
Removing Incomplete “I” Grades .....	98
Repeat Courses .....	104
Reporting Crimes .....	79
Reporting Sexual Assault .....	81
Reserve Education Assistance Program (REAP) .....	54
Residence Status for Tuition Purposes .....	41
Resources for Learning and Support .....	108
Respiratory Therapy .....	200
Respiratory Therapy (A45720) .....	201
Revolutionary Gamers Club .....	66
Robert Dedman Center for Business Leadership .....	217
Rotaract .....	66
RSM Resort & Spa Management .....	375
SAB Substance Abuse .....	375
Sandhills Association of Nursing Students .....	67
Satisfactory Financial Aid Status .....	104
SCC Website .....	30
Schedule of Last Class Sessions .....	97
Scholarships .....	215
SEC Information Systems Security .....	376
Section 504 of the Rehabilitation Act of 1973 .....	413
Security and Access to Campus Facilities .....	78
Semester Hours of Credit .....	221
Sexual Assault Policy .....	80
Sexual Harassment Policy .....	76
SGD Simulation and Game Development .....	377

Simulation & Gaming (C25450) .....	203
Simulation and Game Development .....	201
Simulation and Game Development (A25450) .....	202
Small Business Center (SBC) .....	218
Smoking Policy .....	83
SOC Sociology .....	380
SPA Spanish .....	381
Special Course Enrollment .....	92
Special Credit Courses .....	31
Special Program/Course Expenses .....	43
Special Students .....	38
Spring Semester 2012 .....	24
Spring Semester 2013 .....	25
SRV Surveying .....	384
Student Accident Insurance .....	57
Student Activity and Technology Fees .....	43
Student Appeal Procedure .....	74
Student Classifications – Guidelines for Admission .....	35
Student Code of Conduct .....	69
STUDENT CONDUCT .....	69
Student Conduct in the Instructional Environment .....	69
Student Employment Services .....	58
Student Government Association .....	67
Student Government Association (SGA) .....	59
Student Grievance Procedure .....	74
Student Grievance Procedure Steps .....	75
Student Involvement in the Institution .....	59
Student Learning Outcomes .....	221
Student Life .....	62
Student Loans .....	50
Student Publications .....	59
Student Publications Policy .....	60
Student Records .....	215
STUDENT RECORDS .....	47
Student Right-to-Know, the Campus Crime and Security Act, and the Jeanne Clery Act .....	418
STUDENT SERVICES .....	56
Student's Role in Institutional Decision-Making .....	59
Summer Semester 2012 .....	24
Summer Semester 2013 .....	25
Summer Session .....	104
Supervisory Role of the Institution over Student Activities .....	61
SUR Surgical Technology .....	385
Surgical Technology .....	203
Surgical Technology (A45740) .....	204
Surgical Technology (D45740) .....	205

Surveying Technology .....	205
Surveying Technology (A40380) .....	206
Surveying Technology (C40380) .....	207
Survivors' and Dependents' Educational Assistance Program (DEA) .....	54
TABLE OF CONTENTS .....	6
Telephone Calls .....	83
Temporary Parking .....	77
Testing .....	109
Therapeutic Massage .....	207
Therapeutic Massage (A45750) .....	208
Therapeutic Massage (D45750) .....	209
Therapeutic Massage Club .....	67
Title IX of the Educational Amendments of 1972 .....	413
Transcripts .....	215
Transcripts .....	48
Transfer Core Diploma .....	112
Transfer Core Diploma Program .....	114
Transfer Credit .....	104
Transfer Students .....	37
Treatment of Selected Grades for Financial Aid .....	103
TRF Turfgrass Management .....	387
Tuition .....	43
Tuition and Fees Waivers for High School and Adult Students .....	44
Tuition Payments .....	44
Turfgrass Club .....	67
Tutorial Services .....	110
Ultimate Frisbee Club .....	68
Undocumented Immigrants .....	36
UNIVERSITY STUDIES PROGRAM .....	111
University Studies Program .....	30
University Studies Transfer Course List .....	113
VA Documentation .....	55
VA General Eligibility Requirements .....	54
VA Work-Study Program .....	54
Veterans Affairs .....	53
Veterans Benefits, Programs, and Guidelines .....	53
Veterans Educational Assistance Program (VEAP) .....	54
Visiting Students .....	38
Visitors .....	2
Walking Track .....	83
Web Content Management (C25210C1) .....	167
Web Design (C25210D) .....	168
WEB Web Technologies .....	388
WELCOME TO SANDHILLS COMMUNITY COLLEGE .....	2
Withdrawal from a Course, Program, or the College .....	96
Withdrawals/Drops .....	103
WLD Welding .....	391

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Workplace Literacy .....	217
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*Sandhills*  
**COMMUNITY COLLEGE**

3395 Airport Road  
Pinehurst, NC 28374  
(910) 692-6185

[www.sandhills.edu](http://www.sandhills.edu)