

## ***General Catalog 2015–2016 begins on the next page.***

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# General Catalog

## 2015-2016



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**SANDHILLS COMMUNITY COLLEGE**

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## 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, the academic calendar, and a telephone directory of faculty and staff are available online at [www.sandhills.edu](http://www.sandhills.edu).

General Information .....	910-692-6185/800-338-3944
Admissions .....	695-3725/3738
Business .....	695-3721/3951
Continuing Education .....	695-3980
Financial Aid .....	695-3743
Dean of Instruction .....	695-3708
Library .....	695-3819
Records and Registration .....	695-3740/3741/3734/3739
Dean of Student Services .....	695-3714
Director of Student Life .....	695-3858
Vice President of Student Services .....	695-3900

### Accreditation

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

### Visitors

Sandhills Community College welcomes visitors to campus and encourages them to explore the gardens, to use the Katharine Boyd Library, and to attend various public college functions. The Campus Map on page 4 provides directions. 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, sexual orientation, gender identity, 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. I am thrilled that you have chosen to call Sandhills home for the next two years. Since the college's founding in 1963, Sandhills has been providing high quality education to the people of our community. A lot has changed in the fifty-plus years we've been around, but the core values that started the college are still operative today. Those values are INTEGRITY, HELPFULNESS, EXCELLENCE, RESPECT, and OPPORTUNITY. They guide and inspire the work we do at Sandhills, and we hope they will have a profound influence on your education.

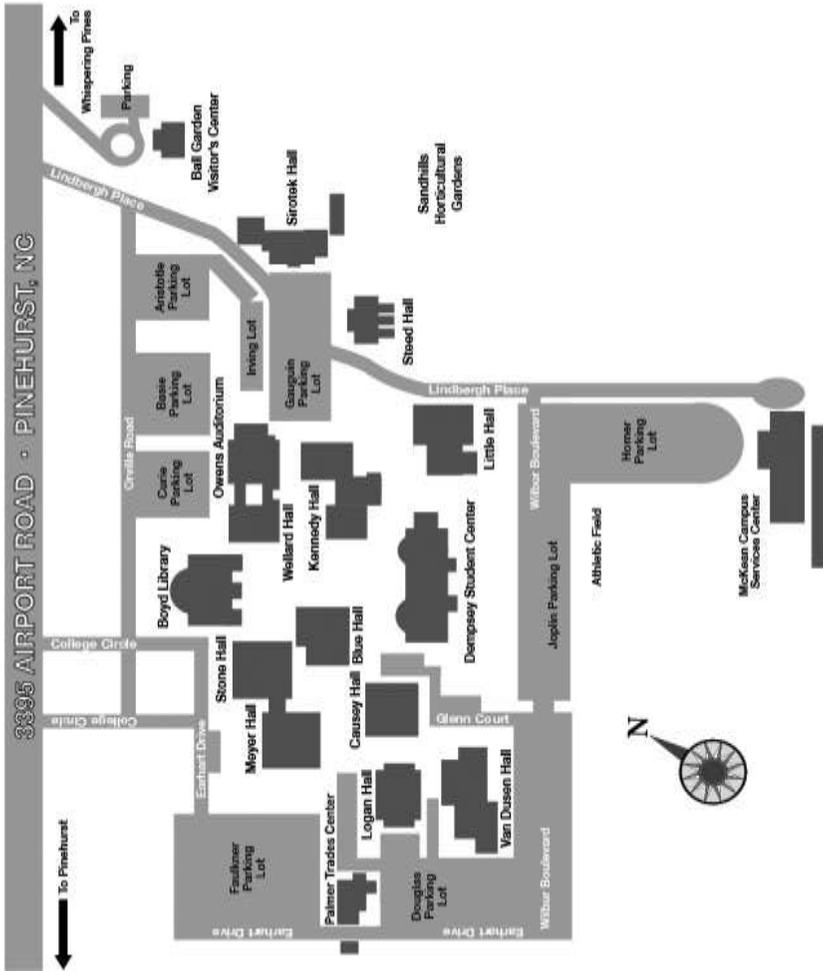
This college catalog has lots of information to help you on your educational journey. We think it will answer most of the questions you will have about the college — and about your program of study. If this book does not answer your questions, or if anything isn't clear, please call your advisor, the nice folks in Student Services, Executive Assistant Heather Lyons (910-695-3701), or me (910-695-3700) for help. Helping students is why we are here.

Again, welcome to Sandhills. I think you've made a really good college choice, and I wish you all the success in the world while you are here. For over fifty years now, we've been taking good care of students and helping them get the education they need to lead productive and fulfilling lives. We hope to do that with you, and we thank you for choosing Sandhills.

A handwritten signature in black ink, which appears to read "John R. Dempsey". The signature is stylized and fluid, with a long horizontal stroke extending to the right.

John R. Dempsey

# CAMPUS MAP



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

- Career Services
- BLET Classroom
- Health & Fitness Program Classroom
- McCaskill Public Service Center
- Office of Planning and Research
- Student Employment

**Boyd Library**

- Archives
- Barbara Cole Children's Literature Center
- Jeanne Hastings Gallery
- Learning Resource Computer Lab
- Library
- Teresa Wood Reading Room

**Causey Hall**

- Alumni Relations
- Cosmetology
- Emergency Medical Science
- Grant Development
- SCC Foundation Office

**Dempsey Student Center**

- Athletics
- Center for Teaching and Learning
- Clement Dining Room
- Ewing Center for Student Leadership
- Heins Gymnasium
- Intramurals
- Logan Bookstore
- Lost and Found
- Marketing
- Parking Permits
- Peterson Dining Commons
- Photo ID
- Reception
- Russell Fitness Center
- Student Government Association
- Student Life

**Kennedy Hall**

- Bracken Auditorium
- College Programs for High School Students
- Fine Arts –Art
- Health Sciences
- Nursing
- Owens Wing
- SandHoke ECHS Office
- St. Andrews Extension
- UNC Pembroke Extension

**Little Hall**

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

**Logan Hall**

- Developmental Education
- Disability Services
- English and Humanities
- Mathematics
- Project Promise
- Kelly Tutoring Center

**McKean Campus Services Center**

- Grounds Maintenance
- Physical Plant Maintenance
- Print Shop
- Shipping/Receiving

**Meyer Hall**

- Directors Auditorium
- Management & Business Tech Lab
- Sciences
- Therapeutic Massage

**Owens Auditorium****Palmer Trades Center**

- Electrical
- Industrial Maintenance
- Welding

**Sirotek Hall**

- Transportation Technologies

**Steed Hall**

- Landscape Gardening

**Stone Hall – 1st Floor East**

- Administration, Business Office, Human Resources
- John Sledge Board Room

**Stone Hall – 1st Floor West**

- Meyer Family Foundation Auditorium
- Admissions, Financial Aid, Placement Testing, Records and Registration, Veterans Services

**Stone Hall – 2nd Floor West**

- Counseling Services
- Minority Mentoring Center
- Placement Testing & Lab
- Student Success Center

**Stone Hall – 2nd Floor East**

- Management & Business Technology
- Information Services

**Van Dusen Hall 1st Floor**

- Continuing Education, Dedman Center for Business Leadership, Furches Life-Long Learning Center

**Van Dusen Hall 2nd Floor**

- Social and Behavioral Sciences, Public Services

**Wellard Hall**

- Audiovisual Services
- Fine Arts – Music and Music Education
- Campus Police and Public Safety

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## ACADEMIC CALENDARS

### 2015-2016 Academic Calendar

#### Fall Semester 2015

August 12	Wednesday	Faculty/Staff Meetings
August 13	Thursday	Registration
August 17	Monday	First Day of Classes
August 18	Tuesday	Add Period Ends
September 7–8	Monday–Tuesday	Labor Day Holiday
October 12–13	Monday–Tuesday	Fall Break
October 29	Thursday	Drop Period Ends
November 4	Wednesday	Spring Semester Priority Registration
November 11	Wednesday	Veterans Day Holiday
November 25–27	Wednesday–Friday	Thanksgiving Holiday
December 10–15	Thursday–Tuesday	Final Exam Period
December 15	Tuesday	Semester Ends

#### Spring Semester 2016

January 7	Thursday	Registration
January 11	Monday	First Day of Classes
January 12	Tuesday	Add Period Ends
January 18	Monday	Dr. Martin Luther King Holiday
March 7–11	Monday–Friday	Spring Break
March 28–29	Monday–Tuesday	Easter Holiday
March 31	Thursday	Drop Period Ends
April 5	Tuesday	Summer and Fall Priority Registration
May 5–10	Thursday–Tuesday	Final Exam Period
May 10	Tuesday	Semester Ends
May 14	Saturday	Commencement

#### Summer Semester 2016

May 23	Monday	Registration Summer & Fall
May 30	Monday	Memorial Day Holiday
June 27	Monday	Registration C Summer & Fall
July 4	Monday	Independence Day Holiday

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

## 2016-2017 Proposed Academic Calendar

(Subject to change; not official until approved in spring 2016)

### Fall Semester 2016

August 10	Wednesday	Faculty/Staff Meetings
August 11	Thursday	Registration
August 15	Monday	First Day of Classes
August 16	Tuesday	Add Period Ends
September 5-6	Monday–Tuesday	Labor Day Holiday
October 10-11	Monday–Tuesday	Fall Break
October 27	Thursday	Drop Period Ends
To be announced	***	Spring Semester Priority Registration
November 11	Friday	Veterans Day Holiday
November 23-25	Wednesday–Friday	Thanksgiving Holiday
December 8-13	Thursday–Tuesday	Final Exam Period
December 13	Tuesday	Semester Ends

### Spring Semester 2017

January 5	Thursday	Registration
January 9	Monday	First Day of Classes
January 10	Tuesday	Add Period Ends
January 16	Monday	Dr. Martin Luther King Holiday
March 6-10	Monday–Friday	Spring Break
March 28	Tuesday	Drop Period Ends
To be announced	***	Summer and Fall Priority Registration
April 17-18	Monday–Tuesday	Easter Holiday
May 4-9	Thursday–Tuesday	Final Exam Period
May 9	Tuesday	Semester Ends
May 13	Saturday	Commencement

### Summer Semester 2017

May 22	Monday	Memorial Day Holiday
May 29	Monday	Registration Summer & Fall
June 26	Monday	Registration C Summer & Fall
July 4	Tuesday	Independence Day Holiday

Session	Classes Begin	Classes End	Last Day To Add	Last Day To Drop
Full Session	May 23	July 27	May 24	July 5
1st Half	May 23	June 22	May 23	June 12
2nd Half	June 27	July 27	June 28	July 17

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## 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 has expanded significantly since the 1960s. Little Hall, a facility for culinary technology and the engineering and computer programs, and Dempsey Student Center opened in 2006. In addition, Steed Hall, home of the Landscape Gardening program, opened in 2010 to replace its former home, Huetette Hall. Logan Hall, a 36,000 square-foot general purpose office and classroom building, opened in 2012. Blue Hall, one of the earlier structures on campus, underwent a major renovation in 2012 and is now the home to Counseling Services, Institutional Effectiveness, Basic Law Enforcement Training, and Health and Fitness Technology classes. The 2012 opening of a new maintenance building allowed the old maintenance facility to become the focal point of Continuing Education trades programs.

The College's presence and capabilities are also growing at the Hoke County Center in Raeford, where a third classroom building opened in fall 2010 to house the SandHoke Early College High School, adding to Johnson and Upchurch Halls, in which Continuing Education and Curriculum classes are provided to Hoke County citizens. Mobile classroom cottages were added in spring 2013 to house an expansion of the 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.

### What We Believe...

The college is committed to the five core values of INTEGRITY, HELPFULNESS, EXCELLENCE, RESPECT, and OPPORTUNITY. These values guide and direct Sandhills Community College as it seeks:

- To welcome students of all ability levels and to provide programs that prepare them for employment or for transfer;
- To provide training for local businesses and to contribute constructively to the economic well-being of the region;
- To contribute to the cultural and artistic richness of the community, and to the educational needs of our retired population;
- To create a campus environment that celebrates its faculty and staff, and contributes to their personal and professional development.

### College Goals

#### 1. For-Credit Academic Programs

To educate students for professional and personal opportunities by providing technical and transfer programs that include distinct general education competencies and to offer these programs through a variety of course delivery modes;

#### 2. Support Services

To provide comprehensive student and academic support programs that help students meet their career, academic, and personal goals.

#### 3. Access and Opportunity

To ensure access and opportunity for students who are underprepared for college-level work through developmental studies and adult literacy programs; to prepare students for employment and/or for collegiate studies; and to promote student learning and success through various course delivery modes in credit and noncredit courses.

#### 4. Economic Development

To provide the training needed to help recruit businesses to our community and to drive entrepreneurial growth; to promote workplace learning; to enable local businesses to become more productive; and to provide credit and noncredit courses and programs that enable students to become competitive contenders for employment opportunities.

5. **Campus and Community Life**

To provide opportunities for student involvement, cultural enrichment, life-long learning, and community service while honoring our core values.

6. **Campus Resources**

To ensure that the college has the necessary financial, human, technological, and physical resources, including having funds to advance the excellence of its programs; hiring faculty and staff of the highest quality who reflect its diverse community and exhibit its core values; providing appropriate technology; and ensuring that the campus is clean, safe, and beautiful.

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 and supporting goals were revised and approved by the Board of Trustees in October 2011.

## **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, 2014-2015**

### **North Carolina Community College System**

The most recent data are from the North Carolina Community College System from May 2015.

#### **Developmental Student Success Rate in College-Level English Courses**

- Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a “C” or better upon the first attempt (within one year of developmental completion).
- Data Source: CRPFAR student record report
- System Mean: 62.4%      SCC Performance: 60.9%

#### **Developmental Student Success Rate in College-Level Math Courses**

- Percentage of previous developmental math students who successfully complete a credit math course with a “C” or better upon the first attempt (within one year of developmental completion).
- Data Source: CRPFAR student record report
- System Mean: 63.6%      SCC Performance: 63.0%

#### **First Year Progression**

- Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“C” or better) at least twelve of those hours.
- Data Source: CRPFAR student record report
- System Mean: 67.1%      SCC Performance: 70.0 %

#### **Licensure and Certification Passing Rate**

- Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams for which candidates must pass before becoming active practitioners.
- Data Source: Licensing agencies
- System Mean: 83.2%      SCC Performance: 87.8%

#### **College Transfer Performance**

- Percent of overall GPA of 2.0+ after two consecutive semesters within an academic year at NC four-year institution.
- Data Source: UNC-General Administration
- System Mean: 87.7%      SCC Performance: 90.1%

**Curriculum Completion**

- Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.
- Data Source: CRPFAR student record report and National Student Clearinghouse
- System Mean: 43.4%      SCC Performance: 40.7%

**Basic Skills Students Progress**

- Percentage of students who progress as defined by an educational functioning level.
- Data Source: LEIS
- System Mean: 45.1%      SCC Performance: 30.7%

**GED\* Diploma Passing Rate**

- Percentage of students taking at least one GED\* test during a program year who receive a GED\* diploma during the program year.
- Data Source: LEIS
- System Mean: 79.4%      SCC Performance: 68.7%

## **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.

### **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

documented 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 Office of Disability Services in Logan Hall at their earliest convenience to obtain an information packet, which outlines the process for getting the required documentation. The “Compliance” section of this *Catalog* provides more information.

### **SCC Website**

Interested parties may visit the Sandhills Community College website 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. A calendar of upcoming events and new articles related to the college are also accessible from the site.

The MySCC page is designed specifically to be the information portal for students and acts as the central location for valuable resources. To support that role it contains the links for students to log into their online courses, email and WebAdvisor. In addition, students can access other material that will allow them to plan and be successful in their academic courses. Current students should access this page often for time-sensitive college announcements.

## **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 (ITV, hybrid and 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 Engineering, 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 visit the Kelly Tutoring Center in Logan Hall to register for a tutor for academic support.

## **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. Students will qualify for special credit status only during the first 16 credit hours of course work. To enroll in additional course work, students must reapply to the college, declare a major, and meet enrollment requirements.

## **Continuing Education Programs (Non-Credit)**

The Continuing Education Division offers a wide variety of courses designed to meet the needs and interests of the citizens of Moore and Hoke Counties. Through the Continuing Education Division, students may acquire basic academic skills and general knowledge, train or retrain for employment, and develop socially, culturally, and intellectually. Courses are offered on and off campus to meet the expressed needs of adults who wish to continue their education. The Continuing Education Division will award Continuing Education Units (CEUs) for appropriate programs and courses. A complete listing of the general programs offered begins in the “Continuing Education” section of this *Catalog*.

## **Instructional Delivery**

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

The College currently requires no additional fees related to verification of student identification in online courses. The student’s identification is verified through the LDAP Authentication system. Students enrolled in online and hybrid classes establish their identification in this system when they activate usernames and passwords at the start of their SCC experience. Additional information related to online student support and procedures is found in the *Online Education at SCC* guide that is available on the MySCC page of the Sandhills website at [MySCC.sandhills.edu](http://MySCC.sandhills.edu).

## **Hybrid Courses**

Hybrid courses combine 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, program, or instructor. Hybrid courses are advertised in the class schedules and are designated with an H in the section number. Students enrolled in these classes must follow the regular admissions and registration process, pay regular tuition and fees, and meet all course prerequisites.

## **Online Courses**

Distance learning courses are delivered via the Internet using a learning management system (Moodle). Most online courses are asynchronous, meaning that students are not required to be online at a specific time to take part in course activities and most of the communication among students and instructors does not take place in real time. Although there are no specific access times, online courses are not self-paced, and an instructor can choose to require synchronous sessions for student interactions. To establish enrollment, students must log into the course and submit the orientation assignment by the deadline designated by the instructor. Students are required to log into the course several times a week for the duration of the semester, and they must also meet course deadlines specified by the instructor, as would be the case in a traditional campus course. Online courses are identified in the class schedules by an N in the section number. Students enrolled in these classes must follow the regular admissions and registration process, pay regular tuition and fees, and meet all course prerequisites. As noted earlier, information related to online student support and procedures is found in the *Online Education at SCC* guide available on the MySCC page of the website at MySCC.sandhills.edu.

## **NC Information Highway Course Delivery**

In some instances, the College can deliver select courses through the information highway. Companion classrooms at the main campus and off-campus sites allow proctored instructional delivery from an origin classroom to remote sites to allow broader student access to course offerings. The Microelectronic Center of North Carolina (MCNC) supports this course delivery.

## **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 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 or adult secondary education program; students may also 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**

Detailed information regarding enrollment into Continuing Education programs and courses is available in the “Continuing Education” section of this *Catalog*.

### **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. Further admission information concerning special and visiting students is available below in the “Student Classifications – Guidelines for Admission” section.

## Degree-Seeking Student

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

- Submission of a completed official admissions application form.
- Submission of an official high school transcript indicating graduation with a diploma, a high school equivalency certificate (HSE), or an adult high school diploma.
- Submission of official college transcripts from all previously attended institutions.
- Completion of the college placement test (test and exemption details available in the "Placement Testing" section below).

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

Further admission information concerning specific student populations is available in the "Student Classifications – Guidelines for Admission" section.

## Placement Testing

Placement testing is required for students who plan to enter an instructional program; special students who enroll in English, mathematics, or other restricted courses; and high school students taking college courses. The placement test assesses academic abilities in the areas of reading, writing, and mathematics. Placement test results are valid for five (5) years and are used by academic advisors to place students in the courses that are appropriate to their academic needs.

Placement testing is conducted through the Student Success Center Testing Lab in Stone Hall 219. Students requiring placement testing will be issued a testing ticket upon admission to the college. Students may be exempt from the placement test through Multiple Measures.

- Unweighted GPA of  $\geq 2.6$  and four qualifying math classes reflected on your high school transcript, graduation date must be within five years of the start term at SCC;
- ACCUPLACER, ASSET, COMPASS scores completed at another school within the last 5 years;
- College credits in English and mathematics awarded as transfer credit;
- Qualifying SAT or ACT scores completed within the last 5 years.

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. **Please note:** In some instances, students may challenge a course by passing a departmental exam and earning Credit by Exam (CE). Such requests must be made through the appropriate department chair.

## **One Stop Shop**

Upon completion of the placement test, students will have the option of meeting with a pre-advisor to discuss their placement results. Students will also be informed of their faculty advisor assignment for future course planning and curriculum guidance. During most times of the year, advisors will assist with first-semester registration immediately after testing.

## **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 online through the Programs link located on the SCC homepage.

## **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 this procedure:

- 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 an official high school transcript indicating graduation with a diploma, a high school equivalency certificate (HSE), or an adult high school diploma, as well as 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 (USCIS) 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 sponsor. Other important factors are graduation from a secondary school that is equivalent to secondary schools in the United States. If EFL (English as Foreign Language) 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 520 is required for the paper-based exam and 68 for the Internet-based TOEFL exam (iBT). Exceptions to the college policy may be granted in rare instances. Foreign applicants should contact the Admissions Department at Sandhills Community College for additional information. New international students must report to the Admissions Department 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 U.S. will always have priority for a space in a class or program of study over a student who is not lawfully present in the U.S., 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 U.S. public high school, private high school, or home school that operates in compliance with State or local law. Undocumented immigrants with a HSE diploma are not considered to have "graduated from a U.S. 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 U.S. 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. The Office of Records and Registration, 910-695-3739, provides 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. The *Higher Education Directory* is used for verification that colleges are accredited. This allows SCC to determine whether to accept transfer credits from that college. Upon review of the approved transfer credits, the Director of Records and Registration enters course information for any transferred classes into Colleague. Transfer credits are indicated by TR in the student record. The Director then files the official transcript from the accredited college in the student's permanent academic file. Courses approved to satisfy the NCCCS Comprehensive Articulation Agreement general education, 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. Transfer credit for master's level coursework is not transferrable. Any exception to this policy must be approved by the Dean of Instruction.

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 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 Student Success 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 completed 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:

- Proof that the home school is listed with the NC Division of Non-Public Education. This can be verified by the admissions office at <http://www.ncdnpe.org/homechool.aspx> or a copy of the Certificate of Inspection issued by the State of North Carolina can be provided as verification.
- 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 HSE exam in lieu of a high school diploma.

## **Career and College Promise**

Career and College Promise offers structured opportunities for qualified high school juniors and seniors to enroll in community college courses. These provide pathways that lead to a certificate, diploma, or degree as well as provide entry-level job 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 offers three types of 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 is available online at the College Programs for High School Students 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 32-35 semester hours of transfer courses, including English and mathematics, for qualified junior and senior high school students. Additional information on this pathway is available online 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 or an Associate in Science 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**

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 student’s seeking such status and providing all information that the institution may require in making the determination.

The Admissions Department has the authority and responsibility for determining residence status for tuition purposes. To make residency determinations, the department uses the *North Carolina State Residence Classification Manual*. A copy of this manual is on reserve at the Circulation Desk in the Boyd Library, as well as on the Sandhills website at [www.sandhills.edu](http://www.sandhills.edu). Residence applications may be obtained in the Admissions Office.

Any student who wishes to appeal the residency decision may do so by following the policies and procedures of the Sandhills Community College Residence Appeals Committee. These policies are available for viewing in the Admissions Office.

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

The Admissions Office provides further information at 910-695-3781.

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## 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 2014-2015 for all college credit courses was set at \$72.00 per credit hour up to a maximum of \$1,152.00 for sixteen (16) or more credits during the fall and spring semesters; however, at the time of publication of this document, the State of North Carolina had not set 2015-2016 tuition rates.

Out-of-state tuition for 2014-2015 was set at the rate of \$264.00 per credit hour each semester up to a maximum of \$4,224.00 for sixteen (16) or more credit hours for the fall and spring semesters; however, at the time of publication of this document, the State of North Carolina had not set 2015-2016 tuition rates.

Under North Carolina Community College System guidelines, SCC determines summer tuition based on a tiered classification system. As a result, in-state and out-of-state tuition rates for Tier I courses are determined using state guidelines. Tier I courses **are subject** to tuition waivers; however, Tier II self-supported courses **are not** subject to such waivers. The website link for Scheduled Classes provides a list of designated Tier I and Tier II courses.

### 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 are charged a student activity fee of \$35.00. In addition, a technology fee of \$48 is charged each semester. 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 technology fee covers the cost of maintaining the computer labs, providing student printing, and supporting software updates.

### Special Program/Course Expenses

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

**Programs Requiring Additional Expenses**

- Associate in Fine Arts
- Associate Degree Nursing
- Automotive Systems Technology
- Baking and Pastry Arts
- Basic Law Enforcement Training
- Collision Repair & Refinishing
- Cosmetology
- Culinary Technology
- Early Childhood
- Emergency Medical Science
- Health and Fitness Science
- Hospitality Management
- Landscape Gardening
- Medical Laboratory Technology
- Nurse Aide
- Ophthalmic Medical Assistant
- Polysomnography
- Radiography
- Respiratory Care
- Surgical Technology
- Therapeutic Massage

**Courses Requiring Additional Expenses**

- ANT-240 Archaeology
- BIO-110 Principles of Biology
- BIO 140A Environmental Biology Lab
- BIO-166 Anatomy and Physiology II
- HUM-120 Cultural Studies
- HUM-220 Human Values & Meaning
- PED-163 Kayaking-Basic
- PED-173 Rock Climbing
- PED-181 Snow Skiing-Beginning
- PED-212 Snowboarding-Beginning
- PSY-118 Interpersonal Psychology
- SPA-161 Cultural Immersion

Students in Health Science and Nursing Programs (excluding Health and Fitness, Nurse Aide, and Therapeutic Massage) will be assigned a \$20 fee for medical record tracking in their first curriculum course. This fee is required for clinical participation in these classes:

- EMS-121 AEMT Clinical Practicum
- EMS 122 EMS Clinical Practicum I
- MLT-110 Intro to MLT

- NUR-111 Introduction to Health Concepts
- NUR-214 Nursing Transition Concepts
- OPH-150 Intro to Ophth Med Assist
- PSG-110 Intro to Polysomnography
- RAD-110 Rad Intro & Patient Care
- RCP-110 Intro to Respiratory Care
- SUR-110 Intro to Surgical Technology

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

## **Criminal Background Check and Drug Screen Testing**

It is the procedure of Sandhills Community College Health Sciences and the Nursing Departments to adhere to all policies of clinical agencies with which the College contractually affiliates for student clinical learning experiences. Drug screens and criminal background checks are required by clinical healthcare affiliates in order to attend clinical rotations. Therefore, students admitted to programs with a clinical component are also required to pay for an official criminal background check and drug screen to meet the requirements of the clinical agencies.

## **Tuition Payments**

Students have a number of options when paying tuition:

- They can pay online by accessing their account through WebAdvisor.
- 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 should not make out checks in advance as payment is required in full and cash refunds are not given. When making or scheduling payments, students must include fines and fees in the total balance. 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 Qualified High School Students and Full-Time College Employees**

Qualified students may receive a tuition or fees waiver, which will automatically post upon registration. 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 for each fall and/or spring semester, subject to change by action of the North Carolina General Assembly. Full-time employees of Sandhills do not receive a waiver of tuition, but the college may pay for one class (up to 3 credits) each fall and/or spring semester. Tuition waivers do not apply for Tier II summer self-supported classes.

## **Payment Responsibility**

Students are responsible to pay for classes from which they do not officially withdraw prior to the first day of classes. 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 \$40.00.

## **Refund of Tuition and Fees: State Refund Policy**

The refund policy is set by the North Carolina General Assembly 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. Payments made by credit card will be refunded directly to the credit card account on file in the Business Office.

## **Refund Policies for Financial Aid Students Who Withdraw from Courses**

### **North Carolina Policy**

If a student receives North Carolina grant aid and drops all of his or her classes, a State refund calculation must be performed to determine how much aid the 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 State money that the student received. The return of State funds required by this policy will be applied in the following order up to the maximum amount of funds disbursed from each program:

1. Education Lottery Scholarship Program (ELS);
2. Institution-Specific State Grants:
  - a. UNC Need-Based Grant (UNC NBG);
  - b. North Carolina Community College Grant; or
  - c. North Carolina Need-Based Scholarship Programs (NBS);
3. North Carolina National Guard Tuition Assistance Program
4. UNC Campus Scholarships;
5. North Carolina School of Science and Mathematics Tuition Grant for UNC;
6. John B. McLendon Scholarship Fund.

### **Federal Refund Policy**

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

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

**1. Loans**

**2. Grants**

Federal Unsub Direct loans	Federal Pell Grant
Federal Subsidized Direct loans	FSEOG
Federal Perkins loans	TEACH
Federal Direct PLUS loans	Iraq/Afghan Service Grant

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, city & county of residence, photograph, major field of study, participation in officially recognized activities and sports, dates of attendance, grade level, 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. More information related to the privacy of student records can be found in the "Compliance" section of this *Catalog*.

### Grade Reports

Grades are available on WebAdvisor at the close of 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. ***With the exception of Emergency Medical Science, all health science students must earn a minimum grade of C for all courses with their major prefix (e.g., RCP for Respiratory Therapy students). All nursing students must complete all courses required for graduation with a C or better.***

- Successfully complete a minimum of 25 percent of course credit hours of the certificate, diploma, or associate degree requirements at Sandhills Community College, with that 25 percent coming from major and other major hours, and not from general education hours, for the program of study. The Director of Records and Registration verifies completion of 25 percent as part of the graduation application process.
- Fall completers apply for graduation with their faculty advisor by November 5, 2015; Spring/Summer completers apply by February 11, 2016. Graduation applications are available in the Office of Records and Registration or on the SCC website under “Graduation Information.” In order to participate in the May commencement and be considered a 2016 Sandhills Community College graduate, all of the above academic requirements must be met by the end of the summer semester 2016. Those who submit late applications for graduation run the risk of not being included in the commencement program. Honor distinctions for late applicants will not be recognized during commencement.
- 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 may apply to graduate with both a certificate and associate degree in the same program for the same academic year if the certificate contains technical electives not specified by course in the degree program.

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

Students cannot apply to graduate with the Associate of General Education or the Associate of General Occupational Technology if they are graduating or *have* graduated with another associate’s degree (A.A.S, A.S. or A.A).

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 request to the Office of Records and Registration. These requests can be made online 24 hours a day, 7 days a week. Online transcript requests submitted on weekends, holidays, or any other time the college is officially closed will be processed in the order received when the college re-opens. 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 require 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. 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 unless a student withdraws from all courses prior to the 60% point in the semester. A student is eligible to receive the Federal Pell Grant for the equivalent of six (6) years or twelve (12) fulltime semesters of combined enrollment at all institutions; enrollment is not limited to time spent at Sandhills. 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 Federal Pell Grant recipients with exceptional financial need and do not have to be repaid unless a student withdraws from all courses prior to the 60% point in the semester. 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 and Institutional College Work-Study (WS) Programs provide jobs for students who need additional financial aid. WS gives students a chance to earn money to pay for their educational expenses and is a great way for students to gain valuable work experience. WS students work an

average of ten (10) hours a week at a rate determined by the institution. Open positions and correlating job descriptions are posted as positions are available.

The student must complete an online WS application found at [www.sandhills.edu](http://www.sandhills.edu), and then the WS Coordinator will determine financial eligibility. Placement is based upon job availability and student skills. Students must be enrolled in at least six credit hours to participate in the program. Before beginning work, all participants must review the *Work-Study Handbook* and complete all required employment paperwork. When a student is placed in a position, a supervisor is assigned to monitor the work performed. WS students are required to complete a monthly timesheet and are paid at the end of the following month. Eligible students are placed in WS positions for each academic year based upon available funds.

### **Student Loans**

Sandhills Community College does not participate in the Federal Direct Loan Program. 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 (NCCCG) is awarded to NC residents. Aid does not have to be repaid unless a student withdraws from all courses prior to the 35% point in the semester. Eligibility is determined by the State, is limited to six (6) semesters for the individual grant, and is based on the Expected Family Contribution (EFC) calculated in the FAFSA form. Funding for the NCCCG is limited and only available in the fall and spring semesters.

### **NC Education Lottery Scholarship**

The NC Education Lottery Scholarship (NCELS) is awarded to NC residents. Aid does not have to be repaid unless a student withdraws from all courses prior to the 35% point in the semester. Eligibility is determined by the State, is limited to ten (10) semesters, and is based on the Expected Family Contribution (EFC) calculated in the FAFSA form. Funding for the NCELS is limited and only available in the fall and spring semesters.

### **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 HSE 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 federal refund due to a withdrawal from all courses during a term of enrollment.
- Not have been convicted of a drug-related offense while receiving federal financial aid.

### **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 the award
- 6 to 8 credit hours =  $\frac{1}{2}$  time or 50% of the award
- Fewer than 6 credit hours = 25% of the 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 fewer 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. NCELS and NCCCG are not funded in the summer terms.

### **Federal Aid Enrollment Status Determination for Clock 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:

- Cosmetology Certificate (C55140)
- Cosmetology Diploma (D55140)

The programs are paid based on clock hours, not credit hours. For more information regarding clock hour programs, please see the Financial Aid Office.

### **Unusual Enrollment History (UEH)**

#### **Purpose**

In order to prevent fraud and abuse in the Federal Pell Grant Program, the Federal Department of Education (DOE) identifies students with unusual enrollment histories. This policy describes what steps a student must take to resolve questions about his/her enrollment history and how Sandhills Community College (SCC) will handle the review process to determine the student's future eligibility for federal and state financial aid at SCC.

#### **Scope**

During the 2015-2016 award year, when the Department of Education identifies a student with an unusual enrollment history with regard to the receipt of Pell Grant funds and/or Federal Direct Loan funds, SCC must examine the student's academic and enrollment records to determine whether there are valid reasons for the unusual enrollment history. The outcome of

the review will determine whether the evidence supports the continuation of Title IV, HEA program assistance eligibility for the student (which includes but is not limited to the Pell Grant, Federal Work Study, the Federal Supplemental Educational Opportunity Grant, as well as all state grants). SCC may also review the enrollment history of a student not identified by DOE as having an unusual enrollment history if it believes the student's prior academic history warrants such a review.

### **Unusual Enrollment History Comment Codes**

After a student submits a FAFSA (or makes a change to his/her FAFSA) or the Department of Education generates an update that reflects a change in student eligibility, the student receives a Student Aid Report (SAR). If the SAR shows a Comment Code 359 or 360, SCC must review the student's academic and enrollment records to determine if additional information must be collected about the student's prior enrollment. A student selected by SCC for UEH review will be treated as though DOE had assigned Comment Code 360. Examples of unusual enrollment histories that must be reviewed are when a student received Pell Grant and/or Federal Direct Loan funds at three institutions over two award years or at three or more institutions in one award year. Any federal or state aid that has already been awarded for the current award year will be placed on hold pending the outcome of the student's review by the Financial Aid Office. If a student is deemed ineligible, all funds will be sent back to the government, and the student will owe SCC for all semester costs.

### **Resolving Unusual Enrollment Histories**

SCC Financial Aid must review a student identified as having an unusual enrollment history when he or she has indicated intent to enroll at SCC using financial aid. The student must complete an **Unusual Enrollment History Form** from SCC Financial Aid and provide copies of academic transcripts to the Financial Aid Office for *each* institution attended (other than SCC) *where the Pell Grant and/or Federal Direct Loan funds were received* during the review period which includes the four award years prior to the current award year. A student may view his/her Pell Grant and/or Federal Direct Loan history by going to [www.nslsds.ed.gov](http://www.nslsds.ed.gov) and logging in using his/her Federal Student Aid PIN. Official academic transcripts for all other institutions attended during the review period must be sent to the SCC Admissions Department (if not already on file) ***before*** the student's record can be reviewed by SCC Financial Aid. Students may obtain copies of the official transcripts already on file with SCC by completing a **Request for Unofficial Copy of Other College Transcripts Form** available from SCC Admissions or Registrar. During the review, SCC Financial Aid will use information from the National Student Loan Data System (NSLDS) to identify/verify the institutions where the student received Pell Grant and/or Federal Direct Loan funding over the past four award years.

### SAR Comment Code 359

The institution must review the student's enrollment and financial aid records to determine if, during the four award years prior to the current award year, the student received a Pell Grant at SCC that is performing the review. (Federal Direct IOans are not included in this section because SCC has not participate in the Federal Direct Loan Program during the review period.)

- If the student received the Pell Grant at SCC during the review period, SCC will look to see if the student successfully completed any credits and, if the student dropped or withdrew from classes, the last date of attendance. No additional action is required unless SCC has reason to believe that the student is one who remains enrolled just long enough to collect student aid funds. In this case, SCC must follow the guidance that is provided below for Comment Code 360.
- If the student did not receive the Pell Grant at SCC during the review period, SCC must follow the guidance provided below for Comment Code 360.

### SAR Comment Code 360

SCC must review the student's academic records to determine if the student received academic credit at the institutions the student attended during the four award years prior to the current award year. Based upon the academic transcripts provided by the student, SCC must determine, for each of the previously attended institutions, whether academic credit was earned during the award year in which the student received Pell Grant and/or Federal Direct Loan funds. Academic credit is considered to have been earned if the academic records show that the student completed any credit hours or clock hours, or if a grade was earned for any remedial classes.

- **Academic Credit Earned:** If SCC determines that the student earned any academic credit at each of the previously attended institutions during the relevant award years, no further action is required unless SCC has other reasons to believe that the student is one who enrolls just to receive the credit balance. In such instances, SCC must require the student to provide additional information as discussed below under "Academic Credit Not Earned." If it is determined that academic credit was not earned at one or more of the previously attended institutions, SCC must follow the "Academic Credit Not Earned" guidance below.
- **Academic Credit Not Earned:** If the student did not earn academic credit at a previously attended institution and, if applicable, at the institution performing the review, SCC must obtain documentation from the student explaining why the student failed to earn academic credit.
  - **Documentation Required:** The student must have completed an **Unusual Enrollment History Form** from

SCC Financial Aid to explain the failure to earn academic credit. Personal reasons may include illness, family emergency, a change where the student is living, and military obligations. Academic reasons may include unexpected academic challenges or that the academic program did not meet the student's needs. Whatever the reason, the student must, to the extent possible, submit third party documentation to support his/her claims. *SCC may be unable to approve a claim that is submitted without supporting documentation.*

### **SCC UEH Review Process**

The SCC Financial Aid administrator will determine whether the circumstances of the failure of the student to receive academic credit, as evidenced by the student's academic records and other documentation, support the continuation of Title IV, HEA program assistance eligibility. Specifically, the institution must determine whether the documentation supports (1) the reasons given by the student for the student's failure to earn academic credit; and (2) that the student did not enroll only to receive credit balance funds. The Financial Aid administrator will review the student's documentation, and the student will be informed of the decision in writing.

### **Denial of Continued Eligibility**

If a student did not earn academic credit at one or more of the relevant institutions and does not provide, to the Financial Aid administrator's satisfaction, an acceptable explanation and documentation for each of those failures, SCC must deny the student any additional Title IV, HEA program assistance and any state grants. If a student disagrees with the determination by the Financial Aid administrator, he or she may appeal the decision to the Vice President of Student Services. This appeal must be submitted in writing within five (5) business days from the date of the letter from the Financial Aid administrator. The decision of the Vice President of Student Services is final and is not appealable to the Department of Education.

### **Regaining Aid Eligibility**

If SCC denies a student continued Title IV, HEA program assistance under the circumstances described above, the student who attends Sandhills Community College (without federal or state financial aid) may regain financial aid eligibility upon successful completion of academic credit and his/her subsequent written request to the Financial Aid Office for renewal of Title IV, HEA program eligibility. Once approved, the student would regain eligibility for the Pell Grant, campus-based aid programs, and state grants beginning with the payment period in which the student met the eligibility requirements.

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## **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), a participant in the Concurrent Admissions Program (ConAP), and a Principles of Excellence educational institution.

### **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. More information on the application process and rates of pay for REAP can be obtained from the VA certifying official or [www.gibill.va.gov](http://www.gibill.va.gov).

### **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 apply for the benefits must do so through the website [www.goarmyed.com](http://www.goarmyed.com).

### **The Yellow Ribbon Program**

The Yellow Ribbon Program offers tuition assistance to Chapter 33 veterans whose out-of-state tuition costs are not fully covered by their benefits and their maximum benefit payable is 100%. It is a federal program funded by both the Department of Veterans Affairs and Sandhills Community College. The program is administered on a first-come, first-served basis each academic year. For questions regarding the program, please visit the Financial Aid Office.

## **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 make and maintain academic progress in their program of study in order for their benefits to be continuously certified.

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 HSE 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 *Policy and Procedures 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 Stone Hall. Every other year, the Safety and Environmental Committee hosts a health fair for faculty, staff, students, and community.

#### **Communicable Disease**

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 Vice President of Student Services. Continuing Education students should report such conditions to the Vice President for Continuing Education and Workforce Development. The Director of Moore County Health Department will be immediately notified. At the Hoke Center, communicable disease conditions should be reported to the Dean of the Hoke Center who will then report them to the Vice President of Student Services and to the Hoke County Health Department.

The appropriate 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. More information is available in the "Compliance" section of this *Catalog*.

### **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 Patricia Wolcott, Administrative Assistant to the Executive Vice President in Stone Hall, 105A, 695-3702.

## **Counseling and Career Services**

### **Personal Counseling**

Licensed professional counselors are available to assist all enrolled 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 forty-five (45) 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 or for assessments used in providing counseling services. Counselors can also refer students who wish to seek counseling services off-campus to local mental health providers. Counseling services are found in the Counseling Center on the Pinehurst campus (228-229 Stone Hall) and at the Hoke Center (112 Johnson Hall). For additional information or to schedule an appointment, students may call 910-695-3968 (Pinehurst campus) or 910-875-5804 (Hoke Center).

### **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. These services are found in the Career Center, located in 103 Blue Hall on the Pinehurst campus. Students can obtain more information or schedule an appointment by calling 910-695-3735.

### **Career Development**

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

### **Career Resource Library**

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

### **Guarantee to Employers**

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

Career Services hosts 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 Director of Career Development Services works closely with both local and regional employers to develop job opportunities for Sandhills Community College students.

### **Student Employment Services**

Student employment 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.collegecentral.com/sandhills/student.cfm](http://www.collegecentral.com/sandhills/student.cfm). 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 after graduation. Guidance related to student employment is available in Blue Hall 103.

## **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, and a variety of other events.

The SGA is always looking for new ideas and new Senators. To become a Senator, students must complete a simple 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 in 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 Public Information Officer 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 guidelines for student publications.

### **Student Publications Guidelines**

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

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

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

All materials for student publications must be approved prior to publication by the Director of Student Life. Any disputes about content may be taken to the Dean of Student Services 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 Vice President of Student Services charges the Director of Student Life to direct student activities and serve as advisor to the Student Government Association (SGA). The Advisor attends all SGA meetings and sponsored activities and serves as a liaison between the SGA and the Vice President of Student Services. A description of the supervisory role of the SGA Advisor over the SGA and student activities is found in the *Student Government Association Constitution and Bylaws*.

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

as advisor and meets regularly with the group. Additional information may be found in the *Student Club and Advisor Handbook* which may be obtained through the Director of Student Life.

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 and planning appropriate student activities.

### **Student Fundraisers**

All student fundraiser 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 on campus, including requests for donations or funds, must be submitted in writing using the *Club Fundraiser Form*. Before approval is given for soliciting prizes, funds, or donations from the public, the Director of Student Life will consult the Sandhills Community College Institutional Advancement Office to ensure the activity relates directly to the purpose of the College and does not conflict with other fundraising activities or plans (More information is available under “Fundraising Procedure” in the *Policies and Procedures Manual*.)

### **Student Life**

There is 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.

### **ACES (Association for Architecture, Construction, Engineering and Surveying)**

**Contact:** Ed Spitzer, Little 167, 695-3797, [spitere@sandhills.edu](mailto:spitere@sandhills.edu)



The Association for Architecture, Construction, Engineering and Surveying, otherwise known as the ACES Club, provides students with knowledge of these and related fields outside of the classroom. Each year, the ACES members participate in the Experience Engineering Project, through which students explore exciting projects and sites related to their industries. Students have toured the Washington Nationals Baseball Stadium construction, the Freedom Tower construction, the Brooklyn Bridge, the Smithsonian Air & Space Museum, the Skyscraper Museum, the Hoover Dam, the Chunnel, the Big Dig, as well as many other interesting sites.

## 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), SCC 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.

## 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 or her cheerleading duties. Candidates interested in trying out for the Cheer Club must 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 Sandhills website at [www.sandhills.edu](http://www.sandhills.edu).

## 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, and 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....

### **Criminal Justice Club**

**Contact:** Teresa Hall, Van Dusen 231, 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.

### **Dance Club**

**Contact:** Shauntel Gaines, Dempsey 107, 695-3786, gainesh@sandhills.edu

The Sandhills Community College Dance Club (SCCDC) provides students who are interested in dancing an outlet to explore and enhance their abilities. Participating in this club offers opportunities to learn about everything that goes into dance performances. You will learn how to plan rehearsals, choreograph, teach dance to others and enjoy performance. No experience is necessary; the only thing required is dedication and an open mind.

### **Early Childhood Club**

**Contact:** Susan Wright, Van Dusen 230, 246-5360, wrightsu@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.

### **Horticulture Club**

**Contact:** Dee Johnson, Steed 209, 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. The club hosts special events such as bedding plant sales and other creative projects to support student trips, competitions, and student career days.

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## Hospitality Club

**Contact:** Ashley Baker, Little 243, 693-2078, bakera@sandhills.edu

The Hospitality Club gives students the opportunity to meet others with similar interests in the Hospitality Industry. The club facilitates communication, discussion and dispersion of information relating to hospitality. The club includes students from all areas of hospitality instruction offered on the campus including, but not limited to, culinary, hospitality management and baking and pastry arts. Club members are encouraged, through outreach programs, to give back to the SCC campus community and the Sandhills community at large. The club maintains the herb garden adjacent to the culinary lab, participates in a variety of charitable fundraising efforts, and actively supports poor children in Albania as part of the SCC university of Shkodra agreement. Above all else this club is open to all who WANT to know more.

## Human Services Club

**Contact:** Trish Hamis, Van Dusen 219, 695-3871, hamist@sandhills.edu

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

## Intramurals

**Contact:** ShaunteL Gaines, Dempsey 107, 695-3786, gainesh@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.

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

**Contact:** Tarshima Hackett, Logan 132, 695-3862, hackett@sandhills.edu  
Tonelli Hackett, Stone 221A, 695-3737, hacketto@sandhills.edu

MSACE is the Mentoring, Supporting, Affirming, Cultivating, and Empowering of women. This organization desires to promote the women of Sandhills Community College to areas of greatness through the connection of sisterhood. This is established by honoring the complexity and diversity of women through academic excellence, cultural enrichment, community involvement, and social affirmation.

## **Musical Theatre Club**

**Contact:** Jennifer Thomas, Wellard 123, 695-3830, thomasj@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 compilations 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.

## **NAMI on Campus at Sandhills Community College**

**Contact:** Dr. Randal Foster, Stone 229, 695-3968, fosterr@sandhills.edu

NAMI on Campus at Sandhills Community College is an exciting student-led extension of the National Alliance on Mental Illness (NAMI) organization. This student-led club tackles mental health issues on campus by raising mental health awareness, educating the campus community, supporting students, promoting services, and advocating for student success. NAMI on Campus aims to address the mental health needs of all students so they have positive, successful, and fun college experiences.

## **New American Culture Arrival Club (NACA)**

**Contact:** Bill Pope, Van Dusen 220, 695-3864, popew@sandhills.edu

NACA is a supportive group designed for multi-ethnic and multi-racial students. Both Spanish and English are spoken at club functions. Club meetings serve as a forum to discuss the challenges that students face regarding their education, and to aid in finding solutions to their problems. In addition to serving those on campus, the group has visited community organizations in order to share their educational experiences and encourage others to pursue their educational dreams.

## **Outdoor Adventure Program**

**Contact:** Shauntel Gaines, Dempsey 107, 695-3786, gainessh@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!

## **Phi Theta Kappa – Alpha Tau Beta**

**Contact:** Jackie Babb, Little 207, 695-3802, babbj@sandhills.edu or  
Scott Robinson, Little 206, 695-3869, robinsons@sandhills.edu



Phi Theta Kappa is the international honor society for two-year colleges. Membership is available to students by invitation only and requires a 3.7 GPA based on 16+ hours of college credit courses (100 level or higher) in a degree-granting program. 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. Kappans serve as hosts for the college lecture series, as marshals at graduation, and as assistants with on-campus activities.

## Radiography Club

**Contact:** Pat Brannan, Kennedy 157, 695-3841, [brannanp@sandhills.edu](mailto:brannanp@sandhills.edu)

The Radiography 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. This organization provides opportunities for students to extend their education beyond the classroom and is of great benefit to anyone whose goal is to be a radiographer.

## Rotaract

**Contact:** Mary Bidschge, Stone 104A, 246-4128, [bridschgem@sandhills.edu](mailto:bridschgem@sandhills.edu)



Rotaract is a service organization sponsored by the Rotary Club of the Sandhills and other area Rotary Clubs. The Rotaract motto is “Service above self.” Rotaract is open to all students and inducts new members throughout the academic year. This organization meets monthly and is involved in many community service projects and provides students the chance to attend working sessions of the local Rotaract organization in order to better understand and support its mission.

## Sandhills Association of Nursing Students

**Contact:** Kathy McNamara, Kennedy 121, 695-3843, [mcnamaraka@sandhills.edu](mailto:mcnamaraka@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:** Caitlin Persinger, Dempsey 224, 695-3858, persinger@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 the students' voice at SCC.

## **Turfgrass Club**

**Contact:** Mike Ventola, Little 202, 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, Stone 113, 246-5365, 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 to participate in local tournaments, and expose its students to this exciting game.

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## 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 or 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, and
- where students are allowed to bring guests (including children) only with the expressed permission of the professor.

Part of Sandhills Community College's responsibility is to prepare students for the world of work, where they will be expected to dress appropriately. Students at Sandhills are therefore expected to dress in a manner that reflects generally accepted standards of modesty and good taste. Faculty members have the right to establish dress standards for their classrooms, and — after appropriate counseling — to ban or remove students who do not meet those standards.

### 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 Student Services (curriculum students), Vice President for Continuing Education and Workforce Development (continuing education students), or the Dean 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 Student Services.

The Student Code of Conduct has 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 alcohol and 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 Student Services 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; 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, e-cigarettes, pipes, smokeless or spit tobacco, or snuff.
9. Students are not to bring children or anyone not enrolled 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 others will be taken seriously and dealt with appropriately.
13. Prospective students visiting campus must report to Student Services or the Continuing Education Division 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, handheld 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. Part of Sandhills Community College's responsibility is to prepare students for the world of work, where they will be expected to dress appropriately. Students at Sandhills are therefore expected to dress in a manner that reflects generally accepted standards of modesty and good taste. Faculty members have the right to establish dress standards for their classrooms, and – after appropriate counseling – to ban or remove students who do not meet those standards.
20. 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.
21. For the safety of all concerned, the college campus is open during the following hours: Monday through Thursday, 6 a.m. to 12 a.m.; Friday, 6 a.m. to 10 p.m.; Saturday, 7 a.m. to 7 p.m.; Sunday, 7 a.m. to 5 p.m. The college is closed during holidays and times not listed above, except for special events. Students using classrooms and laboratories after scheduled class hours must obtain prior approval from the appropriate faculty/staff member.
22. 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.
23. Providing false information or fraudulent documents to college officials or procuring any money, goods, or services under false pretense is prohibited.

24. 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.
25. In the interest of civility, privacy, and safety, coed accommodations on any club, class, or SCC sponsored trip is prohibited.
26. Any and all other offenses that may need the attention of the Dean of Student Services or Dean of Instruction (all curriculum students), the Vice President for Continuing Education and Workforce Development (continuing education students), the Dean of the 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, however, while the accusation of academic dishonesty may be appealed, the penalty may not. 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 Dean of Student Services or the Dean of Instruction (all curriculum students), Vice President for Continuing Education and Workforce Development (continuing education students) or Dean of the Hoke Center (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 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 or Dean 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**

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);
- residency classification, which shall be subject to final ruling at the campus level by the Residency Committee and may be forwarded to the State Residency Committee; and

- Financial Aid awards and eligibility, which shall be subject to review by the Financial Aid Appeals Committee with a final ruling by the Vice President of Student Services.

### **Student Grievance Procedure**

The purpose of the Student Grievance 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 practice of addressing all grievances informally prior to resorting to formal procedures, it is assumed that prior to embarking on the formal Student Grievance Procedure, students will initially address problems and matters of concern informally with the faculty and/or staff members involved.

However, the College recognizes that not all student grievances will be satisfactorily settled on an informal basis. Therefore, this Student Grievance 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 Student Services 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), Vice President for Continuing Education and Workforce Development (continuing education students), or Dean of the Hoke Center (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 Student Services (curriculum students), Vice President for Continuing Education and Workforce Development (continuing education students), or Dean of the Hoke Center (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 obtains the *Student Grievance Form* from the office of the Dean of Student Services or the Dean of Instruction. In non-academic disciplinary issues initiated by student, the informal grievance procedure begins with Section C of

the *Student Grievance Form*. In academic disciplinary issues, the student must meet with the instructor and department chair in turn to seek an informal resolution. If a satisfactory informal resolution is achieved at any point, the grievance process stops. If an informal resolution is not achieved, the student grievance procedure continues to appropriate Vice President/Dean, 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 Vice President of Continuing Education and Workforce Development. A decision will be rendered in ten (10) business days. The decision of the Vice President of Continuing Education and Workforce Development 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 the *Student Grievance Form* to the Student Grievance Committee Chair within three (3) business days of the Vice President's/Dean's decision. The Student Grievance 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.

### **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 Student Services; continuing education students should contact the Vice President of Continuing Education and Workforce Development; students at the SCC Hoke Center should contact the Dean of the Hoke Center. The administrator will then contact the

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Executive Vice President or the Associate Vice President of Human Resources. Any student who feels uncomfortable going to the Vice President/Dean should go directly to Associate Vice President of Human Resources or the Executive Vice President. 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.

Students may reference information about sexual violence on the Safe at SCC website, [www.sandhills.edu/safe](http://www.sandhills.edu/safe).

## CAMPUS POLICE AND PUBLIC SAFETY

### Traffic Rules and Regulations

All students, faculty, and staff are required to adhere to all rules and regulations related to vehicle use on campus. The complete guide to those rules and regulations can be found on the SCC Homepage under the quick links to Security.

### 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

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

### Temporary Parking

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

## Parking Violations

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

### Fines

The Business Office is hereby authorized to collect a \$25.00 fine for any of the following violations:

- Parked in visitor space
- Parked in faculty space
- Parked in student space
- Failure to display current parking decal
- Failure to register vehicle
- Improper display of parking decal

The following violations shall be considered infractions. The Business Office is hereby authorized to collect fines at the rates noted below for any of the following violations:

- Driving in a hazardous manner/speeding/careless and reckless .... \$100
- Driving wrong way in drive lanes ..... \$50
- Exceeding a safe speed..... \$25
- Failure to heed a stop or yield sign..... \$25
- Parking incorrectly in a parking space ..... \$25
- Parked in driveway/access ..... \$50
- Parking in manner creating a hazard ..... \$50
- Parking in more than one space..... \$25
- Parked in no parking space/area ..... \$25
- Parked in unauthorized/handicap space ..... \$100
- Unsafe Movement ..... \$25
- Any traffic violation (not listed) ..... \$25

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 Computer Lab, 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 and a valid government photo ID or passport are necessary to have an ID 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. **Please note:** Online students use their assigned student ID number to gain their password-protected user account that then allows them to access campus resources and services via electronic means. Online students are encouraged to obtain an ID card upon their first visit to campus.

## 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. The “Compliance” section of this *Catalog* provides more information.

## Security and Access to Campus Facilities

The college campus is open during the following hours:

- Monday through Thursday..... 6 a.m. to 12 p.m.
- Friday..... 6 a.m. to 10 p.m.
- Saturday ..... 7 a.m. to 7 p.m.
- Sunday ..... 7 a.m. to 5 p.m.

The college is closed during holidays and times not listed above, except for special events. 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 James H. Garner Center for Community Education in Westmoore contacts the Moore County 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, individuals should 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 Dean of the Hoke Center (910-875-8589). After hours, individuals should contact "911."
- **James H. Garner Center for Community Education in Westmoore:** During hours of operation, all crimes/emergencies are to be reported to James H. Garner Center for Community Education

in Westmoore Security or the Vice President for Continuing Education and Workforce Development (910-695-3974). After hours, individuals should call 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, individuals should call 911. Campus Police and Public Safety 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 Executive Vice President 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 (as noted in “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 (910-692-6185) or the Dean of the Hoke Center (910-875-8589). Information can also be found online at [www.sandhills.edu/security](http://www.sandhills.edu/security).

## 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.sexoffender.ncdoj.gov](http://www.sexoffender.ncdoj.gov). Students may reference information about sexual violence on the Safe at SCC website, [www.sandhills.edu/safe](http://www.sandhills.edu/safe).

## 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”), Vice President for Continuing Education and Workforce Development (910-695-3767), Dean of Instruction (910-695-3715), or Dean of Student Services (910-695-3714).

Individuals at the Hoke Center and James H. Garner Center for Community Education in Westmoore 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 Dean of the Hoke Center (910-875-8589) or the Vice President for Continuing Education and Workforce Development (910-695-3767).

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. Students may reference information about sexual violence on the Safe at SCC website, [www.sandhills.edu/safe](http://www.sandhills.edu/safe).

## Disciplinary and/or Legal Actions Related to Sexual Assault

The process against the alleged assailant will begin immediately. An investigation will be conducted in a timely manner. All parties will be treated with confidentiality and respect. Both the accuser and the accused will be given equal opportunity to present their views of the incident. A determination will be made by either the Vice President of Student Services or the Executive Vice President. 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.

## Medical and Psychological Support Services

### MOORE COUNTY

FirstHealth Moore Regional Hospital.....	910-715-1000
Emergency Room .....	910-715-1111
Friend-to-Friend .....	910-947-3333
Moore County Emergency .....	911
Moore County Department of Social Services .....	910-947-2436
Moore County Health Department .....	910-947-3300
Daymark Recovery Services .....	910-295-6853
Sandhills Community College Counseling Center .....	910-695-3968

### HOKE COUNTY

Cape Fear Valley Medical Center .....	910-609-4000
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Daymark Recovery Service .....	910-875-8156
First Health Family Care Center .....	910-904-2350
Hoke County Department of Social Services.....	910-875-8725
Hoke County Health Department.....	910-875-3717
Hoke County Sherriff's Department .....	910-875-5111
Sandhills Community College Counseling Center.....	910-878-5804

### **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 office 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. In addition, pet owners should not leave unattended pets in vehicles during their time on campus. Pets, except for guide animals, are not allowed in campus buildings.

### **Walking Track**

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

### **Smoking Policy**

Smoking is permitted only in the following locations on the main campus: the Covered Pavilion on the parking lot side of Dempsey Student Center; 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, in any college-owned vehicles, or in other posted locations. 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 pipe tobacco, snuff, and “vaping” with e-cigarettes.

## Inclement Weather

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 posted on the SCC homepage and the MySCC page. Students enrolled in distance learning and hybrid courses are also notified via the Internet course delivery system (Moodle learning management system). Additionally, announcement 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	WAZZ-AM 1490	Fayetteville
WRAL-TV (5)	Raleigh	WFLB-FM 96.5	Fayetteville
Carolina 14-TV (14)	Raleigh	WKML-FM 95.7	Fayetteville
WNCN-TV (17)	Raleigh	WZFX-FM 99.1	Fayetteville
WUKS-FM 107.7	Fayetteville	WIOZ-FM 102.5	Southern Pines

Students may also call the College at 910-246-2865 to hear a recorded message indicating whether the College will have a delayed opening or will be closed. The College also notifies students of inclement weather via telephone or text message through its ReGroup system.

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## 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.

These procedures apply 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 which enable individuals to access or interact with information available through, but not limited to, the library automation system, the Internet, the World Wide Web, or local campus networks. Resources may be individually controlled or shared, stand alone, or 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 malicious software 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:

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.

### **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.

**Please note:** College adherence to NCCCS Information Security Manual (and any subsequent revisions): the College will reference the NCCCS Information Security Manual in developing any procedures related to employee use of system access and data management. The manual is housed in the office of the Director of IS and HR.

## **Intellectual Property, Copyright and Fair Use**

As a public, non-profit institution, the College recognizes that its resources must be used for the express purpose of the college mission, must be allocated wisely, and must recover the cost for use of its resources. This policy supports the College's mission while it encourages and supports the intellectual property rights of the faculty, staff, and students of the College, including its facilities, equipment, and all other resources. Sandhills Community College complies with all federal and state laws governing the educational use of copyrighted material. It is the policy of Sandhills Community College to comply with the U.S. Copyright Act of 1976. All Sandhills Community College faculty, staff, and students are expected to act as responsible users of the copyrighted works of others which includes making informed decisions based on the fair use exemptions to the copyright laws.

Sandhills Community College provides an environment that supports the academic activities of the faculty, staff, and students. The College encourages the development, writing, invention, and production of intellectual property designed to improve the productivity of the College and/or to enhance the teaching/learning environment. It is the intent of the College to maintain a positive atmosphere for scholarly development.

### **Definitions**

As used in this Policy, the following words shall have the following meanings:

1. *Intellectual property*: Intellectual property is defined as intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, inventions, etc. Intellectual Property includes any materials specifically created for use in a distance education course. These materials could include, but are not limited to: study guides, software, videotaped lectures, databases, lectures, transparencies, visual aids, lab manuals, syllabi, bibliographies, glossaries, tests, assignments, course documents, and other instructional materials.
2. *Copyrightable work*: Copyrightable work includes all creative work that is protectable under the copyright laws of the United States or other countries. Copyright protection is available for most literary,

musical, dramatic, and other types of creative works, including but not limited to computer software, teaching materials, multimedia works, proposals, and research reports.

3. *Significant college support*: Significant college support means the use of specialized, experimental equipment, or computer facilities; or the use of any College resource in a way that leads to an appreciable expenditure of College funds if that expenditure would not otherwise have occurred. Occasional use of office or classroom space, libraries, or general computer hardware and software will not ordinarily constitute significant use.

Please note that notwithstanding the following information and conditions; a student retains portfolio rights to works created by the student as a class assignment or as part of a pro-bono commission approved as a student project by an instructor. A pro-bono commission is work that an instructor may approve for students to undertake as a skill-building opportunity. Students may receive token payments provided by the person or group that commissions such a work.

The ownership of a copyright resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to the following conditions:

### **Ownership of Intellectual Property**

1. *Ownership resides with the employee or student*: Ownership resides with the employee or student if the following criteria are met:
  - a. The work is the result of individual initiative, not requested by the college.
  - b. The work is not the product of a specific contract or assignment made as a result of employment or enrollment at the college.
  - c. The work is not prepared within the scope of the employee's job duties or the student's enrollment.
  - d. The work involves no use of significant college support including facilities, time, and/or other resources.
2. *Ownership resides with the College*: Ownership resides with the College if the following criteria apply:
  - a. The work is prepared within the scope of the employee's job duties or the student's enrollment.
  - b. The work is the product of a specific contract or assignment made in the course of the employee's employment with the college or the student's enrollment.
  - c. The development of the work involved significant college resources including the use of facilities, time, and/or other resources of the college including, but not limited to, released time, grant funds, college personnel, salary

- supplement, leave with pay, equipment or other materials, or financial assistance.
- d. The college and the employee or student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the college for its costs and support. When it can be foreseen that commercially valuable property will be created, the college and the employee or student shall negotiate an agreement for ownership and the sharing of benefits prior to creation of the property. In all such cases, the agreement shall provide that the college will have a perpetual license to use the work without compensation to the employee or student for such use.
  - e. If an employee is granted full or partial leave with pay (e.g. release time or educational leave), to write, develop, produce, or invent intellectual property, the employee and the college will share in any financial gain, and the college's share will be negotiated prior to the time the leave is taken.
  - f. The College owns all rights to its logo, seal, and other related materials.
  - g. The College, at its sole discretion, may release its rights of ownership in Intellectual Property. However, the College shall retain a royalty-free license to use said Intellectual Property for research and education.
  - h. Notwithstanding the provisions of this policy, in the case of a work created under a grant accepted by the college, the ownership provisions of the grant shall prevail.

### **Liability Issues**

All College faculty and staff will ensure that the intellectual property created by them are original except for such materials from copyrighted sources that are reproduced with the written permission of the copyright holder; that the intellectual property in no way constitute a violation of or an infringement upon any copyright belonging to any other party; that the intellectual property will contain no information previously published or copyrighted by the faculty member unless such information is noted in the material; and that the it contains no matter which is libelous or in any way contrary to law.

### **Disciplinary Action**

Individuals are responsible and liable for their own actions in the creation, use, and distribution of intellectual property. Violations of this policy may also result in disciplinary action by the College including expulsion from the College and/or termination of employment.

## **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 evaluate academic progress periodically. Students who place into first-level developmental courses (zero-prefix courses) may be temporarily assigned to an advisor in the Developmental Education Department or advisors who teach developmental courses who will guide them through prerequisite coursework in English, math, and reading.

Courses selected by students must be approved by the faculty advisor or the Student Success Center prior to registration. It is the intent of the advisor and the Student Success Center to place students receiving financial aid into only the courses required by their program of study. The advisor or the Student Success 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” may receive advising help in the Student Success 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 they do. To support student learning, they 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

Sandhills Community College faculty has identified four primary goals of general education: social and personal responsibility, communication, critical thinking, and technology literacy. For each of these four goals, competencies have been developed to assess student attainment. Course-embedded assessment is used to measure the four competencies in the appropriate general education courses. The general education courses used for assessment are selected from various disciplines (humanities, science, mathematics, etc.) to capture a variety of ways to assess each of the core general education goals. Standard rubrics are used to assess student attainment of competencies.

### Social and Personal Responsibility

Social and Personal Responsibility is the ability to analyze similarities and differences in human experiences and perspectives, exhibit a greater awareness of ethical and social concerns, and demonstrate respect for self and others.

*Demonstrated competencies:*

- Students will demonstrate respect for self and others by working in groups.
- Students will analyze ethical or social concerns.

### Communication

Communication is the ability to apply college-level language skills individually and collaboratively to discover, organize, and convey information, ideas, and arguments in a manner appropriate to audience and purpose.

*Demonstrated competencies:*

- Students will demonstrate college-level language skills.
- Students will create a summary of information using discipline-specific material.

### Critical Thinking

Critical Thinking is the ability to use appropriate inquiry to reach a reasoned conclusion.

*Demonstrated competencies:*

- Students will demonstrate analytical reasoning abilities by drawing inferences.
- Students will use evidence, logic, and organization to defend a position.

## **Technology Literacy**

Technology Literacy is the ability to use appropriate technology, communications tools, and/or networks to access, manage, integrate, evaluate, and/or create information.

*Demonstrated competencies:*

- Students will use technology to integrate information into a final product.

General education outcomes assessment results will be reported in the aggregate because the results represent the college and not individual students or faculty. In addition, assessment results will be shared with faculty, staff, and students. The assessment results are to be regularly and systematically considered by the faculty, staff, and administrators in order to take action to improve student learning. General education assessment tools (tasks and scoring rubrics) and the process will be reviewed every three years to improve process validity and efficiency.

## **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 seek consideration for credit by examination must obtain permission from the chairperson of the department in which the course is offered. Where applicable, 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. Students should note that, typically, credit by examination hours do not transfer.

### ACA Credit by Exam

The College requires most 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.E., A.S. or A.F.A. transfer degree. Students who have accumulated 18 hours of credit at SCC prior to 2006 may be eligible for the Credit by Examination for ACA 115 and should contact the ACA-115 Coordinator in Logan 142 or the Department Chair for Developmental Education in Logan 217. Students who transfer in 18 or more hours from an accredited four-year college or university may be eligible for Credit by Examination for ACA-122 and should contact the Coordinator of University Studies.

### 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 can receive credit for the courses as part of the general education courses 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. **Please note:** Students should be aware that if they receive AP course credit at Sandhills Community College but "do not complete the associate in arts or associate in science degree" 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. For the Associate in Engineering degree, AP course credits "awarded for a score of three or higher, are acceptable as part of a student's successfully completed AE degree under the AE to BSE AA."

### 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 and Registration.

AP Course	College Course and Required AP Exam Score
Art History	ART-114 and 115 with a score of 5; ART-114 only with a score of 3 or 4

<b>AP Course</b>	<b>College Course and Required AP Exam Score</b>
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-251 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 with a grade of B or higher in the course and a score of 93 or higher on the course post-assessment may receive credit for Sandhills Community College courses that cover the same content or skills development as identified in the *North Carolina High School to Community College Articulation Agreement*.

For some college courses, students must also demonstrate mastery of course knowledge and skills by passing an examination administered by college personnel. To receive articulated credit, students must enroll in the community college within two years of their high school graduation date.

### **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 Records and Registration and requesting the form on which the students will document the career experience. The Director of Records and Registration assesses the career experience in consultation with faculty in a program and the Dean of Instruction. In some instances, that assessment includes a review of state, regional, or national certifications that verify a student's knowledge in content parallel to a course.

If these parties determine that the experience duplicates the knowledge required for a course, the faculty member will recommend credit be given for courses for which required knowledge and skills have been demonstrated. Credit will be awarded by the Director of Records and Registration 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. In determining experiential credit for coursework completed in continuing education non-credit coursework, the college references the NCCCS *Continuing Education Master Course Listing and Business and Industry Guidelines*.

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.

### **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 Prerequisite 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 approves the request, the Department Chair will sign the form, register the student, and send the form to the Dean of Instruction and Vice President of Academic Affairs 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 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 unique concentration courses for credit 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 a student’s *Course Planning Form* or *Course Change Form*.

### **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 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**

Students 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.

## **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**

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. Mini-Mester registration is limited to 2 online courses per semester. No exceptions will be made to this procedure. Students are able to take additional Mini-Mester classes offered through classroom or hybrid delivery.

## **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 9 credit hours.
- Freshman: The student has successfully completed 32 or fewer semester hours.
- Sophomore: The student has successfully completed more than 32 semester hours.

## **Attendance Procedures**

### **Entry into Courses**

Students must attend a seated or hybrid course (meeting in a traditional classroom setting) or must complete an assignment/activity as directed by the instructor for an online course during the first 10 percent of the semester to be considered entered into the course for academic and financial aid purposes. If a student does not meet this criterion, the student will be recorded as having never attended (NA) the course and will be ineligible for course completion and no refund will be given.

### **Attendance**

Because the College realizes that academic success is tied to regular attendance, students are expected to attend all class sessions, laboratories, and clinical experiences. Faculty members are responsible for informing students in writing at the first class meeting of attendance expectations and identifying all classes, laboratories, and clinical experiences that must be attended at the scheduled times. Faculty members will inform students at the first class period if tardiness is to be computed as an absence. Absence from class must be satisfactorily explained to and/or documented for the instructor, and the student is held responsible for all work missed.

Unsatisfactory attendance may adversely affect a student's grade for the course. Any student who violates the attendance policy of the course during the 65% point of a semester (or summer session) may be required to drop the course. Any student who violates the attendance policy of the course after the 65% point of the semester (or summer session) may be required to withdraw from the course with a grade of "WP" or "FW," depending upon his or her grade in the course at the time of withdrawal. Attendance policies for online courses are detailed in the course syllabi for the individual courses. Generally, these attendance policies reflect the instructor's expectations regarding the frequency of posted interactions.

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

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.

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 the final exam schedule which is posted on the Sandhills website at [www.sandhills.edu](http://www.sandhills.edu). The last class sessions are used for final examinations or for other activities that are designed to bring the course to a successful conclusion and meet the requisite contact hours for the course. Last class sessions must meet whether or not a final examination is to be given.

## Grading Policies and Procedures

### Grading

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:

#### Course Completion Grade Chart

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. Credits for courses in which a "D" is earned do not normally transfer.
Pass	P	Proficiency (DMA and DRE courses only)
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:

### Course Non-Completion Grade Chart

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.
Re-enroll	R	Non-punitive grade used when the student’s final grade for the class is less than 80 on a 100-point scale. (DMA and DRE courses only)
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:

<b>Grade</b>	<b>Grade Points</b>
A	4
B	3
C	2
D	1
F	0
FW	0
I	0
WP	Not computed
DR	Not computed
P	Not computed
R	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 010 through 098) 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

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 or 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 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.

## Course Change Procedures

### Drop/Add 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 10% census date.

**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. **Please note:** Online students should consult the Student Success Center and/or the *Online Education at SCC* brochure located on the Sandhills website at [www.sandhills.edu](http://www.sandhills.edu) to initiate a drop.

**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 Director of Records and Registration 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 procedure 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 will drop a student if the student has failed to attend two consecutive weeks' worth of class. Additionally, an instructor may drop or withdraw a student from a course under any of the following conditions:

- Student fails to meet the attendance policy of the course, if that policy is more restrictive than what is stated above.
- Student fails to upload, post, or otherwise participate in an online class within the time period prescribed in the online syllabus, if that policy is more restrictive than what is stated above.
- 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 *Course Change Form* (drop/add form). Students withdrawing from all courses or from their last ungraded course must also obtain signatures from the business office, library, and financial aid office. 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.

## **Change of Major, Re-entry, and Readmission**

### **Change of Major**

Students are never "locked in" 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 Student Success 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 Student Success 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 check with the Admissions Office to see if his or her application is current. If necessary, a new advisor will be assigned at that time.
2. The student should schedule an appointment with the assigned advisor to discuss re-entry into the desired program.
3. The advisor 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.
4. The department chairperson will have responsibility for approving a student's re-entry into a program within that department.
5. 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.
6. 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.

### **Academic Forgiveness**

A student may request academic forgiveness for grades lower than a "C," if the following conditions are met:

1. The student has not been enrolled in curriculum courses for 36 consecutive months.
2. During the previous enrollment period, the student experienced extenuating circumstances that contributed to grades lower than a "C."

The student requesting academic forgiveness must contact the Dean of Instruction and verify conditions 1 and 2 above.

If a student is granted academic forgiveness, the following conditions apply:

1. The student's entire academic record at Sandhills Community College will be recorded on any subsequent transcript.
2. The subsequent grade point average of a student who is granted academic forgiveness will be computed without inclusion of previous coursework in which a grade below "C" was received. However, unless the courses are completed with a better grade, this work may be included in calculations for consideration for honors.
3. A student may be granted academic forgiveness only one time.
4. This forgiveness policy is used for academic purposes only. Due to federal regulations, the Financial Aid Office is required to count all courses listed on a student's transcript when calculating financial aid eligibility.

## **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 or 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.

## **The Satisfactory 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 ensure that students who are receiving financial aid are making measurable progress toward completion of an approved degree, diploma, or certificate program in a reasonable period of time and within a reasonable number of credit hours attempted in their program of study.

### **Scope**

Regulations require a student's progress for financial aid purposes to be measured both quantitatively and qualitatively. In addition to a student's cumulative grade point average, students are also required to pass a percentage of all attempted coursework, and to complete their program of study within the maximum time frame established by the institution. To reasonably measure a student's 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.

For students receiving financial aid, Satisfactory Academic Progress will be reviewed at the end of each semester of enrollment. Students who have attended SCC in the past without receiving financial aid will be evaluated for SAP based on their prior academic record, and subsequently, at the end of each semester of enrollment. Returning students are evaluated on a continuing basis from the first enrollment at Sandhills. Returning students who were previously enrolled under a Satisfactory Academic Progress Policy other than the current Satisfactory Academic Progress Policy will be required to meet the standards of the current policy upon returning. There is no requirement in the federal regulations for institutions to notify students who are not applying for or receiving Title IV, HEA aid of their eligibility under SAP.

## 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:

1. **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.
2. **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 59 credit hours during enrollment, the student must successfully complete 40 credit hours ( $40 \text{ hours completed} \div 59 \text{ hours attempted} = .67$  or 67%). Successful completion is defined as receiving a grade of A, B, C, D, or P (Pass).
- **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 ( $75 \text{ credit hour program} \times 150\% = 113$ ). One academic year of credit (30 credit hours) may be added for required remedial coursework. If a student is pursuing more than one program of study, maximum time frame standards of 150% will be applied toward each program for all attempted hours. If a student should need additional periods of enrollment to complete his/her program or if the student has a valid reason for pursuing an additional program of study, appeal procedures noted within this Satisfactory Academic Progress policy may be applied.

**Please note:** Both pace and maximum time frame are measured in credit hours (except for Clock Hour programs – see below), regardless of full time or part time attendance.

**If a student does not meet any ONE of the above three criteria, he/she has failed to maintain Satisfactory Academic Progress, and failure to do so will result in termination of eligibility to receive funds from federal Title IV, state, and institutional financial aid programs.**

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## **Treatment of Selected Grades**

### **Withdrawals/Drops**

Credit hours in which a student receives a grade of Drop (DR) and Withdraw Passing (WP) do not affect a student's GPA; however, Failing Withdraw (FW) is calculated as 0.0 in the GPA calculation for SAP. Grades of DR, WP, and FW 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. Courses dropped during the official add/drop period (usually the first 8 days of the semester) are not included as attempted and/or unsuccessful credits.

### **Incomplete and Failing Grades**

Credit hours in which a student receives a grade of Incomplete (I), Repeat (R), or Fail (F) are included in the number of attempted hours, but do not count toward successfully completed hours. Both are calculated as 0.0 in the GPA calculation for SAP. 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 initial enrollment at SCC. Grades from courses taken at other institutions that are accepted toward the student's educational program at SCC are not included in the GPA calculation for SAP. Any such transfer credits will be included in the completion rate requirement as both attempted and completed credits, while a student's maximum time to receive financial aid will be reduced by the equivalent transfer of credit hours towards his/her educational program.

### **Audit and Never Attend**

Audit (AU) or Never Attend (NA) grades are not considered attempted course work and are 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 each component of the student's academic progress.

## **Credit by Exam**

While Credit by Exam (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. The grade CE has no numerical value at SCC and, therefore, does not affect the GPA.

## **Experiential Learning**

When a student earns credit for Experiential Learning (EL) which is given for career experience that duplicates experience required for a course, it is not included in enrollment status for purposes of awarding financial aid; however, the attempted and completed credits are counted in each component of the quantitative standard. The grade EL has no numerical value at SCC and, therefore, does not affect the GPA.

## **Developmental Courses**

Courses numbered less than 100 (i.e., BIO-094, DMA-010, DRE-096, etc.) are included in GPA calculations for SAP, as well as when calculating the 67% Completion Rate. One academic year of credit (30 credit hours) may be added for required developmental coursework when calculating the 150% Maximum Time Frame. Only 30 credit hours of developmental coursework will be included in a student's enrollment status for federal financial aid.

Developmental Math Modules (DMA) and Developmental English Modules (DRE): DMA and DRE courses are included in GPA calculations for SAP, as well as when calculating the 67% Completion Rate. When calculating cumulative GPA, a P grade is the equivalent of a grade of A. An R grade is the equivalent of a grade of F and is calculated as 0.0 in the GPA calculation for SAP. Also note, credit hours in which a student receives a grade of R are included in the number of attempted hours but do not count toward successfully completed hours.

## **Summer Session**

Credit hours attempted and earned during summer session will be included in the calculation of Satisfactory Academic Progress, just as any other enrollment period. For purposes of financial aid, full time enrollment in summer is 12 credit hours.

## **Clock Hour Programs**

Students enrolled in clock hour programs (i.e., BLET) will have SAP evaluated at the end of each payment period. At the time of review, students must have successfully completed both the clock hours and weeks of instructional time required for the payment period. Maximum Time Frame is measured in cumulative clock hours required to complete the program and

expressed in calendar time. (Note that a student in a clock hour program cannot receive aid for hours beyond those in the program; the maximum time frame applies to the amount of calendar time the student takes to complete those hours.) For example, if the program is 1200 clock hours and meets 30 clock hours per week, that means the program is 40 weeks in length. 150% of 40 weeks is 60 weeks. A student may receive aid while enrolled in this program for up to 60 weeks to complete the 1200 clock hours required for graduation.

### **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. This includes, but is not limited to, courses taken through dual enrollment, the Huskins program, the Career and College Promise program, and the SandHoke Early College program. 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**

### **Eligibility Status**

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

### **Financial Aid Warning**

Students (not currently on Warning, Suspension, or Probation) who do not have the required cumulative grade point average of 2.0 and/or have not successfully completed 67% of their attempted credit hours, will be placed on Warning for the following semester. A student on financial aid Warning may continue to receive Title IV aid for one payment period. Satisfactory progress will be monitored at the end of the semester to determine if the student has met the standards of progress and is eligible to continue to receive financial aid.

### **Financial Aid Suspension**

Students on financial aid Warning who have not attained at least a cumulative 67% completion rate and/or earned the minimum required cumulative grade point average of 2.0 will have their financial aid suspended at the conclusion of the Warning period.

### **Financial Aid Probation**

If a status of Suspension is appealed and approved, a status of Probation is assigned. This status requires students to maintain both a term GPA greater than or equal to 2.5 and a term completion rate equal to 100%. In order to achieve a completion rate equal to 100%, a student must successfully complete each course enrolled for the term. The pace component may also require a course by course plan toward degree completion. If a student withdraws or fails a course during the Probation term dropping the term completion rate below 100%, or does not maintain a term GPA greater than or equal to 2.5, the appeal is terminated and the student will be placed on financial aid Suspension status.

### **Warning Near Maximum Time Frame**

Students who have attempted approximately 100% of the maximum allowable credit hours for their program of study will receive a courtesy notification status of Warning Near Maximum Time Frame. Students receiving this status will continue to receive financial aid until they reach 150% of the program of study, at which time they will have their financial aid suspended and be assigned a status of Maximum Time Frame.

### **Maximum Time Frame**

Students who have attempted the maximum allowable credit hours, 150%, of their program of study will have their financial aid suspended.

### **Notification of Financial Aid Warning, Suspension, Probation, Warning Near Maximum Time Frame, or Maximum Time Frame**

The Financial Aid Office will send correspondence to any student who is placed on financial aid Warning, Suspension, Warning Near Maximum Time Frame, or Maximum Time Frame.

### **Regaining Eligibility**

Students who attend Sandhills Community College (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.

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

Students who have been disqualified from receiving financial aid may appeal to the Financial Aid Office to waive the satisfactory progress requirements only where there are extenuating circumstances. A student may submit

written documentation to the Financial Aid Office by completing the Satisfactory Academic Progress Appeal Request form explaining the circumstances that have affected academic performance and what has changed that will allow him/her to make Satisfactory Academic Progress at the end of the next term of enrollment or within a reasonable period of time prior to program graduation. Supporting documentation, including documents previously submitted for past appeals, must be presented for each semester at SCC that the student did not successfully complete/pass all classes or the semester GPA was below 2.0. Circumstances that may be considered include death in the family, accident, illness, military deployment, or other serious personal problems that were beyond the control of the student and can be supported with proper documentation from involved third party sources.

Students who have exceeded the maximum allowable time frame to complete a program of study may also appeal. These students must explain what caused them to exceed the Maximum Time Frame allowed for their major and how many credits are required to complete it. They must provide a graduation plan completed and signed by their academic advisor that lists the courses needed to graduate and when each course will be taken. If the plan is considered reasonable, the student may receive financial aid with his or her progress being monitored for one or more semesters until the degree is completed, as long as the conditions set forth are met.

A student whose appeal is approved and is allowed to continue on Financial Aid Probation based on extenuating circumstances may receive Title IV funds for one payment period. At that point, to maintain Title IV eligibility, the student must meet SCC's SAP standards or the requirement of an established individual academic plan that will ensure that the student is able to meet SAP standards by a specific time prior to graduation.

### **Appeal Process**

A student may appeal in writing to the Financial Aid Office using the Satisfactory Academic Progress Appeal Request form explaining why satisfactory academic progress requirements were not met and what has changed that will allow him/her to make Satisfactory Academic Progress. Supporting documentation for the extenuating circumstance is required and specified according to the student's situation on the Satisfactory Academic Progress Appeal Request form. The Financial Aid Appeals Committee will review the appeal and a decision will be rendered within fifteen (15) business days. The student will be informed of the committee's appeal decision by letter.

If a student disagrees with the determination by the Financial Aid Appeals Committee, he or she may appeal their decision to the Vice President of 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 Vice President of 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**

To remain in good academic standing, students in therapeutic massage program 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 Therapeutic Massage specialty courses and all corequisite courses.

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.

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## 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 010-098) 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 010-098) 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 (010-098) 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

### 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 documented 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 Office of Disability Services in Logan Hall at their earliest convenience to obtain an information packet, which outlines the process for getting the required documentation. The “Compliance” section of this *Catalog* provides more information.

### Distance Learning Students

In order to accommodate the needs of distance learning students, Sandhills Community College has implemented policies and procedures to protect student rights and to provide Student and Curriculum Support Services. These procedures are available on the Sandhills website at [www.sandhills.edu](http://www.sandhills.edu) and on the MySCC Student Cyber Connection page at [MySCC.sandhills.edu](http://MySCC.sandhills.edu).

### 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. (More information is available in the *Information Technology Resources Acceptable Use Policy* in this *Catalog* and online at [www.sandhills.edu](http://www.sandhills.edu).)

### Katharine L. Boyd Library

The Katharine L. Boyd Library, houses the Learning Resource Computer Lab, the Barbara H. Cole Children’s Literature Center, the Teresa Wood Reading Room and the Jeanne Hastings Gallery. Boyd Room 101 is a 24-seat computer classroom used predominantly by the English and Humanities Dept. Boyd Library provides comfortable, pleasant surroundings for study and reading in a 26,000 square-foot building. Faculty, staff and students are provided an SCC ID card which serves as the library card. Library and inter-library loan privileges are available to Moore and Hoke County residents (and those who work in Moore and Hoke County but reside elsewhere) if those individuals are 18 years of age and older and provide a photo ID. Such

privileges are granted via a community patron card. Boyd Library is open 70 hours per week and has a seating capacity of 300.

The library collection includes 78,182 print and 228 periodical holdings, instructional and entertainment multimedia 2170 DVDs and 221 CDs, and 107,000 microforms (including the *New York Times* dating from 1851), as well as myriad hardbound and electronically accessible reference materials. The library provides 12 public-access computer stations for accessing the online card catalog and/or community patron general use. Boyd Library provides access online at [www.sandhills.edu/library/](http://www.sandhills.edu/library/) to a wide variety of online research databases both directly and via NCLIVE for traditional and distance-learning students. Faculty, staff and students can obtain the NCLIVE passwords in person at the Circulation Desk or via email by following the REMOTE ACCESS link on the Library website.

### **Learning Resource Computer Lab**

The Learning Resource Computer Lab (LRC) is located in Boyd Library. The LRC is a staffed student computer lab with 51 computers available for course-requirements-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. Continuing Education/HSE students and students home on holiday from other colleges are welcome to sign in to the LRC. The LRC is a proctoring site. Students at the Hoke Center in Hoke County, including students enrolled in the SandHoke Early College High School, can access resources online or through the Learning Resources lab in Upchurch Hall, which allows video reference access to librarians on the main campus.

### **Men of Valor and Excellence (M.O.V.E.)**

Men of Valor and Excellence (M.O.V.E.) 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. MOVE is supported through the North Carolina Assembly appropriated funds administered through the NC Community College System and the Minority Male Mentoring (3MP) Grant. The M.O.V.E. office is located upstairs in the Dempsey Student Center or contact Dwight Threet at 695.3831 or [threetd@sandhills.edu](mailto:threetd@sandhills.edu) for additional information.

### **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, financial literacy, and informative workshops. Project Promise services are offered free for students who meet eligibility requirements. The Project Promise offices are located on the second floor of Logan Hall.

### **Student Success Center**

The Student Success Center is available to assist students whose advisor may not be available or who have a program code of T90990 special student. The Student Success Center also assists students with administrative procedures, such as change of majors and advisors, course withdrawal notices, audit procedures, and drop/add forms.

### **Testing**

The College administers the General Education Development (HSE) high school equivalency test, the ACCUPLACER North Carolina Diagnostic and Placement Test, and the ACCUPLACER WritePlacer Assessment Test for students entering college programs, and a variety of academic achievement and screening examinations requested by instructional departments. HSE testing is located in Van Dusen Hall. Those wishing to take the college placement test must see the Testing Department in Stone Hall.

### **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 Kelly Tutoring Center is located in Room 114 in Logan Hall.

## 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 (A.A.), Associate in Engineering (A.E.), Associate in Science (A.S.), or Associate in Fine Arts (A.F.A.) degrees. These degrees are designed to prepare students to continue their education as juniors in their field of study.

Sandhills actively and fully complies with the 2014 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).)

**Please 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 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 60 to 61 semester hours of credit, which include all requirements applicable to a particular degree program. At least 25 percent of 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 part of the **Universal General Education Transfer Component (UGETC)**, **Additional General Education Hours**, or **Other Required Hours**.

### **Universal General Education Transfer Component**

The Universal General Education Transfer Component (UGETC) includes study in the areas of the humanities, fine arts, communication, social and behavioral sciences, natural sciences, mathematics, and English composition. Within the component, students receive opportunities to achieve greater competence in reading, writing, communicating, demonstrating mathematical skills, understanding science concepts, and using computers. More specifically, students foster a greater understanding of social and personal responsibility, communication, critical thinking, and technical literacy as student learning outcomes.

### **Additional General Education Hours**

Additional General Education Hours allow transfer students to take more general education courses based on their intended major and transfer university.

### **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. These hours should be chosen from courses designated as pre-major, elective, or general education in the Comprehensive Articulation Agreement, and should be selected based on students' intended major and transfer university.

### **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 three categories of courses:

**Universal General Education Transfer Component (UGETC):** These courses will satisfy universal general education transfer component requirements for the college transfer programs. Exceptions to this list are only for the Associate in Engineering degree (A.E.) Please see the A.E. requirements. They may also be used to satisfy the Additional General Education Hours requirements and the Other Required Hours requirements. No other courses may be used as UGETC courses.

ART-111, 114, 115

AST-111 and AST-111A (A.A. and A.F.A. only)

BIO-110 (A.A. and A.F.A. only)

BIO-111 (A.A., A.F.A., A.S.)  
BIO-112 (A.S. only)  
CHM-151 (A.A., A.F.A., and A.S.)  
CHM-152 (A.S. only)  
COM-231 (A.A. and A.S. only)  
ECO-251, 252  
ENG-111, 112, 231, 232  
GEL-111 (A.A. and A.F.A. only)  
HIS-111, 112, 131, 132  
MAT-143 (A.A. and A.F.A. only)  
MAT-152 (A.A. only)  
MAT-171 (A.A. and A.S. only)  
MAT-172, 263, 271 (A.S. only)  
MUS-110, 112  
PHI-215, 240  
PHY-110 and 110A (A.A. and A.F.A. only)  
PHY-151, 152, 251, 252 (A.S. only)  
POL-120  
PSY-150  
SOC-210

**2. Additional General Education Hours:** These courses will satisfy the Additional General Education Hours requirement for the college transfer programs. There are no A.E. additional general education hours. See A.E. degree requirements. While most of these are not UGETC courses, UGETC courses may also be used in this category.

ANT-210, 220, 221, 240  
BIO-112, 120, 130, 140 and 140A  
CHM-152  
CIS-110, 115  
COM-110, 120  
DRA-111, 126  
ECO-151  
ENG-114, 131, 241, 242, 261, 262  
FRE-111, 112, 211, 212  
GEO-111  
HIS-121, 122  
HUM-110, 115, 120, 122, 130, 150, 160, 161, 211, 212, 220  
MAT-143, 152, 171, 172, 263, 271, 272, 273  
MUS-210  
PHY-110 and 110A, 151, 152, 251, 252  
POL-110, 210, 220  
PSY-237, 239, 241, 281  
REL-110, 211, 212, 221  
SOC-213, 220, 225, 230, 240  
SPA-111, 112, 211, 212

3. **Other Required Hours:** The following courses will satisfy Other Required Hours requirements for the college transfer programs. Exceptions to this list are only for the Associate in Engineering degree (A.E.). Please see the A.E. requirements. These courses are designated in the Comprehensive Articulation Agreement as general education, pre-major, or elective courses, and include the UGETC courses and the Additional General Education Hours courses. Additional courses may be approved. Updated lists will be available from advisors, the University Studies coordinator, or the University Studies Counselor.

ACA-122 (A.A. and A.S. requirements)

ACC-120, 121

All ART Prefix Courses,

BIO-155, 163, 165, 166, 175, 271, 275

BUS-110, 115, 137, 228

CHM-130 and 130A, 251, 252

CJC-111, 121, 141

COM-150

CSC-134, 139, 151, 239

CTS-115

DFT-170

DRA-130, 131

EGR-120, 150, 220, 225

ENG-125, 126, 273

HEA-112

HIS-236

HUM-170, 230

MAT-285

All MUS Prefix Courses

All PED Prefix Courses

PSY-231, 249, 259, 263, 271, 275

SPA-161

## **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 60 and a maximum of 61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use. More specifically, students foster a greater understanding of social and personal responsibility, communication, critical thinking, and technical literacy as student learning outcomes.

Courses are approved for transfer through the Comprehensive Articulation Agreement. Community college graduates who have earned 60 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 60 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>
<b>UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (31-32 SHC)*</b> .....	<b>31-32</b>
The Universal General Education Component (UGETC) includes study in the areas of humanities, fine arts, communication, social and behavioral sciences, natural sciences, mathematics, and English composition.	
<b>English Composition (6 SHC)</b> .....	<b>6</b>
Two English composition courses are required: ENG-111 and ENG-112	
<b>Humanities/Fine Arts (9 SHC)</b> .....	<b>9</b>
Select <b>three</b> courses from at least <b>two</b> different disciplines areas: Art (ART-111, 114, 115) Communication (COM-231) Literature (ENG-231, 232) Music (MUS-110, 112) Philosophy (PHI-215, 240)	
<b>Social/Behavioral Sciences (9 SHC)</b> .....	<b>9</b>
Select <b>three</b> courses from at least <b>two</b> different disciplines areas: Economics (ECO-251, 252) History (HIS-111, 112, 131, 132) Political Science (POL-120) Psychology (PSY-150) Sociology (SOC-210)	

**Mathematics (3-4 SHC).....3-4**

Select one course from the following: MAT-143, 152, 171

**Natural Science (4 SHC) .....4**

Select 4 SHC from the following:

- Astronomy (AST-111 & 111A)
- Biology (BIO-110, 111)
- Chemistry (CHM-151)
- Geology (GEL-111)
- Physics (PHY-110 & 110A)

**ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC).... 13-14**

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

**TOTAL GENERAL EDUCATION HOURS REQUIRED (45 SHC).... 45**

**OTHER REQUIRED HOURS (15 SHC)\* ..... 15**

**Academic Transition (1 SHC) ..... 1**

**The following course is required:**

ACA-122 College Transfer Success

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

**TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM ..... 60-61**

*\*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.*

**Associate in Arts Course Sequence Example**

		Course Hours		Semester Hours Credit
		Per Week	Per Week	
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-122	College Transfer Success	0	2	1
ENG-111	Writing and Inquiry	3	0	3
***	AST, BIO, CHM, GEL or PHY UGETC courses	***	***	4
***	Soc./Beh. Sci. UGETC course	3	0	3
***	Hum./FA/Comm. UGETC course	3	0	3
***	Soc./Beh. Sci. UGETC course	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	17
<b>SECOND SEMESTER (Spring)</b>				
ENG 112	Research Writing in the Disc.	3	0	3

MAT	MAT UGETC course	***	***	3-4
***	Hum./FA/Comm. UGETC course	3	0	3
***	Soc./Beh. Sci. UGETC course	3	0	3
***	Hum./FA/Comm. UGETC course	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	15-16
<b>THIRD SEMESTER (Fall)</b>				
***	Additional Gen Ed course	3	0	3
***	Additional Gen Ed course	3	0	3
***	Additional Gen Ed course	3	0	3
***	Additional Gen Ed course	***	***	2-3
***	Additional Gen Ed course	<u>***</u>	<u>***</u>	<u>2</u>
		***	***	13-14
<b>FOURTH SEMESTER (Spring)</b>				
***	Other Required Hours course	***	***	2
***	Other Required Hours course	3	0	3
***	Other Required Hours course	3	0	3
***	Other Required Hours course	3	0	3
***	Other Required Hours course	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	14
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>60-61</u></b>

**Please note: Students are strongly encouraged to complete their UGETC requirements during their *first two semesters* at Sandhills.**

## **Associate in Engineering Degree Requirements (A10500)**

The Associate in Engineering degree is designed for students who wish to transfer to a state funded university with a Bachelor of Engineering program and earn a Bachelor of Science in Engineering.

The Associate in Engineering shall be granted for a planned program of study consisting of a minimum of 60 and a maximum of 61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. The degree plan includes required general education and prerequisite courses that are acceptable to all state funded Bachelor of Engineering programs. Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Associate in Engineering graduates may then apply to any of these programs without taking additional and sometimes duplicative courses. *Admission to Engineering programs is highly competitive and admission is not guaranteed.* To be eligible for the transfer of credits under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

COURSES	SEMESTER HOURS
<b>GENERAL EDUCATION (42 SHC)*</b> .....	<b>42</b>
The general education courses includes study in the areas of English composition; humanites and fine arts; social and behavioral sciences; natural sciences and mathematics.	
<b>UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (UGETC)</b> <i>*Courses that are not classified as UGETC are italicized</i>	
<b>English Composition (6 SHC)</b> .....	<b>6</b>
Two English composition courses are required: ENG-111 and ENG-112	
<b>Humanities/Fine Arts and Communication (6 SHC)</b> .....	<b>6</b>
Humanities: Choose one: Literature (ENG-231, 232) Philosophy (PHI-215, 240) Fine Arts and Communication: Choose one: Art (ART-111, 114, 115) Communication (COM-231) Music (MUS-110, 112)	
<b>Social/Behavioral Sciences (6 SHC)</b> .....	<b>6</b>
One course required: Economics (ECO-251) Select second course from the following: History (HIS-111, 112, 131, 132) Political Science (POL-120) Psychology (PSY-150) Sociology (SOC-210)	
<b>Mathematics (12 SHC)</b> .....	<b>12</b>
Calculus I (MAT-271) is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready must take additional math courses. Calculus (MAT-271, 272*, 273*) <i>Note: MAT-272 and MAT-273 are not UGETC courses.</i>	
<b>Natural Sciences (12 SHC)</b> .....	<b>12</b>
Take all of the following: Chemistry (CHM-151) Physics (PHY-251, 252)	
<b>TOTAL GENERAL EDUCATION HOURS REQUIRED (42 SHC)....</b>	<b>42</b>
<b>OTHER REQUIRED HOURS (18 SHC)</b> .....	<b>18</b>
<b>Academic Transition (1 SHC)</b>	
The following course is required:	

ACA-122 College Transfer Success..... 1  
 Students must complete ACA-122 within the first 30 hours of enrollment.

**Pre-major Elective (2 SHC)**

EGR-150 Introduction to Engineering ..... 2

**Other General Education and Pre-major Elective Hours (15 SHC)..... 15**

Select 15 SHC of course from the following courses classified as pre-major, elective, or general education courses within the Comprehensive Articulation Agreement. Students should choose courses appropriate to the specific university and engineering major requirements.

- Biology (BIO-111)
- Chemistry (CHM-152)
- Communication (COM-110)
- Computer Science (CSC-134, 151)
- Drafting (DFT-170)
- Economics (ECO-252)
- Engineering (EGR-220)
- Humanities (HUM-110)
- Mathematics (MAT-285)
- Physical Education (PED-110)

**TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM..60-61\*\***

*\*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.*

*\*\*One semester hour of credit may be included in a 61 SHC associate in engineering program of study. The transfer of this hour is not guaranteed.*

**Associate in Engineering Course Sequence Example**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-122	College Transfer Success	0	2	1
ENG-111	Writing and Inquiry	3	0	3
MAT-271	Calculus I	3	2	4
CHM-151	General Chemistry I	3	3	4
EGR-150	Intro to Engineering	$\frac{1}{2}$	$\frac{2}{2}$	$\frac{2}{2}$
		10	9	14
<b>SECOND SEMESTER (Spring)</b>				
ENG-112	Writing/Research in the Disc	3	0	3
MAT-272	Calculus II	3	2	4

ECO-251	Principles of Microeconomics	3	0	3
***	Humanities UGETC course	3	0	3
***	Other Gen. Ed./Pre-major Elective	<u>***</u>	<u>***</u>	<u>2-4</u>
		***	***	15-17
<b>THIRD SEMESTER (Fall)</b>				
MAT-273	Calculus III	3	2	4
PHY-251	General Physics I	3	3	4
***	Soc./Beh. Sci. UGETC course	***	***	3
***	Other Gen. Ed./Pre-major Elective	***	***	3-4
***	Other Gen. Ed./Pre-major Elective	<u>***</u>	<u>***</u>	<u>3-4</u>
		***	***	17-19
<b>FOURTH SEMESTER (Spring)</b>				
PHY-252	General Physics II	3	3	4
***	Fine Arts/Com. UGETC course	***	***	3
***	Other Gen. Ed./Pre-major Elective	***	***	3-4
***	Other Gen. Ed./Pre-major Elective	***	***	3-4
***	Other Gen. Ed./Pre-major Elective	<u>***</u>	<u>***</u>	<u>3-4</u>
		***	***	16-19
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>60-61</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 60 and a maximum of 61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use. More specifically, students foster a greater understanding of social and personal responsibility, communication, critical thinking, and technical literacy as student learning outcomes.

Courses are approved for transfer through the Comprehensive Articulation Agreement. Community college graduates who have earned 60 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 60 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>
<b>UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT</b>	
<b>(34 SHC)*</b> .....	<b>34</b>
The Universal General Education Transfer Component (UGETC) includes study in the areas of humanities, fine arts, communication, social and behavioral sciences, natural sciences, mathematics, and English composition.	
<b>English Composition (6 SHC)</b> .....	<b>6</b>
Two English composition courses are required: ENG-111 and ENG-112	
<b>Humanities/Fine Arts (6 SHC) **</b> .....	<b>6</b>
Select <b>two</b> courses from <b>two</b> different discipline areas: Art (ART-111, 114, 115) Communication (COM-231) Literature (ENG-231, 232) Music (MUS-110, 112) Philosophy (PHI-215, 240)	
<b>Social/Behavioral Sciences (6 SHC)</b> .....	<b>6</b>
Select <b>two</b> courses from <b>two</b> different discipline areas: Economics (ECO-251, 252) History (HIS-111, 112, 131, 132) Political Science (POL-120) Psychology (PSY-150) Sociology (SOC-210)	
<b>Mathematics (8 SHC)</b> .....	<b>8</b>
Select <b>two</b> courses from the following. One course must be a 200-level course: MAT-171, 172, 263, 271	
<b>Natural Sciences (8 SHC)</b> .....	<b>8</b>
Select an 8 SHC two-course sequence from the following: BIO-111 General Biology I (4 SHC) <b>and</b> BIO-112 General Biology II (4 SHC) <i>or</i> CHM-151 General Chemistry I (4 SHC) <b>and</b> CHM-152 General Chemistry II (4 SHC) <i>or</i> PHY-151 College Physics I (4 SHC) <b>and</b> PHY-152 College Physics II (4 SHC) <i>or</i> PHY-251 General Physics I (4 SHC) <b>and</b> PHY-252 General Physics II (4 SHC)	

**Additional General Education Hours (11 shc)..... 11**

Select an additional 11 SHC of mathematics, natural science, or computer science general education courses from the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

**Total General Education Hours Required (45 shc)..... 45****Other Required Hours (15 shc)..... 15****Academic Transition (1 SHC)**

The following course is required:

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

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

**TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM ..... 60-61**

*\*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.*

**Associate in Science Course Sequence Example**

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-122	College Transfer Success	0	2	1
ENG-111	Writing and Inquiry	3	0	3
MAT	Math UGETC course**	***	***	4
***	BIO, CHM, or PHY I UGETC course	***	***	4
***	Hum./FA/Comm. UGETC course	3	0	3
***	Soc./Beh. Sci. UGETC course	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	18
<b>SECOND SEMESTER (Spring)</b>				
ENG-112	Writing/Research in the Disc	3	0	3
MAT	MAT UGETC course **	***	***	4
***	BIO, CHM, or PHY II UGETC course	***	***	4
***	Hum./FA/Comm. UGETC course	3	0	3
***	Soc./Beh. Sci. UGETC course	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	17
<b>THIRD SEMESTER (Fall)</b>				
***	Sci/Math Gen Ed course	***	***	3-4
***	Sci/Math Gen Ed course	***	***	4
***	Other Required Hours course	***	***	3

***	Other Required Hours course	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	13-14
<b>FOURTH SEMESTER (Spring)</b>				
***	Sci/Math Gen Ed course	***	***	3-4
***	Other Required Hours course	***	***	3
***	Other Required Hours course	***	***	3
***	Other Required Hours course	<u>***</u>	<u>***</u>	<u>2</u>
		***	***	12-13
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>60-61</u></b>

\*\*At least one math UGETC course must be a 200-level course.

**Please note: Students are strongly encouraged to complete their UGETC Requirements during their *first two semesters* at Sandhills.**

## **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 of universal general education transfer courses, 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. More specifically, students foster a greater understanding of social and personal responsibility, communication, critical thinking, and technical literacy as student learning outcomes.

The transfer of AFA degree courses is subject to the approval of the receiving institution. Therefore, AFA students should quickly decide upon their intended transfer university, and align their AFA coursework at Sandhills with their intended university's BFA (Bachelor of Fine Arts) degree requirements.

<b>COURSES</b>	<b>SEMESTER HOURS</b>
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<b>UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (28 SHC)*</b> .....	<b>28</b>
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The universal general education transfer component (UGETC) includes study in the areas of humanities, fine arts, communication, social and behavioral sciences, natural sciences, mathematics, and English composition.

<b>English Composition (6 SHC)</b> .....	<b>6</b>
ENG-111 and ENG-112	
<b>Humanities/Fine Arts (6 SHC)</b> .....	<b>6</b>
Select <b>two</b> courses from <b>two</b> of the following discipline areas:	
<b>One course must be a Literature course.</b>	
Art (ART-111, 114, 115)	
Literature (ENG-231, 232)	
Music (MUS-110, 112)	
Philosophy (PHI-215, 240)	
<b>Social/Behavioral Sciences (9 SHC)</b> .....	<b>9</b>
Select <b>three</b> courses from <b>three</b> of the following discipline areas: <b>One course must be a History course.</b>	
Economics (ECO-251, 252)	
Geography (GEO-111)	
History (HIS-111, 112, 131, 132)	
Political Science (POL-120)	
Psychology (PSY-150)	
Sociology (SOC-210)	
<b>Mathematics (3 SHC)</b> .....	<b>3</b>
MAT-143	
<b>Natural Sciences (4 SHC)</b> .....	<b>4</b>
Select 4 SHC from the following:	
Astronomy (AST-111 & 111A)	
Biology (BIO-110, 111)	
Chemistry (CHM-151)	
Geology (GEL-111)	
Physics (PHY-110 & 110A)	
<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 Two-Dimensional Design (3 SHC)	
ART-122 Three-Dimensional Design (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)	

**Portfolio and Resume (1 SHC)**

ART-214 Portfolio and Résumé ..... 1

*Validation of the level of achievement in studio course work may be determined through portfolio review at the receiving institution.*

**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.*

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

		<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>				
ART-121	Two-Dimensional Design	0	6	3
ART-131	Drawing I	0	6	3
ENG-111	Writing and Inquiry	3	0	3
***	Soc./Beh. Sci. UGETC course	3	0	3
MAT-143	Quantitative Literacy	<u>2</u>	<u>2</u>	<u>3</u>
		8	12	15
<b>SECOND SEMESTER (Spring)</b>				
ART-122	Three-Dimensional Design	0	6	3
ART***	Art Studio Elective	0	6	3
ART***	Art Studio Elective	0	6	3
ENG-112	Writing/Research in the Disc	3	0	3
***	Hum./FA/Comm. UGETC course	3	0	3
***	Soc./Beh. Sci. UGETC course	<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
***	Hum./FA/Comm. UGETC course	3	0	3
***	Natural Science UGETC course (BIO-111 recommended)	<u>***</u>	<u>***</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
***	Soc./Beh. Sci. UGETC course	<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, piano, and history placement exams to allow them to continue work as juniors and to begin an area of concentration at the transfer institution. Because the AFA curriculum standard includes only 28 semester hour credits of universal general education transfer courses, 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. More specifically, students foster a greater understanding of social and personal responsibility, communication, critical thinking, and technical literacy as student learning outcomes.

The transfer of AFA degree courses is subject to the approval of the receiving institution. Therefore, AFA students should quickly decide upon their intended transfer university, and align their AFA coursework at Sandhills with their intended university's BFA (Bachelor of Fine Arts) degree requirements.

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

<b>COURSES</b>	<b>SEMESTER HOURS</b>
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<b>UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (28 SHC)*</b> .....	<b>28</b>
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The universal general education transfer component (UGETC) includes study in the areas of humanities, fine arts, communication, social and behavioral sciences, natural sciences, mathematics, and English composition.

<b>English Composition (6 SHC)</b> .....	<b>6</b>
ENG-111 and ENG-112	

<b>Humanities/Fine Arts (6 SHC)</b> .....	<b>6</b>
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Select **two** courses from **two** of the following discipline areas:

**One course must be a Literature course.**

- Art (ART-111, 114, 115)
- Literature (ENG-231, 232)
- Music (MUS-110, 112)
- Philosophy (PHI-215, 240)

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

Select **three** courses from **three** of the following discipline areas: **One course must be a History course.**

- Economics (ECO-251, 252)
- Geography (GEO-111)
- History (HIS-111, 112, 131, 132)
- Political Science (POL-120)
- Psychology (PSY-150)
- Sociology (SOC-210)

**Mathematics (3 SHC) ..... 3**

- MAT-143 Quantitative Literacy

**Natural Sciences (4 SHC) ..... 4**

Select 4 SHC from the following:

- Astronomy (AST-111 & 111A)
- Biology (BIO-110, 111)
- Chemistry (CHM-151)
- Geology (GEL-111)
- Physics (PHY-110 & 110A)

**OTHER REQUIRED HOURS (37 SHC)\* .....37****Academic Related (1 SHC)**

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

**Major Core**

**Music Theory** 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

**Applied Music** 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

**Other Required Music Courses**

**Music History** The following courses are required (6 SHC):

- MUS-271 Music History I..... 3
- MUS-272 Music History II ..... 3

**Ensemble** 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-137 Orchestra I (1 SHC), MUS-138 Orchestra II (1 SHC), MUS-237 Orchestra III (1 SHC), MUS-238 Orchestra 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.*

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

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
ACA-122	College Transfer Success	0	2	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	Writing and Inquiry	3	0	3
***	Hum./FA/Comm. UGETC course	<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	Writing/Research in the Disc	3	0	3
***	Soc./Beh. Sci. UGETC course	3	0	3
***	Hum./FA/Comm. UGETC course	<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-143	Quantitative Literacy	2	2	3
***	Soc./Beh. Sci. UGETC course	<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
***	Soc/ Beh Sciences UGETC course	3	0	3
***	Natural Science UGETC course	<u>***</u>	<u>***</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. A minimum of 25% of the program must be completed at Sandhills Community College. 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. Students must successfully complete a minimum of 25 percent of course credit hours of the certificate, diploma, or associate degree requirements at Sandhills Community College, with that 25 percent coming from major and other major hours, and not from general education hours, for the program of study. **Please note:** In accordance with accreditation standards, 1) All associate degree students must either place out of DMA-010 through 030 or successfully completed DMA-010 through 030 to demonstrate competence in fundamental mathematical skills. 2) All graduates of associate degree programs are required to complete successfully at least one mathematic or laboratory-based quantitative science course.

## Associate in Applied Science General Education Electives

General Education electives for Associate in Applied Science degrees should be chosen from the list below:

### GENERAL EDUCATION COURSES SEMESTER HOURS

#### Communication..... 6

Select **two** courses from the following: COM-110, COM-120,  
COM-231, ENG-111, ENG-112, ENG-114

#### Humanities/Fine Arts ..... 3

Select **one** of the following:

ART-111, 114, 115, 121, 131, 132, 171, 240, 241

DRA-111, 126

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

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

MUS-110, 111, 112, 121, 122, 210

PHI-215, 240

REL-110, 211, 212, 221

FRE-211

SPA-211

#### Natural Sciences and Mathematics ..... 3

Select **one** of the following:

AST-111 & 111A

BIO-110, 111, 140 & 140A, 163, 165

CHM-130 & 130A, 151

GEL-111

MAT-121, 143, 152, 171

PHY-110, 110A, 125

SCI-110

#### Social and Behavioral Science ..... 3

Select **one** of the following:

ANT-210, 220, 221, 240

ECO-151, 251, 252

GEO-111

HIS-111, 112, 121, 122, 131, 132, 236

POL-110, 120, 210, 220

PSY-118, 141, 150, 237, 239, 241, 249, 255, 259, 263, 265,  
271, 275, 281

SOC-210, 213, 220, 225, 230, 240

## 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 25% of the program must be completed at Sandhills Community College. The requirements for each diploma program are listed under the name of the degree in the “Applied Science Program of Study” section of this *Catalog*.

### **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 25% of the program must be completed at Sandhills Community College. The requirements for each certificate program are listed under the name of the degree in the “Applied Science Program of Study” section of this *Catalog*.

## 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 skills, and ethics.

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

*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	Writing and Inquiry	<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	Writing/Research in the Disc <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
MAT-143	Quantitative Literacy (or higher)	<u>***</u>	<u>***</u>	<u>3-4</u>
		***	***	17-18
<b>THIRD SEMESTER (Summer)</b>				
***	Humanities/Fine Arts Elective	3	0	3

***	Social/Behavioral Sciences 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	3	0	3
***	Technical Elective	***	***	<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>
<b>***Technical Electives, choose one from following:</b>				
ACC-180	Practices in Bookkeeping	3	0	3
BUS-116	Business Law II	3	0	3
BUS-228	Business Statistics	2	2	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 Hours Credit
		Per Week	Per Week	
		Class	Lab	
<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-143	Quantitative Literacy (or higher)	***	***	<u>3-4</u>
		***	***	16-17
<b>THIRD SEMESTER (Summer)</b>				
CIS-110	Introduction to Computers	2	2	3

ENG-111	Writing and Inquiry	<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	
ACA-115	Success & Study Skills	0	2	1
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	10	16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>16</u></b>

## Architectural Technology

**Architectural and Construction Pathway:** These programs are designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

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

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

**Architectural Technology:** A program that prepares individuals to assist architects, engineers, and construction professionals in developing plans and related documentation for residential and commercial projects in both the private and public sectors. Includes instruction in architectural drafting, computer-assisted drafting, construction materials and methods, environmental systems, codes and standards, structural principles, cost estimation, planning, graphics, and presentation

## Architectural Technology (A40100)

### 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
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 <i>or</i>			
EGR 150	Intro to Engineering	1	2	2
ENG-111	Writing and Inquiry	3	0	3
BPR-130	Print Reading — Construction	<u>3</u>	<u>0</u>	<u>3</u>
		12	14	18
<b>SECOND SEMESTER (Spring)</b>				
ARC-114	Architectural CAD	1	3	2
CEG-111	Intro to GIS and GNSS	2	4	4
CST-241	Planning/Estimating I	2	2	3
ENG-112	Writing/Research in the Disc <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
MAT-121	Algebra/Trig I <i>or</i>			
MAT-171	Pre-Calculus Algebra	***	***	<u>3-4</u>
		***	***	15-16
<b>THIRD SEMESTER (Summer)</b>				
EGR-251	Statics	2	2	3
PHY-131	Physics Mechanics <i>or</i>			
PHY-151	College Physics I	3	2	4
SRV-110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
		7	10	11
<b>FOURTH SEMESTER (Fall)</b>				
ARC-113	Residential Architecture Tech	1	6	3
CIV-111	Soils and Foundations	2	4	4
CIV-221	Steel and Timber Design	2	3	3
SST-140	Green Bldg and Design Concepts	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	13	16
<b>FIFTH SEMESTER (Spring)</b>				
ARC-213	Design Project	2	6	4
ARC-230	Environmental Systems	3	3	4
***	Technical Elective	***	***	3-4
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	14-15
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>74</u></b>
<b>***Technical Electives:</b>				
CEG-212	Intro to Environmental Technology	2	3	3
CIV-222	Reinforced Concrete	2	3	3
ELC-113	Residential Wiring	2	6	4
ELC-114	Commercial Wiring	2	6	4

ELC-115	Industrial Wiring	2	6	4
ELC-117	Motors and Controls	2	6	4
SRV-210	Surveying III	2	6	4
SRV-240	Topo/Site Surveying	2	6	4
WLD-111	Oxy-Fuel Welding	1	3	2
WLD-112	Basic Welding Processes	1	3	2

## 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
ARC-112	Constr Materials and Methods	3	2	4
BPR-130	Printing Reading — Construction	<u>3</u>	<u>0</u>	<u>3</u>
		7	8	10
<b>SECOND SEMESTER (Spring)</b>				
ARC-114	Architectural CAD	1	3	2
CST-241	Planning/Estimating I	<u>2</u>	<u>2</u>	<u>3</u>
		3	5	5
<b>THIRD SEMESTER (Summer)</b>				
EGR-251	Statics	<u>2</u>	<u>2</u>	<u>3</u>
		2	2	3
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## Associate Degree in Nursing

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

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

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

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

*The Associate Degree Nursing program at Sandhills is 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	Writing and Inquiry	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	Writing/Research in Disc <i>or</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
PSY-241	Developmental Psychology	<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
SOC-210	Intro to Sociology	<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
***	Humanities/Fine Arts 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>

*\*Humanities/Fine Arts Elective pick list:*

ART-111, ART-114, ART-115, HUM-115, MUS-110, MUS-112, PHI-215, PHI-240

## Automotive Systems Technology

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

**Automotive Systems Technology:** A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air conditioning systems

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

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

## Automotive Systems Technology (A60160)

### Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
AUT-141	Suspension & Steering	2	3	3
AUT-141A	Suspension & Steering Lab	0	3	1
TRN-110	Intro to Transport Tech	1	2	2
TRN-120	Basic Transport Electricity	4	3	5
***	Restricted Elective*	***	***	<u>0-4</u>
		***	***	12-16
<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
***	Restricted Elective*	***	***	<u>0-4</u>
		***	***	13-17

**THIRD SEMESTER (Summer)**

ENG-111	Writing and Inquiry	3	0	3
TRN-140	Transport Climate Control	1	2	2
TRN-140A	Transport Climate Control Lab	1	2	2
***	Restricted Elective*	***	***	<u>0-4</u>
		***	***	7-11

**FOURTH SEMESTER (Fall)**

AUT-116	Engine Repair	2	3	3
AUT-116A	Engine Repair Lab	0	3	1
AUT-163	Adv Automotive Electricity	2	3	3
AUT-183	Engine Performance II	2	6	4
***	Restricted Elective*	***	***	<u>0-4</u>
		***	***	11-15

**FIFTH SEMESTER (Spring)**

AUT-231	Manual Trans/Axles Drivetrains	2	3	3
TRN-130	Intro to Sustainable Transp	2	2	3
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Sciences Elective	3	0	3
***	Restricted Elective*	***	***	<u>0-4</u>
		***	***	12-16

**SIXTH SEMESTER (Summer)**

AUT-221	Automatic Trans/Transaxles	2	3	3
COM-231	Public Speaking <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
***	Restricted Elective*	***	***	<u>0-4</u>
		***	***	6-10

**Total Required Minimum Semester Hours Credit****69**

\*In order to meet the minimum number of credit hours for an A.A.S. degree, students must complete a minimum of 8 credit hours from the following list of restricted electives.

	<b>***Restricted Elective List</b>	<b>Credit</b>
ATT-115	Green Trans Safety & Service	2
AUB-111	Paint & Refinishing I	4
AUB-112	Paint & Refinishing II	4
AUB-114	Special Finishes	2
AUB-121	Non-Structural Damage I	3
AUB-122	Non-Structural Damage II	4
AUB-131	Structural Damage I	4
AUB-132	Structural Damage II	4
AUB-136	Plastics & Adhesives	3
AUB-150	Automotive Detailing	2
AUB-160	Body Shop Operations	1
AUB-162	Autobody Estimating	2
AUC-117	Custom Airbrushing	4
AUT-113	Automotive Servicing	2
AUT-212	Auto Shop Management	3
BUS-139	Entrepreneurship I	3
LDD-112	Intro Light-Duty Diesel	3
LDD-181	Ldd Fuel Systems	4
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
TRN-180	Basic Welding for Tranp	3
WBL-110	World of Work	1
WBL-111	Work-Based Learning I	1
WBL-112	Work-Based Learning I	2
WBL-115	Work-Based Learning Seminar I	1
WBL-121	Work-Based Learning II	1
WBL-122	Work-Based Learning II	2
WBL-131	Work-Based Learning III	1
WBL-132	Work-Based Learning III	2

## Automotive Systems Technology (D60160)

### Diploma Program (Day)

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
AUT-141	Suspension & Steering	2	3	3
AUT-141A	Suspension & Steering Lab	0	3	1
TRN-110	Intro to Transport Tech	1	2	2
TRN-120	Basic Transport Electricity	<u>4</u>	<u>3</u>	<u>5</u>
		7	13	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>				
ENG-111	Writing and Inquiry <i>or</i>			
COM-231	Public Speaking	3	0	3
TRN-140	Transport Climate Control	1	2	2
TRN-140A	Transport Climate Control Lab	<u>1</u>	<u>2</u>	<u>2</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-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)

### Diploma Program (Evening)

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
PHY-110	Conceptual Physics	3	0	3
PHY-110A	Conceptual Physics Lab	0	2	1
TRN-110	Intro to Transport Tech	1	2	2
TRN-120	Basic Transport Electricity	<u>4</u>	<u>3</u>	<u>5</u>
		8	9	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>				
ENG-111	Writing and Inquiry <i>or</i>			
COM-231	Public Speaking	3	0	3
TRN-140	Transp Climate Control	1	2	2
TRN-140A	Transp Climate Control Lab	<u>1</u>	<u>2</u>	<u>2</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

### 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
		Class	Lab	Credit
<b>Electrical &amp; Engine Performance (C60160P)</b>				
AUT-114	Safety & Emissions	1	2	2

AUT-181	Engine Performance I	2	3	3
AUT-183	Engine Performance II	2	6	4
TRN-110	Intro to Transport Tech	1	2	2
TRN-120	Basic Transport Electricity	<u>4</u>	<u>3</u>	<u>5</u>
		10	16	16
<b>Mechanical (C60160M)</b>				
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
TRN-110	Intro to Transport Tech	1	2	2
TRN-140	Transp Climate Control	1	2	2
TRN-140A	Transp Climate Control Lab	<u>1</u>	<u>2</u>	<u>2</u>
		8	20	16
<b>Transmission/Driveline Certificate (C60160T)</b>				
AUT-114	Safety & Emissions	1	2	2
AUT-141	Suspension & Steering	2	3	3
AUT-141A	Suspension & Steering Lab	0	3	1
AUT-221	Automatic Transmissions	2	3	3
AUT-231	Manual Trans/Axles Drivetrains	2	3	3
TRN-110	Intro to Transport Tech	<u>1</u>	<u>2</u>	<u>2</u>
		8	16	14
<b>Motorsports/Drag Race Vehicle (C60160D)</b>				
AUT-141	Suspension & Steering	2	3	3
AUT-141A	Suspension & Steering Lab	0	3	1
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	1	3	2
TRN-110	Intro to Transport Tech	<u>1</u>	<u>2</u>	<u>2</u>
		10	14	15
<b>Light Duty Diesels &amp; Emerging Technologies (C60160LD)</b>				
ATT-115	Green Trans Safety & Service	1	2	2
LDD-112	Intro Light Duty Diesel	2	2	3
LDD-181	Light Duty Fuel Systems	2	6	4
TRN-110	Intro to Transport Tech	1	2	2
TRN-130	Intro to Sustainable Transp	<u>2</u>	<u>2</u>	<u>3</u>
		8	14	14

## Baking and Pastry Arts

This Baking and Pastry Arts Curriculum is designed to provide 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 and Safety	2	0	2
CUL-110A	Sanitation and Safety Lab	0	2	1
CUL-140	Culinary Skills I	2	6	5
CUL-160	Baking I	1	4	3
MAT-110	Math Measurement & Literacy (or higher)	<u>***</u>	<u>***</u>	<u>3-4</u>
		***	***	15-16
<b>SECOND SEMESTER (Spring)</b>				
BPA-150	Artisan & Specialty Breads	1	6	4
BPA-165	Hot & Cold Desserts	1	4	3
CUL-112	Nutrition for Foodservice	3	0	3
CUL-170	Garde Manger I	1	4	3
ENG-111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
		9	14	16
<b>THIRD SEMESTER (Summer)</b>				
BPA-130	European Cakes & Tortes	1	4	3
ENG-112	Writing/Research in the Disc <b><u>or</u></b>			
ENG-114	Prof Research & Reporting	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		7	4	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
HRM-140	Legal Issues - Hospitality	3	0	3
HRM-245	Human Resource Mgmt – Hosp	3	0	3
WBL-111	Work-Based Learning I <b><u>or</u></b>			
	Take WBL-112 Spring ONLY	<u>0</u>	<u>0-10</u>	<u>0-1</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
CUL-120	Purchasing	2	0	2
HRM-220	Cost Control – Food & Bev	3	0	3
WBL-121	Work-Based Learning II <b><u>or</u></b>			
WBL-112	Work-Based Learning I	0	10-20	1-2

***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	18-28	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 Hours Credit
		Per Week		
		Class	Lab	
BPA-130	European Cakes & Tortes	1	4	3
BPA-150	Artisan & Specialty Breads	1	6	4
BPA-165	Hot & Cold Desserts	1	4	3
CUL-110	Sanitation and Safety	2	0	2
CUL-110A	Sanitation and Safety Lab	0	2	1
CUL-160	Baking I	<u>1</u>	<u>4</u>	<u>3</u>
		6	20	16
<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.

Students must successfully complete and pass all units of study 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 Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for CJC-113 Juvenile Justice, CJC-120 Interviews and Interrogation, CJC-131, Criminal Law, CJC-132 Court Procedure and Evidence, and CJC-221 Investigative Principles, and CJC-231 Constitutional Law toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have completed Basic Law Enforcement Training since 1985.

## Basic Law Enforcement Training (C55120)

### Certificate Program

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
CJC-100	Basic Law Enforcement Training	9	30	19
<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, 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 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 (some classes held on the Sandhills CC campus in Pinehurst), or transfer to UNC-Greensboro and earn the BSBA under the 2Plus agreement. *UNC-G does not offer classes on the Sandhills CC campus.*

## Business Administration (A25120)

### 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	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	Writing and Inquiry	3	0	3
MAT-143	Quantitative Literacy (or higher)	***	***	<u>3-4</u>
		***	***	17-18
<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 <u>or</u>			
CIS-111	Basic PC Literacy	***	***	<u>2-3</u>
		***	***	18-19
<b>THIRD SEMESTER (Summer)</b>				
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Sciences 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 <u>or</u>			
ECO-252	Prin of Macroeconomics	3	0	3
ENG-112	Writing/Research in the Disc <u>or</u>			
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>2-4</u>
		***	***	14-16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>73</u></b>
<b>***Technical electives:</b>				
ACC- 115	College Accounting	3	2	4
ACC-140	Payroll Accounting	1	2	2
ACC-149	Intro to Acc Spreadsheets	1	2	2
ACC-150	Acc. Software Applications	1	2	2
BAF-110	Principles of Banking	3	0	3
BAF-233	Commercial Lending	3	0	3
BUS-148	Survey of Real Estate	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 (C25120B)

### Banking and Finance Certificate Program

The Banking and Finance certificate curriculum is a two-semester program designed to prepare individuals for entry level positions in banking and finance. Course work includes principles of banking, money and banking, fundamentals of banking, survey of real estate and practices in the areas of accounting and spreadsheets.

Graduates should qualify for a variety of entry-level jobs in banking and finance. Also available are employment opportunities with insurance, brokerage and mortgage companies, and governmental lending agencies.

**Special Program Requirements:** Students must have credit for ENG-095 or DRE-098 Reading & Comp. Strategies and credit for MAT-060 Essential Mathematics, or DMA-010, DMA-020, and DMA-030.

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

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
ACA-115	Success & Study Skills	0	2	1
ACC-120	Principles of Financial Accounting	3	2	4
ACC-149	Intro to Accounting Spreadsheets	1	2	2
BUS-148	Survey of Real Estate	3	0	3
BAF-110	Principles of Banking	3	0	3
BAF-233	Commercial Loans	<u>3</u>	<u>0</u>	<u>3</u>
		13	6	16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>16</u></b>

## Business Administration (C25120)

### Entrepreneurship Certificate Program

The Business Administration–Entrepreneurship Certificate is a three-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 or DRE-098 Reading & Comp. Strategies and have successfully completed BUS-137 Principles of Management and ACC-120 Principles 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		Semester Hours Credit
		Per Week		
		Class	Lab	
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 (C25120S)**

### **Small Business Management Certificate Program**

The Small Business Management certificate program is a one-semester program designed to prepare individuals whose primary degree is in a specialty other than business. Degrees that will prepare the individual with marketable skills that may be considering opening their own business in a field such as massage therapy, cosmetology, landscape gardening, culinary, and many others. Individuals wanting to go into business in their chosen field of training will require basic business skills in order to succeed. This certificate is designed to supplement that specific training with business fundamentals to provide small business startups an overview of basic skills to succeed.

Course work includes topics related to small business accounting principles including basic bookkeeping, government requirements, and payroll. Additional course work in business law, topics relating to management, and small business management topics such as writing a business plan are included in the certificate.

**Special Program Requirements:** Students must have credit for ENG-095 or DRE-098 Reading & Comp. Strategies and credit for MAT-060 Essential Mathematics, or DMA-010, DMA-020, and DMA-030.

All courses in the Small Business Management Certificate Program are courses in the A.A.S in Business Administration.

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

		Course Hours		Semester
		Per Week	Per Week	Hours
		Class	Lab	Credit
ACC-115	College Accounting <i>or</i>			
ACC-120	Principles of Financial Accounting	3	2	4
BUS-115	Business Law	3	0	3
BUS-137	Principles of Management <i>or</i>			
BUS-121	Business Math	***	***	3
BUS-230	Small Business Management	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	13
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>13</u></b>

## Civil Engineering Technology

**Engineering and Technology Pathway:** These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, engineering technicians, construction technicians and managers, industrial and technology managers, or research technicians.

**Civil Engineering Technology:** A course of study that prepares students to use basic engineering principles and technical skills to carry out planning, documenting and supervising tasks in sustainable land development and public works and facilities projects. The study includes instruction in the communication and computational skills required for materials testing, structural testing, field and laboratory testing, site analysis, estimating, project management, plan preparation, hydraulics, environmental technology, and surveying. 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**

		<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
BPR-130	Print Reading — Construction	3	0	3
CEG-210	Construction Mtls and Methods	2	3	3
CIS-111	Basic PC Literacy	1	2	2
EGR-110	Intro to Engineering Tech <u>or</u>			
EGR-150	Intro to Engineering	1	2	2
EGR-115	Intro to Technology	2	3	3
EGR-115A	Intro to Technology Lab	0	3	1
ENG-111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
		12	15	18
<b>SECOND SEMESTER (Spring)</b>				
CEG-111	Intro to GIS and GNSS	2	4	4
CEG-235	Project Mgmt/Estimating	2	3	3
EGR-120	Eng and Design Graphics	2	2	3
ENG-112	Writing/Research in the Disc <u>or</u>			
ENG-114	Prof Research & Reporting	3	0	3
MAT-121	Algebra/Trig I <u>or</u>			
MAT-171	Pre-Calculus Algebra	***	***	<u>3-4</u>
		***	***	16-17
<b>THIRD SEMESTER (Summer)</b>				
EGR-251	Statics	2	2	3
PHY-131	Physics-Mechanics <u>or</u>			
PHY-151	College Physics I	***	***	4
SRV-110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
		***	***	11
<b>FOURTH SEMESTER (Fall)</b>				
CEG-211	Hydrology and Erosion Control	2	3	3
CIV-111	Soils & Foundations	2	4	4
CIV-221	Steel & Timber Design	2	3	3
SRV-111	Surveying II	2	6	4
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	16	17
<b>FIFTH SEMESTER (Spring)</b>				
CEG-212	Intro to Environmental Technology	2	3	3
CIV-222	Reinforced Concrete	2	3	3
SRV-240	Topo/Site Surveying	2	6	4
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		9	12	13
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>75</u></b>

## Civil Engineering Technology (C40140)

### Certificate Program

		Course Hours		Semester Hours Credit
		Per Week Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
CEG-210	Construction Mtls and Methods	2	3	3
EGR-110	Intro to Engineering Technology <i>or</i>			
EGR-150	Intro to Engineering	1	2	2
EGR-115	Intro to Technology	2	3	3
EGR-115A	Intro to Technology Lab	<u>0</u>	<u>3</u>	<u>1</u>
		5	11	9
<b>SECOND SEMESTER (Spring)</b>				
CEG-235	Project Management/Estimating	2	3	3
EGR-120	Engineering and Design Graphics	<u>2</u>	<u>2</u>	<u>3</u>
		4	5	6
<b>THIRD SEMESTER (Summer)</b>				
EGR-251	Statics	<u>2</u>	<u>2</u>	<u>3</u>
		2	2	3
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## Collision Repair & Refinishing Technology

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/transaxles, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

**Collision Repair and Refinishing Technology:** A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structural analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

*Upon completion of this curriculum, students should be prepared to take the ASE exams and be ready for full-time, entry-level 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*

## **Collision Repair & Refinishing Technology (A60130)**

### **Associate in Applied Science Degree 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
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
TRN-110	Intro to Transport Tech	1	2	2
TRN-180	Basic Welding for Transp	<u>1</u>	<u>4</u>	<u>3</u>
		8	20	17
<b>SECOND SEMESTER (Spring)</b>				
AUB-112	Painting & Refinishing II	2	6	4
AUB-122	Non-Structural Damage II	2	6	4
AUB-131	Structural Damage I	2	4	4
AUB-136	Plastics & Adhesives	<u>1</u>	<u>4</u>	<u>3</u>
		7	20	15
<b>THIRD SEMESTER (Summer)</b>				
AUB-114	Special Finishes	1	2	2
AUB-132	Structural Damage II	2	6	4
AUB-162	Auto Body Estimating	1	2	2
ENG-111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
		7	10	11
<b>FOURTH SEMESTER (Fall)</b>				
AUT-141	Steering & Suspension	2	3	3
AUT-141A	Steering & Suspension Lab	0	3	1
COM-231	Public Speaking <u>or</u>			
ENG-114	Professional Research & Reporting	3	0	3
***	Social/Behavioral Sciences Elective	3	0	3
***	Restricted Elective*	***	***	0-4
***	Restricted Elective*	***	***	<u>0-4</u>
		***	***	10-18
<b>FIFTH SEMESTER (Spring)</b>				
TRN-120	Basic Transp Electricity	4	3	5
TRN-140	Transp Climate Control	1	2	2
TRN-140A	Transp Climate Control Lab	1	2	2
***	Humanities/Fine Arts Elective	3	0	3

***	Restricted Elective*	***	***	0-4
		***	***	12-16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>73</u></b>

\*In order to meet the minimum number of credit hours for an A.A.S. degree, students must complete a minimum of 8 credit hours from the following list of restricted electives.

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
AUB-150	Automotive Detailing	1	3	2
AUB-160	Body Shop Operations	1	0	1
AUC-117	Custom Airbrushing	2	6	4
ATT-115	Green Trans Safety & Service	1	2	2
AUT-114	Safety & Emissions	1	2	2
AUT-116	Engine Repair	2	3	3
AUT-116A	Engine Repair Lab	0	3	1
AUT-151	Brake Systems	2	3	3
AUT-151A	Brake Systems Lab	0	3	1
AUT-163	Adv Auto Electricity	2	3	3
AUT-181	Engine Performance I	2	3	3
AUT-183	Engine Performance II	2	6	4
AUT-221	Auto Transmission/Transaxles	2	3	3
AUT-231	Man trans/Axles/Drtrains	2	3	3
BUS-139	Entrepreneurship I	3	0	3
LDD-112	Intro Light-Duty Diesel	2	2	3
LDD-181	Ldd Fuel Systems	2	6	4
RCT-110	Introduction 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	1	3	2
TRN-130	Intro to Sustainable Transp	2	2	3
WBL-110	World of Work	1	0	1
WBL-111	Work-Based Learning I	0	10	1
WBL-112	Work-Based Learning I	0	20	2
WBL-121	Work-Based Learning II	0	10	1
WBL-122	Work-Based Learning II	0	20	2
WBL-131	Work-Based Learning III	0	10	1
WBL-132	Work-Based Learning III	0	20	2

## Collision Repair & Refinishing Technology (D60130)

### Diploma Day Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
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
TRN-110	Intro to Transport Tech	1	2	2
TRN-180	Basic Welding for Transp	<u>1</u>	<u>4</u>	<u>3</u>
		8	20	17
<b>SECOND SEMESTER (Spring)</b>				
AUB-112	Painting & Refinishing II	2	6	4
AUB-122	Non-Structural Damage II	2	6	4
AUB-131	Structural Damage I	2	4	4
AUB-136	Plastics & Adhesives	<u>1</u>	<u>4</u>	<u>3</u>
		7	20	15
<b>THIRD SEMESTER (Summer)</b>				
AUB-114	Special Finishes	1	2	2
AUB-132	Structural Damage II	2	6	4
AUB-162	Autobody Estimating	1	2	2
ENG-111	Writing and Inquiry <u>or</u>			
COM-231	Public Speaking	<u>3</u>	<u>0</u>	<u>3</u>
		7	10	11
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>43</u></b>

## Collision Repair & Refinishing Technology (D60130)

### Diploma Evening Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
AUB-111	Painting & Refinishing I	2	6	4
AUB-121	Non-Structural Damage I	1	4	3
TRN-110	Intro to Transport Tech	<u>1</u>	<u>2</u>	<u>2</u>
		4	14	10
<b>SECOND SEMESTER (Spring)</b>				
AUB-122	Non-Structural Damage II	2	6	4
ENG-111	Writing and Inquiry <u>or</u>			
COM-231	Public Speaking	3	0	3
TRN-180	Basic Welding for Transportation	<u>1</u>	<u>4</u>	<u>3</u>
		6	10	10
<b>THIRD SEMESTER (Summer)</b>				
AUB-131	Structural Damage I	<u>2</u>	<u>4</u>	<u>4</u>
		2	4	4
<b>FOURTH SEMESTER (Fall)</b>				
AUB-112	Painting & Refinishing II	2	6	4
AUB-136	Plastic & Adhesives	<u>1</u>	<u>4</u>	<u>3</u>
		3	10	7
<b>FIFTH SEMESTER (Spring)</b>				
AUB-132	Structural Damage II	2	6	4
PHY-110	Conceptual Physics	3	0	3
PHY-110A	Conceptual Physics Lab	<u>0</u>	<u>2</u>	<u>1</u>
		5	8	8

**SIXTH SEMESTER (Summer)**

AUB-114	Special Finishes	1	2	2
AUB-162	Autobody Estimating	<u>1</u>	<u>2</u>	<u>2</u>
		2	4	4
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>43</u></b>

**Collision Repair & Refinishing Technology****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:

		<b>Course Hours</b>		<b>Semester</b>
		<b>Per Week</b>		<b>Hours</b>
		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<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-111	Painting & Refinishing I	2	6	4
AUB-121	Non-Structural Damage I	1	4	3
AUB-122	Non-Structural Damage II	2	6	4
AUB-162	Autobody Estimating	<u>1</u>	<u>2</u>	<u>2</u>
		6	18	13
<b>Structural Repair (C60130S)</b>				
AUB 131	Structural Damage I	2	4	4
AUB 132	Structural Damage II	2	6	4
AUT-141	Steering & Suspension	2	3	3
AUT-141A	Steering & Suspension Lab	0	3	1
TRN-180	Basic Welding for Transp	<u>1</u>	<u>4</u>	<u>3</u>
		7	20	15

**Computer Engineering Technology**

**Pathway Description:** These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, engineering technicians, construction technicians and managers, industrial and technology managers, or research technicians.

**Computer Engineering Technology:** A course of study that prepares the students to use basic engineering principles and technical skills for installing, servicing, and maintaining computers, peripherals, networks, and microprocessor and computer controlled equipment. This study includes instruction in mathematics, computer electronics and programming, prototype development and testing, systems installation and testing, solid state and microminiature circuitry, peripheral equipment, and report preparation.

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

## Computer Engineering Technology (A40160)

### 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
CIS-110	Introduction to Computers	2	2	3
EGR-110	Intro to Engineering Tech	1	2	2
ELC-131	Circuit Analysis I	3	3	4
ENG-111	Writing and Inquiry	3	0	3
NOS-110	Operating System Concepts	<u>2</u>	<u>3</u>	<u>3</u>
		11	12	16
<b>SECOND SEMESTER (Spring)</b>				
ELN-131	Analog Electronics	3	3	4
MAT-121	Algebra/Trig I <i>or</i>			
MAT-171	Pre-Calculus Algebra	***	***	3-4
NET-125	Networking Basics	1	4	3
***	Technical Elective	2	3	3
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	16-17
<b>THIRD SEMESTER (Summer)</b>				
CSC-134	C++ Programming	2	3	3
ELN-133	Digital Electronics	3	3	4
PHY-131	Physics-Mechanical <i>or</i>			
PHY-151	College Physics I	<u>3</u>	<u>2</u>	<u>4</u>
		8	8	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
***	Technical Elective	***	***	<u>3</u>
		***	***	13

**FIFTH SEMESTER (Spring)**

CET-211	Computer Upgrade/Repair II	2	3	3
ELC-229	Applications Project	1	3	2
NOS-120	Intro to Linux	2	2	3
***	Humanities/Fine Arts Elective	3	0	3
***	Technical Elective	***	***	<u>3</u>
		***	***	14

**Total Required Minimum Semester Hours Credit** **70**

*\*\*\*Technical Electives: Choose a minimum of nine (9) credit hours*

CET-150	Computer Forensics I	2	3	3
CET-250	Computer Forensics II	2	3	3
CIS-115	Intro to Programming & Logic	2	3	3
CSC-139	Visual BASIC Programming	2	3	3
MAT-172	Pre-Calculus/Trigonometry	3	0	3
MAT-271	Calculus I	3	2	4
NET-126	Routing Basics	1	4	3
NOS-130	Windows Single User	2	2	3
NOS-220	Linux Admin I	2	2	3
NOS-230	Windows Admin. I	2	2	3
PHY-152	College Physics II	3	2	4
SEC-110	Security Concepts	2	2	3
WEB-110	Internet/Web Fundamentals	2	3	3
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
WBL-121	Work-Based Learning II	0	10	1

## Computer Engineering Technology (D40160C)

### Computer Upgrade and Repair Diploma Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
CIS-110	Introduction to Computers	2	2	3
EGR 110	Intro to Engineering	1	2	2
ELC 131	Circuit Analysis I	3	3	4
ENG 111	Writing and Inquiry	3	0	3
NOS-110	Operating Systems Concepts	<u>2</u>	<u>3</u>	<u>3</u>
		11	10	15
<b>SECOND SEMESTER (Spring)</b>				
ELN-131	Analog Electronics	3	3	4
ENG 114	Professional Research & Reporting	3	0	3
MAT-121	Algebra/Trigonometry	2	2	3
NET-125	Networking Basics	2	2	3
NOS-130	Windows Single User	<u>2</u>	<u>2</u>	<u>3</u>
		12	9	16
<b>THIRD SEMESTER (Summer)</b>				
CET-111	Computer Upgrade/Repair I	2	3	3

ELN-133	Digital Electronics	3	3	4
NOS-120	Intro to Linux	<u>2</u>	<u>2</u>	<u>3</u>
		5	6	10
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>41</u></b>

## Computer Engineering Technology (C40160)

### Microcomputer Servicing Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CIS-110	Introduction to Computers	2	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>
		11	17	18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## Computer Engineering Technology (C40160A)

### Repair Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CIS-110	Introduction to Computers	2	2	3
NOS-110	Operating System Concepts	2	3	3
NET-125	Networking Basics	1	4	3
CET-111	Computer Upgrade & Repair I	<u>2</u>	<u>3</u>	<u>3</u>
		7	12	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Computer Engineering Technology (C40160B)

### Advanced Repair Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
NOS-110	Operating System Concepts	2	3	3
NOS-120	Introduction to Linux	2	2	3
NOS-130	Windows Single User	2	2	3
CET-211	Computer Upgrade & Repair II	<u>2</u>	<u>3</u>	<u>3</u>
		8	10	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Computer Engineering Technology (C40160C)

### Electronics Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
ACA-115	Success and Study Skills	0	2	1
CIS-110	Introduction to Computers	2	2	3
ELC-131	Circuit Analysis I	3	3	4
ELN-131	Analog Electronics	<u>3</u>	<u>3</u>	<u>4</u>
		8	10	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Computer Engineering Technology (C40160F)

### Forensics Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CIS-110	Introduction to Computers	2	2	3
NOS-110	Operating System Concepts	2	3	3
NOS-130	Windows Single User	2	2	3
CET-150	Computer Forensics I	<u>2</u>	<u>3</u>	<u>3</u>
		8	10	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Computer Engineering Technology (C40160G)

### Advanced Forensics Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CIS-110	Introduction to Computers	2	2	3
NOS-110	Operating System Concepts	2	3	3
NET-125	Networking Basics	1	4	3
CET-250	Computer Forensics II	<u>2</u>	<u>3</u>	<u>3</u>
		7	12	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Computer Engineering Technology (C40160NN)

### Networking Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CIS-110	Introduction to Computers	2	2	3
NOS-110	Operating System Concepts	2	3	3
NET-125	Networking Basics	1	4	3

NET-126	Routing Basics	<u>1</u>	<u>4</u>	<u>3</u>
		6	13	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Computer Engineering Technology (C40160S)

### Security Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CIS-110	Introduction to Computers	2	2	3
NOS-110	Operating System Concepts	2	3	3
NET-125	Networking Basics	1	4	3
SEC-110	Security Concepts	<u>2</u>	<u>2</u>	<u>3</u>
		7	11	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</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	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

CTI-110	Web, Pgm, & DB Foundation	2	2	3
CTI-120	Network & Sec Foundation	2	2	3
ENG-111	Writing and Inquiry	3	0	3
MAT-143	Quantitative Literacy (or higher)	***	***	<u>3-4</u>
		***	***	15-17

**SECOND SEMESTER (Spring)**

CIS-115	Intro to Programming & Logic	2	3	3
CSC-139	Visual Basic Programming	2	3	3
DBA-110	Database Concepts	2	3	3
***	Humanities/Fine Arts Elective	***	***	3
***	Technical Elective	***	***	<u>3</u>
		***	***	15

**THIRD SEMESTER (Summer)**

ENG-114	Prof Research & Reporting <u>or</u>			
ENG-112	Writing/Research in the Disc.	3	0	3
***	Social/Behavioral Science Elective	3	0	3
***	Technical Elective	***	***	<u>3</u>
		***	***	9

**FOURTH SEMESTER (Fall)**

CSC-153	C# Programming	2	3	3
CSC-239	Advanced Visual Basic	2	3	3
CTS-285	Systems Analysis & Design	3	0	3
NET-125	Networking Basics	1	4	3
NOS-110	Operating System Concepts	2	3	3
***	Technical Elective	***	***	<u>3</u>
		***	***	18

**FIFTH SEMESTER (Spring)**

CSC-253	Advanced C# Programming	2	3	3
CSC-289	Programming Capstone Project	1	4	3
CTS-115	Info Systems Business Concepts	3	0	3
NOS-130	Windows Single User <u>or</u>			
NOS-120	Linux/Unix Single User	***	***	3
SEC-110	Security Concepts	<u>2</u>	<u>2</u>	<u>3</u>
		***	***	15

**Total Required Minimum Semester Hours Credit****72****\*\*\*Technical Electives for students pursuing Database Programming Specialty:****Please note: Students will take 6 credit hours from the following:**

WEB-110	Internet/Web Fundamentals	2	2	3
WEB-182	PHP Programming	2	2	3

**Please note: Students will take 3 credit hours from the following list:**

CET-111	Computer Upgrade/Repair I	2	3	3
CSC-134	C++ Programming	2	3	3
CSC-284	Emerging Comp Prog Tech	2	3	3
DBA-120	Database Programming I	2	3	3
DBA-221	SQL Server DB Prog II	2	2	3
SEL-193	Selected Topics	3	9	3
SGD-113	SGD Programming	2	3	3
WEB-120	Intro to Internet Multimedia	2	2	3
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
WBL-121	Work-Based Learning II	0	10	1

**\*\*\*Technical Electives for students pursuing Mobile Application Programming Specialty:**

**Note: Students will take 6 credit hours from the following:**

WEB-151	Mobile Application Dev I	2	2	3
WEB-251	Mobile Application Dev II	2	3	3

**Please note: Students will take 3 credit hours from the following list:**

CET-111	Computer Upgrade/Repair I	2	3	3
CSC-134	C++ Programming	2	3	3
CSC-151	Java Programming	2	3	3
CSC-234	Advanced C++ Programming	2	3	3
CSC-284	Emerging Comp Prog Tech	2	3	3
SEL-193	Selected Topics	3	9	3
SGD-113	SGD Programming	2	3	3
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
WBL-121	Work-Based Learning II	0	10	1
WEB-187	Prog for Mobile Devices	2	2	3

## **Computer Programming: C# Programming (C25130C)**

### **Certificate Program**

The C# Programming Certificate is designed to develop C# programming skills for the creation of business and database applications. This program is ideal for someone who has already earned a degree or is working in a related field who would like to enhance programming skills.

A prerequisite to this certificate is meeting all prerequisites in mathematics.

		Course Hours		Semester
		Class	Lab	Hours
CIS-110	Intro to Computers	2	2	3
CIS-115	Intro to Programming and Logic	2	3	3
CSC-153	C# Programming	2	3	3
CSC-253	Advanced C# Programming	<u>2</u>	<u>3</u>	<u>3</u>
		8	11	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## **Computer Programming: Database Programming (C25130D)**

### **Certificate Program**

The Database Programming Certificate is designed to develop database programming skills for the creation of business applications. Emphasis is placed on developing SQL and PHP web programming skills. This program is ideal for someone who has already earned a degree or is working in a related field who would like to enhance database programming skills.

A prerequisite to this certificate is meeting all prerequisites in mathematics.

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CIS-115	Intro to Programming and Logic	2	3	3
DBA-120	Database Programming	2	2	3
DBA-221	SQL Server DB Prog II	2	2	3
WEB-182	PHP Programming	<u>2</u>	<u>2</u>	<u>3</u>
		8	11	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Computer Programming: Mobile Application Programming (C25130M)

### Certificate Program

The Mobile Application Programming Certificate is designed to develop programming skills for the creation of mobile device applications. Emphasis is placed on developing specific applications for used in mobile platforms. This program is ideal for someone who has already earned a degree or is working in a related field who would like to enhance mobile device programming skills.

A prerequisite to this certificate is meeting all prerequisites in mathematics.

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CSC-284	Emerging Comp Prog Tech	2	3	3
WEB-151	Mobile Application Dev I	2	2	3
WEB-187	Prog for Mobile Devices	2	2	3
WEB-251	Mobile Application Dev II	<u>2</u>	<u>3</u>	<u>3</u>
		8	11	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Computer Programming: Visual Basic Programming (C25130V)

### Certificate Program

The Visual Basic Programming Certificate is designed to develop Visual Basic programming skills for the creation of business and database applications. This program is ideal for someone who has already earned a degree or is working in a related field who would like to enhance programming skills.

A prerequisite to this certificate is meeting all prerequisites in mathematics.

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
CIS-110	Intro to Computers	2	2	3
CIS-115	Intro to Programming and Logic	2	3	3
CSC-139	Visual Basic Programming	2	3	3
CSC-239	Advanced Visual Basic	<u>2</u>	<u>3</u>	<u>3</u>
		8	11	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## 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 which enables students to develop manipulative skills.

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

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

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

### Cosmetology (A55140)

#### Associate in Applied Science Degree Program

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

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
<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

**THIRD SEMESTER (Summer)**

COS-115	Cosmetology Concepts III	4	0	4
COS-116	Salon III	<u>0</u>	<u>12</u>	<u>4</u>
		4	12	8

**FOURTH SEMESTER (Fall)**

COS-117	Cosmetology Concepts IV	2	0	2
COS-118	Salon IV	0	21	7
COS-***	COS Elective	<u>1</u>	<u>***</u>	<u>1-2</u>
		3	***	10-11

**COS Elective List:** Take 1 course from the following:

COS-223	Contemp Hair Coloring	1	3	2
COS-224	Trichology & Chemistry	1	3	2
COS-240	Contemporary Design	1	3	2
COS-250	Computerized Salon Ops	1	0	1
COS-260	Design Applications	1	3	2

*These courses may be taken during any semester of the program:*

WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	<u>1</u>	<u>0</u>	<u>1</u>
		1	10	2

**FIFTH SEMESTER (Spring)**

ACA-115	Success & Study Skills	0	2	1
BUS-110	Introduction to Business	3	0	3
ENG 111	Writing and Inquiry	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

**SIXTH SEMESTER (Summer)**

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	Writing/Research in the Disc <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

**Total Required Minimum Semester Hours Credit**

**68**

**Cosmetology (D55140)****Diploma Program**

		Course Hours		Semester Hours Credit
		Per Week		
		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-111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
		7	24	15

**THIRD SEMESTER (Summer)**

COS-115	Cosmetology Concepts III	4	0	4
COS-116	Salon III	<u>0</u>	<u>12</u>	<u>4</u>
		4	12	8

**Total Required Minimum Semester Hours Credit** **38**

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

WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
COS-117	Cosmetology Concepts IV	2	0	2
COS-118	Salon IV	0	21	7

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

		<b>Course Hours Per Week</b>		<b>Semester Hours Credit</b>
		<b>Class</b>	<b>Lab</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><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):

WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
COS-117	Cosmetology Concepts IV	2	0	2
COS-118	Salon IV	0	21	7

**Cosmetology Instructor (C55160)****Certificate Program**

		<b>Course Hours Per Week</b>		<b>Semester Hours Credit</b>
		<b>Class</b>	<b>Lab</b>	
COS-271	Instructor Concepts I	5	0	5

COS-272	Instructor Practicum I	0	21	7
COS-273	Instructor Concepts II	5	0	5
COS-274	Instructor Practicum II	<u>0</u>	<u>21</u>	<u>7</u>
		10	42	24
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>24</u></b>

## Criminal Justice Technology

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

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

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, 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.*

\*\*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-113 Juvenile Justice, CJC-120 Interviews and Interrogation, CJC-131, Criminal Law, CJC-132 Court Procedure and Evidence, and CJC-221 Investigative Principles, and CJC-231 Constitutional Law toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have completed Basic Law Enforcement Training since 1985.

### Criminal Justice Technology (A55180)

#### Associate in Applied Science Degree Program (Day)

		Course Hours		Semester
		Class	Lab	Hours 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	Writing and Inquiry	3	0	3
PSY-150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		15	2	16
<b>SECOND SEMESTER (Spring)</b>				
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
<b>THIRD SEMESTER (Summer)</b>				
CJC-212	Ethics and Comm Relations	3	0	3
CJC-232	Civil Liability	<u>3</u>	<u>0</u>	<u>3</u>
		6	0	6
<b>FOURTH SEMESTER (Fall)</b>				
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
<b>FIFTH SEMESTER (Spring)</b>				
CJC-141	Corrections	3	0	3
CJC-241	Community-Based Corrections	3	0	3
MAT-143	Quantitative Literacy (or higher)	***	***	3-4
PSY-231	Forensic Psychology	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Elective(s)**	<u>***</u>	<u>***</u>	<u>2-5</u>
		***	***	17-21
<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:

WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning 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)**

### **Associate in Applied Science Degree Program (Hoke County)**

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

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

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
CIS-110	Introduction to Computers <u>or</u>			
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	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	12-13
<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	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9
<b>FOURTH SEMESTER (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 SEMESTER (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-143	Quantitative Literacy (or higher)	***	***	3-4
PSY-231	Forensic Psychology	3	0	3
***	Elective(s)**	***	***	<u>2-5</u>
		***	***	17-21
<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:**

WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning 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

This 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	Writing and Inquiry	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-240	Culinary Skills II	1	8	5
ENG-112	Writing/Research in the Disc <i><b>or</b></i>			
ENG-114	Prof Research & Reporting	3	0	3
MAT-110	Math Measurement & Literacy (or higher)	***	***	3-4
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	17-18

**THIRD SEMESTER (Summer)**

CUL-170	Garde Manger I	1	4	3
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		4	4	6

**FOURTH SEMESTER (Fall)**

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

**FIFTH SEMESTER (Spring)**

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	3	0	3
WBL-112	Work-Based Learning I	0	20	2
WBL-115	Work-Based Learning Seminar I	<u>1</u>	<u>0</u>	<u>1</u>
		10	28	16

**Total Required Minimum Semester Hours Credit** **73**

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

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
CUL-110	Sanitation & Safety	2	0	2
CUL-140	Culinary Skills I	2	6	5
CUL-160	Baking I	1	4	3
CUL-170	Garde Manger I	1	4	3
CUL-240	Culinary Skills II	<u>1</u>	<u>8</u>	<u>5</u>
		7	22	18

**Total Required Minimum Semester Hours Credit** **18**

**Digital Media Technology**

The Digital Media program 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.

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.

*This curriculum utilizes industry-standard software such as Adobe Creative Cloud™.*

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

## Digital Media Technology (A25210)

### Associate in Applied Science Degree Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
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
GRD-151	Computer Design Basics	1	4	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	Writing and Inquiry	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-152	Computer Graphics II	1	3	2
MAT-143	Quantitative Literacy (or higher)	***	***	3-4
WEB-210	Web Design	2	2	3
***	Technical Elective	***	***	3
***	Technical Elective	***	***	<u>3</u>
		***	***	17-18
<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 Sciences Elective	3	0	3

***	Humanities/Fine Arts Elective	3	0	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	15
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>71</u></b>

\*\*\***Technical Electives:** Choose 12 credit hours from the list related to curriculum specialty:

***Web & Content Management System Specialty***

DBA-110	Database Concepts	2	3	3
DME-215	Adv Graphic Design Tools	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	Program for Mobile Devices	2	2	3
WEB-211	Advanced Web Graphics	2	2	3
WEB-215	Adv. Markup & Scripting ( <i>JavaScript</i> )	2	2	3
WEB-225	Content Management Sys	2	2	3
WEB-285	Web Emerging Tech	2	2	3
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
WBL-121	Work-Based Learning 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-152	Computer Design Tech I	1	4	3
GRD-167	Photographic Imaging I	1	4	3
GRD-168	Photographic Imaging II	1	4	3
GRD-265	Digital Print Production	1	4	3
SGD-114	3D Modeling	2	3	3
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
WBL-121	Work-Based Learning II	0	10	1

## **Digital Media (C25210DM)**

### **Certificate Program**

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

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

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
DME-110	Intro to Digital Media	2	2	3
DME-120	Intro to Multimedia Appl	2	3	3
DME-130	Digital Animation I	2	2	3
DME-140	Intro Audio/Video Media	2	2	3
DME-220	Interactive Multimedia Prog	2	2	3
GRD-151	Computer Design Basics	<u>1</u>	<u>4</u>	<u>3</u>
		11	15	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 Hours Credit
		Per Week		
		Class	Lab	
GRA-151	Computer Graphics I	1	3	2
GRA-152	Computer Graphics II	1	3	2
DME-115	Graphic Design Tools	2	2	3
GRD-151	Computer Design Basics	1	4	3
GRD-121	Drawing Fundamentals I	1	3	2
GRD-167	Photographic Imaging I	1	4	3
GRD-265	Print Production	<u>1</u>	<u>4</u>	<u>3</u>
		8	22	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-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	Semester
Per Week	Hours

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
GRD-151	Computer Design Basics	1	4	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>
		11	14	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

		<b>Course Hours</b>		<b>Semester Hours</b>
		<b>Per Week</b>	<b>Per Week</b>	
		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<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-144	Child Development I	3	0	3
EDU-153	Health, Safety, & Nutrition	<u>3</u>	<u>0</u>	<u>3</u>
		13	2	14
<b>SECOND SEMESTER (Spring)</b>				
EDU-145	Child Development II	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-280	Language & Literacy Exp	<u>3</u>	<u>0</u>	<u>3</u>
		15	0	15
<b>THIRD SEMESTER (Summer)</b>				
EDU-271	Educational Technology	<u>2</u>	<u>2</u>	<u>3</u>
EDU-***	Elective	***	***	3
EDU-***	Elective	***	***	<u>3</u>
		***	***	9
<b>FOURTH SEMESTER (Fall)</b>				
EDU-221	Children with Exceptionalities	3	0	3
EDU-259	Curriculum Planning	3	0	3
ENG-111	Writing and Inquiry	3	0	3
***	Natural Science/Math Elective	***	***	<u>3-5</u>
		***	***	12-14
<b>FIFTH SEMESTER (Spring)</b>				
EDU-284	Early Childhood Practicum	1	9	4
EDU-***	Elective	***	***	2-3
***	Communication Elective	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	15-16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>66</u></b>

*Choose a minimum of 9 credit hours from elective list*

EDU-157	Active Play	2	2	3
EDU-184	Early Childhood Intro Practicum	1	3	2
EDU-223	Specific Learning Disability	3	0	3
EDU-235	School-Age Dev. And Prog	3	0	3
EDU-251	Exploration Activities	3	0	3
EDU-261	Early Childhood Administration I	3	0	3
EDU-262	Early Childhood Administration II	3	0	3
EDU-275	Effective Teacher Training	2	0	2
EDU-288	Advanced Issues	2	0	2
PED-110	Fit and Well for Life	1	2	2

**Please note:** Students planning to transfer into a 4-year B-K (Birth-Kindergarten) degree program should plan to take a higher level Math (MAT) as well as the following:

- A science course (BIO-111 or BIO-165)
- A science with a lab component (PHY-111 and PHY-110A), and
- One additional humanities course

## Early Childhood Education (C55220IT)

### Infant/Toddler Care Certificate Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	Credit
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-184	Early Child Intro Pract	1	3	2
EDU-234	Infant, Toddlers, & Twos	<u>3</u>	<u>0</u>	<u>3</u>
		17	3	18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## Early Childhood Education (C55220PS)

### Preschool Care Certificate Program

		Course Hours		Semester Hours
		Per Week		
		Class	Lab	Credit
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-157	Active Play	2	2	3
EDU-184	Early Child Intro Pract	2	3	2
EDU-259	Curriculum Planning	<u>3</u>	<u>0</u>	<u>3</u>
		16	5	18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## Early Childhood Education (C55220S)

### School Age Care Certificate Program

		Course Hours		Semester Hours
		Per Week		
		Class	Lab	Credit
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-157	Active Play	2	2	3
EDU-184	Early Child Intro Pract	1	3	2
EDU-235	School Age Program & Dev	3	0	3
		18	0	18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## Emergency Medical Science

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

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

*The Sandhills Community College Paramedic program has been issued a Letter of Review by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). This letter is NOT a CAAHEP accreditation status, it is a status signifying that a program seeking initial accreditation has demonstrated sufficient compliance with the accreditation Standards through the Letter of Review Self Study Report (LSSR) and other documentation. Letter of Review is recognized by the National Registry of Emergency Medical Technicians (NREMT) for eligibility to take the NREMT's Paramedic credentialing examination(s). However, it is NOT a guarantee of eventual accreditation.*

To contact CoAEMSP:  
8301 Lakeview Parkway Suite 111-312  
Rowlett, TX 75088  
214-703-8445  
FAX 214-703-8992  
[www.coaemsp.org](http://www.coaemsp.org)

## Emergency Medical Science (A45340)

### Associate in Applied Science Degree Program

		Course Hours Per Week			Semester Hours Credit
	Class	Lab	Clinical		
<b>FIRST SEMESTER (Fall)</b>					
ACA-115	Success & Study Skills	0	2	0	1
BIO-165	Anatomy and Physiology I	3	3	0	4
EMS-110	EMT-Basic	6	6	0	8
MED-120	Survey of Medical Terminology	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		11	11	0	15
<b>SECOND SEMESTER (Spring)</b>					
BIO-166	Anatomy and Physiology II	3	3	0	4
EMS-122	EMS Clinical Practicum I	0	0	3	1
EMS-130	Introduction to Pharmacology	3	3	0	4
EMS-131	Advanced Airway Management	1	2	0	2
EMS-160	Cardiology I	1	3	0	2
ENG-111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	11	3	16
<b>THIRD SEMESTER (Summer)</b>					
EMS-220	Cardiology II	2	3	0	3
EMS-221	EMS Clinical Practicum II	0	0	6	2
EMS-260	Trauma Emergencies	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		3	6	6	7

**FOURTH SEMESTER (Fall)**

EMS-231	EMS Clinical Practicum III	0	0	9	3
EMS-240	Patients W/ Special Challenges	1	2	0	2
EMS-250	Medical Emergencies	3	3	0	4
EMS-270	Life Span Emergencies	2	3	0	3
ENG-114	Prof Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	8	9	15

**FIFTH SEMESTER (Spring)**

EMS-241	EMS Clinical Practicum IV	0	0	12	4
EMS-285	EMS Capstone	1	3	0	2
***	EMS Elective	***	***	***	2
***	Humanities/Fine Arts Elective	3	0	0	3
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		***	***	***	14

**Total Required Minimum Semester Hours Credit****67****\*\*\*Select one of the following for EMS Elective:**

EMS-115	Defense Tactics for EMS	1	3	0	2
EMS-125	EMS Instructor Methodology	1	2	0	2
EMS-140	Rescue Scene Management	1	3	0	2
EMS-150	Emergency Vehicles & EMS Comm	1	3	0	2
EMS-235	EMS Management	2	0	0	2
EMS-243	Wilderness EMT	1	2	0	2

**\*\*\*Select one of the following for Social/Behavioral Sciences Elective:**

PSY-118	Interpersonal Psychology	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3
SOC-220	Social Problems	3	0	0	3
SOC-225	Social Diversity	3	0	0	3

**Please note:** Other courses from the Social/Behavioral Science offerings may be approved pending review by the Dean of Instruction.)

**Emergency Medical Science (D45340)****Diploma Program**

		Course Hours Per Week			Semester Hours Credit
Class		Lab	Clinical		
<b>FIRST SEMESTER (Fall)</b>					
EMS-110	EMT	6	6	0	8
BIO-163	Basic Anatomy and Physiology	<u>4</u>	<u>2</u>	<u>0</u>	<u>5</u>
		10	8	0	13
<b>SECOND SEMESTER (Spring)</b>					
EMS-122	EMS Clinical Practicum I	0	0	3	1
EMS-130	Pharmacology	3	3	0	4
EMS-131	Advanced Airway Management	1	2	0	2
EMS-160	Cardiology I	1	3	0	2

ENG-111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	8	3	12
<b>THIRD SEMESTER (Summer)</b>					
EMS-220	Cardiology II	2	3	0	3
EMS-221	EMS Clinical Practicum II	0	0	6	2
EMS-260	Trauma Emergencies	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		3	6	6	7
<b>FOURTH SEMESTER (Fall)</b>					
EMS-231	EMS Clinical Pract III	0	0	9	3
EMS-240	Patients W/ Special Challenges	1	2	0	2
EMS-250	Medical Emergencies	3	3	0	4
EMS-270	Life Span Emergencies	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		6	8	9	12
<b>FIFTH SEMESTER (Spring)</b>					
EMS-241	EMS Clinical Practicum IV	<u>0</u>	<u>0</u>	<u>12</u>	<u>4</u>
		0	0	12	4
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>48</u></b>

## Emergency Medical Science (C45340)

### Advanced EMT Certificate Program

		Course Hours Per			Semester Hours Credit
		Week			
		Class	Lab	Clinical	
<b>FIRST SEMESTER (Fall)</b>					
EMS-110	EMT	6	6	0	8
MED-120	Survey of Med Terminology	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		8	6	0	10
<b>SECOND SEMESTER (Spring)</b>					
EMS-120	Advanced EMT	4	6	0	6
EMS-121	AEMT Clinical Practicum	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>
		4	6	6	8
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>18</u></b>

## Emergency Medical Science Bridging

EMS Bridging Students will be required to complete the EMS Bridging Course, selected courses from the core curriculum, and general education courses. 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 Per			Semester Hours Credit
		Week			
		Class	Lab	Clinical	
BIO-165	Anatomy and Physiology I	3	3	0	4
BIO-166	Anatomy and Physiology II	3	3	0	4
EMS-280	EMS Bridging Course	2	2	0	3
***	EMS Directed Elective	***	***	***	3-4
ENG-111	Writing and Inquiry	3	0	0	3

ENG-114	Prof Research & Reporting	3	0	0	3
***	Humanities/Fine Arts Elective	3	0	0	3
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		***	***	***	26-27

**Total Required Minimum Semester Hours Credit****26**

**\*\*\*Select one of the following for Social/Behavioral Sciences Elective:**

PSY-118	Interpersonal Psychology	3	0	0	3
PSY-150	General Psychology	3	0	0	3
SOC-210	Introduction to Sociology	3	0	0	3
SOC-220	Social Problems	3	0	0	3
SOC-225	Social Diversity	3	0	0	3

*(Please note: Other courses from the Social/Behavioral Science offerings may be approved pending review by the Dean of Instruction.)*

**\*\*\*Select one of the following for EMS Directed Electives:**

EMS-220	Cardiology II	2	3	0	3
EMS-250	Medical Emergencies	3	3	0	4
EMS-270	Life Span Emergencies	2	3	0	3

## Geomatics Technology (Surveying)

**Engineering and Technology Pathway:** These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, engineering technicians, construction technicians and managers, industrial and technology managers, or research technicians.

**Geomatics Technology:** A course of study that prepares students to use mathematical and scientific principles for the delineation, determination, planning and positioning of land tracts, boundaries, contours and features applying principles of route surveying, construction surveying, photogrammetry, mapping, global positioning systems, geographical information systems, and other kinds of property description and measurement to create related maps, charts and reports.

Includes instruction in applied geodesy, computer graphics, photointerpretation, plane and geodetic surveying, mensuration, traversing, survey equipment operation and maintenance, instrument calibration, and basic cartography.

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 Registered Land Surveyor in North Carolina.

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

## Geomatics Technology (A40420)

### Associate in Applied Science Degree Program

#### (Formerly Surveying Technology)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
BPR-130	Print Reading – Construction	3	0	3
CEG-210	Construction Mtls and Methods	2	3	3
CIS-111	Basic PC Literacy	1	2	2
EGR-110	Intro to Engineering Tech <u>or</u>			
EGR-150	Intro to Engineering	1	2	2
EGR-115	Intro to Technology	2	3	3
EGR-115A	Intro to Technology Lab	0	3	1
ENG-111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>3</u>
		12	15	18
<b>SECOND SEMESTER (Spring)</b>				
CEG-111	Intro to GIS and GNSS	2	4	4
CEG-235	Project Mgmt/Estimating	2	3	3
EGR-120	Eng and Design Graphics	2	2	3
ENG-112	Writing/Research in the Disc <u>or</u>			
ENG-114	Prof Research & Reporting	3	0	3
MAT-121	Algebra/Trig I <u>or</u>			
MAT-171	Pre-Calculus Algebra	***	***	<u>3-4</u>
		***	***	16-17
<b>THIRD SEMESTER (Summer)</b>				
EGR-251	Statics	2	2	3
PHY-131	Physics-Mechanics <u>or</u>			
PHY-151	College Physics I	***	***	4
SRV-110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
		***	***	11
<b>FOURTH SEMESTER (Fall)</b>				
CEG-211	Hydrology and Erosion Control	2	3	3
CIV-111	Soils & Foundations	2	4	4
SRV-111	Surveying II	<b>2</b>	<b>6</b>	<b>4</b>
SRV-220	Surveying Law	2	2	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		11	15	17
<b>FIFTH SEMESTER (Spring)</b>				
CEG-230	Subdivision Planning and Design	1	6	3

SRV-210	Surveying III	2	6	4
SRV-240	Topo/Site Surveying	2	6	4
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		8	18	14
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>76</u></b>

## Geomatics Technology (C40420)

### Certificate Program

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
BPR 130	Print Reading — Construction	3	0	3
EGR-115	Intro to Technology	2	3	3
EGR-115A	Intro to Technology Lab	<u>0</u>	<u>3</u>	<u>1</u>
		5	6	7
<b>SECOND SEMESTER (Spring)</b>				
CEG-111	Intro to GIS and GNSS	2	4	4
EGR-120	Eng and Design Graphics	<u>2</u>	<u>2</u>	<u>3</u>
		4	6	7
<b>THIRD SEMESTER (Summer)</b>				
SRV-110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
		2	6	4
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

## Golf Course Management

**Plant Systems Pathway:** These curricula are designed to prepare individuals for various careers in horticulture. Classroom instruction and practical laboratory applications of horticultural principles and practices are included in the program of study.

Course work includes plant identification, pest management, plant science and soil science. Also included are courses in sustainable plant production and management, landscaping, and the operation of horticulture businesses.

Graduates should qualify for employment in a variety of positions associated with nurseries, garden centers, greenhouses, landscape operations, governmental agencies/parks, golf courses, sports complexes, highway vegetation, turf maintenance companies, and private and public gardens. Graduates should also be prepared to take the North Carolina Pesticide Applicator's Examination and/or the North Carolina Certified Plant Professional Examination.

**Golf Course Management Technology:** A program that prepares individuals to manage the operation of golf courses. Potential course work includes instruction in turf grass science and management, golf course

design and construction, grounds equipment and operation, pest control, and grounds management.

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

## Golf Course Management (A15230)

### 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
ENG-111	Writing and Inquiry	3	0	3
LSG-111	Basic Landscape Tech	2	0	2
LSG-121	Fall Gardening Lab	0	6	2
MAT-110	Math Measurement & Literacy	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)	3	0	3
WBL-110	World of Work	<u>1</u>	<u>0</u>	<u>1</u>
		14	12	19
<b>SECOND SEMESTER (Spring)</b>				
GCM-110	Golf Course Shop Management	3	0	3
GCM-220	Golf Course Maint. Systems	3	0	3
HOR-166	Soil and Fertilizers	2	2	3
TRF-110	Intro Turfgrass Cult & ID	3	2	4
TRF-130	Native Flora ID	1	3	2
***	Humanities Elective – Select one HUM-110, HUM-115, HUM-122 HUM-230 or PHI-240	3	0	3
WBL-111	Work-Based Learning I	<u>0</u>	<u>10</u>	<u>1</u>
		15	17	19
<b>THIRD SEMESTER (Summer)</b>				
ENG-112	Writing and Research in the Disc <i>or</i>			
ENG-114	Prof. Research and Reporting	3	0	3
HOR-164	Horticulture Pest Management	2	2	3
HOR-162	Applied Plant Science <i>or</i>			
HOR-114	Landscape Construction <i>or</i>			
BIO-111	General Biology <i>or</i>			
CHM-151	General Chemistry I	***	***	3-4
WBL-121	Work-Bases Learning II	<u>0</u>	<u>10</u>	<u>1</u>
		***	***	10-11
<b>FOURTH SEMESTER (Fall)</b>				
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	3	2	4

WBL-131	Work-Based Learning III	<u>0</u>	<u>10</u>	<u>1</u>
		12	18	17
<b>FIFTH SEMESTER (Spring)</b>				
GCM-244	Advanced Issues/LSG	2	0	2
WBL-214	Work-Based Learning IV	<u>0</u>	<u>40</u>	<u>4</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.

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

### 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	Writing and Inquiry	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-116	Prev & Care of Exer Rel Injuries	2	2	3

PSF-118	Fitness Facility Mgmt	<u>4</u>	<u>0</u>	<u>4</u>
		18	5	18
<b>THIRD SEMESTER (Summer)</b>				
HEA-112	First Aid and CPR	1	2	2
PED-117	Weight Training I	0	3	1
PSF-214	Health & Fitness Law	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		7	5	9
<b>FOURTH SEMESTER (Fall)</b>				
MAT-143	Quantitative Literacy (or higher)	***	***	3-4
PED-118	Weight Training II	0	3	1
PSF-212	Exercise Programming	2	2	3
PSF-218	Lifestyle Change & Wellness	3	2	4
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	<u>1</u>	<u>0</u>	<u>1</u>
		***	***	13-14
<b>FIFTH SEMESTER (Spring)</b>				
PED-122	Yoga I <i>or</i>			
PED-217	Pilates I	0	2	1
PED***	Physical Education Elective	***	***	1-2
PSF-210	Personal Training	2	2	3
PSF-120	Group Exercise Instruction	2	2	3
PSY-150	General Psychology	3	0	3
WBL-121	Work-Based Learning II	<u>0</u>	<u>10</u>	<u>1</u>
		***	***	12-13
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>69</u></b>

\*\*\**Select one (1) course from the following:* PED-111, 112, 119, 121, 123, 125, 128, 129, 130, 135, 143, 145, 147, 152, 153, 154, 173, 186, 215, 260, 262

## Health and Fitness Science (C45630)

### Certificate Program

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
PSF-110	Exercise Science	4	0	4
PSF-111	Fitness & Exercise Testing I	3	2	4
PSF-210	Personal Training	2	2	3
PSF-212	Exercise Programming	2	2	3
HEA-112	First Aid & CPR	<u>1</u>	<u>2</u>	<u>2</u>
		12	8	16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>16</u></b>

## 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, and mental health facilities. This program is an NCCCS partner program delivered under an Instructional Service Agreement that allows SCC to offer general education courses related to degree completion, but Pitt Community College awards the degree.

*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 38 credit hours at SCC to be used toward completion of the 77- to 78-hour A.A.S. in the PCC Health Information Technology program.

Students accepted into this program can explore two options:

1. Complete the 38 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.

**PLEASE NOTE:** Entry into the HIT program is contingent upon PCC requirements and acceptance. Application to the program must be made with PCC.

*The Health Information Technology Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).*

## Health Information Technology (A45360)

### Associate in Applied Science Degree Program

SCC Courses		PCC Courses	
Course Prefix, Number, and Title	Credit Hours	Course Prefix, Number, and Title	Credit Hours
ACA-115 College Student Success (Substitute for ACA-111)	1	HIT-110 Fundamentals of HIM	3
*BIO-165 Anatomy & Physiology I (Substitute for BIO-168)	4	HIT-112 Health Law & Ethics	3
*BIO-166 Anatomy & Physiology II (Substitute for BIO-169)	4	HIT-114 Health Data Systems.Standards	3
CIS-110 Intro to Computers	3	HIT-124 Prof Practice Experience II	1
DBA-110 Database Concepts	3	HIT-210 Healthcare Statistics	3
ENG-111 Writing and Inquiry	3	HIT-211 ICD Coding	4
ENG-112 Writing/Research in the Disc	3	HIT-214 CPT/Other Coding Systems	2
HUM-115 Critical Thinking	3	HIT-215 Reimbursement Methodology	2
MAT-143 Quantitative Literacy	3	HIT-216 Quality Management	2
MED-121 Medical Term. I	3	HIT-218 Management Principles in HIT	3
MED-122 Medical Term. II	3	HIT-220 Health Informatics & EHRs	2
OST-248 Diagnostic Coding	2	HIT-221 Lifecycle of HER OR HIT-225 Healthcare Informatics	3-4
PSY-150 General Psychology	3	HIT-224 Prof Practice Experience IV	2
		HIT-226 Principles of Diseases	2
	3	HIT-280 Professional Issues	2
			<b>38-39</b>

*For more information on this unique offering, contact: Nevius Toney at [toneyn@sandhills.edu](mailto:toneyn@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**

		<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
ACC-120	Prin of Financial 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-143	Quantitative Literacy (or higher)	***	***	<u>3-4</u>
		***	***	17-18
<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
ENG-111	Writing and Inquiry	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-112	Writing/Research in the Disc <u>or</u>			
ENG-114	Prof Research & Reporting	3	0	3
HRM-220	Cost Control-Food & Bev	3	0	3
***	Social/Behavior Science Elective	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9
<b>FOURTH SEMESTER (Fall)</b>				
CUL-214	Wine Appreciation	1	2	2
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	3	0	3
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	<u>1</u>	<u>0</u>	<u>1</u>
		14	12	16
<b>FIFTH SEMESTER (Spring)</b>				
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	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
WBL-121	Work-Based Learning II	<u>0</u>	<u>10</u>	<u>1</u>
		15	10	16
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>75</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 which 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		Semester Hours Credit
		Per Week Class	Per Week Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
CIS-111	Basic PC Literacy <i>or</i>			
CIS-110	Introduction to Computers	***	***	2-3
HSE-110	Intro to Human Services Tech	2	2	3
HSE-123	Interviewing Techniques	2	2	3
PSY-150	General Psychology	3	0	3
SOC-210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	15-16

**SECOND SEMESTER (Spring)**

ENG-111	Writing and Inquiry	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-220	Social Problems	<u>3</u>	<u>0</u>	<u>3</u>
		12	4	14

**THIRD SEMESTER (Summer)**

ENG-112	Writing/Research in the Disc <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
GRO-120	Gerontology	3	0	3
PSY-281	Abnormal Psychology	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>3</u>
		12	0	12

**FOURTH SEMESTER (Fall)**

PSY-141	Psychology of Death & Dying	3	0	3
PSY-239	Psychology of Personality	3	0	3
SAB-110	Substance Abuse Overview	3	0	3
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
***	Natural Sciences/Math Elective	<u>***</u>	<u>***</u>	<u>3-5</u>
		<u>***</u>	<u>***</u>	13-16

**FIFTH SEMESTER (Spring)**

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
***	Major Elective(s)			
	HEA-112 First Aid & CPR <i>or</i>			
	SOC-213 Sociology of the Family			
	<i>or</i>			
	WBL-121 and WBL-125	<u>***</u>	<u>***</u>	<u>2-3</u>
		<u>***</u>	<u>***</u>	13-14

**Total Required Minimum Semester Hours Credit****68**

### **Human Services Technology Substance Abuse Concentration (A4538E)**

The Human Services Technology/Substance Abuse concentration prepares students to assist in drug and alcohol counseling, prevention-oriented educational activities, rehabilitation with recovering clients, managing community-based programs, counseling in residential facilities, and pursuit of four-year degrees.

Course work includes classroom and experiential activities oriented toward an overview of chemical dependency, psychological/sociological process, the twelve Core Functions, intervention techniques with individuals in groups, and follow-up activities with recovering clients.

Graduates should qualify for positions as substance abuse counselors, DUI counselors, halfway house workers, residential facility employees, and substance education specialists. With educational and clinical experiences, graduates can obtain certification by the North Carolina Substance Abuse Board.

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

## Human Services Technology Substance Abuse Concentration (A4538E)

### Associate in Applied Science Degree Program

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
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	3	0	3
SAB-135	Addictive Process	<u>3</u>	<u>0</u>	<u>3</u>
		13	6	16
<b>SECOND SEMESTER (Spring)</b>				
CIS-111	Basic PC Literary <i>or</i>			
CIS-110	Introduction to Computers	***	***	2-3
ENG-111	Writing and Inquiry	3	0	3
HSE-112	Group Process I	1	2	2
HSE-125	Counseling	2	2	3
SAB-120	Intake & Assessment	3	0	3
SAB-210	Substance Abuse Counseling	<u>2</u>	<u>2</u>	<u>3</u>
		***	***	16-17
<b>THIRD SEMESTER (Summer)</b>				
PSY-241	Developmental Psychology	3	0	3
SAB-125	SAB Case Management	2	2	3
SAB-240	SAB Issues	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>				
ENG-112	Writing/Research in the Disc <i>or</i>			
ENG-114	Prof Research & Reporting	3	0	3
PSY-281	Abnormal Psychology	3	0	3
SAB-230	Family Therapy	2	2	3
WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
***	Natural Sciences/Math Electives	<u>***</u>	<u>***</u>	<u>3-5</u>
		***	***	14-16
<b>FIFTH SEMESTER (Spring)</b>				
HSE-210	Human Services Issues	2	0	2

HSE-225	Crisis Intervention	3	0	3
SOC-220	Social Problems	3	0	3
***	Humanities/Fine Arts Elective	3	0	3
***	Major Elective(s)			
	HEA-112 First Aid & CPR <i>or</i>			
	SOC-213 Sociology of the Family			
	<i>or</i>			
	WBL-121 and WBL-125	***	***	<u>2-3</u>
		***	***	13-14
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>71</u></b>

## Landscape Gardening

These curricula are designed to prepare individuals for various careers in horticulture. Classroom instruction and practical laboratory applications of horticultural principles and practices are included in the program of study.

Course work includes plant identification, pest management, plant science and soil science. Also included are courses in sustainable plant production and management, landscaping, and the operation of horticulture businesses.

Graduates should qualify for employment in a variety of positions associated with nurseries, garden centers, greenhouses, landscape operations, government agencies/parks, golf courses, sports complexes, highway vegetation, turf maintenance companies, and private and public gardens. Graduates should also be prepared to take the North Carolina Pesticide Applicator's Examination and/or the North Carolina Certified Plant Professional Examination.

**Landscape Gardening:** A program that prepares individuals to manage and maintain indoor and/or outdoor ornamental and recreational plants and groundcovers and related conceptual designs established by landscape architects, interior designers, enterprise owners or managers, and individual clients. Potential course work includes instruction in applicable principles of **horticulture**, gardening, plant and soil irrigation and nutrition, turf maintenance, plant maintenance, equipment operation and maintenance, personnel supervision, and purchasing.

*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	Writing and Inquiry	3	0	3
LSG-111	Basic Landscape Techniques	2	0	2
LSG-121	Fall Gardening Lab	0	6	2
MAT-110	Math Measurement & Literacy	2	2	3
PSY-118	Interpersonal Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		10	10	14
<b>SECOND SEMESTER (Spring)</b>				
ENG-114	Prof Research & Reporting	3	0	3
HOR-134	Greenhouse Operations	2	2	3
HOR-142	Fruits & Vegetable Production	1	2	2
HOR-160	Plant Materials I	2	2	3
LSG-122	Spring Gardening Lab	0	6	2
TRF-110	Intro Turfgrass Culture & ID	3	2	4
WBL-111	Work-Based Learning	<u>0</u>	<u>10</u>	<u>1</u>
		11	24	18
<b>THIRD SEMESTER (Summer)</b>				
HOR-114	Landscape Construction	2	2	3
HOR-161	Plant Materials II	2	2	3
HOR-164	Horticulture Pest Management	2	2	3
HOR-257	Arboriculture Practices	1	3	2
LSG-123	Summer Gardening Lab	0	6	2
WBL-121	Work-Based Learning II	<u>0</u>	<u>10</u>	<u>1</u>
		7	25	14
<b>FOURTH SEMESTER (Fall)</b>				
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)	***	***	***
WBL-131	Work-Based Learning III	<u>0</u>	<u>10</u>	<u>1</u>
		***	***	15
<b>ELECTIVE LIST</b>				
HOR-265	Adv. Plant Materials	1	2	2
<b>***Students must take a minimum of 4 credit hours from the elective list either fall or spring semester.</b>				
<b>FIFTH SEMESTER (Spring)</b>				
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>
		***	***	12

**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
HOR-255	Interiorscapes	1	2	2

**SIXTH SEMESTER (Summer)**

WBL-212	Work-Based Learning 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**

		<b>Course Hours Per Week</b>		<b>Semester Hours Credit</b>
		<b>Class</b>	<b>Lab</b>	
<b>FIRST SEMESTER (Fall)</b>				
LSG-111	Basic Landscape Techniques	2	0	2
LSG-121	Fall Gardening Lab	0	6	2
MAT-110	Math Measurement & Literacy	<u>2</u>	<u>2</u>	<u>3</u>
		4	8	7
<b>SECOND SEMESTER (Spring)</b>				
HOR-134	Greenhouse Operations	2	2	3
HOR-160	Plant Material I	2	2	3
WBL-111	Work-Based Learning I	<u>0</u>	<u>10</u>	<u>1</u>
		4	14	7
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>14</u></b>

***Elective***

TRF-110	Intro Turfgrass Culture & ID	3	2	4
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**Medical Laboratory Technology**

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis/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 the examination given by the Board of Certification of the American Society of Clinical Pathology. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities.

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

The MLT program is accredited by the:

National Accrediting Agency for Clinical Laboratory Sciences

5600 N. River Rd. Suite 720

Rosemont, IL 60018-5119

Phone: 847.939.3597 Phone: 773.714.8880

Fax: 773.714.8886

Email: [ifo@naacls.org](mailto:info@naacls.org) Website: <http://www.ncccls.org>

## Medical Laboratory Technology (A45420)

### Associate in Applied Science Degree Program

		Course Hours Per Week			Semester Hours Credit
		Class	Lab	Clinical	
<b>FIRST SEMESTER (Fall)</b>					
ACA-115	Success & Study Skills	0	2	0	1
CHM-130	Gen., Org., & Biochemistry	3	0	0	3
CHM-130A	Gen., Org., & Biochemistry Lab	0	2	0	1
MAT-143	Quantitative Literacy (or higher)	***	***	0	3-4
MED-120	Survey of Med Terminology	2	0	0	2
MLT-110	Intro to Medical Lab Technology	2	3	0	3
MLT-126	Immunology & Serology	1	2	0	2
MLT-140	Intro to Microbiology	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		12	14	0	18-19
<b>SECOND SEMESTER (Spring)</b>					
BIO-163	Basic Ant. & Physiology	4	2	0	5
ENG-111	Writing and Inquiry	3	0	0	3
MLT-120	Hematology/Hemostasis	3	3	0	4
MLT-130	Clinical Chemistry	3	3	0	4
MLT-240	Special Clin Microbiology	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		15	11	0	19
<b>THIRD SEMESTER (Summer)</b>					
MLT-111	Urinalysis and Body Fluids	1	3	0	2
MLT-127	Transfusion Medicine	2	3	0	3
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	6	0	8
<b>FOURTH SEMESTER (Fall)</b>					
MLT-252	MLT Practicum I	0	0	6	2
MLT-255	MLT Practicum II	0	0	15	5
MLT-265	MLT Practicum III	0	0	15	5
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		3	0	36	15
<b>FIFTH SEMESTER (Spring)</b>					
ENG-112	Writing/Research in the Disc <u>or</u>				
ENG-114	Prof Research & Reporting	3	0	0	3
MLT-215	Professional Issues	1	0	0	1

MLT-275	MLT Practicum III	0	0	15	5
MLT-288	MLT Practicum IV	<u>0</u>	<u>0</u>	<u>15</u>	<u>5</u>
		4	0	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. <i>or</i>			
ACC-115	College Accounting	3	2	4
BIO-163	Basic Anat & Physiology	4	2	5
ENG-111	Writing and Inquiry	3	0	3
OST-131	Keyboarding	1	2	2
OST-141	Medical Terms I-Medical Office <i>or</i>			
MED-121	Medical Terminology I	<u>3</u>	<u>0</u>	<u>3</u>
		14	8	18
<b>SECOND SEMESTER (Spring)</b>				
ENG-114	Prof Research & Reporting <i>or</i>			
ENG-112	Writing/Research in the Disc	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 <i>or</i>			
MED-122	Medical Terminology II	3	0	3
OST-164	Text Editing Applications	3	0	3
***	Social/Behavioral 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>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 Hours Credit
		Per Week	Per Week	
		Class	Lab	
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 <u>or</u>			
MED-122	Medical Terminology II	3	0	3
OST-148	Medical Coding, Billing, Insurance	3	0	3
OST-243	Medical Office Simulation	2	2	3
OST-247	Procedure Coding	1	2	2
OST-248	Diagnostic Coding	<u>1</u>	<u>2</u>	<u>2</u>
		13	6	16

**Total Required Minimum Semester Hours Credit** **16**

**Networking Technology**

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

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

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

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

## Networking Technology (A25340)

### Associate in Applied Science Degree Program

		Course Hours		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><u>or</u></i>			
CIS-111	Basic PC Literacy	***	***	2-3
ENG-111	Writing and Inquiry	3	0	3
NET-125	Networking Basics	1	4	3
NOS-110	Operating Systems Concepts	2	3	3
SEC-110	Security Concepts	<u>2</u>	<u>2</u>	<u>3</u>
		***	***	15-16
<b>SECOND SEMESTER (Spring)</b>				
DBA-110	Database Concepts	2	2	3
ENG-112	Writing/Research in the Disc <i><u>or</u></i>			
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-143	Quantitative Literacy (or higher)	***	***	3-4
NOS-230	Windows Admin I	2	2	3
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>3</u>
		***	***	9-10
<b>FOURTH SEMESTER (Fall)</b>				
CIS-115	Intro to Programming & Logic	2	3	3
CTS-120	Hardware/Software Support	2	3	3
NET-225	Routing & Switching I	1	4	3
***	Humanities/Fine Arts Elective	3	0	3
***	Technical Elective	<u>***</u>	<u>***</u>	<u>3</u>
		***	***	15

**FIFTH SEMESTER (Spring)**

BUS-110	Introduction to Business <u>or</u>			
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>3</u>
		***	***	12

**Total Required Minimum Semester Hours Credit** **66**

**\*\*\*Technical Electives:**

CET-150	Computer Forensics I	2	3	3
CET-211	Computer Upgrade/Repair II	2	3	3
CET-250	Computer Forensics II	2	3	3
NET-113	Home Automation Systems	2	2	3
NET-175	Wireless Technology	2	2	3
NOS-220	Linux/UNIX Admin I	2	2	3
SEC-150	Secure Communications	2	2	3
SEC-160	Secure Admin I	2	2	3
SEC-210	Intrusion Detection	2	2	3
WEB-110	Internet/Web Fundamentals	3	2	2

**OR a work experience technical elective consisting of all 3 following courses:**

WBL-111	Work-Based Learning I	0	10	1
WBL-115	Work-Based Learning Seminar I	1	0	1
WBL-121	Work-Based Learning 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		Semester Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
CIS-110	Introduction to Computers <u>or</u>			
CIS-111	Basic PC Literacy	***	***	2-3
CIS-115	Intro to Programming & Logic	2	3	3
CTS-120	Hardware/Software Support	2	3	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>2</u>	<u>2</u>	<u>3</u>
		9	12	15
<b>THIRD SEMESTER (Summer)</b>				
ENG-111	Writing and Inquiry	3	0	3
MAT-143	Quantitative Literacy (or higher)	***	***	3-4
NOS-230	Windows Admin I	<u>2</u>	<u>2</u>	<u>3</u>
		***	***	9-10
<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 Computer Engineering Technology Associate in Applied Science degree program.

		Course Hours		Semester Hours Credit
		Class	Lab	
CIS-110	Introduction to Computers <i>or</i>			
CIS-111	Basic PC Literacy	***	***	2-3
NET-125	Networking Basics	1	4	3
NET-126	Routing Basics	1	4	3
NET-225	Routing & Switching I	1	4	3
NET-226	Routing & Switching II	1	4	3
NOS-110	Operating System Concepts	<u>2</u>	<u>3</u>	<u>3</u>
		***	***	17-18
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>17</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 in addition to the Cisco CCNA Security Industry Certification.

**Course Hours      Semester**

		Per Week		Hours
		Class	Lab	Credit
CIS-110	Intro to Computers <i>or</i>			
CIS-111	Basic PC Literacy	***	***	2-3
NET-125	Networking Basics	1	4	3
NOS-110	Operating Systems Concepts	2	3	3
SEC-110	Security Concepts	2	2	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>

## Networking Technology (C25340IT)

### IT Support Certificate

		Course Hours		Semester
		Class	Lab	Hours Credit
CTS-120	Hardware/Software Support	2	3	3
NET-125	Networking Basics	1	4	3
NET-126	Routing Basics	1	4	3
NOS-110	Operating Systems Concepts	2	3	3
SEC-110	Security Concepts	<u>2</u>	<u>2</u>	<u>3</u>
		8	16	15
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>15</u></b>

## Networking Technology (C25340AT)

### Advanced IT Support Certificate

		Course Hours		Semester
		Class	Lab	Hours Credit
NET-225	Routing / Switching I	1	4	3
NET-226	Routing / Switching II	1	4	3
NOS-120	Linux/UNIX Admin I	2	2	3
NOS-130	Windows Single User	<u>2</u>	<u>2</u>	<u>3</u>
		6	12	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Networking Technology (C25340IS)

### Information Security Certificate

		Course Hours		Semester
		Class	Lab	Hours Credit
NET-125	Networking Basics	1	4	3
NOS-110	Operating Systems Concepts	1	4	3
SEC-110	Security Concepts	2	2	3

SEC-150	Secure Communications	<u>2</u>	<u>2</u>	<u>3</u>
		6	12	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Networking Technology (C25340AS)

### Advanced Information Security Certificate

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
NET-126	Routing Basics	1	4	3
NOS-130	Windows Single User	1	4	3
SEC-160	Secure Admin I	2	2	3
SEC-210	Intrusion Detection	<u>2</u>	<u>2</u>	<u>3</u>
		6	12	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</u></b>

## Nurse Aide

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages.

Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills.

Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

## Nurse Aide (C45840)

### Certificate Program

		Course Hours Per Week			Semester Hours Credit
		Class	Lab	Clinical	
NAS-101	Nurse Aide I	3	4	3	6
NAS-102	Nurse Aide II	<u>3</u>	<u>2</u>	<u>6</u>	<u>6</u>
		6	6	9	12
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>12</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 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 Acct. <u>or</u>			
ACC-115	College Accounting	3	2	4
ENG-111	Writing and Inquiry	3	0	3
MAT-143	Quantitative Literacy (or higher)	***	***	3-4
OST-131	Keyboarding	<u>1</u>	<u>2</u>	<u>2</u>
		***	***	13-14
<b>SECOND SEMESTER (Spring)</b>				
BUS-121	Business Math	2	2	3
ENG-112	Writing/Research in the Disc <u>or</u>			
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
***	Social/Behavioral 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>67</u></b>

## Ophthalmic Medical Assistant

The Ophthalmic Medical Assistant Program prepares individuals to perform ophthalmic procedures under the supervision of a licensed physician specializing in Ophthalmology. Course work includes lecture, laboratory, and clinical training in ocular measurements; ocular testing; lensometry; administering topical and oral medications; eye care; and caring for instruments.

Graduates are employed in medical institutions, clinics, or physician practices.

Graduates may qualify as candidates to take the Joint Commission on Allied Health Personnel, Ophthalmology National Certification Exam.

### Ophthalmic Medical Assistant (D45510)

#### Diploma Program

	Class	Course Hours Per Week			Semester Hours Credit
		Lab	Clinical		
<b>FIRST SEMESTER (Summer)</b>					
COM-120	Interpersonal Communication	3	0	0	3
ENG-111	Writing and Inquiry	3	0	0	3
OPH-150	Intro to Ophth Med Assist	2	0	0	2
OPH-151	Ocular Anat. & Physiology	2	0	0	2
PSY-150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	0	0	13
<b>SECOND SEMESTER (Fall)</b>					
OPH-103	Intro to Diseases of Eye	2	0	0	2
OPH-105	Ophthalmic Clin Proc I	1	2	0	2
OPH-106	Ophtha Med Assist Pract I	0	0	21	7
OPH-109	Ophtha Optics & Basic Refract	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		5	2	21	13
<b>THIRD SEMESTER (Spring)</b>					
OPH-104	Basic Ophthalmic Pharma.	2	0	0	2
OPH-107	Ophthalmic Clin Proc II	1	2	0	2

OPH-108	Ophthalmic Patient Care	2	0	0	2
OPH-110	Op Med Asst Practicum II	<u>0</u>	<u>0</u>	<u>21</u>	<u>7</u>
		5	2	21	13
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>39</u></b>

## 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.

***PLEASE NOTE:** The Polysomnography program accepts program applicants in alternate years. Fall acceptance is made for Fall entry in years in even-numbered years. Thus, the next class in the program will be accepted for entry in Fall 2016.*

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

## Polysomnography (A45670)

### Associate in Applied Science Degree Program

		Course Hours Per Week			Semester Hours Credit
		Class	Lab	Clinical	
<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	Writing and Inquiry	3	0	0	3
MAT-143	Quantitative Literacy (or higher)	***	***	0	3-4
MED-120	Survey of Medical Term	2	0	0	2
PSG-110	Intro to Polysomnography	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		***	***	0	18-19
<b>SECOND SEMESTER (Spring)</b>					
CIS-110	Introduction to Computers	2	2	0	3
ELC-111	Introduction to Electricity	2	2	0	3
ENG-112	Writing/Research in the Disc	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>					
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>
		9	2	9	13
<b>FIFTH SEMESTER (Spring)</b>					
MED-118	Medical Law and Ethics	2	0	0	2
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	13
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>69</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, some portions of courses are web-enhanced to provide students resource material related to their studies.*

*The Radiography program is accredited by the  
Joint Review Committee on Education in Radiologic Technology  
20 N. Wacker Drive, Suite 2850  
Chicago, IL 60606-3182  
Phone: 312-704-5300 Fax: 312-704-5304  
E-Mail: mail@jrcert.org Website: www.jrcert.org*

## Radiography (A45700)

### Associate in Applied Science Degree Program

		Course Hours Per			Semester Hours Credit
		Week			
		Class	Lab	Clinical	
<b>FIRST SEMESTER (Fall)</b>					
BIO-165	Anatomy & Physiology I	3	3	0	4
MAT-143	Quantitative Literacy	2	2	0	3
RAD-110	RAD Intro & Patient Care	2	3	0	3
RAD-111	RAD Procedures I	3	3	0	4
RAD-151	RAD Clinical Education I	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>
		10	11	6	16
<b>SECOND SEMESTER (Spring)</b>					
BIO-166	Anatomy & Physiology II	3	3	0	4
ENG-111	Writing and Inquiry	3	0	0	3
RAD-112	RAD Procedures II	3	3	0	4
RAD-121	Radiographic Imaging I	2	3	0	3
RAD-161	RAD Clinical Education II	<u>0</u>	<u>0</u>	<u>15</u>	<u>5</u>
		11	9	15	19
<b>THIRD SEMESTER (Summer)</b>					
RAD-122	Radiographic Imaging II	1	3	0	2
RAD-131	Radiographic Physics I	1	3	0	2
RAD-171	RAD Clinical Education III	<u>0</u>	<u>0</u>	<u>12</u>	<u>4</u>
		2	6	12	8
<b>FOURTH SEMESTER (Fall)</b>					
ENG-112	Writing/Research in the Disc	3	0		3
RAD-211	RAD Procedures III	2	3	0	3
RAD-231	Radiographic Physics II	1	3	0	2
RAD-241	Radiobiology/Protection	2	0	0	2
RAD-251	RAD Clinical Education IV	<u>0</u>	<u>0</u>	<u>21</u>	<u>7</u>
		8	6	21	17
<b>FIFTH SEMESTER (Spring)</b>					
RAD-245	Image Analysis	1	3	0	2
RAD-261	RAD Clinical Education V	0	0	21	7
RAD-271	Radiography Capstone	0	3	0	1
***	Humanities/Fine Arts Elective	3	0	0	3
***	Social/Behavioral Sciences Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	6	21	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 Web-enhanced to provide students materials related to their studies.*

*The Respiratory Therapy program at Sandhills is accredited by the Commission on Accreditation for Respiratory Care  
1248 Harwood Road  
Bedford, Texas 76021-4244  
817-283-2835*

## Respiratory Therapy (A45720)

### Associate in Applied Science Degree Program

		Course Hours Per Week			Semester Hours Credit
	Class	Lab	Clinical		
<b>FIRST SEMESTER (Fall)</b>					
BIO-165	Anatomy & Physiology I	3	3	0	4
CHM-151	General Chemistry I	3	3	0	4
ENG-111	Writing and Inquiry	3	0	0	3
RCP-110	Intro to Respiratory Care	3	3	0	4
RCP-114	C-P Anatomy and Physiology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	9	0	18
<b>SECOND SEMESTER (Spring)</b>					
BIO-166	Anatomy & Physiology II	3	3	0	4
CHM-152	General Chemistry II	3	3	0	4
ENG-112	Writing/Research in the Disc	3	0	0	3
RCP-111	Therapeutics/Diagnostics	4	3	0	5
RCP-113	C-P Pharmacology	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		15	9	0	18
<b>THIRD SEMESTER (Summer)</b>					
RCP-115	C-P Pathophysiology	2	0	0	2
RCP-210	Critical Care Concepts	3	3	0	4
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	3	0	9
<b>FOURTH SEMESTER (Fall)</b>					
RCP-169	RCP Clinical Apps I	0	0	33	11
RCP-211	Advanced Monitoring/Procedures	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		3	3	33	15
<b>FIFTH SEMESTER (Spring)</b>					
RCP-213	Neonatal/Ped's Concept	2	0	0	2
RCP-269	RCP Clinical Apps II	0	0	33	11

***	Social/Behavioral Sciences Elect.	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		5	0	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 Hours Credit
		Per Week		
		Class	Lab	
<b>FIRST SEMESTER (Fall)</b>				
ACA-115	Success & Study Skills	0	2	1
ENG-111	Writing and Inquiry	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	***	***	3-4
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>
		***	***	15-16
<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>3</u>
		***	***	15-16

**FIFTH SEMESTER (Spring)**

ENG-112	Writing/Research in the Disc <u>or</u>			
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

**Total Required Minimum Semester Hours Credit** **73**

**ART/GRAPHIC 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 Documentaion	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
		Per Week		
		Class	Lab	
SGD-111	Introduction to SGD	2	3	3
SGD-112	SGD Design	2	3	3
SGD-113	SGD Programming	2	3	3
SGD-114	3D Modeling	2	3	3

SGD-212	SGD Design II	<u>2</u>	<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.

Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

*Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board on Certification in Surgical Technology and Surgical Assisting (NBSTSA) within a four-week period prior to or after graduation.*

*The Surgical Technology Curriculum offers two options – a degree and a diploma program. Completion of a diploma program from an accredited college will qualify students for entry into the Associate Degree program. Certification in Surgical Technology is preferred but not mandatory. Completion of the associate degree program is highly recommended as it prepares the graduate to be a practitioner with a broader knowledge base in the field of Surgical Technology.*

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

### Surgical Technology (A45740)

#### Associate in Applied Science Degree Program

		Course Hours Per			Semester Hours Credit
		Week			
		Class	Lab	Clinical	
<b>FIRST SEMESTER (Fall)</b>					
ACA-115	Success & Study Skills	0	2	0	1
ENG-111	Writing and Inquiry	3	0	0	3
BIO-163	Basic Anatomy & Physiology <u>or</u>				
BIO-165	Anatomy & Physiology I	***	***	0	5-8
BIO-166	Anatomy & Physiology II				
SUR-110	Intro to Surgical Technology	3	0	0	3

SUR-111	Periop Pt Care	5	6	0	7
PSY-150	Principles of Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		***	***	0	22-25
<b>SECOND SEMESTER (Spring)</b>					
BIO-275	Microbiology <i>or</i>				
BIO-175	General Microbiology	***	***	0	3-4
SUR-122	Surgical Procedures I	5	3	0	6
SUR-123	Clinical Practice I	<u>0</u>	<u>0</u>	<u>21</u>	<u>7</u>
		***	***	21	16-17
<b>THIRD SEMESTER (Summer)</b>					
SUR-134	Surgical Procedures II	5	0	0	5
SUR-135	Clinical Practice II	0	0	12	4
SUR-137	Professional Success Prep	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		6	0	12	10
<b>FOURTH SEMESTER (Fall)</b>					
ENG-112	Writing/Research in the Disc <i>or</i>				
ENG-114	Prof Research & Reporting	3	0	0	3
COM-231	Public Speaking	3	0	0	3
***	Humanities/Fine Arts Elective	3	0	0	3
***	Natural Sciences/Math Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	0	0	12
<b>FIFTH SEMESTER (Spring)</b>					
BUS-137	Principles of Management	3	0	0	3
ECO-151	Survey of Economics	3	0	0	3
SUR-210	Adv. Surgical Clinical Practice	0	0	6	2
SUR-211	Adv. Theoretical Concepts	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		8	0	6	10
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>70</u></b>

## Surgical Technology (D45740)

### Diploma Program

	Class	Course Hours Per Week			Semester Hours Credit
		Lab	Clinical		
<b>FIRST SEMESTER (Fall)</b>					
ACA-115	Success & Study Skills	0	2	0	1
ENG-111	Writing and Inquiry	3	0	0	3
BIO-163	Basic Anatomy & Physiology <i>or</i>				
BIO-165	Anatomy & Physiology I	***	***	0	5-8
BIO-166	Anatomy & Physiology II				
SUR-110	Intro to Surgical Technology	3	0	0	3
SUR-111	Periop Pt Care	5	6	0	7
PSY-150	Principles of Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		***	***	0	22-25
<b>SECOND SEMESTER (Spring)</b>					
BIO-275	Microbiology <i>or</i>				
BIO-175	General Microbiology	***	***	0	3-4
SUR-122	Surgical Procedures I	5	3	0	6
SUR-123	Clinical Practice I	<u>0</u>	<u>0</u>	<u>21</u>	<u>7</u>
		***	***	21	16-17

**THIRD SEMESTER (Summer)**

SUR-134	Surgical Procedures II	5	0	0	5
SUR-135	Clinical Practice II	0	0	12	4
SUR-137	Professional Success Prep	$\frac{1}{6}$	$\frac{0}{0}$	$\frac{0}{12}$	$\frac{1}{10}$
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>48</u></b>

## Surveying Technology (See Geomatics)

Surveying Technology's name has been changed and now appears in the *Catalog* under the title "Geomatics Technology."

## 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.

*The North Carolina Board of Massage and Bodywork Therapy may deny a license to practice massage and bodywork therapy if an applicant has a criminal record or there is other evidence that indicates the applicant lacks good moral character.*

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

## Therapeutic Massage (A45750)

### Associate in Applied Science Degree Program

		Course Hours Per Week			Semester Hours Credit
		Class	Lab	Clinical	
<b>FIRST SEMESTER (Fall)</b>					
ACA-115	Success & Study Skills	1	2	0	1
BIO-163	Basic Anat & Physiology <u>or</u>				
BIO-165	Anatomy & Physiology I	***	***	0	4-5
MED-120	Survey of Medical Terminology	2	0	0	2
MTH-110	Fundamentals of Massage	6	9	3	10

PSY-150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		***	***	3	20-21
<b>SECOND SEMESTER (Spring)</b>					
BIO-166	Anatomy & Physiology II (if BIO-165 was taken)	***	***	0	0-4
ENG-111	Writing and Inquiry	3	0	0	3
MTH-120	Therapeutic Massage Applics.	<u>6</u>	<u>9</u>	<u>3</u>	<u>10</u>
		***	***	3	13-17
<b>THIRD SEMESTER (Summer)</b>					
BIO-271	Pathophysiology	3	0	0	3
MTH-125	Ethics of Massage	2	0	0	2
MTH-130	Therapeutic Massage Mgmt.	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		7	0	0	7
<b>FOURTH SEMESTER (Fall)</b>					
BUS-230	Small Business Management	3	0	0	3
MTH 210	Adv. Skills of Massage	4	9	3	8
PED***	PED Activity Course Elective	0	***	0	1
***	SOC/PSY Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	***	3	15
<b>FIFTH SEMESTER (Spring)</b>					
WBL-111	Work-Based Learning I	0	10	0	1
COM-***	COM Elective	3	0	0	3
MTH 220	Outcome-Based Massage	4	6	3	7
***	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	16	3	14
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>70</u></b>

*50 hours of independent massage practicum*

## Therapeutic Massage (D45750)

### Diploma Program

		Course Hours Per Week			Semester
		Class	Lab	Clinical	Hours Credit
<b>FIRST SEMESTER (Fall)</b>					
ACA-115	Success & Study Skills	0	2	0	1
BIO-163	Basic Anat. & Physiology <i>or</i>				
BIO-165	Anat. & Physiology I	***	***	0	4-5
MED-120	Survey of Medical Technology	2	0	0	2
MTH-110	Fundamentals of Massage	6	9	3	10
PSY-150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		***	***	3	20-21
<b>SECOND SEMESTER (Spring)</b>					
BIO-166	Anatomy & Physiology II (if BIO-165 was taken)	***	***	0	0-4
ENG-111	Writing and Inquiry	3	0	0	3
MTH-120	Therapeutic Massage Applics.	<u>6</u>	<u>9</u>	<u>3</u>	<u>10</u>
		***	***	3	13-17
<b>THIRD SEMESTER (Summer)</b>					
BIO-271	Pathophysiology	3	0	0	3
MTH-125	Ethics of Massage	2	0	0	2

MTH-130	Therapeutic Massage Mgmt.	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		7	0	0	7
<b><u>Total Required Minimum Semester Hours Credit</u></b>					<b><u>41</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> .....	<b>6</b>
ENG-111 and <b>one</b> of the following: ENG-112 or 114	
<b>Humanities/Fine Arts</b> .....	<b>3</b>
Select <b>one</b> course from the approved general education courses 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, 112, 121, 122, 210)	
Philosophy (PHI-215, 240)	
Religion (REL-110, 211, 212, 221)	

**Social/Behavioral Sciences..... 3**

Select **one** course from the approved general education courses 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-118, 141, 150, 237, 239, 241, 249, 255, 259, 263, 265, 271, 275, 281)
- Sociology (SOC-210, 213, 220, 225, 230, 240)

**Natural Sciences/Mathematics ..... 3**

Select one course from the approved general education courses in the following areas. In addition, you must also place out of or successfully complete DMA-010-030 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, 251, 252)
- Computer Science (CIS-110, 115)
- Geology (GEL-111)
- Mathematics (MAT-121, 143, 152, 171)
- Physics (PHY-110 and 110A, 131, 151, 152)
- Science (SCI-110)

**Other Required Hours..... 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.

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

## General Occupational Technology

The General Occupational Technology degree curriculum provides individuals with an opportunity to upgrade skills and to earn an associate degree, diploma, and/or certificate by taking courses suited for individual occupational interests and/or needs. Any student who wants to pursue the General Occupational Technology degree must contact the Dean of Instruction.

Each student's specific program of study must be reviewed and approved by the Dean of Instruction at least one semester prior to the semester of graduation. If approved, the curriculum content will be customized for students according to occupational interests and needs. 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 courses 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, 112, 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 courses 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-118, 141, 150, 237, 239, 241, 249, 255, 259, 263, 265, 271, 275, 281)	
Sociology (SOC-210, 213, 220, 225, 230, 240)	
<b>Natural Sciences/Mathematics</b> .....	<b>3</b>
Select one course from the approved general education courses in the following areas. In addition, you must also place out of or	

successfully complete DMA-010–DMA-030 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-121, 143, 152, 171)

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

Science (SCI-110)

**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 must 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**

## **COLLEGE PROGRAMS FOR HIGH SCHOOL STUDENTS**

Career and College Promise provides a focused means for students to begin completion of college transfer credits or career training prior to their graduation from high school. Courses under Career and College Promise are offered to high school students with no charge for tuition.

Eligible high school students may earn:

- College credit, which is completely transferrable to all UNC System Institutions, as well as many private schools and out-of-state universities and colleges.
- College credit toward a credential, certificate or diploma in a technical career.
- A high school diploma and two years of college credit in four to five years through innovative cooperative high schools (Hoke County students only).

Upon meeting eligibility requirements, students may enroll in a college transfer pathway, a career-technical pathway, or the SandHoke Early College (Hoke County students only).

Students may be enrolled in two pathways: two career-technical pathways or, if eligible, students may enroll in a college transfer pathway and career technical pathway during the same semester. Students may change pathways after each semester. Students must maintain a 2.0 grade point average in college courses to participate in the program.

### **College Transfer Pathways**

Students may earn college transfer credits toward 32-35 hours of college credit that will transfer to any public North Carolina university as long as a grade of C or better is earned in each course. Credits may also be accepted for transfer by private or out-of-state schools. Courses may be offered on the SCC campus, on one of the high school campuses or online. Not all courses are offered at all of the high schools.

#### **Career & College Promise College Transfer Pathway Leading to the Associate in Arts (P1012C)**

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

**GENERAL EDUCATION (31-32 SHC)..... 31-32**

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.

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

The following two English composition courses are required:

ENG-111 Writing and Inquiry (3 SHC)

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

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

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

ART-111 Art Appreciation (3 SHC)

ART-114 Art History Survey I (3 SHC)

ART-115 Art History Survey II (3 SHC)

COM-231 Public Speaking (3 SHC)

ENG-231 American Literature I (3 SHC)

ENG-232 American Literature II (3 SHC)

MUS-110 Music Appreciation (3 SHC)

MUS-112 Introduction to Jazz (3 SHC)

PHI-215 Philosophical Issues (3 SHC)

PHI-240 Introduction to Ethics (3 SHC)

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

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

ECO-251 Principles of Microeconomics (3 SHC)

ECO-252 Principles of Macroeconomics (3 SHC)

HIS-111 World Civilizations I (3 SHC)

HIS-112 World Civilizations II (3 SHC)

HIS-131 American History I (3 SHC)

HIS 132 American History II (3 SHC)

POL-120 American Government (3 SHC)

PSY-150 General Psychology (3 SHC)

SOC-210 Introduction to Sociology (3 SHC)

**Math (3-4 SHC) ..... 3-4**

Select one course from the following:

MAT-143 Quantitative Literacy (3 SHC)

MAT-152 Statistical Methods I (4 SHC)

MAT-171 Precalculus Algebra (4 SHC)

**Natural Sciences (4 SHC) ..... 4**

Select 4 SHC from the following course(s):

AST-111 Descriptive Astronomy (3 SHC) *and* AST-111A

Descriptive Astronomy Lab (1 SHC)

BIO-110 Principles of Biology (4 SHC)

BIO-111 General Biology I (4 SHC)

- CHM-151 General Chemistry I (4 SHC)
- GEL-111 Introductory Geology (4 SHC)
- PHY-110 Conceptual Physics (3 SHC) *and* PHY-110A  
Conceptual Physics Lab (1 SHC)

**Academic Transition (1 SHC)..... 1**

The following course is required:

- ACA-122 College Transfer Success (1 SHC)

**TOTAL SEMESTER HOURS CREDIT (SHC) IN PATHWAY .....32-33**

**Career & College Promise College Transfer Pathway  
Leading to the Associate in Science (P1042C)**

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

**GENERAL EDUCATION (34 SHC) ..... 34**

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).

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

The following two English Composition courses are required:

- ENG-111 Writing and Inquiry (3 SHC)
- ENG-112 Writing/Research in the Disc (3 SHC)

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

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

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

**Social/Behavioral Sciences (6 SHC) ..... 6**

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

- ECO-251 Principles of Microeconomics (3 SHC)
- ECO-252 Principles of Macroeconomics (3 SHC)
- HIS-111 World Civilizations I (3 SHC)
- HIS-112 World Civilizations II (3 SHC)

- HIS-131 American History I (3 SHC)
- HIS-132 American History II (3 SHC)
- POL-120 American Government (3 SHC)
- PSY-150 General Psychology (3 SHC)
- SOC-210 Introduction to Sociology (3 SHC)

**Math (8 SHC) ..... 8**

- Select two courses from the following:
- MAT-171 Precalculus Algebra (4 SHC)
  - MAT-172 Pre-calculus Trigonometry (4 SHC)
  - MAT-263 Brief Calculus (4 SHC)
  - MAT-271 Calculus I (4 SHC)
  - MAT-272 Calculus II (4 SHC)

**Natural Sciences (8 SHC) ..... 8**

- Select an 8 SHC two-course sequence from the following course(s):
- BIO-111 General Biology I (4 SHC) *and* BIO-112 General Biology II (4 SHC)
  - CHM-151 General Chemistry I (4 SHC) *and* CHM-152 General Chemistry II (4 SHC)
  - PHY-151 College Physics I (4 SHC) *and* PHY-152 College Physics II (4 SHC)
  - PHY-251 General Physics I (4 SHC) *and* PHY-252 General Physics II (4 SHC)

**Academic Transition (1 SHC) ..... 1**

- The following course is required:
- ACA-122 College Transfer Success (1 SHC)

**TOTAL SEMESTER HOURS CREDIT (SHC) IN PATHWAY ..... 35**

## Career Technical Pathways

Students may earn college credits toward a credential, certificate or diploma in a technical career. These pathways allow students to explore potential career areas. Courses may be offered on the SCC campus, on one of the high school campuses or online. Not all courses are offered at all of the high schools. A description of the curriculum standards can be found under the specific program in the Applied Science programs section of this *Catalog*.

### Architectural Technology – Traditional Diploma (D40100HS)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
ARC-111	Intro to Architectural Technology	1	6	3
ARC-112	Constr Materials & Methods	3	2	4
ARC-113	Residential Architecture Tech	1	6	3

ARC-114	Architectural CAD	1	3	2
ART-111	Art Appreciation	3	0	3
BPR-130	Print Reading — Construction	3	0	3
CIS-111	Basic PC Literacy	1	2	2
COM-231	Public Speaking	3	0	3
CST-241	Planning/Estimating I	2	2	3
EGR-150	Intro to Engineering	1	2	2
ELC-113	Residential Wiring	2	6	4
POL-120	American Government	3	0	3
SST-140	Green Bldg and Design Concepts	3	0	3
WLD-112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>2</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>40</u></b>

### Architectural Technology – Advanced Technology Diploma (D40100H2)

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
ARC-111	Intro to Arch Technology	1	6	3
ARC-112	Constr Materials & Methods	3	2	4
BPR-130	Print Reading — Construction	3	0	3
CIS-111	Basic PC Literacy	1	2	2
COM-231	Public Speaking	3	0	3
CST-241	Planning/Estimating I	2	2	3
EGR-110	Intro to Engineering Tech	1	2	2
ELC-113	Residential Wiring	2	6	4
ELC-114	Commercial Wiring	2	6	4
ELC-115	Industrial Wiring	2	6	4
HIS-112	World Civilizations II	3	0	3
SST-140	Green Bldg and Design Concepts	3	0	3
WLD-111	Oxy-Fuel Welding	1	3	2
WLD-112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>2</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>42</u></b>

### Automotive Systems Technology Diploma (D60160HS)

		Course Hours		Semester Hours Credit
		Per Week		
		Class	Lab	
ACA-115	Success and Study Skills	0	2	1
AUT-113	Automotive Servicing I	0	6	2
AUT-114	Safety and Emissions	1	2	2
AUT-116	Engine Repair	2	3	3
AUT-141	Suspension and Steering	2	3	3
AUT-141A	Suspension and Steering Lab	0	3	1
AUT-151	Brake Systems	2	3	3
AUT-151A	Brake Systems Lab	0	3	1
AUT-181	Engine Performance I	2	3	3
COM-231	Public Speaking	3	0	3
HIS-111	World Civilizations I	3	0	3

PHY-110	Conceptual Physics	3	0	3
PHY-110A	Conceptual Physics Lab	0	2	1
TRN-110	Intro to Transport Tech	1	2	2
TRN-120	Basic Transp Electricity	4	3	5
TRN-140	Transp Climate Control	<u>1</u>	<u>2</u>	<u>2</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>38</u></b>

### Business Administration Diploma (D25120HS)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
ACC-120	Prin of Financial Accounting	3	2	4
ACC-121	Prin of Managerial Accounting	3	2	4
ART-111	Art Appreciation	3	0	3
BUS-110	Introduction to Business	3	0	3
BUS-115	Business Law I	3	0	3
BUS-121	Business Math	2	2	3
BUS-137	Principles of Management	3	0	3
BUS-139	Entrepreneurship I	3	0	3
CIS-111	Basic PC Literacy	1	2	2
ECO-252	Principles of Macroeconomics	3	0	3
ENG-111	Writing and Inquiry	3	0	3
HIS-131	American History I	3	0	3
MAT-143	Quantitative Literacy	2	2	3
MKT-120	Principles of Marketing	<u>3</u>	<u>0</u>	<u>3</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>43</u></b>

### Business Administration Certificate (C25120HS)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
ACC-120	Prin of Financial Accounting	3	2	4
ACC-149	Intro to Accounting Spreadsheets	1	2	2
BUS-137	Principles of Management	3	0	3
BUS-148	Survey of Real Estate	3	0	3
CIS-110	Introduction to Computers	2	2	3
MKT-120	Principles of Marketing	<u>3</u>	<u>0</u>	<u>3</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

### Civil Engineering Technology Diploma (D40140HS)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
CEG-111	Intro to Gis and Gnss	2	4	4
CEG-210	Construction Materials and Methods	2	3	3
CEG-211	Hydrology and Erosion Control	2	3	3
CEG-235	Project Management/Estimating	2	3	3
CIS-110	Intro to Computers	2	2	3

CIV-111	Soils and Foundation	2	4	4
COM-231	Public Speaking	3	0	3
EGR-115	Intro to Technology	2	3	3
EGR-115A	Intro to Technology Lab	0	3	1
EGR-120	Engineering and Design Graphics	2	2	3
EGR-150	Intro to Engineering	1	2	2
EGR-251	Statics	2	2	3
MAT-121	Algebra/Trigonometry I	2	2	3
MUS-110	Music Appreciation	3	0	3
SOC-210	Introduction to Sociology	3	0	3
SRV-110	Surveying I	<u>2</u>	<u>6</u>	<u>4</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>48</u></b>

### Collision Repair and Refinishing Technology Certificate (C60130HS)

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
AUB-111	Painting & Refinishing I	2	6	4
AUB-112	Painting & Refinishing II	2	6	4
AUB-121	Non-Structural Damage I	1	4	3
AUB-131	Structural Damage I	<u>2</u>	<u>4</u>	<u>4</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>15</u></b>

### Cosmetology Certificate (C55140HS)

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
COS-111	Cosmetology Concepts I	4	0	4
COS-112	Salon I	0	24	8
COS-113	Cosmetology Concepts II	4	0	4
COS-114	Salon II	0	24	8
COS-115	Cosmetology Concepts III	4	0	4
COS-116	Salon III	0	12	4
COS-223	Contemp Hair Coloring	<u>1</u>	<u>3</u>	<u>2</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>34</u></b>

### Criminal Justice Technology Certificate (C55180HS)

		Course Hours Per Week		Semester Hours
		Class	Lab	Credit
CIS-110	Introduction to Computers	2	2	3
CJC-111	Intro to Criminal Justice	3	0	3
CJC-112	Criminology	3	0	3
CJC-113	Juvenile Justice	3	0	3
CJC-131	Criminal Law	3	0	3

COM-231	Public Speaking	<u>3</u>	<u>0</u>	<u>3</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

### Culinary Arts Certificate (C55150HS)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
CUL-110	Sanitation & Safety	2	0	2
CUL-112	Nutrition for Foodservice	3	0	3
CUL-140	Culinary Skills I	2	6	5
CUL-160	Baking I	1	4	3
CUL-240	Culinary Skills II	<u>1</u>	<u>8</u>	<u>5</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

### Digital Media Technology Certificate (C25210HS)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
CIS-115	Intro to Prog & Logic	2	3	3
DME-110	Intro to Digital Media	2	2	3
DME-120	Intro to Multimedia Appl	2	2	3
DME-130	Digital Animation I	2	2	3
HIS-132	American History II	3	0	3
PSY-150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

### Emergency Medical Science Certificate (C45340HS)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
EMS-110	EMT	6	6	8
EMS-120	Advanced EMT	4	6	6
EMS-121	AEMT Clinical Practicum	0	6	2
MED-120	Survey of Medical Terminology	<u>2</u>	<u>0</u>	<u>2</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

### Health and Fitness Science Certificate (C45630HS)

		Course Hours		Semester
		Per Week		Hours
		Class	Lab	Credit
BIO-165	Anatomy and Physiology I	3	3	4
BIO-166	Anatomy and Physiology II	3	3	4
HEA-112	First Aid & CPR	1	2	2
PSF-110	Exercise Science	4	0	4
PSF-111	Fitness & Exer Testing I	<u>3</u>	<u>2</u>	<u>4</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>18</u></b>

**Hospitality Management Diploma (D25110HS)**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
COM-231	Public Speaking	3	0	3
CUL-110	Sanitation & Safety	2	0	2
CUL-110A	Sanitation & Safety Lab	0	2	1
CUL-112	Nutrition for Foodservice	3	0	3
CUL-135	Food & Beverage Service	2	0	2
CUL-135A	Food & Beverage Service Lab	0	2	1
HRM-110	Intro to Hospitality & Tourism	3	0	3
HRM-120	Front Office Procedure	3	0	3
HRM-140	Legal Issues-Hospitality	3	0	3
HRM-160	Info Systems for Hospitality	2	2	3
HRM-220	Cost Control-Food & Beverage	3	0	3
HRM-240	Marketing for Hospitality	3	0	3
HRM-245	Human Resource Mgmt-Hospitality	3	0	3
PSY-150	General Psychology	<u>3</u>	<u>0</u>	<u>3</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>36</u></b>

**Landscape Gardening Diploma (D15260HS)**

		Course Hours Per Week		Semester Hours Credit
		Class	Lab	
ACA-115	Success and Study Skills	0	2	1
ART-111	Art Appreciation	3	0	3
ENG-111	Writing and Inquiry	3	0	3
HOR-112	Landscape Design I	2	3	3
HOR-114	Landscape Construction	2	2	3
HOR-134	Greenhouse Operation	2	2	3
HOR-142	Fruit & Vegetable Prod	1	2	2
HOR-160	Plant Materials I	2	2	3
HOR-164	Horticulture Pest Management	2	2	3
HOR-257	Arboriculture Practices	1	3	2
HOR-265	Advanced Plant Materials	1	2	2
LSG-111	Basic Landscape Technique	2	0	2
LSG-121	Fall Gardening Lab	0	6	2
LSG-122	Spring Gardening Lab	0	6	2
MAT-110	Math Measurement & Literacy	2	2	3
PSY-118	Interpersonal Psychology	3	0	3
SPA-120	Spanish for the Workplace	<u>3</u>	<u>0</u>	<u>3</u>
<b><u>Total Required Minimum Semester Hours Credit</u></b>				<b><u>43</u></b>

**Nurse Aide Certificate (C45840HS)**

		Course Hours Per Week			Semester Hours Credit
		Class	Lab	Clinical	
NAS-101	Nurse Aide I	3	4	3	6
NAS-102	Nurse Aide II	<u>3</u>	<u>2</u>	<u>6</u>	<u>6</u>

**Total Required Minimum Semester Hours Credit****12**

## **SandHoke Early College**

### **(A10100SH) & (A10400SH)**

Through participation in the SandHoke Early College on our Hoke County campus, students may complete a high-school diploma and an Associate of Arts or Associate of Science in five years or less by successfully completing two years of transferable college credit. High-school and college-level credits are earned at an accelerated rate. Students gain support and preparation for college and university success. A description of the Associate of Arts and Associate of Science curriculum standards can be found in the University Studies Program section of this *Catalog*.

## CONTINUING EDUCATION

The Continuing Education Division offers a wide variety of courses designed to meet the needs and interests of the citizens of Moore and Hoke Counties. Through the Continuing Education Division, students may acquire or enhance basic academic skills and general knowledge; train 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 community and public service groups. A printed class schedule is available approximately three weeks prior to the beginning of a term and is also posted and updated on the Sandhills website at [www.sandhills.edu](http://www.sandhills.edu).

### 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 Continuing Education Division for special instructions concerning admission and registration.

### Registration

Registration for continuing education classes may be completed by contacting our registration office at 910-695-3980. Dates and times of registration are announced in the printed class schedule or on the Sandhills website at [www.sandhills.edu](http://www.sandhills.edu).

### Fees

The N.C. Legislature establishes all fees charged except for self-supporting classes. Fees vary according to specific programs in Continuing Education. College and Career Readiness (Basic Skills), Career Development (HRD) (for those students who qualify), and most small business seminars are offered to students at no cost. Registration fees for occupational classes are determined by the legislature. Classes designated “self-supporting” require varying registration fees, and all students enrolled in these classes must pay. All registration fees are advertised in the printed class schedules. A \$5.00 technology fee is charged for some classes.

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.

Continuing education students with any outstanding balance may still enroll in occupational extension certification classes and receive continuing

education units (CEUs) **1**) if the course section is offered for the benefit of a company or agency and **2**) when course attendance is limited to employees of said company/agency, and **3**) the company/agency pays the tuition. The students will be made aware that the outstanding balance remains on their account. They will be restricted to taking company/agency sponsored classes until the outstanding balance is paid in full.

### **Location of Classes**

Classes are held on the campuses of Sandhills Community College in both Moore and Hoke Counties, at the James H. Garner Center for Community Education in Westmoore, and at designated locations throughout the communities.

### **Continuing Education Units (CEUs)**

The Continuing Education Division will award Continuing Education Units (CEUs) 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 Continuing Education Division has a variety of 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.

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## CONTINUING EDUCATION PROGRAMS

The Continuing Education Division offers a wide range of courses through three primary centers of learning.

### **D.L. “Doc” Furches Center for Lifelong Learning**

#### **College and Career Readiness (Basic Skills)**

The Furches Center for Lifelong Learning offers a variety of College and Career Readiness (CCR) Programs. The programs provide educational opportunities at no cost to adults who would like to improve their academic skills to function more effectively in society or on the job. Students have the option to enroll in a career pathway program while attending a literacy program so they may reach their career goals sooner. Each of the CCR literacy programs are designed to meet students’ unique learning needs. 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 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 a ninth grade education or have completed high school but are functioning at less than a high school level. Basic subjects of reading, writing, math, 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 progress into the High School Equivalency (HSE) program to pursue their HSE diploma.

#### **High School Equivalency (HSE)**

The High School Equivalency program prepares adults who did not complete high school to obtain a High School Equivalency (HSE) Diploma. This diploma is recognized and generally accepted as equivalent to a high school diploma.

Sandhills Community College serves as an official HSE testing center. Any person who is not a U.S. high school graduate may apply to enroll in the HSE program if the applicant is 18 or older.

An applicant who is between the ages of 16 and 18 may apply to the HSE program contingent upon an interview with a CCR Coordinator. All accepted minor applicants must present a signed and notarized *Petition for Admission of a Minor Form* which can be obtained at the minor applicant’s interview.

The completed petition will indicate applicant's parents, legal guardian, or other person or agency having legal custody and control. It will certify place of residence and date of birth and appropriate legal relationship of the petitioner to the applicant and official school drop date as determined by the previous school.

### **Adult High School (AHS)**

Adult High School Diploma classes, offered on both the Pinehurst campus and Hoke center in conjunction with Hoke and Moore County Public Schools, provide 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.

### **English as a Second Language (ESL)**

English as a Second Language (ESL) classes are offered at no cost to adults 18 or older having limited skills in the English language. Instruction is provided in life skills, communication, reading, and writing, U.S. culture, and civics. Preparation for the U.S. citizenship test is also available.

### **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 are currently enrolled in ABE, HSE, or ESL and have a child 0-5 years old. In addition to regular instruction, students will receive 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 at a State licensed childcare facility.

### **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, ESL, and subjects leading to the HSE diploma.

## **Robert H. Dedman, Sr. Center for Business Leadership**

The Dedman Center for Business Leadership 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 department provides a number of pre-licensing and certification programs in a variety of fields. Two computer labs dedicated for the department's use allow for a broad offering of computer classes from introductory subjects to more specific hardware and software topics. The department also houses trades training facility on both the Pinehurst campus and the Hoke center providing classroom and lab facilities to teach both construction and industrial trades training programs. The Robert H. Dedman, Sr. Center for Business Leadership has been designated a Career Readiness Center, allowing it to offer the North Carolina Career Readiness Certificate (CRC) workforce credential and is an authorized Prometric Testing Center for the Automotive Service Excellence (ASE) assessments.

### **Career Training Programs (Professional Development)**

The Dedman Center's Career Training Programs provide training to enhance skills and knowledge necessary to compete in today's workforce. Classes are offered to a wide variety of individuals seeking to improve their job marketability by learning new skills and to seasoned professionals seeking CEU credit courses to stay abreast of new business practices, to gain understanding of new technologies, or to comply with State and/or Federal licensing regulations. For the individual seeking to learn new job skills, courses are offered in areas such as Construction and Industrial Trades, Business and Office Management, and Medical Careers. For the individual seeking CEU credit or recertification, courses are offered in areas such as Automotive, Education, and Real Estate. Many special interest classes and workshops are available for those interested in lifelong learning. New classes are offered every semester. Professional development opportunities range from one-day workshops to semester-long certification programs in both traditional and online class venues.

### **Medical Careers/Allied Health Training Programs**

The Dedman Center's Medical Careers/Allied Health Training Programs provide a broad scope of specialized training to meet the local demand of area health care industry providers. Included are programs and certification in areas such as Nursing Assistant (Levels I and II), Phlebotomy, EKG (Electrocardiogram Monitoring), Medication Aide, Medical Billing and Coding, Medical Terminology and Anatomy, and Home Health Care Aide.

### **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 qualifying companies new to the service area or those companies expanding their employment base, implementing new technology, or enhancing 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**

The Small Business Center (SBC) provides training, information, counseling, referrals, 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, and one-on-one consultation; 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.

### **Technology Training Program (Computer Programs)**

The Dedman Center's Technology Training Program offers up-to-date instruction in many areas of technology for adult learners of all experience levels. The program includes instruction in both the Apple and Personal Computer platforms including such topics as current and past operating systems, applications software, personal computer maintenance and repair, and other technology such as tablets and digital cameras.

### **Career Development Program (Human Resources Development)**

The Dedman Center's Career Development Program provides skill assessment services, employability skills training, and career development counseling to unemployed and underemployed adults. Services and training are designed to assess individuals' assets and limitations, develop the student's positive self-concept, communicate and problem solve, locate and secure employment, and develop computer skills. These goals are achieved through individual classes, coaching, and counseling. The program is free to those that qualify.

## **Career Readiness Assessment Center**

The Dedman Center has been designated a Career Readiness Assessment Center by the North Carolina Community College System. Through the Career Assessment Readiness Center, the department is authorized to assess individuals for the Career Readiness Certificate (CRC) 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 ACT WorkKeys assessment site.

## **C. Harlan McCaskill Center**

The C. Harlan McCaskill Center offers programs to meet the training needs of the public service sector and to enhance the cultural, academic, and social enrichment of area citizens.

## **Emergency Medical Services**

The McCaskill Center offers a wide variety of comprehensive programs to meet the special needs of EMS personnel. The Center emphasizes 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.

## **Creative Living Programs (Community Service Education Programs)**

Creative Living programs seek to facilitate the learning and participation of adults in the region. Short-term courses are offered throughout the year allowing participants to strengthen proficiencies; experience cultural, personal, or academic enrichment; and investigate new curiosities promoting self-expansion and lifelong learning. Course topics and offerings range from academics such as foreign languages, art history or debates on issues regarding our current legal processes to developing cultural and personal enrichment through healthy living, art, music, or literature, gardening and green living.

Civic and cultural activities such as art exhibits and lectures are sponsored or co-sponsored by Creative Living.

Operating through the Continuing Education Division at Sandhills Community College, Creative Living's purpose is to provide programs and resources that enhance the intellectual, physical, and personal well-being of the Sandhills community. 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.

## **Larry R. Caddell Public Safety Training Center**

### **Fire and Rescue Training**

The Caddell Public Safety Training Center serves the training needs of approximately 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. The College offers a Fire Academy each year that provides cadets their Firefighter certification as well as additional Office of the State Fire Marshall Certifications.

### **Law Enforcement Training**

Law Enforcement Certification programs and Basic Law Enforcement Training (BLET) are offered. 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. Special law enforcement topic classes are offered to respond to a rapidly changing environment and based on the needs of the community. These classes equip law enforcement personnel with the information and skills necessary to serve. Instructional delivery is offered in both traditional and distance learning formats.

## 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 010-098. 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 course discipline prefix, number, course title, number of semester hours of credit, and, in parentheses, 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.” The symbol UGETC represents the Universal General Education Transfer Component as described in the Comprehensive Articulation Agreement (CAA).

### 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 complete the course successfully. 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 of 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-mester, four-week, eight-week, or summer session. The descriptions below indicate the total amount of class (lecture), lab, clinical, or cooperative work experience 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.
- **Work-Based Learning 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 the amount of course time is 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.

<b>DMA, DRE, ENG, and MAT Prerequisites</b>	
To enroll in the courses in Column 1, you must also complete, have transfer credit for, or place out of the DMA, DRE, ENG, and MAT courses in Column 2 in addition to other course pre- and co-requisites listed in the "Curriculum Course Descriptions."	
ACC-120, 131	DRE-098 (ENG-095) and DMA-010 through 030
ANT-210, 220, 221, 240	DRE-097 (ENG-085)
ARC-119, 214, 215, 230	MAT-121
ART-111	DRE-097 (ENG-085)
ART-114, 115	DRE-098 (ENG-095)
AST-111, 111A	DRE-097 (ENG-085), DMA-010 through 030
BIO 094	DRE-097 (ENG-085); DRE-098 (ENG-095) is a corequisite
BIO-110, 140, 140A, 155	DRE-097 (ENG-085)
BIO-163, 165	DRE-098 (ENG-095), minimum grade C
BPA-210, 220, 250	DRE-097 (ENG-085)
BUS-110, 115, 125, 137, 139, 153, 230, 255	DRE-098 (ENG-095)
BUS-121	DRE-098 (ENG-095), DMA-010 through 030
BUS-228	DRE-098 (ENG-095), MAT-143
BUS-260	ENG-111
CEG-211	MAT-121, MAT-171, or DMA-060 through 080
CHM-151	DMA-010 through 040
CIS-115	DMA-010 through 040, MAT-121, MAT-143, or MAT-171
COM-150	ENG-111
COS-111, 112	DRE-096 (ENG-075), minimum grade C
CSC-134, 139, 151, 153	DMA-010 through 040
CST-241	MAT-121 or MAT-171
CUL-120, 140, 160, 170	DMA-010 through 030
CUL-214, 240, 260	DRE-097 (ENG-085)
DMA-020	DMA-010
DMA-030	DMA-010, 020
DMA-040	DMA-010, 020, 030
DMA-050	DMA-010, 020, 030, 040
DMA-060	DMA-010, 020, 030, 040, 050
DMA-070	DMA-010, 020, 030, 040, 050, 060
DMA-080	DMA-010, 020, 030, 040, 050, 060, 070
DRE-097	DRE-096 (ENG-075)
DRE-098	DRE-097 (ENG-085)
ECM-210	DRE-097 (ENG-085)
ECO-151	DRE-098 (ENG-095) and DMA-010 through 050
ECO-251, 252	DRE-098 (ENG-095) and DMA-010 through 080

<b>DMA, DRE, ENG, and MAT Prerequisites</b>	
To enroll in the courses in Column 1, you must also complete, have transfer credit for, or place out of the DMA, DRE, ENG, and MAT courses in Column 2 in addition to other course pre- and co-requisites listed in the "Curriculum Course Descriptions."	
EDU-119, 146, 151, 153, 157, 184	DRE-097 (ENG-085), minimum grade of C
EDU-131, 144, 145, 221, 223, 234, 235, 251, 259, 261, 262, 271, 275, 280, 284, 288	DRE-098 (ENG-095), minimum grade of C
ENG-111	DRE-098 (ENG-095), minimum grade C
ENG-112, 114, 125	ENG-111
ENG-126	ENG-125
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-110	MAT-110
GCM-220	ENG-111 and MAT-110
GEO-111	DRE-097 (ENG-085)
HIS-111, 112, 131, 132, 236	DRE-097 (ENG-085)
HIS-121, 122	DRE-096 (ENG-075)
HOR-112, 114, 166	MAT-110
HRM-210, 215, 220, 230, 235, 240, 245, 280	DRE-097 (ENG-085)
HUM-110, 122, 130, 150, 170	DRE-096 (ENG-075)
HUM-115	DRE-098 (ENG-095)
HUM-120, 160, 211, 212, 220, 230	ENG-111
MAT-110	DMA-010 through 030
MAT-121	DMA-010 through 060
MAT-122	MAT-121, minimum grade C
MAT-143	DMA-010 through 050, DRE-098 (ENG-095)
MAT-152	DMA-010 through 050, DRE-098 (ENG-095)
MAT-171	DMA-010 through 080, or MAT-121
MAT-172, 263	MAT-171, minimum grade C
MAT-271	MAT-172, minimum grade C
MAT-272	MAT-271, minimum grade C
MAT-273, 285	MAT-272, minimum grade C
MED-121	DRE-097 (ENG-085)
MKT-120	DRE-097 (ENG-085)
MUS-210	DRE-098 (ENG-095)
NAS-101, 102	DRE-097 (ENG-085)
NUR-111	DMA-010 through 080
NUR-214	ENG-111; ENG-112 or 114 is corequisite
OST-136, 137, 149, 164, 184	ENG-111
OST-141	DRE-097 (ENG-085)

<b>DMA, DRE, ENG, and MAT Prerequisites</b>	
To enroll in the courses in Column 1, you must also complete, have transfer credit for, or place out of the DMA, DRE, ENG, and MAT courses in Column 2 in addition to other course pre- and co-requisites listed in the "Curriculum Course Descriptions."	
OST-286, 289	ENG-112 or ENG-114
PHI-215, 240	ENG-111
PHY-110, 110A	DMA-010 through 030
PHY-125	DMA-010 through 040
PHY-131	MAT-121 or MAT-171
PHY-151	MAT-171
PHY-251	MAT-271
PHY-252	MAT-272
POL-110, 120, 210, 220	DRE-097 (ENG-085)
PSF-110, 111, 116, 218	DRE-097 (ENG-085)
PSY-118, 141	DRE-096 (ENG-075)
PSY-150	DRE-097 (ENG-085)
SOC-210	DRE-096 (ENG-075)
SOC-213, 220, 225, 230, 240	DRE-097 (ENG-085)
TRF-110, 120	MAT-110
TRF-230	ENG 112 or 114, MAT-110
TRF-260	ENG 112 or 114
WBL-111 CJC, 115 CJC	DRE-097 (ENG-085)
WBL-111 GCM	ENG-111
WBL-111 LSG	MAT-110
WBL-121 GCM	ENG-114
WEB-151	DMA-010 through 040



**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. (2003 FA) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course or A.A. and A.S.*

**ACC-131 Federal Income Taxes 3 (2-2) F**  
**Prerequisites: ENG-095 or DRE-098, DMA-010 through 030**  
**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-115 or ACC-120**  
**Corequisites: None**

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. (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) S**  
**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-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 should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. (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:** ARC-111

This course introduces construction materials and methodologies. Topics include construction terminology, traditional and alternative 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. (2013 FA)

**ARC-113 Residential Architectural Technology 3 (1-6) F**

**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) S**

**Prerequisites:** None

**Corequisites:** CIS-110 or CIS-111

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) AND**

**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 SU)

**ARC-119 Structural Drafting 3 (2-2) AND**

**Prerequisites:** ARC-113, ARC-114, ARC-114A, MAT-121

**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) AND**

**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) AND**

**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) AND**

**Prerequisites:** ARC-111, ARC-112, MAT-121

**Corequisites:** ARC-215

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) AND**

**Prerequisites:** ARC-111, ARC-112, MAT-121

**Corequisites:** ARC-214

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) S**

**Prerequisites:** ARC-111; 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. (2014 FA)

**ARC-231 Architectural Presentations 4 (2-4) AND**  
**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 SS**  
**Prerequisites: ENG-085 or DRE-097**  
**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. (1997 SU)  
*This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A., A.E., and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**ART-114 Art History Survey I 3 (3-0) F**  
**Prerequisites: ENG-095 or DRE-098**  
**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A., A.E., and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**ART-115 Art History Survey II 3 (3-0) S**  
**Prerequisites: ENG-095 or DRE-098**  
**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A., A.E., and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

- ART-121 Two-Dimensional Design 3 (0-6) F**  
**Prerequisites:** None  
**Corequisites:** None  
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. (2012 SP) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
  - *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*
- ART-122 Three-Dimensional Design 3 (0-6) S**  
**Prerequisites:** ART-121  
**Corequisites:** None  
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. (2012 SP) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
- ART-131 Drawing I 3 (0-6) FS**  
**Prerequisites:** None  
**Corequisites:** None  
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. (1997 SU) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
  - *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*
- ART-132 Drawing II 3 (0-6) S**  
**Prerequisites:** ART-131  
**Corequisites:** None  
This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. (1997 SU) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
  - *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*
- ART-171 Computer Art I 3 (0-6) FS**  
**Prerequisites:** None  
**Corequisites:** None  
This course introduces the use of the computer as a tool for solving visual problems. Emphasis is placed on fundamentals of computer literacy and design through bit-mapped image manipulation. Upon completion, students should be able to demonstrate an understanding of paint programs, printers, and scanners to capture,

manipulate, and output images. (2000 SP) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**ART-214 Portfolio and Résumé 1 (0-2) S**

**Prerequisites:** ART-121, ART-131

**Corequisites:** ART-122, ART-231, ART-240

This course covers résumé writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to résumé writing, and interview techniques. Upon completion, students should be able to mount original art for portfolio presentation, photograph and display a professional slide portfolio, and write an effective résumé. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**ART-231 Printmaking I 3 (0-6) F**

**Prerequisites:** None

**Corequisites:** None

This course introduces printmaking: its history, development techniques, and processes. Emphasis is placed on basic applications with investigation into image source and development. Upon completion, students should be able to produce printed images utilizing a variety of methods. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**ART-232 Printmaking II 3 (0-6) S**

**Prerequisites:** ART-231

**Corequisites:** None

This course includes additional methods and printmaking processes. Emphasis is placed on the printed image as related to method, source, and concept. Upon completion, students should be able to produce expressive images utilizing both traditional and innovative methods. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**ART-240 Painting I 3 (0-6) FS**

**Prerequisites:** None

**Corequisites:** ART-131

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*





- AUB-122 Non-Structural Damage II 4 (2-6) S**  
**Prerequisites:** None  
**Corequisites:** None  
This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware. (1997 SU)
- AUB-131 Structural Damage I 4 (2-4) S SS**  
**Prerequisites:** None  
**Corequisites:** None  
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage. (1997 SU)
- AUB-132 Structural Damage II 4 (2-6) S SS**  
**Prerequisites:** AUB-131  
**Corequisites:** None  
This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards. (1997 SU)
- AUB-136 Plastics & Adhesives 3 (1-4) FS**  
**Prerequisites:** None  
**Corequisites:** None  
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards. (1997 SU)
- AUB-150 Automotive Detailing 2 (1-3) AND**  
**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) AND**  
**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





<b>AUT-163</b>	<b>Advanced Auto Electricity</b>	<b>3 (2-3)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>TRN-120</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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. (2013 FA)</p>			
<b>AUT-181</b>	<b>Engine Performance I</b>	<b>3 (2-3)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>AUT-183</b>	<b>Engine Performance 2</b>	<b>4 (2-6)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>AUT-181</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>AUT-212</b>	<b>Auto Shop Management</b>	<b>3 (3-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>AUT-221</b>	<b>Auto Transmission/Transaxles</b>	<b>3 (2-3)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			

<b>AUT-231</b>	<b>Man Trans/Axles/Drtrains</b>	<b>3 (2-3)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			

### BAF Banking and Finance

<b>BAF-110</b>	<b>Principles of Banking</b>	<b>3 (3-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course covers the fundamentals of bank functions in a descriptive fashion. Topics include banks and the monetary system, the relationship of banks to depositors, the payment functions, bank loans and accounting, regulations, and examinations. Upon completion, students should be able to demonstrate an understanding of the business of banking from a broad perspective. (2015 FA)</p>			

<b>BAF-233</b>	<b>Commercial Lending</b>	<b>3 (3-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces the basic principles and procedures used in commercial lending. Topics include the commercial customer, types of commercial loans, the commercial lending process, financial reports, and regulatory requirements. Upon completion, students should be able to demonstrate the knowledge and skills needed to effectively and profitably service the commercial loan customer. (1997 SU)</p>			

### BIO Biology

*Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by the college's placement test.*

<b>BIO-094</b>	<b>Concepts of Human Biology</b>	<b>4 (3-2)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>DRE-098</b>		
<p>This course focuses on fundamental concepts of human biology. Topics include terminology, biochemistry, cell biology, tissues, body systems, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level anatomy and physiology courses. (2014 FA)</p>			

<b>BIO-110</b>	<b>Principles of Biology</b>	<b>4 (3-3)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of</p>			



- *Natural Science Gen. Ed. course for A.A. and A.S.*
- *Natural Science Gen. Ed. course for A.A.S. and A.G.E.*

**BIO-140 Environmental Biology 3 (3-0) FS**

**Prerequisites:** ENG-085 or DRE-097

**Corequisites:** BIO-140A

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Natural Science Gen. Ed. course for A.A. and A.S.*
- *Natural Science Gen. Ed. course for A.A.S. and A.G.E.*

**BIO-140A Environmental Biology Lab 1 (0-3) FS**

**Prerequisites:** ENG-085 or DRE-097

**Corequisites:** BIO-140

This course provides a laboratory component to complement BIO-140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Natural Science Gen. Ed. course for A.A. and A.S.*
- *Natural Science Gen. Ed. course for A.A.S. and A.G.E.*

**BIO-155 Nutrition 3 (3-0) S SS**

**Prerequisites:** ENG-085 or DRE-097

**Corequisites:** None

This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food, as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**BIO-163 Basic Anatomy & Physiology 5 (4-2) FS**

**Prerequisites:** ENG-095 or DRE-098, minimum grade C

**Corequisites:** None

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course is designed for allied health curricula. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Natural Sciences Gen. Ed. course for A.A.S. and A.G.E.*

**BIO-165                    Anatomy and Physiology I                    4 (3-3)                    FS****Prerequisites:** ENG-095 or DRE-098, minimum grade C**Corequisites:** None

This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course is designed for allied health and college transfer curricula. To ensure the coverage of all topics of anatomy and physiology, BIO-165 and BIO-166 must be taken at the same institution. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.
- Natural Sciences Gen. Ed. course for A.A.S. and A.G.E.

**BIO-166                    Anatomy and Physiology II                    4 (3-3)                    S SS****Prerequisites:** BIO-165, minimum grade C**Corequisites:** None

This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems. This course is designed for allied health and college transfer curricula. To ensure the coverage of all topics of anatomy and physiology, BIO-165 and BIO-166 must be taken at the same institution. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.
- Natural Sciences Gen. Ed. course for A.A.S. and A.G.E.

**BIO-175                    General Microbiology                    3 (2-2)                    S****Prerequisites:** BIO-110, BIO-111, BIO-163, or BIO-165**Corequisites:** None

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. (2004 FA) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.
- Natural Sciences Gen. Ed. course for A.A.S. and A.G.E.

**BIO-271                    Pathophysiology                    3 (3-0)                    SS****Prerequisites:** BIO-163 or BIO-166**Corequisites:** None

This course provides an in-depth study of human pathological processes and their effects on homeostasis. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Upon completion, students should be able to demonstrate a detailed knowledge of pathophysiology. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.





**BUS Business**

**BUS-110 Introduction to Business 3 (3-0) FS SS**

**Prerequisites:** ENG-095 or DRE-098

**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. (2015 FA) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.

**BUS-115 Business Law I 3 (3-0) FS**

**Prerequisites:** ENG-095 or DRE-098

**Corequisites:** None

This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. (2015 FA) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.

**BUS-116 Business Law II 3 (3-0) AND**

**Prerequisites:** BUS-115

**Corequisites:** None

This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. (2015 FA)

**BUS-121 Business Math 3 (2-2) FS**

**Prerequisites:** ENG-095 or DRE-098, DMA-010 through 030

**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 or DRE-098

**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 or DRE-098  
**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. (2015 FA) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**BUS-139 Entrepreneurship I 3 (3-0) S**  
**Prerequisites:** ENG-095 or DRE-098  
**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-148 Survey of Real Estate 3 (3-0) F**  
**Prerequisites:** None  
**Corequisites:** None

This course introduces real estate principles and practices. Topics include real estate finance, real estate law, brokerage, land use planning, property management, and valuation. Upon completion, students should be able to explain basic procedures involved in the lease, purchase, and sale of real property. (1997 SU)

**BUS-153 Human Resource Management 3 (3-0) AND**  
**Prerequisites:** ENG-095 or DRE-098  
**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) AND**  
**Prerequisites:** ENG-095 or DRE-098 and MAT-143  
**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. (2014 FA) This course has been approved to satisfy the following requirement(s):

- *Premajor and/or Elective course for A.A. and A.S.*

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

**Prerequisites:**    **ENG-095 or DRE-098**

**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)

**BUS-238                    Integrated Management                    3 (3-0)                    S**

**Prerequisites:**    **BUS-137; ACC-121 or BUS-225**

**Corequisites:**    **None**

This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business. (1997 SU)

**BUS-255                    Organizational Behavior in Business                    3 (3-0)                    S**

**Prerequisites:**    **ENG-095 or DRE-098**

**Corequisites:**    **None**

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action. (1997 SU)

**BUS-260                    Business Communication                    3 (3-0)                    FS**

**Prerequisites:**    **ENG-111**

**Corequisites:**    **None**

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place. (2014 SP)

## CEG Civil Engineering and Geomatics

**CEG-111                    Intro to Gis and Gnss                    4 (2-4)                    S**

**Prerequisites:**    **None**

**Corequisites:**    **CIS-110 or CIS-111**

This course introduces the methods and techniques used in the Geographic Information Systems (GIS) and Global Navigation Satellite Systems (GNSS) professions. Emphasis is placed on data collection and mapping using GIS software. Upon completion, students should be able to use GNSS technologies to collect field data and create GIS maps. (2013 FA)

<b>CEG-210</b>	<b>Construction Mtls and Methods</b>	<b>3 (2-3)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>EGR-115</b>		
<p>This course covers the behavior and properties of Portland cement, asphaltic concretes, and other construction materials, including construction methods and equipment. Topics include cementing agents, aggregates, water and admixture materials with their proportions, production, placement, consolidation, curing; and their inspection. Upon completion, students should be able to proportion Portland concrete mixes to attain predetermined strengths, perform standard control tests on Portland cement concrete, identify inspection criteria for concretes, identify construction equipment and applications. (2013 FA)</p>			
<b>CEG-211</b>	<b>Hydrology &amp; Erosion Control</b>	<b>3 (2-3)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>MAT-121, MAT-171, or DMA-060 through 080</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces basic engineering principles and characteristics of hydrology, erosion and sediment control. Topics include stormwater runoff, gravity pipe flow, open channel flow, low impact development (LID), erosion control devices and practices. Upon completion, students should be able to analyze and design gravitational drainage structures, identify LID and erosion control elements, and prepare a stormwater drainage plan. (2014 FA)</p>			
<b>CEG-212</b>	<b>Intro to Environmental Tech</b>	<b>3 (2-3)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>EGR-251</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces basic engineering principles of hydraulics, and water and wastewater technologies. Topics include fluid statics, fluid dynamics, flow measurement, the collection, treatment, and distribution of water and wastewater. Upon completion, students should be able to identify water and wastewater system elements, describe water and wastewater system processes and perform basic hydraulics and treatment computations. (2013 FA)</p>			
<b>CEG-230</b>	<b>Subdivision Planning &amp; Design</b>	<b>3 (1-6)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>EGR-120, CEG-211, SRV-111</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course covers the planning and design concepts related to subdivisions including analysis of development standards, engineering, and the creation of CAD drawings. Topics include applicable codes, lot creation, roadway system layout, stormwater drainage, low impact development (LID) concepts, and related topics. Upon completion, students should be able to prepare a set of subdivision plans. (2013 FA)</p>			
<b>CEG-235</b>	<b>Project Management/Estimating</b>	<b>3 (2-3)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>CEG-115, CIS-110, CIS-111, EGR-115, or EGR-125</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course covers planning and estimating practices which are applicable to the civil engineering and related construction industries. Emphasis is placed on construction project planning and management, material take-offs labor and equipment requirements in accordance with industry formats, and other economic topics. Upon completion, students should be able to accurately complete material take-offs, prepare cost estimates, and prepare construction schedules. (2014 SU)</p>			



demonstrate an understanding of fundamental chemical concepts. Course is suitable for placement in the ADN program. (1997 SU) This course has been approved to satisfy the following requirement(s):

- Premajor and/or Elective course for A.A. and A.S.
- Natural Sciences Gen. Ed. course for A.A.S. and A.G.E.

**CHM-130A Gen, Org, & Biochem Lab 1 (0-2) F SS**

**Prerequisites:** None

**Corequisites:** CHM-130

This course is a laboratory for CHM-130. Emphasis is placed on laboratory experiences that enhance materials presented in CHM-130. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM-130. (1997 SU) This course has been approved to satisfy the following requirement(s):

- Premajor and/or Elective course for A.A. and A.S.
- Natural Sciences Gen. Ed. course for A.A.S. and A.G.E.

**CHM-151 General Chemistry I 4 (3-3) FS SS**

**Prerequisites:** DMA-010 through 040

**Corequisites:** None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM-152. The laboratory work emphasizes quantitative determinations utilizing volumetric, gravimetric, and instrumental analysis. (1997 SU) This course has been approved to satisfy the following requirement(s):

- UGETC course for A.A., A.E., and A.S.
- Natural Science Gen. Ed. course for A.A.S. and A.G.E.

**CHM-152 General Chemistry II 4 (3-3) FS SS**

**Prerequisites:** CHM-151, minimum grade C

**Corequisites:** None

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. The laboratory work emphasizes quantitative determinations utilizing volumetric, gravimetric, and instrumental analysis. (1997 SU) This course has been approved to satisfy the following requirement(s):

- UGETC course for A.S.
- Natural Science Gen. Ed. course for A.A.
- Other Gen. Ed. and Premajor Elective course for A.E.
- Natural Science Gen. Ed. course for A.A.S. and A.G.E.



**CIS-115 Intro to Programming & Logic 3 (2-3) FS**  
**Prerequisites:** DMA-010 through 040, MAT-121, or MAT-171  
**Corequisites:** None

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- *Mathematics Gen. Ed. course for A.A. and A.S.*

## CIV Civil Engineering

**CIV-111 Soils and Foundations 4 (2-4) F**  
**Prerequisites:** EGR-251  
**Corequisites:** None

This course presents an overview of soil as a construction material using both analysis and testing procedures. Topics include index properties, classification, stress analysis, compressibility, compaction, dewatering, excavation, stabilization, settlement, and foundations. Upon completion, students should be able to perform basic soil tests and analyze engineering properties of soil. (2013 FA)

**CIV-221 Steel and Timber Design 3 (2-3) F**  
**Prerequisites:** EGR-251  
**Corequisites:** None

This course introduces the basic elements of steel and timber structures. Topics include strength of materials applications, the analysis and design of steel and timber beams, columns, and connections and concepts of structural detailing. Upon completion, students should be able to analyze, design, and draw simple plans using Computer Aided Drafting and Design software (CADD). (2013 FA)

**CIV-222 Reinforced Concrete 3 (2-3) S**  
**Prerequisites:** EGR-251  
**Corequisites:** None

This course introduces the basic elements of reinforced concrete structures. Topics include analysis and design of reinforced concrete beams, slabs, columns, footings, and retaining walls. Upon completion, students should be able to analyze and design components of a structure using reinforced concrete and draw simple plans using Computer Aided Drafting and Design software (CADD). (2013 FA)

## CJC Criminal Justice

*Admission to the BLET program is required before enrolling in CJC-100. Students with credit for CJC-100 should consult with the program coordinator about credits for some CJC course offerings as noted in the program catalog entry.*

**CJC-100      Basic Law Enforcement Training      19 (9-30)      FS SS****Prerequisites:** None**Corequisites:** None

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in topics and areas required for the state comprehensive certification examination. *This is a certificate-level course. (2006 SP)*

**CJC-111      Intro to Criminal Justice      3 (3-0)      F****Prerequisites:** None**Corequisites:** None

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**CJC-112      Criminology      3 (3-0)      FS****Prerequisites:** None**Corequisites:** None

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. (1997 SU)

**CJC-113      Juvenile Justice      3 (3-0)      F SS****Prerequisites:** None**Corequisites:** None

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition. *Students who have successfully completed CJC-100, Basic Law Enforcement, may receive credit for CJC-113. (1997 SU)*

**CJC-120      Interviews/Interrogations      2 (1-2)      S****Prerequisites:** None**Corequisites:** None

This course covers basic and special techniques employed in criminal justice interviews and interrogations. Emphasis is placed on the interview/interrogation process, including interpretation of verbal and physical behavior and legal perspectives. Upon completion, students should be able to conduct interviews/interrogations in a legal, efficient, and professional manner and obtain the truth from suspects, witnesses, and victims. *Students who have successfully*

completed CJC-100, Basic Law Enforcement, may receive credit for CJC-120. (1997 SU)

**CJC-121            Law Enforcement Operations            3 (3-0)            FS**

**Prerequisites:**    None

**Corequisites:**    None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**CJC-131            Criminal Law            3 (3-0)            FS**

**Prerequisites:**    None

**Corequisites:**    None

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. *Students who have successfully completed CJC-100, Basic Law Enforcement, may receive credit for CJC-131. (1997 SU)*

**CJC-132            Court Procedure & Evidence            3 (3-0)            S**

**Prerequisites:**    None

**Corequisites:**    None

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence. *Students who have successfully completed CJC-100, Basic Law Enforcement, may receive credit for CJC-132. (1997 SU)*

**CJC-141            Corrections            3 (3-0)            S SS**

**Prerequisites:**    None

**Corequisites:**    None

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

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**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. *Students who have successfully completed CJC-100, Basic Law Enforcement, may receive credit for CJC-221.* (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. *Students who have successfully completed CJC-100, Basic Law Enforcement, may receive credit for CJC-231.* (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)

## COM Communication

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Other Gen. Ed. and Premajor Elective Hours course for A.E.
- Communication course for A.A.S. and A.G.E.

**COM-120 Intro Interpersonal Communication 3 (3-0) FS SS**

**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. (2007 FA) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Communication course for A.A.S. and A.G.E.

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

**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. (2010 SP) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *UGETC course for A.A., A.E., and A.S.*
- *Communication course for A.A.S. and A.G.E.*

### COS Cosmetology

**COS-111 Cosmetology Concepts I 4 (4-0) FS**  
**Prerequisites:** ENG-075 or DRE-096, minimum grade C  
**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-075 or DRE-096, minimum grade C  
**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:** COS-111, minimum grade C  
**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:** COS-111, minimum grade C  
**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)

<b>COS-115</b>	<b>Cosmetology Concepts III</b>	<b>4 (4-0)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>COS-111, minimum grade C</b>		
<b>Corequisites:</b>	<b>COS-116</b>		
<p>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)</p>			
<b>COS-116</b>	<b>Salon III</b>	<b>4 (0-12)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>COS-111, minimum grade C</b>		
<b>Corequisites:</b>	<b>COS-115</b>		
<p>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)</p>			
<b>COS-117</b>	<b>Cosmetology Concepts IV</b>	<b>2 (2-0)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS-118</b>		
<p>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)</p>			
<b>COS-118</b>	<b>Salon IV</b>	<b>7 (0-21)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>COS-117</b>		
<p>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. (1998 SP)</p>			
<b>COS-223</b>	<b>Contemp Hair Coloring</b>	<b>2 (1-3)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>COS-111 and COS-112</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems. (1998 FA)</p>			
<b>COS-224</b>	<b>Trichology &amp; Chemistry</b>	<b>2 (1-3)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon</p>			

completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair. (1998 FA)

**COS-240 Contemporary Design 2 (1-3) AND**  
**Prerequisites: COS-111 and COS-112**  
**Corequisites: None**

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design. (1998 FA)

**COS-250 Computerized Salon Ops 1 (1-0) AND**  
**Prerequisites: None**  
**Corequisites: None**

This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting. (1998 FA)

**COS-260 Design Applications 2 (1-3) AND**  
**Prerequisites: None**  
**Corequisites: None**

This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts. (1998 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. (1997 SU)

**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. (1997 SU)

**COS-273 Instructor Concepts II 5 (5-0) AND**  
**Prerequisites: COS-271 and COS-272**  
**Corequisites: COS-274**

This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision





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

### **CST Construction**

**CST-241**            **Planning/Estimating I**            **3 (2-2)**            **S**  
**Prerequisites:**    **BPR-130 or MAT-121 or MAT-171**  
**Corequisites:**    **None**

This course covers the procedures involved in planning and estimating a construction/building project. Topics include performing quantity take-offs of materials necessary for a building project. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs involved in a construction project. (2014 FA)

### **CTI Computer Tech Integration**

**CTI-110**            **Web, Pgm, &Db Foundation**            **3 (2-2)**            **FS**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**

This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table. (2009 FA)

**CTI-120**            **Network & Sec Foundation**            **3 (2-2)**            **FS**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**

This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols. (2009 FA)

### **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

understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems. (2006 SP) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**CTS-120            Hardware/Software Support            3 (2-3)            F SS**

**Prerequisites:**    None

**Corequisites:**    None

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers. (2014 SU)

**CTS-220            Advanced Hardware/Software Support            3 (2-3)            S**

**Prerequisites:**    CTS-120

**Corequisites:**    None

This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers. (2006 SP)

**CTS-285            Systems Analysis & Design            3 (3-0)            F**

**Prerequisites:**    CIS-115

**Corequisites:**    None

This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. (2006 SP)

## CUL Culinary

**CUL-110            Sanitation & Safety            2 (2-0)            FS**

**Prerequisites:**    None

**Corequisites:**    None

This course introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include 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 an understanding of the content necessary for successful completion of a nationally recognized food/safety/sanitation exam. (2011 FA)

<b>CUL-110A</b>	<b>Sanitation &amp; Safety Lab</b>	<b>1 (0-2)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>CUL-110</b>		
<p>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)</p>			
<b>CUL-112</b>	<b>Nutrition for Foodservice</b>	<b>3 (3-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>CUL-120</b>	<b>Purchasing</b>	<b>2 (2-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>DMA-010 through 030</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>CUL-135</b>	<b>Food &amp; Beverage Service</b>	<b>2 (2-0)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>CUL-135A</b>		
<p>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)</p>			
<b>CUL-135A</b>	<b>Food &amp; Beverage Service Lab</b>	<b>1 (0-2)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>CUL-135</b>		
<p>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)</p>			

<b>CUL-140</b>	<b>Culinary Skills I</b>	<b>5 (2-6)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>DMA-010 through 030</b>		
<b>Corequisites:</b>	<b>CUL-110</b>		
<p>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)</p>			
<b>CUL-160</b>	<b>Baking I</b>	<b>3 (1-4)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>DMA-010 through 030</b>		
<b>Corequisites:</b>	<b>CUL-110</b>		
<p>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)</p>			
<b>CUL-170</b>	<b>Garde Manger I</b>	<b>3 (1-4)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>DMA-010 through 030</b>		
<b>Corequisites:</b>	<b>CUL-110</b>		
<p>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)</p>			
<b>CUL-214</b>	<b>Wine Appreciation</b>	<b>2 (1-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>CUL-230</b>	<b>Global Cuisines</b>	<b>5 (1-8)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>CUL-110, CUL-110A, CUL-140, CUL-160</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>CUL-240</b>	<b>Culinary Skills II</b>	<b>5 (1-8)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097, CUL-110, CUL-110A, CUL-140</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course is designed to further students' knowledge of the fundamental concepts, skills, and techniques involved in basic cookery. Emphasis is placed on meat</p>			

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 or DRE-097, 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) S**  
**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) AND**  
**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) AND**  
**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)











developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile (TM) range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. Note: (TM) represents registered trademark. (2013 SU)

**DRE-098            Integrated Reading Writing III            3 (2.50-1)    FS SS**  
**Prerequisites:**    **DRE-097**  
**Corequisites:**    **None**

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark. (2013 SU)

### ECM Electronic Business

**ECM-210            Intro. to E-Commerce            3 (2-2)            S**  
**Prerequisites:**    **ENG-085 or DRE-097; CIS-110 or CIS-111**  
**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, and site administration. Upon completion, students should be able to setup a working e-commerce Internet web site. (2003 FA)

### ECO Economics

**ECO-151            Survey of Economics            3 (3-0)            S SS**  
**Prerequisites:**    **ENG-095 or DRE-098, DMA-010 through 050**  
**Corequisites:**    **None**

This course, for those who have not received credit for ECO-251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**ECO-251            Principles of Microeconomics            3 (3-0)            FS SS**  
**Prerequisites:**    **ENG-095 or DRE-098; DMA-010 through 050**  
**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A., A.E., and A.S.
- Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.

**ECO-252 Principles of Macroeconomics 3 (3-0) FS SS**

**Prerequisites:** ENG-095 or DRE-098; DMA-010 through 050

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A. and A.S.
- Other Gen. Ed. and Premajor Elective course for A.E.
- Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.

## EDU Education

**EDU-119 Introduction to Early Child Education 4 (4-0) FS SS**

**Prerequisites:** ENG-085 or DRE-097, minimum grade C

**Corequisites:** None

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans. (2015 FA)

**EDU-131 Child, Family, & Community 3 (3-0) F**

**Prerequisites:** ENG-095 or DRE-098, minimum grade C

**Corequisites:** None

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. (2013 FA)

**EDU-144 Child Development I 3 (3-0) F**

**Prerequisites:** ENG-095 or DRE-098, minimum grade C

**Corequisites:** None

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months.



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**EDU-157      Active Play      3 (2-2)      AND**

**Prerequisites:**    **ENG-085 or DRE-097, minimum grade C**

**Corequisites:**    **None**

This course introduces the use of indoor and outdoor physical activities to promote the physical, cognitive, and social/emotional development of children. Topics include the role of active play, development of play skills, playground design, selection of safe equipment, and materials and surfacing for active play. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, and the design of appropriate active play areas and activities. (2013 FA)

**EDU-184      Early Child Intro Pract      2 (1-3)      AND**

**Prerequisites:**    **EDU-119; ENG-085 or DRE-097, minimum grade C**

**Corequisites:**    **None**

This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits. (2014 SP)

**EDU-221      Children with Exceptionalities      3 (3-0)      F**

**Prerequisites:**    **EDU-144, EDU-145; ENG-095 or DRE-098, minimum grade C**

**Corequisites:**    **None**

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. (2013 FA)

**EDU-223      Specific Learning Disab.      3 (3-0)      AND**

**Prerequisites:**    **EDU-144, EDU-145; ENG-095 or DRE-098, minimum grade C**

**Corequisites:**    **None**

This course provides a comprehensive study of characteristics, alternative assessments, teaching strategies, placement options, inclusion, and family intervention for children with specific learning disabilities. Topics include causes, assessment instruments, learning strategies, and collaborative/inclusion methods for children with specific learning disabilities. Upon completion, students should be able to assist in identifying, assessing, and providing educational interventions for children with specific learning disabilities and their families. (2013 FA)

**EDU-234      Infants, Toddlers, & Twos      3 (3-0)      S**

**Prerequisites:**    **EDU-119; ENG-095 or DRE-098, minimum grade C**

**Corequisites:**    **None**

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive



and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. (2013 FA)

**EDU-271 Educational Technology 3 (2-2) FS SS**

**Prerequisites:** ENG-095 or DRE-098, minimum grade C

**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. (2013 FA)

**EDU-275 Effective Teacher Training 2 (2-0) AND**

**Prerequisites:** ENG-095 or DRE-098, minimum grade C

**Corequisites:** None

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task. (2013 FA)

**EDU-280 Language & Literacy Experiences 3 (3-0) S**

**Prerequisites:** ENG-095 or DRE-098, minimum grade C

**Corequisites:** None

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences. (2013 FA)

**EDU-284 Early Childhood Capstone Practicum 4 (1-9) FS**

**Prerequisites:** EDU-119, EDU-144, EDU-145, EDU-146, EDU-151; ENG-095 or DRE-098, minimum grade C

**Corequisites:** None

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits. (2013 FA)

**EDU-288**      **Adv Issues/Early Child Ed**      **2 (2-0)**      **AND**  
**Prerequisites:**    **ENG-095 or DRE-098, minimum grade C**  
**Corequisites:**    **None**

This course covers advanced topics and issues in early childhood. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues in early childhood education. (2013 FA)

## **EGR Engineering**

**EGR-110**      **Intro to Engineering Tech**      **2 (1-2)**      **F**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**

This course introduces general topics relevant to engineering technology. Topics include career assessment, professional ethics, critical thinking and problem solving, usage of college resources for study and research, and using tools for engineering computations. Upon completion, students should be able to choose a career option in engineering technology and utilize college resources to meet their educational goals. (2005 SP)

**EGR-115**      **Intro to Technology**      **3 (2-3)**      **F**  
**Prerequisites:**    **None**  
**Corequisites:**    **EGR-115A**

This course introduces the basic skills and career fields for technicians. Topics include career options, technical vocabulary, dimensional analysis, measurement systems, engineering graphics, calculator applications, professional ethics, safety practices, and other related topics. Upon completion, students should be able to demonstrate an understanding of the basic technologies, prepare drawings and sketches, and perform computations using a scientific calculator. (2005 SP)

**EGR-115A**      **Intro to Technology Lab**      **1 (0-3)**      **F**  
**Prerequisites:**    **None**  
**Corequisites:**    **EGR-115**

This course provides a laboratory setting for EGR-115. Emphasis is placed on developing skills in dimensional analysis, measurement systems, engineering graphics, and calculator applications. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in EGR-115. (2005 SP)

**EGR-120**      **Engineering and Design Graphics**      **3 (2-2)**      **S**  
**Prerequisites:**    **None**  
**Corequisites:**    **CIS-110 or CIS-111**

This course introduces the graphical tools for engineering and design communications. Emphasis is placed upon selecting the appropriate methods and tools and conveying ideas using sketches, orthographic views and projections, and computer graphics applications. Upon completion, students should be able to communicate essential features or two-dimensional and three-dimensional objects using the proper tools and methods. (2013 FA) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**EGR-150 Intro to Engineering 2 (1-2) F**

**Prerequisites:** None

**Corequisites:** None

This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals. (2005 SP) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.
- Other Required Hours course for A.E.

**EGR-220 Engineering Statics 3 (3-0) AND**

**Prerequisites:** PHY-251

**Corequisites:** MAT-272

This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium. (1997 FA) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.
- Other Gen. Ed. and Premajor Elective course for A.E.

**EGR-225 Engineering Dynamics 3 (3-0) AND**

**Prerequisites:** EGR-220

**Corequisites:** MAT-273

This course introduces the concepts of engineering based on the analysis of motion in Cartesian, cylindrical, and spherical coordinate systems. Topics include the two and three dimensional motion of particles and rigid bodies, the forces associated with that motion, and relative motion between two coordinate systems. Upon completion, students should be able to solve problems which require the ability to analyze the motion and forces involved in a dynamic system. (1997 FA) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.

**EGR-251 Statics 3 (2-2) SS**

**Prerequisites:** ARC-111 or EGR-115

**Corequisites:** MAT-121 or MAT-171

This course covers the concepts and principles of statics. Topics include systems of forces and moments on structures in two- and three-dimensions in equilibrium. Upon completion, students should be able to analyze forces and moments on structures. (2013 FA)

## ELC Electricity

**ELC-111 Intro to Electricity 3 (2-2) S**

**Prerequisites:** None

**Corequisites:** None

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronic majors. Topics include basic DC and AC principles (voltage,

resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment. (1997 SU)

**ELC-113 Residential Wiring 4 (2-6) AND**

**Prerequisites:** None

**Corequisites:** None

This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations. (2013 FA)

**ELC-114 Commercial Wiring 4 (2-6) AND**

**Prerequisites:** None

**Corequisites:** None

This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations. (2013 FA)

**ELC-115 Industrial Wiring 4 (2-6) AND**

**Prerequisites:** None

**Corequisites:** None

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment. (2013 FA)

**ELC-117 Motors and Controls 4 (2-6) AND**

**Prerequisites:** None

**Corequisites:** None

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits. (2013 FA)

**ELC-131 Circuit Analysis I 4 (3-3) 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. (2013 FA)

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<b>ELC-229</b>	<b>Applications Project</b>	<b>2 (1-3)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

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**

<b>ELN-131</b>	<b>Analog Electronics I</b>	<b>4 (3-3)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment. (2013 FA)

<b>ELN-133</b>	<b>Digital Electronics</b>	<b>4 (3-3)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, Medium Scale Integration (MSI) and Large Scale Integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. (2013 FA)

<b>ELN-232</b>	<b>Introduction to Microprocessors</b>	<b>4 (3-3)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment. (2007 FA)

### **EMS Emergency Medical Science**

<b>EMS-110</b>	<b>EMT</b>	<b>8 (6-6-0)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification. (2014 SP)



terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology. (2014 SP)

**EMS-131            Advanced Airway Management            2 (1-2-0)            S**  
**Prerequisites:**    **EMS-110**  
**Corequisites:**    **None**

This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance. (2014 SP)

**EMS-140            Rescue Scene Management            2 (1-3-0)            AND**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**

This course introduces rescue scene management. Topics include response to hazardous material conditions, incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment. (2014 SP)

**EMS-150            Emerg Vehicles & EMS Comm            2 (1-3-0)            AND**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**

This course covers the principles governing emergency vehicles, maintenance of emergency vehicles, and EMS communication equipment. 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. (2014 SP)

**EMS-160            Cardiology I            2 (1-3-0)            S**  
**Prerequisites:**    **EMS-110**  
**Corequisites:**    **None**

This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms. (2014 SP)

**EMS-220            Cardiology II            3 (2-3-0)            SS**  
**Prerequisites:**    **EMS-122, EMS-130, and EMS-160**  
**Corequisites:**    **None**

This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve-lead ECG, cardiac pharmacology, and patient care. Upon completion,

students should be able to assess and treat patients utilizing American Heart Association guidelines. (2014 SP)

**EMS-221 EMS Clinical Practicum II 2 (0-0-6) SS**

**Prerequisites:** EMS-122 and EMS-130

**Corequisites:** None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care. (2014 SP)

**EMS-231 EMS Clinical Practicum III 3 (0-0-9) F**

**Prerequisites:** EMS-221 and EMS-130

**Corequisites:** None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care. (2014 SP)

**EMS-235 EMS Management 2 (2-0-0) AND**

**Prerequisites:** None

**Corequisites:** None

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems. (1997 SU)

**EMS-240 Patients W/ Special Challenges 2 (1-2-0) F**

**Prerequisites:** EMS-122 and EMS-130

**Corequisites:** None

This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges. (2014 SP)

**EMS-241 EMS Clinical Practicum IV 4 (0-0-12) S**

**Prerequisites:** EMS-231 and EMS-130

**Corequisites:** None

This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic (2014 SP)

**EMS-243 Wilderness EMT 2 (1-2-0) AND**

**Prerequisites:** EMS-110

**Corequisites:** None

This course provides an overview of emergency care when separated from definitive care by distance, time, or circumstance. Topics include principles of long-term

patient care, wilderness patient assessment system, medical and environmental emergencies, medication administration, modified CPR, and spine management. Upon completion, students should be able to demonstrate the knowledge and skills necessary to gain Wilderness-EMT certification. (2012 SP)

**EMS-250            Advanced Medical Emergencies            4 (3-3-0)            F**

**Prerequisites:**    **EMS-122 and EMS-130**

**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 appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment. (2014 SP)

**EMS-260            Trauma Emergencies            2 (1-3-0)            SS**

**Prerequisites:**    **EMS-122 and EMS-130**

**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 an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care. (2014 SP)

**EMS-270            Life Span Emergencies            3 (2-3-0)            F**

**Prerequisites:**    **EMS-122 and EMS-130**

**Corequisites:**    **None**

This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies. (2014 SP)

**EMS-280            EMS Bridging Course            3 (2-2-0)            AND**

**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. Emphasis is placed on patient assessment, advanced electrocardiography utilizing the twelve-lead ECG, advanced pharmacology, the appropriate intervention and treatment of multi-system injuries/disorders, ethics, and NC laws and rules. Upon completion, students should be able to perform advanced patient assessment and practice skills. (2014 SP)

**EMS-285 EMS Capstone 2 (1-3-0) S**  
**Prerequisites:** EMS-220, EMS-250, EMS-260  
**Corequisites:** None

This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events. (1997 SU)

## ENG English

*Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test and complete the entire course series as assigned.*

**ENG-111 Writing and Inquiry 3 (3-0) FS SS**  
**Prerequisites:** ENG-095 or DRE-098, minimum grade C  
**Corequisites:** None

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A., A.E., and A.S.
- English Composition Gen. Ed. course for A.A.S. and A.G.E.

**ENG-112 Writing/Research in the Disc 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 writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A., A.E., and A.S.
- English Composition Gen. Ed. course for A.A.S. and A.G.E.

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Additional Gen. Ed. course for A.A. and A.S.

- *English Composition Gen. Ed. course for A.A.S. and A.G.E.*

**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. (2001 FA) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**ENG-231 American Literature I 3 (3-0) FS SS**  
**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 analyze and interpret literary works in their historical and cultural contexts. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- *UGETC course for A.A., A.E., and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**ENG-232 American Literature II 3 (3-0) FS SS**  
**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 analyze and interpret literary works in their historical and cultural contexts. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- *UGETC course for A.A., A.E., and A.S.*



**ENG-273 African-American Literature 3 (3-0) AND**  
**Prerequisites: ENG-112 or ENG-114**  
**Corequisites: None**

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

## FRE French

**FRE-111 Elementary French I 3 (3-0) F S SS**  
**Prerequisites: None**  
**Corequisites: None**

This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.*

**FRE-112 Elementary French II 3 (3-0) FS SS**  
**Prerequisites: FRE-111**  
**Corequisites: None**

This course is a continuation of FRE-111 focusing on the fundamental elements of the French 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 French and demonstrate further cultural awareness. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.*

**FRE-211 Intermediate French I 3 (3-0) AND**  
**Prerequisites: FRE-112**  
**Corequisites: None**

This course provides a 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. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**FRE-212 Intermediate French II 3 (3-0) AND**  
**Prerequisites: FRE-211**  
**Corequisites: None**

This course is a continuation of FRE-211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing







<b>GRD-175</b>	<b>3-D Animation Design</b>	<b>3 (1-4)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>GRA-151 or GRD-151</b>		
<b>Corequisites:</b>	<b>None</b>		

This course explores three-dimensional animation design and production. Emphasis is placed on developing essential skills and techniques using three-dimensional animation software from conceptualization to completion including design, illustration, color, spatial depth, and movement. Upon completion, students should be able to produce animation sequences for computer-related presentations. (1997 SU)

<b>GRD-265</b>	<b>Digital Print Production</b>	<b>3 (1-4)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>GRA-151 or GRD-151; GRA-152</b>		
<b>Corequisites:</b>	<b>None</b>		

This course covers preparation of digital files for output and reproduction. Emphasis is placed on output options, separations, color proofing, and cost and design considerations. Upon completion, students should be able to prepare files and select appropriate output methods for design solutions. (2009 SP)

## GRO Gerontology

<b>GRO 120</b>	<b>Gerontology</b>	<b>3 (3-0)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects. (2011 FA)

## HEA Health

<b>HEA-112</b>	<b>First Aid &amp; CPR</b>	<b>2 (1-2)</b>	<b>FS SS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

## HIS History

<b>HIS-111</b>	<b>World Civilizations I</b>	<b>3 (3-0)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097</b>		
<b>Corequisites:</b>	<b>None</b>		

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *UGETC course for A.A., A.E., and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*



American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A., A.E., and A.S.
- Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.

**HIS-236 North Carolina History 3 (3-0) AND**  
**Prerequisites: ENG-085 or DRE-097**  
**Corequisites: None**

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.
- Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.

## HOR Horticulture

**HOR-112 Landscape Design I 3 (2-3) F**  
**Prerequisites: HOR-114, HOR-161, MAT-110**  
**Corequisites: None**

This course covers landscape principles and practices for residential and commercial sites. Emphasis is placed on drafting, site analysis, and common elements of good design, plant material selection, and proper plant utilization (encouraged use of native plants and discouraged use of invasive species). Upon completion, students should be able to read, plan, and draft a landscape design according to sustainable practices. (2013 FA)

**HOR-114 Landscape Construction 3 (2-2) SS**  
**Prerequisites: MAT-110**  
**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: None**  
**Corequisites: None**

This course covers the principles and procedures involved in the operation and maintenance of greenhouse facilities. Emphasis is placed on the operation of 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)

<b>HOR-142</b>	<b>Fruit &amp; Vegetable Production</b>	<b>2 (1-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>HOR-160</b>	<b>Plant Materials I</b>	<b>3 (2-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course covers identification, culture, characteristics, and use of plants in a sustainable landscape. 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, including natives and invasive plants. (2013 FA)</p>			
<b>HOR-161</b>	<b>Plant Materials II</b>	<b>3 (2-2)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>HOR-160</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course provides a supplementary opportunity to cover identification, culture, characteristics, and use of plants in a sustainable landscape, giving students a broader knowledge of available landscape plants for utilization in landscapes and plant production. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, landscape applications and expansion of the plant palette. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials, including natives and invasive plants. (2013 FA)</p>			
<b>HOR-162</b>	<b>Applied Plant Science</b>	<b>3 (2-2)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>LSG-111, TRF-130</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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. <i>Emphasis will be placed on plants for the golf course.</i> (1997 SU)</p>			
<b>HOR-164</b>	<b>Horticultural Pest Management</b>	<b>3 (2-2)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>TRF-110; HOR-160 or TRF-130</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course covers the identification and management of plant pests including insects, diseases, and weeds. Topics include pest identification and beneficial organisms, pesticide application safety, and use of least toxic methods of management. Upon completion, students should be able to manage common landscape pests using least toxic methods of control and be prepared to sit for North Carolina Commercial Pesticide Ground Applicators license. <i>Prerequisites and corequisites are applicable to Landscape Gardening program students.</i> (2013 FA)</p>			

<b>HOR-166</b>	<b>Soils &amp; Fertilizers</b>	<b>3 (2-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>MAT-110</b>		
<b>Corequisites:</b>	<b>None</b>		
This course covers the physical and chemical properties of soil and soil fertility and management. Topics include soil formation; classification; physical, chemical, and biological properties (including microorganisms); testing; and fertilizer application. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices — <i>specifically as these relate to a golf course putting green.</i> (2013 FA)			
<b>HOR-213</b>	<b>Landscape Design II</b>	<b>3 (2-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>HOR-112, HOR-114, HOR-161, HOR-265</b>		
<b>Corequisites:</b>	<b>None</b>		
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)			
<b>HOR-225</b>	<b>Nursery Production</b>	<b>3 (2-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>HOR-164, HOR-161</b>		
<b>Corequisites:</b>	<b>None</b>		
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)			
<b>HOR-235</b>	<b>Greenhouse Production</b>	<b>3 (2-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>HOR-134</b>		
<b>Corequisites:</b>	<b>None</b>		
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)			
<b>HOR-255</b>	<b>Interiorscapes</b>	<b>2 (1-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>HOR-112</b>		
<b>Corequisites:</b>	<b>None</b>		
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)			
<b>HOR-257</b>	<b>Arboriculture Practices</b>	<b>2 (1-3)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>HOR-160</b>		
<b>Corequisites:</b>	<b>None</b>		
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. (2013 SU)			



<b>HRM-160</b>	<b>Info Systems for Hosp</b>	<b>3 (2-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>HRM-210</b>	<b>Meetings &amp; Event Planning</b>	<b>3 (3-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>HRM-215</b>	<b>Restaurant Management</b>	<b>3 (3-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097, CUL-135</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>HRM-220</b>	<b>Cost Control-Food &amp; Bev</b>	<b>3 (3-0)</b>	<b>S SS</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>HRM-230</b>	<b>Club &amp; Resort Management</b>	<b>3 (3-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			







**HUM-150 American Women's Studies 3 (3-0) FS SS**

**Prerequisites:** ENG-075 or DRE-096

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**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. (1999 FA) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**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. (2002 SP) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**HUM-170 The Holocaust 3 (3-0) F**

**Prerequisites:** ENG-075 or DRE-096

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.





maintenance, and landscape construction. Upon completion, students should be able to satisfactorily perform various practices essential to maintaining the landscape in the spring season. (2001 FA)

**LSG-123 Summer Gardening Lab 2 (0-6) SS**

**Prerequisites:** LSG-122

**Corequisites:** WBL-121

This course provides basic hands-on experience in summer gardening techniques. Emphasis is placed on pruning, irrigation, planting, fertilizing, pest control, equipment operation, turf maintenance, landscape construction, and maintaining fruits and vegetables. Upon completion, students should be able to perform various techniques essential to maintaining the summer landscape. (2001 FA)

**LSG-231 Landscape Supervision 4 (2-6) F**

**Prerequisites:** LSG-123 and HOR-161

**Corequisites:** None

This course provides experience in planning, implementing, and supervising various landscape management projects. Emphasis is placed on supervisory skills, organizing, and scheduling. Upon completion, students should be able to supervise employees in various landscape management jobs. (2014 FA)

**LSG-244 Advanced Issues/LSG 2 (2-0) S**

**Prerequisites:** None

**Corequisites:** None

This course covers advanced topics and issues in landscape gardening. Emphasis is placed on current issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to demonstrate an understanding of advanced topics and critically analyze issues in landscape gardening. (2008 SP)

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

## **MAT Mathematics**

*Initial student placement in developmental courses is based on individual college placement testing policies and procedures. Students should begin developmental course work at the appropriate level indicated by that college's placement test. All associate's degree students must either place out of DMA-010 through 030 or successfully complete DMA-010 through 030 to demonstrate competence in fundamental mathematical skills. (The DMA course listings are located in the "Course Description" section of this Catalog.)*

**MAT-110 Math Measurement & Literacy 3 (2-2) FS**

**Prerequisites:** DMA-010 through 030

**Corequisites:** None

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial

literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results. (2014 FA)

**MAT-121 Algebra/Trigonometry I 3 (2-2) FS**

**Prerequisites:** DMA-010 through 060

**Corequisites:** None

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- *Mathematics Gen. Ed. course for A.A.S. and A.G.E.*

**MAT-122 Algebra/Trigonometry II 3 (2-2) S**

**Prerequisites:** MAT-121, minimum grade C

**Corequisites:** None

This course is designed to cover concepts in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, transformations of functions, Law of Sines, Law of Cosines, vectors, and statistics. Upon completion, students should be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- *Mathematics Gen. Ed. course for A.A.S. and A.G.E.*

**MAT-143 Quantitative Literacy 3 (2-2) FS SS**

**Prerequisites:** DMA-010 through 050, and DRE-098

**Corequisites:** None

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- *UGETC course for A.A.*
- *Mathematics Gen. Ed. course for A.S.*
- *Mathematics Gen. Ed. course for A.A.S. and A.G.E.*

**MAT-152 Statistical Methods I 4 (3-2) FS SS**

**Prerequisites:** DMA-010 through 050, and DRE-098

**Corequisites:** None

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive

statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A.
- Mathematics Gen. Ed. course for A.S.
- Mathematics Gen. Ed. course for A.A.S. and A.G.E.

**MAT-171      Precalculus Algebra      4 (3-2)      FS SS**

**Prerequisites:** DMA-010 through 080, or MAT 121

**Corequisites:** None

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A. and A.S.
- Mathematics Gen. Ed. course for A.A.S. and A.G.E.

**MAT-172      Precalculus Trigonometry      4 (3-2)      FS SS**

**Prerequisites:** MAT-171, minimum grade C

**Corequisites:** None

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.S.

**MAT-263      Brief Calculus      4 (3-2)      FS**

**Prerequisites:** MAT-171, minimum grade C

**Corequisites:** None

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.S.
- Mathematics Gen. Ed. course for A.A.





- MLT-110**      **Intro to MLT**      **3 (2-3-0)**      **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 (1-3-0)**      **SS**  
**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 (3-3-0)**      **S**  
**Prerequisites:**    **None**  
**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 (1-2-0)**      **F**  
**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 (2-3-0)**      **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)

<b>MLT-130</b>	<b>Clinical Chemistry I</b>	<b>4 (3-3-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces the Quantitative Literacy 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)			
<b>MLT-140</b>	<b>Intro to Microbiology</b>	<b>3 (2-3-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
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 (1-0-0)</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. (1997 SU)			
<b>MLT-240</b>	<b>Special Clin Microbiology</b>	<b>3 (2-3-0)</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. (1997 SU)			
<b>MLT-252</b>	<b>MLT Practicum I</b>	<b>2 (0-0-6)</b>	<b>F SS</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. (1997 SU)			
<b>MLT-255</b>	<b>MLT Practicum I</b>	<b>5 (0-0-15)</b>	<b>F 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. (1997 SU)			

<b>MLT-265</b>	<b>MLT Practicum II</b>	<b>5 (0-0-15)</b>	<b>F 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. (1997 SU)			
<b>MLT-275</b>	<b>MLT Practicum III</b>	<b>5 (0-0-15)</b>	<b>F 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. (1997 SU)			
<b>MLT-288</b>	<b>MLT Practicum IV</b>	<b>5 (0-0-15)</b>	<b>F 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. (2000 SP)			

### **MTH Therapeutic Massage**

*Admission to the Therapeutic Massage program is required before enrolling in MTH courses.*

<b>MTH-110</b>	<b>Fundamentals of Massage</b>	<b>10 (6-9-3)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>BIO-163 or BIO-165, MED-120, PSY-150</b>		
This course introduces concepts basic to the role of the massage therapist in a variety of clinical settings. Emphasis is placed on beginning theory and techniques of body work as well as skill in therapeutic touch. Upon completion of the course, the student should be able to apply basic practical massage therapy skills. (2008 SP)			
<b>MTH-120</b>	<b>Therapeutic Massage Applications</b>	<b>10 (6-9-3)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>BIO-163 or BIO-165, MED-120, MTH-110, PSY-150</b>		
<b>Corequisites:</b>	<b>BIO-166 (unless student completed BIO-163), ENG-111</b>		
This course provides an expanded knowledge and skill base for the massage therapist in a variety of clinical settings. Emphasis is placed on selected therapeutic approaches throughout the lifespan. Upon completion, students should be able to perform entry level therapeutic massage on various populations. (2008 SP)			
<b>MTH-125</b>	<b>Ethics of Massage</b>	<b>2 (2-0)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>MTH-110</b>		
<b>Corequisites:</b>	<b>BIO-271 and MTH-130</b>		
This course is designed to explore issues related to the practice of massage therapy. Emphasis is placed on ethical, legal, professional, and political issues. Upon completion, students should be able to discuss issues relating to the practice of massage therapy, client/therapist relationships as well as ethical issues. (2005 FA)			

**MTH-130 Therapeutic Massage Mgmt 2 (2-0) SS**

**Prerequisites:** MTH-110

**Corequisites:** BIO-271 and MTH-125

This course introduces the basic responsibilities in the development of a professional massage practice. Emphasis is placed on identifying successful practice management methods such as selecting a business structure, negotiating a contract/lease, developing a business/marketing plan, designing a massage space, differentiating spa from clinical practice, management of client/financial records and physician referral. Upon completion, students should be able to demonstrate the knowledge and skills necessary to develop and manage a massage therapy practice. (2012 FA)

**MTH 210 Advanced Skills of Massage 8 (4-9-3) F**

**Prerequisites:** MTH-120

**Corequisites:** BUS-230

This course provides knowledge and skills in diverse body work modalities in a variety of clinical settings. Emphasis is placed on selected techniques such as Neuromuscular Therapy, Sports Massage, Soft Tissue Release, Spa Approaches, Oriental Therapies, and energy techniques. Upon completion, students should be able to perform basic skills in techniques covered. (2008 SP)

**MTH 220 Outcome-Based Massage 7 (4-6-3) S**

**Prerequisites:** MTH-120

**Corequisites:** WBL-111

This course provides knowledge and skills in more complex body works modalities in a variety of clinical settings. Emphasis is placed on developing advanced skills in outcome-based Massage. Upon completion, students should be able to perform basic skills in techniques covered. (2008 SP)

## MUS Music

*Students who wish to enroll in the Associate in Fine Arts in Music and Music Education (A1020D) program must demonstrate the appropriate level of vocal or instrument proficiency. Non-music majors may be allowed to enroll in music theory and performance classes only after demonstrating the appropriate level of proficiency prior to registering for MUS-121, 131, 133, 135, 137, 141, and 161. Students with little or no music background should enroll in MUS-111 and MUS-151.*

**MUS-110 Music Appreciation 3 (3-0) FS SS**

**Prerequisites:** None

**Corequisites:** None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- UGETC course for A.A., A.E., and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**MUS-111**      **Fundamentals of Music**      **3 (3-0)**      **FS**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. (1999 FA) *This course has been approved to satisfy the following requirement(s):*

- *Pramjor and/or Elective Course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**MUS-112**      **Introduction to Jazz**      **3 (3-0)**      **FS**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *UGETC course for A.A., A.E., and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**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







- MUS-210 History of Rock Music 3 (3-0) AND**  
**Prerequisites: ENG 095 or DRE-098**  
**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. (2003 FA) *This course has been approved to satisfy the following requirement(s):*
- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
  - Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.
- 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. (1997 SU) *This course has been approved to satisfy the following requirements:*
- Premajor and/or Elective course for A.A. and A.S.
- 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. (1997 SU) *This course has been approved to satisfy the following requirements:*
- Premajor and/or Elective course for A.A. and A.S.
- 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. (1997 SU) *This course has been approved to satisfy the following requirements:*
- Premajor and/or Elective course for A.A. and A.S.
- 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. (1997 SU) *This course has been approved to satisfy the following requirements:*
- Premajor and/or Elective course for A.A. and A.S.





N-Viola, P-Cello, R-Double Bass, S-Percussion, T-Guitar, U-Bass Guitar. (1997 SU)  
*This course has been approved to satisfy the following requirements:*

- *Premajor and/or Elective course for A.A. and A.S.*

**MUS-261 Applied Music III 2 (1-2) FS**

**Prerequisites:** MUS-162

**Corequisites:** None

This course is a continuation of MUS-162. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. The following letter suffixes designate a specific instrument or voice: A-Voice, B-Piano, C-Organ, D-Flute, E-Oboe/Bassoon, F-Clarinet, G-Saxophone, H-Trumpet, J-French Horn, K-Trombone, L-Baritone/Tuba, M-Violin, N-Viola, P-Cello, R-Double Bass, S-Percussion, T-Guitar, U-Bass Guitar. (1999 FA)  
*This course has been approved to satisfy the following requirements:*

- *Premajor and/or Elective course for A.A. and A.S.*

**MUS-262 Applied Music IV 2 (1-2) FS**

**Prerequisites:** MUS-261

**Corequisites:** None

This course is a continuation of MUS-261. Emphasis is placed on techniques and styles and the exploration and study of appropriate literature. Upon completion, students should be able to demonstrate proficiency in the studied skills and repertoire through performance. The following letter suffixes designate a specific instrument or voice: A-Voice, B-Piano, C-Organ, D-Flute, E-Oboe/Bassoon, F-Clarinet, G-Saxophone, H-Trumpet, J-French Horn, K-Trombone, L-Baritone/Tuba, M-Violin, N-Viola, P-Cello, R-Double Bass, S-Percussion, T-Guitar, U-Bass Guitar. (1999 FA)  
*This course has been approved to satisfy the following requirements:*

- *Premajor and/or Elective course for A.A. and A.S.*

**MUS-271 Music History I 3 (3-0) F**

**Prerequisites:** MUS-122

**Corequisites:** None

This course is the first of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from Antiquity through the Baroque Period. Upon completion, students should be able to trace important musical developments and demonstrate an understanding of the composers' styles. (1997 SU)  
*This course has been approved to satisfy the following requirements:*

- *Premajor and/or Elective course for A.A. and A.S.*

**MUS-272 Music History II 3 (3-0) S**

**Prerequisites:** MUS-271

**Corequisites:** None

This course is the second of a two-semester, in-depth study of music history. Emphasis is placed on the history and literature of music from the Classical Period to the present. Upon completion, students should be able to trace important musical developments and demonstrate an understanding of the composers' styles. (1997 SU)  
*This course has been approved to satisfy the following requirements:*

- *Premajor and/or Elective course for A.A. and A.S.*



<b>NET-126</b>	<b>Routing Basics</b>	<b>3 (1-4)</b>	<b>FS SS</b>
<b>Prerequisites:</b>	<b>NET-125</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs. (2006 SP)</p>			
<b>NET-175</b>	<b>Wireless Technology</b>	<b>3 (2-2)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>NET-110 or NET-125</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications. (2006 SP)</p>			
<b>NET-225</b>	<b>Routing &amp; Switching I</b>	<b>3 (1-4)</b>	<b>FS</b>
<b>Prerequisites:</b>	<b>NET-126</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP. (2006 SP)</p>			
<b>NET-226</b>	<b>Routing &amp; Switching II</b>	<b>3 (1-4)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>NET-225</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol. (2006 SP)</p>			
<b>NET-289</b>	<b>Networking Project</b>	<b>3 (1-4)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>NET-226</b>		
<p>This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation. (2006 SP)</p>			

## NOS Network Operating System

**NOS-110**      **Operating System Concepts**      3 (2-3)      FS SS

**Prerequisites:**    None

**Corequisites:**    None

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems. (2006 SP)

**NOS-120**      **Linux/UNIX Single User**      3 (2-2)      S SS

**Prerequisites:**    NOS-110 or CET-211

**Corequisites:**    None

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles. (2014 FA)

**NOS-130**      **Windows Single User**      3 (2-2)      FS SS

**Prerequisites:**    NOS-110 or CET-211

**Corequisites:**    None

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment. (2014 FA)

**NOS-220**      **Linux/UNIX Admin I**      3 (2-2)      AND

**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-230**      **Windows Admin I**      3 (2-2)      SS

**Prerequisites:**    NOS-130

**Corequisites:**    None

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system. (2014 FA)

## NUR Nursing

*Admission to the Associate Degree Nursing program is required before enrolling in NUR-111.*

**NUR-111 Introduction to Health Concepts 8 (4-6-6) F**

**Prerequisites:** DMA-010 through 080

**Corequisites:** BIO-165, PSY-150, ENG-111

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (2009 FA)

**NUR-112 Health-Illness Concepts 5 (3-0-6) S**

**Prerequisites:** NUR-111

**Corequisites:** BIO-166, ENG-112 or ENG-114, NUR-211

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (2009 FA)

**NUR-113 Family Health Concepts 5 (3-0-6) F**

**Prerequisites:** NUR-111, NUR-112, NUR-114, NUR-211

**Corequisites:** NUR-212, BIO-275, SOC-210

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (2009 FA)

**NUR-114 Holistic Health Concepts 5 (3-0-6) SS**

**Prerequisites:** NUR-111, NUR-112, NUR-211

**Corequisites:** PSY-241

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (2009 FA)

**NUR-211 Health Care Concepts 5 (3-0-6) S**

**Prerequisites:** NUR-111, NUR-112

**Corequisites:** BIO-166, ENG-112 or ENG-114

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (2009 FA)

<b>NUR-212</b>	<b>Health System Concepts</b>	<b>5 (3-0-6)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>NUR-111, NUR-112, NUR-114, NUR-211</b>		
<b>Corequisites:</b>	<b>NUR-113, BIO-275, SOC-210</b>		

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (2009 FA)

<b>NUR-213</b>	<b>Complex Health Concepts</b>	<b>10 (4-3-15)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>NUR-111</b>		
<b>Corequisites:</b>	<b>NUR-112, NUR-113, NUR-114, NUR-211, NUR-212</b>		

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care. (2011 FA)

<b>NUR-214</b>	<b>Nursing Transition Concepts</b>	<b>4 (3-0-3)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>ENG-111, BIO-165, PSY-150</b>		
<b>Corequisites:</b>	<b>BIO-166, ENG-112 or 114</b>		

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (2009 SU)

## OPH Opticianry

<b>OPH-103</b>	<b>Intro to Diseases of Eye</b>	<b>2 (2-0-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>OPH-150, OPH-151</b>		
<b>Corequisites:</b>	<b>None</b>		

This course introduces the fundamentals of common external and internal diseases of the eye and orbital region. Topics include common patient complaints, what constitutes an ocular emergency, triage procedure and common conditions and disorders. Upon completion, the student should be able to identify most common ocular diseases and determine appropriate emergency management of acute ocular problems. (2012 SP)

<b>OPH-104</b>	<b>Basic Ophthalmic Pharma.</b>	<b>2 (2-0-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>OPH-150, OPH-151</b>		
<b>Corequisites:</b>	<b>None</b>		

This course introduces and compares drug delivery systems. Topics include topical and oral medications, use and abuse of drugs, irrigating solutions, and format for prescription writing. Upon completion, the students should administer and record topical and oral medications at the physician's direction. (2012 SP)

<b>OPH-105</b>	<b>Ophthalmic Clin Proc I</b>	<b>2 (1-2-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>OPH-150, OPH-151</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces basic clinical procedures for the ophthalmic practice. Topics include telephone triage and basic procedures commonly used in the preliminary examination of patients. Upon completion, the student should be able to perform basic administrative tasks, assist with minor office surgery, and perform procedures commonly used in patient examinations. (2012 SP)			
<b>OPH-106</b>	<b>Ophtha Med Assist Pract I</b>	<b>7 (0-0-21)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>OPH-150, OPH-151</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces ophthalmic patient care procedures. Topics include interpersonal skills with patients, work and legal ethics, confidentiality, clinical appearance and performance. Upon completion, the student will be able to determine equipment and instruments associated with patient examination, observation of examination techniques, assigned examination lanes to maintain, basic procedures for information gathering in an examination. (2014 SP)			
<b>OPH-107</b>	<b>Ophthalmic Clin Proc II</b>	<b>2 (1-2-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>OPH-105, OPH-150, OPH-151</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces more advanced clinical procedures for the ophthalmic practice. Topics include coding and testing associated with the treatment of glaucoma, cataracts and refractive errors. Upon completion, the student should understand coding for ophthalmic procedures and perform automated perimetry, A scan biometry, keratometry and pachymetry. (2012 SP)			
<b>OPH-108</b>	<b>Ophthalmic Patient Care</b>	<b>2 (2-0-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>OPH-150, OPH-151</b>		
<b>Corequisites:</b>	<b>None</b>		
This course is an overview of the care of the ophthalmic patient. Topics include systemic diseases in the eye, review of first aid, emergency equipment and supplies, infection control, identification and sterilization of minor surgical equipment, and aseptic technique. Upon completion, the students should be able to apply these principles in their interactions with patients. (2012 SP)			
<b>OPH-109</b>	<b>Ophtha Optics &amp; Basic Refract</b>	<b>2 (2-0-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>OPH-150, OPH-151</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces basic theoretical and clinical optics. Topics include interaction of light and lenses, refractive states of the eye, and principles of retinoscopy and refractometry. Upon completion, the student will demonstrate physical and geometric optics, and basic refractometry techniques. (2012 SP)			
<b>OPH-110</b>	<b>Op Med Asst Practicum II</b>	<b>7 (0-0-21)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>OPH-106, OPH-150, OPH-151</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides additional clinical experience in ophthalmic patient care procedures. Topics include interpersonal skills with patients, work and legal ethics, confidentiality, appearance and performance. Upon completion, the student will be			





- OST-148**      **Med Coding Billing & Insurance**      **3 (3-0)**      **F**  
**Prerequisites:**    **OST-141 or MED-121**  
**Corequisites:**    **None**  
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. (2008 FA)
- OST-149**      **Medical Legal Issues**      **3 (3-0)**      **F**  
**Prerequisites:**    **ENG-111, OST-131**  
**Corequisites:**    **None**  
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. (1999 FA)
- OST-164**      **Text Editing Applications**      **3 (3-0)**      **S**  
**Prerequisites:**    **ENG-111, OST-131**  
**Corequisites:**    **None**  
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. (1997 SU)
- OST-184**      **Records Management**      **3 (2-2)**      **F**  
**Prerequisites:**    **ENG-111, OST-131**  
**Corequisites:**    **None**  
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. (2008 FA)
- OST-223**      **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-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)

<b>OST-236</b>	<b>Advanced Word or Information Processing 3 (2-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>OST-136</b>	
<b>Corequisites:</b>	<b>None</b>	
This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents. (2008 FA)		
<b>OST-241</b>	<b>Medical Office Transcription I 2 (1-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>OST-142 or MED-122, OST-134, OST-136, OST-164</b>	
<b>Corequisites:</b>	<b>None</b>	
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)		
<b>OST-243</b>	<b>Med Office Simulation 3 (2-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>OST-148</b>	
<b>Corequisites:</b>	<b>None</b>	
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. (1998 FA)		
<b>OST-247</b>	<b>Procedure Coding 2 (1-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>MED-121 or OST-141, OST-148</b>	
<b>Corequisites:</b>	<b>None</b>	
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility. (2008 FA)		
<b>OST-248</b>	<b>Diagnostic Coding 2 (1-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>MED-121 or OST-141, OST-148</b>	
<b>Corequisites:</b>	<b>None</b>	
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility. (2008 FA)		
<b>OST-284</b>	<b>Emerging Technologies 2 (1-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>OST-138, OST-236</b>	
<b>Corequisites:</b>	<b>None</b>	
This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional. (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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.
- Other Gen. Ed. and Premajor Elective course for A.E.

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.

**PED-112 Physical Fitness II 1 (0-3) AND**  
**Prerequisites:** PED-111  
**Corequisites:** None

This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.



- 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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
- 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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
- PED-123**      **Yoga II**      **1 (0-2)**      **AND**  
**Prerequisites:**    **PED-122**  
**Corequisites:**    **None**  
This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. (1997 SU) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
- PED-124**      **Run, Swim, Cycle**      **1 (0-3)**      **AND**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**  
This course introduces the sport of the triathlon. Topics include the rules, equipment, and skills necessary for the triathlon. Upon completion, students should be able to participate in a triathlon competition. (1997 SU) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
- PED-125**      **Self-Defense, Beginning**      **1 (0-2)**      **FS SS**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**  
This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques or a physical and non-physical nature. (1997 SU) *This course has been approved to satisfy the following requirement(s):*
- *Premajor and/or Elective course for A.A. and A.S.*
- PED-128**      **Golf-Beginning**      **1 (0-2)**      **FS SS**  
**Prerequisites:**    **None**  
**Corequisites:**    **None**  
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and



**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-142**      **Lifetime Sports**      **1 (0-2)**      **AND**

**Prerequisites:**    **None**

**Corequisites:**    **None**

This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-143**      **Volleyball-Beginning**      **1 (0-2)**      **FS**

**Prerequisites:**    **None**

**Corequisites:**    **None**

This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-145      Basketball-Beginning      1 (0-2)      FS**

**Prerequisites:** None

**Corequisites:** None

This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.

**PED-147      Soccer      1 (0-2)      AND**

**Prerequisites:** None

**Corequisites:** None

This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.

**PED-149      Flag Football      1 (0-2)      AND**

**Prerequisites:** None

**Corequisites:** None

This course introduces the fundamentals and rules of flag football. Emphasis is placed on proper techniques and strategies for playing in game situations. Upon completion, students should be able to participate in recreational flag football. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.

**PED-152      Swimming-Beginning      1 (0-2)      AND**

**Prerequisites:** None

**Corequisites:** None

This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.

**PED-153      Swimming-Intermediate      1 (0-2)      AND**

**Prerequisites:** PED-152

**Corequisites:** None

This course is designed for those who have mastered basic swimming skills. Emphasis is placed on refining basic skills and learning new swim strokes. Upon completion, students should be able to demonstrate the four basic strokes, the scissors kick, the underwater swim, and other related skills. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Premajor and/or Elective course for A.A. and A.S.



**PED-163 Kayaking-Basic 1 (0-2) AND****Prerequisites:** None**Corequisites:** None

This course is designed to teach the basic skills of kayaking. Topics include forward and reverse strokes, sweeps, Eskimo roll, and self-rescue skills. Upon completion, students should be able to maneuver and demonstrate safe kayaking practices. (2007 SP) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-164 Kayaking-Whitewater 1 (0-2) AND****Prerequisites:** PED-163**Corequisites:** None

This course covers the skills necessary to safely negotiate Class II and some Class III rapids. Topics include execution of a river roll, maneuvering, rescuing and retrieving kayaker and equipment. Upon completion, students should be able to safely negotiate Class II and some Class III rapids and perform all rescue skills. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement for the A.A. and A.S. degrees. (1997 SU) This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-169 Orienteering 1 (0-2) AND****Prerequisites:** None**Corequisites:** None

This course introduces the various types of orienteering and proper orienteering techniques. Emphasis is placed on defining various types of orienteering and recognizing and drawing topographic map symbols. Upon completion, students should be able to draw topographic map symbols and negotiate a 3-5 km cross-country orienteering course in a specified time period. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-170 Backpacking 1 (0-2) FS****Prerequisites:** None**Corequisites:** None

This course covers the proper techniques for establishing a campsite, navigating in the wilderness, and planning for an overnight trip. Topics include planning for meals, proper use of maps and compass, and packing and dressing for extended periods in the outdoors. Upon completion, students should be able to identify quality backpacking equipment, identify the principles of no-trace camping, and successfully complete a backpacking experience. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-173 Rock Climbing 1 (0-2) AND****Prerequisites:** None**Corequisites:** None

This course teaches the fundamental skills and safety of rock climbing. Topics include rock climbing, bouldering, rappelling, the correct method of belaying for climbing and rappelling, and knowledge of equipment. Upon completion, students should be able to demonstrate strong and skillful techniques in climbing and

rappelling. (1997 SU) This course has been approved to satisfy the following requirement(s):

- Premajor and/or Elective course for A.A. and A.S.

**PED-174 Wilderness Pursuits 1 (0-2) AND**

**Prerequisites: None**

**Corequisites: None**

This course covers the skills necessary to prepare for and participate in a wilderness trip. Emphasis is placed on planning, preparing, and participating in a wilderness pack trip. Upon completion, students should be able to safely participate in overnight wilderness pack trips. (1997 SU) This course has been approved to satisfy the following requirement(s):

- Premajor and/or Elective course for A.A. and A.S.

**PED-181 Snow Skiing-Beginning 1 (0-2) AND**

**Prerequisites: None**

**Corequisites: None**

This course introduces the fundamentals of snow skiing. Topics include basic techniques, safety, and equipment involved in snow skiing. Upon completion, students should be able to ski a down slope, enter and exit a ski lift, and perform basic maneuvers on skis. (1997 SU) This course has been approved to satisfy the following requirement(s):

- Premajor and/or Elective course for A.A. and A.S.

**PED-186 Dancing for Fitness 1 (0-2) AND**

**Prerequisites: None**

**Corequisites: None**

This course is designed to develop movement and recreational dance skills, safety, fitness, coordination, and techniques used to teach various groups. Emphasis is placed on participation and practice with adapting dances for ages and ability levels. Upon completion, students should be able to demonstrate knowledge of fitness through social, folk, and square dance participation and instruction. (1997 SU) This course has been approved to satisfy the following requirement(s):

- Premajor and/or Elective course for A.A. and A.S.

**PED-187 Social Dance-Beginning 1 (0-2) AND**

**Prerequisites: None**

**Corequisites: None**

This course introduces the fundamentals of popular social dances. Emphasis is placed on basic social dance techniques, dances, and a brief history of social dance. Upon completion, students should be able to demonstrate specific dance skills and perform some dances. (1997 SU) This course has been approved to satisfy the following requirement(s):

- Premajor and/or Elective course for A.A. and A.S.

**PED-212 Snowboarding-Beginning 1 (0-2) AND**

**Prerequisites: None**

**Corequisites: None**

This course is designed to develop the basic knowledge and skills of snowboard. Topics include equipment, conditioning exercises, terminology, safety, rules, fundamental skills, and the use of lifts. Upon completion, students should be able to snowboard downhill, enter and exit a ski lift, and perform basic maneuvers on a

snowboard. (2002 SP) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-215 Outdoor Cycling 1 (0-2) AND**

**Prerequisites: None**

**Corequisites: None**

This course is designed to promote physical fitness through cycling. Emphasis is placed on selection and maintenance of the bicycle, gear shifting, pedaling techniques, safety procedures, and conditioning exercises necessary for cycling. Upon completion, students should be able to demonstrate safe handling of a bicycle for recreational use. (2005 SP) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-217 Pilates I 1 (0-2) FS**

**Prerequisites: None**

**Corequisites: None**

This course provides an introduction to the pilates method of body conditioning exercise. Topics include instruction in beginning and intermediate pilates exercises using a mat or equipment, history of the pilates method, and relevant anatomy and physiology. Upon completion, students should be able to perform beginning and intermediate exercises, and possess an understanding of the benefits of conditioning the body's core muscles. (2005 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (2005 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (2009 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**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. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**PED-262 Water Safety Instructor 2 (1-2) AND**

**Prerequisites: PED-153**

**Corequisites: None**

This course covers the knowledge and skills necessary to teach and certify others in the American Red Cross certification swimming programs. Emphasis is placed on teaching basic rescue skills, strengthening swimming strokes, and rescue and safety procedures. Upon completion, students should be able to demonstrate skills, knowledge, and techniques to pass the American Red Cross Water Safety Instructor's certification. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

## PHI Philosophy

**PHI-215 Philosophical Issues 3 (3-0) FS SS**

**Prerequisites: ENG-111**

**Corequisites: None**

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. (2014 FA) *This course has been approved to satisfy the following requirement(s):*

- *UGETC course for A.A., A.E., and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**PHI-240 Introduction to Ethics 3 (3-0) FS SS**

**Prerequisites: ENG-111**

**Corequisites: None**

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories







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

**Prerequisites: ENG-085 or DRE-097**

**Corequisites: None**

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

### **PSF Health and Fitness Science**

**PSF-110 Exercise Science 4 (4-0) FS**

**Prerequisites: ENG-085 or DRE-097**

**Corequisites: None**

This course is a survey of scientific principles, methodologies, and research as applied to exercise and physical adaptations to exercise. Topics include the basic elements of kinesiology, biomechanics, and motor learning. Upon completion, students should be able to identify and describe physiological responses and adaptations to exercise. (1998 SP)

**PSF-111 Fitness & Exercise Testing I 4 (3-2) F**

**Prerequisites: ENG-085 or DRE-097**

**Corequisites: None**

This course introduces the student to graded exercise testing. Topics include various exercise testing protocols with methods for prescribing exercise programs based on exercise tolerance tests and the use of various equipment and protocols. Upon completion, students should be able to conduct specific exercise tests and the use of various equipment. (1998 SP)

**PSF-116 Pvnt & Care Exer Injuries 3 (2-2) S**

**Prerequisites: ENG-085 or DRE-097**

**Corequisites: None**

This course provides information about the care and prevention of exercise injuries. Topics include proper procedures, prevention techniques, and on-site care of injuries. Upon completion, students should be able to demonstrate the knowledge and skills necessary to prevent and care for exercise related injuries. (2009 FA)

**PSF-118 Fitness Facility Mgmt 4 (4-0) S**

**Prerequisites: None**

**Corequisites: None**

This course provides information about the management and operation of health and fitness facilities and programs. Topics include human resources, sales and marketing, member retention, financial management, facility design and maintenance, and risk management. Upon completion, students should be able to demonstrate the knowledge and skills necessary to effectively manage a fitness facility. (2011 FA)

<b>PSF-120</b>	<b>Group Exercise Instruction</b>	<b>3 (2-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>PSF-110</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces the concepts and guidelines of instructing exercise classes. Topics include program designs, working with special populations, and principles of teaching and monitoring physical activity. Upon completion, students should be able to demonstrate basic skills in instructing an exercise class and monitoring workout intensity. (2012 SU)			
<b>PSF-210</b>	<b>Personal Training</b>	<b>3 (2-2)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>PSF-110, PSF-111</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces the student to the aspects of personal (one-on-one) training. Topics include training systems, marketing, and program development. Upon completion, students should be able to demonstrate personal training techniques and competencies of same. (2000 FA)			
<b>PSF-212</b>	<b>Exercise Programming</b>	<b>3 (2-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>PSF-110</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides information about organizing, scheduling, and implementation of physical fitness programs. Topics include programming for various age groups, competitive activities and special events, and evaluating programs. Upon completion, students should be able to organize and implement exercise activities in a competent manner. (2000 FA)			
<b>PSF-214</b>	<b>Health and Fitness Law</b>	<b>3 (3-0)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
This course is designed to build a greater awareness and understanding of laws and legal issues encountered in the health and fitness industry. Topics include federal/state regulations, historical/current practices, risk management, torts, employment, discrimination, contracts, waivers, health/fitness screening, client confidentiality, facility safety, equipment liability, and emergency procedures. Upon completion, students should be able to demonstrate an understanding of the legal system to prevent or minimize liability in a fitness setting. (2011 SP)			
<b>PSF-218</b>	<b>Lifestyle Change &amp; Wellness</b>	<b>4 (3-2)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>ENG-085 or DRE-097</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces health risk appraisals and their application to lifestyle changes. Topics include nutrition, weight control, stress management, and the principles of exercise. Upon completion, students should be able to conduct health risk appraisals and apply behavior modification techniques in a fitness setting. (1998 SP)			

### **PSG Polysomnography**

*Admission to the Polysomnography program is required before enrolling in PSG courses.*

<b>PSG-110</b>	<b>Intro to Polysomnography</b>	<b>4 (3-2-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
This course introduces the polysomnography profession. Topics include the history of the profession and role of the polysomnographic technologist, communication, time management, infection control, basic patient assessment, and medical gas therapy. Upon completion, students should be able to demonstrate competence in concepts through written and laboratory evaluations. (2006 FA)			
<b>PSG-111</b>	<b>Neuro/Cardiopulmonary A&amp;P</b>	<b>4 (4-0-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>BIO-163 or BIO-165/BIO-166</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides a concentrated study of anatomy and physiology essential to the practice of polysomnography. Emphasis is placed on the physiology of the nervous, cardiovascular, and pulmonary systems and basic pharmacological principles. Upon completion, students should be able to demonstrate competence in concepts through written evaluation. (2006 FA)			
<b>PSG-112</b>	<b>Polysomnography Fundamentals</b>	<b>3 (3-0-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides the knowledge and skills necessary to manage/function in a polysomnographic laboratory. Topics include recordkeeping, scheduling techniques, creation/implementation of departmental policies, reimbursement, the technologist's role as sleep advocate, and case management/patient education. Upon completion, students should be able to demonstrate competence in concepts through written evaluation. (2006 FA)			
<b>PSG-210</b>	<b>Polysomnography I</b>	<b>7 (3-2-9)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>PSG-111</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides entry-level didactic, laboratory, and clinical training in polysomnography. Emphasis is placed on medical terminology, instrumentation setup and calibration, recording and monitoring techniques, and patient-technologist interactions. Upon completion, students should be able to demonstrate competence in concepts and procedures through written, laboratory and clinical evaluations. (2006 FA)			
<b>PSG-211</b>	<b>Polysomnography II</b>	<b>7 (2-6-9)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>PSG-210</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides advanced-level didactic, laboratory, and clinical training in polysomnography. Emphasis is placed on the knowledge and skills necessary to obtain and evaluate high quality sleep recordings. Upon completion, students should be able to demonstrate competence in concepts and procedures through written, laboratory and clinical evaluations. (2006 FA)			
<b>PSG-212</b>	<b>Infant/Pediatric Polysomnography</b>	<b>4 (3-2-0)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides the knowledge and skills to perform and score polysomnographic procedures on infants and pediatric patients. Emphasis is placed			

on infant/pediatric assessment, monitoring, and sleep disorders. Upon completion, students should be able to demonstrate competence in concepts through written and laboratory evaluations. (2006 FA)

**PSG-213 Case Study/Exam Review 1 (0-3-0) S**

**Prerequisites:** None

**Corequisites:** None

This course provides an opportunity to review clinical cases and prepare for the polysomnography credentialing exam. Emphasis is placed on case management and review for the Registered Polysomnographic Technologist Exam. Upon completion, students should be able to successfully complete practice exams. (2006 FA)

**PSG-214 PSG Clinical Applications I 1 (0-2-0) S**

**Prerequisites:** None

**Corequisites:** None

This course provides practical application of theories covered in previous PSG courses. Emphasis is placed on polysomnography testing and procedures. Upon completion, students should be able to demonstrate competence through laboratory evaluation. (2006 FA)

**PSG-215 PSG Clinical Applications II 1 (0-2-0) SS**

**Prerequisites:** None

**Corequisites:** None

This course provides practical application of theories covered in previous PSG courses. Emphasis is placed on polysomnography testing and procedures. Upon completion, students should be able to demonstrate competence through laboratory evaluation. (2006 FA)

## PSY Psychology

**PSY-118 Interpersonal Psychology 3 (3-0) F**

**Prerequisites:** ENG-075 or DRE-096

**Corequisites:** None

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**PSY-141 Psychology of Death and Dying 3 (3-0) F**

**Prerequisites:** ENG-075 or DRE-096

**Corequisites:** None

This course presents psychological perspectives on death and dying. Topics include the culturally diverse aspects of death and the grieving process, adjustment mechanisms, interventions, and the psychological and ethical dimensions of death and dying. Upon completion, students should be able to demonstrate an understanding of the psychosocial aspects of death and dying. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*



**PSY-241                      Developmental Psychology                      3 (3-0)                      FS SS**  
**Prerequisites:**    **PSY-150**  
**Corequisites:**    **None**

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**PSY-249                      Psychology of Aging                      3 (3-0)                      AND**  
**Prerequisites:**    **PSY-150**  
**Corequisites:**    **None**

This course covers the particular needs and behaviors of the maturing adult. Emphasis is placed on psychosocial processes; biological and intellectual aspects of aging; adjustments to retirement, dying, bereavement; and the stereotypes and misconceptions concerning the elderly. Upon completion, students should be able to show an understanding of the psychological factors related to the aging process. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**PSY-255                      Intro to Exceptionality                      3 (3-0)                      S**  
**Prerequisites:**    **PSY-150**  
**Corequisites:**    **None**

This course introduces the psychology of the exceptional person. Topics include theoretical perspectives, terminology, and interventions pertaining to various handicapping conditions as well as the resulting psychosocial adjustments. Upon completion, students should be able to demonstrate a basic understanding of the potentials and limitations of the exceptional person. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**PSY-259                      Human Sexuality                      3 (3-0)                      AND**  
**Prerequisites:**    **PSY-150**  
**Corequisites:**    **None**

This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**PSY-263 Educational Psychology 3 (3-0) AND****Prerequisites: PSY-150****Corequisites: None**

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**PSY-265 Behavioral Modification 3 (3-0) S****Prerequisites: PSY-150****Corequisites: None**

This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**PSY-271 Sports Psychology 3 (3-0) AND****Prerequisites: PSY-150****Corequisites: None**

This course provides an overview of the field of sports and exercise psychology. Topic include concentration, goal setting, arousal level, exercise psychology, mental imagery, confidence, and other issues related to sport and exercise performance. Upon completion, students should be able to demonstrate knowledge of psychological factors involved in sport and exercise. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**PSY-275 Health Psychology 3 (3-0) AND****Prerequisites: PSY-150****Corequisites: None**

This course covers the biopsychosocial dynamics of stress and the maintenance of good health. Topic include enhancing health and well-being, stress management, lifestyle choices and attitudes, the mind-body relationship, nutrition, exercise, and fitness. Upon completion, students should be able to demonstrate an understanding of psychological factors related to health and well-being. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*



<b>RAD-122</b>	<b>Radiographic Imaging II</b>	<b>2 (1-3-0)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>RAD-112, RAD-121, RAD-161</b>		
<b>Corequisites:</b>	<b>RAD-131 and RAD-171</b>		
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)			
<b>RAD-131</b>	<b>Radiographic Physics I</b>	<b>2 (1-3-0)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>RAD-121</b>		
<b>Corequisites:</b>	<b>RAD-122 and RAD-171</b>		
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. (2014 SP)			
<b>RAD-151</b>	<b>RAD Clinical Ed I</b>	<b>2 (0-0-6)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>RAD-110 and RAD-111</b>		
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. (1997 SU)			
<b>RAD-161</b>	<b>RAD Clinical Ed II</b>	<b>5 (0-0-15)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>RAD-110, RAD-111, RAD-151</b>		
<b>Corequisites:</b>	<b>RAD-112 and RAD-121</b>		
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)			
<b>RAD-171</b>	<b>RAD Clinical Ed III</b>	<b>4 (0-0-12)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>RAD-112, RAD-121, RAD-161</b>		
<b>Corequisites:</b>	<b>RAD-122 and RAD-131</b>		
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)			
<b>RAD-211</b>	<b>RAD Procedures III</b>	<b>3 (2-3-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>RAD-122, RAD-131, and RAD-171</b>		
<b>Corequisites:</b>	<b>RAD-231, RAD-241, RAD-251</b>		
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. (2014 SP)			

<b>RAD-231</b>	<b>Radiographic Physics II</b>	<b>2 (1-3-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>RAD-131 or RAD-171</b>		
<b>Corequisites:</b>	<b>RAD-211, RAD-241, and RAD-251</b>		
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. (2014 SP)			
<b>RAD-241</b>	<b>Radiobiology/Protection</b>	<b>2 (2-0-0)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>RAD-122, RAD-131, RAD-171</b>		
<b>Corequisites:</b>	<b>RAD-211, RAD-231, RAD-251</b>		
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)			
<b>RAD-245</b>	<b>Image Analysis</b>	<b>2 (1-3-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>RAD-211, RAD-231, RAD-241, RAD-251</b>		
<b>Corequisites:</b>	<b>RAD-261, RAD 271</b>		
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. (2014 SP)			
<b>RAD-251</b>	<b>RAD Clinical Ed IV</b>	<b>7 (0-0-21)</b>	<b>F</b>
<b>Prerequisites:</b>	<b>RAD-122, RAD-131, RAD-171</b>		
<b>Corequisites:</b>	<b>RAD-211, RAD-231, RAD-241</b>		
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)			
<b>RAD-261</b>	<b>RAD Clinical Ed V</b>	<b>7 (0-0-21)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>RAD-251</b>		
<b>Corequisites:</b>	<b>RAD-245, RAD-271</b>		
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. (2014 SP)			
<b>RAD-271</b>	<b>Radiography Capstone</b>	<b>1 (0-3-0)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>RAD-211, RAD-231, RAD-241, RAD-251</b>		
<b>Corequisites:</b>	<b>RAD-245, RAD-261</b>		
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. (1997 SU)			
<b>RCP-210</b>	<b>Critical Care Concepts</b>	<b>4 (3-3-0)</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. (1997 SU)			
<b>RCP-211</b>	<b>Adv Monitoring/Procedures</b>	<b>4 (3-3-0)</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 (2-0-0)</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 is a continuation of RCP 169 and 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. (1997 SU)			

### **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 and personal motivation, and safety in the racing environment. Upon completion,			

students should demonstrate knowledge of the professional aspects of racing. (2008 FA)

**RCT-112 Race Car Dynamics 2 (2-0) F**

**Prerequisites:** None

**Corequisites:** None

This course covers the physical principles of race vehicle dynamics. Emphasis is placed on principles of controlling a vehicle's performance through various design and adjustment techniques that positively affect acceleration, traction, weight transfer, and aerodynamics. Upon completion, students should be able to describe how the physics of race car dynamics affects decisions about function, operation, design, and adjustments. (2009 SP)

**RCT-258 Drag Race Vehicle and Track Preparation 3 (2-3) AND**

**Prerequisites:** None

**Corequisites:** None

This course introduces students to the overall drag racing process, from vehicle preparation to preparing the track surface. Topics include set-up and adjustment to power train/driveline components, track surfaces, track measuring/timing devices, and crew member responsibilities before and during the racing event. Upon completion, students should be able to prepare a drag racing vehicle and track surface, and possess a good understanding of the drag racing process. (2009 SP)

**RCT-260 Race Vehicle Data Acquisition 2 (1-3) AND**

**Prerequisites:** None

**Corequisites:** None

This course covers the various sensors and computer systems used in the collection of race vehicle data that is crucial for success in professional motorsports. Topics include data acquisition/collection systems, throttle controls, sensors, gauges, and actuators. Upon completion, students should be able to select and install race vehicle data systems, and collect and analyze data to enhance vehicle performance. (2009 SP)

## REL Religion

**REL-110 World Religions 3 (3-0) FS SS**

**Prerequisites:** None

**Corequisites:** None

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**REL-211 Introduction to Old Testament 3 (3-0) FS SS**

**Prerequisites:** None

**Corequisites:** None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and the writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use

the tools of critical analysis to read and understand Old Testament literature. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**REL-212 Introduction to New Testament 3 (3-0) FS SS**

**Prerequisites:** None

**Corequisites:** None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

**REL-221 Religion in America 3 (3-0) AND**

**Prerequisites:** None

**Corequisites:** None

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.
- Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.

## SAB Substance Abuse

**SAB-110 Substance Abuse Overview 3 (3-0) F**

**Prerequisites:** None

**Corequisites:** None

This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment. (1997 SU)

**SAB-120 Intake and Assessment 3 (3-0) S**

**Prerequisites:** None

**Corequisites:** None

This course develops processes for establishment of client rapport, elicitation of client information on which therapeutic activities are based, and stimulation of client introspection. Topics include diagnostic criteria, functions of counseling, nonverbal behavior, collaterals and significant others, dual diagnosis, client strengths and weakness, uncooperative clients, and crisis interventions. Upon completion, students should be able to establish communication with clients, recognize disorders, obtain information for counseling, and terminate the counseling process. *This course is a*



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. (1997 SU)

## SCI Science

**SCI-110 Principles of Science 4 (3-2) F**  
**Prerequisites: None**  
**Corequisites: None**

This course introduces basic principles of chemistry, physics, and biology. Emphasis is placed on chemical reactions, energy forms, and ecological studies. Upon completion, students should be able to demonstrate mastery of the scientific method of thought and a basic understanding of chemistry, physics, and biology. (1997 SU)  
*This course has been approved to satisfy the following requirement(s):*

- *Natural Science Gen. Ed. course for A.A.S.*

## SEC Information Systems Security

**SEC-110 Security Concepts 3 (2-2) 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. (2013 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)

**SEC-210 Intrusion Detection 3 (2-2) AND**  
**Prerequisites: SEC-160**  
**Corequisites: None**

This course introduces the student to intrusion detection methods in use today. Topics include the types of intrusion detection products, traffic analysis, and planning and



<b>SGD-117</b>	<b>Art for Games</b>	<b>3 (2-3)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces students to the basic principles of art and how they apply to simulations and games. Emphasis is placed on learning to develop industry quality concept art for characters and other assets, as well as techniques needed to create such art. Upon completion, students should be able to create their own industry standard concept art for use in SGD projects. (2009 SP)</p>			
<b>SGD-159</b>	<b>SGD Production Management</b>	<b>3 (3-0)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces the techniques and methods used to create simulation and game production and design documents. Emphasis is placed on the design document to include scheduling, production plans, marketing and budgeting. Upon completion, students should be able to create design and produce documents for any simulation or game. (2007 SU)</p>			
<b>SGD-162</b>	<b>SG 3D Animation</b>	<b>3 (2-3)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces the fundamental principles of 3D animation used in simulation and game development. Emphasis is placed on a historical survey of 3D animation, aspects of the 3D animation process and 3D animation techniques. Upon completion, students should be able to produce 3D character sketches, morph simple objects, create walk and run cycles and develop professional storyboards. (2006 SP)</p>			
<b>SGD-163</b>	<b>SG Documentation</b>	<b>3 (2-3)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>This course introduces the techniques and methods used to create simulation and game production and design documents. Emphasis is placed on the design document to include scheduling, production plans, marketing and budgeting. Upon completion, students should be able to create design and produce documents for any simulation or game. (2006 SP)</p>			
<b>SGD-167</b>	<b>Simulation and Game Ethics</b>	<b>3 (3-0)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			
<b>SGD-171</b>	<b>Flash SG Programming</b>	<b>3 (2-3)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
<p>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)</p>			

- 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**      **SG Programming II**      **3 (2-3)**      **F**  
**Prerequisites:**    **SGD-113, CSC-134, CSC-151 or CSC-153**  
**Corequisites:**    **None**  
This course covers advanced programming concepts used to create simulations and games. Emphasis is placed on acquiring advanced programming skills for use in creating simulations and games. Upon completion, students should be able to program an advanced simulation or game. (2012 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)



sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**SOC-230**                      **Race and Ethnic Relations**                      **3 (3-0)**                      **AND**  
**Prerequisites:**      **ENG-085 or DRE-097**  
**Corequisites:**      **None**

This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

**SOC-240**                      **Social Psychology**                      **3 (3-0)**                      **AND**  
**Prerequisites:**      **ENG-085 or DRE-097**  
**Corequisites:**      **None**

This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Social/Behavioral Science Gen. Ed. course for A.A. and A.S.*
- *Social/Behavioral Science Gen. Ed. course for A.A.S. and A.G.E.*

## SPA Spanish

**SPA-111**                      **Elementary Spanish I**                      **3 (3-0)**                      **FS SS**  
**Prerequisites:**      **None**  
**Corequisites:**      **None**

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.*

**SPA-112**                      **Elementary Spanish II**                      **3 (3-0)**                      **FS SS**  
**Prerequisites:**      **SPA-111**  
**Corequisites:**      **None**

This course is a continuation of SPA-111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to

spoken and written Spanish and demonstrate further cultural awareness. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.*

**SPA-120 Spanish for the Workplace 3 (3-0) S**

**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) AND**

**Prerequisites:** SPA-111

**Corequisites:** None

This course explores Hispanic culture through intensive study on campus and field experience in a host country or comparable area within the United States. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. (2014 SU) *This course has been approved to satisfy the following requirement(s):*

- *Premajor and/or Elective course for A.A. and A.S.*

**SPA-211 Intermediate Spanish I 3 (3-0) FS SS**

**Prerequisites:** SPA-112

**Corequisites:** None

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

**SPA-212 Intermediate Spanish II 3 (3-0) FS**

**Prerequisites:** SPA-211

**Corequisites:** None

This course provides a continuation of SPA-211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. (1997 SU) *This course has been approved to satisfy the following requirement(s):*

- *Humanities/Fine Arts Gen. Ed. course for A.A. and A.S.*
- *Humanities/Fine Arts Gen. Ed. course for A.A.S. and A.G.E.*

## SRV Surveying

<b>SRV-110</b>	<b>Surveying I</b>	<b>4 (2-6)</b>	<b>SS</b>
<b>Prerequisites:</b> ARC-111 or EGR-115			
<b>Corequisites:</b> MAT-121 or MAT-171 or DMA-060 through 080			
This course introduces the theory and practice of plane surveying. Topics include the precise measurement of distances, angles, and elevations; bearing, azimuth and traverse computations; topography and mapping. Upon completion, students should be able to use/care for surveying equipment, collect field survey data, perform traverse computations and create a contour map. (2014 FA)			
<b>SRV-111</b>	<b>Surveying II</b>	<b>4 (2-6)</b>	<b>F</b>
<b>Prerequisites:</b> SRV-110			
<b>Corequisites:</b> None			
This course introduces route surveying and roadway planning and layout. Topics include simple, compound, reverse, spiral, and vertical curves; geometric design and layout; planning of cross-section and grade line; drainage; earthwork calculations; and mass diagrams. Upon completion, students should be able to calculate and lay out highway curves; prepare roadway plans, profiles, and sections; and perform slope staking. (1997 SU)			
<b>SRV-210</b>	<b>Surveying III</b>	<b>4 (2-6)</b>	<b>S</b>
<b>Prerequisites:</b> SRV-110			
<b>Corequisites:</b> None			
This course introduces boundary surveying, land partitioning, and calculations of areas. Topics include advanced traverses and adjustments, preparation of survey documents, and other related topics. Upon completion, students should be able to research, survey, and map a boundary. (1997 SU)			
<b>SRV-220</b>	<b>Surveying Law</b>	<b>3 (2-2)</b>	<b>F</b>
<b>Prerequisites:</b> SRV-110			
<b>Corequisites:</b> None			
This course introduces the law as related to the practice of surveying. Topics include surveyors' responsibilities, deed descriptions, title searches, eminent domain, easements, weight of evidence, riparian rights, and other related topics. Upon completion, students should be able to identify and apply the basic legal aspects associated with the practice of land surveying. (1997 SU)			
<b>SRV-240</b>	<b>Topo/Site Surveying</b>	<b>4 (2-6)</b>	<b>S</b>
<b>Prerequisites:</b> SRV-110			
<b>Corequisites:</b> None			
This course covers topographic, site, and construction surveying. Topics include topographic mapping, earthwork, site planning, construction staking, and other related topics. Upon completion, students should be able to prepare topographic maps and site plans and locate and stake out construction projects. <i>The course also includes an introduction to photogrammetry.</i> (1997 SU)			

## SST Sustainability Technologies

**SST-140            Green Building & Design Concepts            3 (3-0)            F**  
**Prerequisites:**    None  
**Corequisites:**    None

This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction. (2013 FA)

## SUR Surgical Technology

*Admission to the Surgical Technology program is required before enrolling in SUR courses.*

**SUR-110            Intro to Surgical Technology            3 (3-0-0)            F**  
**Prerequisites:**    None  
**Corequisites:**    SUR-111

This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology. (2012 SP)

**SUR-111            Periop Patient Care            7 (5-6-0)            F**  
**Prerequisites:**    None  
**Corequisites:**    SUR-110

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment. (2012 SP)

**SUR-122            Surgical Procedures I            6 (5-3-0)            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 (0-0-21) 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 (5-0-0) 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 (0-0-12) 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. (2010 FA)
- SUR-137 Prof Success Prep 1 (1-0-0) SS**  
**Prerequisites:** SUR-123  
**Corequisites:** SUR-134 and SUR-135  
This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification. (2012 SP)
- SUR-210 Adv SUR Clinical Practice 2 (0-0-6) 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 (2-0-0) 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-110  
**Corequisites:** None  
 This course covers the principles of reproduction, growth development, species characteristics, establishment and maintenance of golf courses and sports fields, and lawns. 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 and develop an establishment and maintenance plan for high quality turf areas in accordance with sustainable practices. (2013 FA)

**TRF-120 Turfgrass Irrigat & Design 4 (2-4) F**  
**Prerequisites:** MAT-110, TRF-110  
**Corequisites:** WBL-131, TRF-260  
 This course covers the basic techniques involved in the design, layout, installation, and use of water-wise 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 according to sustainable practices. (2013 FA)

**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-230 Turfgrass Mgmt Apps 2 (1-2) F**  
**Prerequisites:** ENG-112 or ENG-114; HOR-166, MAT-110  
**Corequisites:** WBL-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-112 or 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)

### TRN Transportation Technology

**TRN-110 Intro to Transport Tech 2 (1-2) FS**  
**Prerequisites:** None  
**Corequisites:** None

This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities. (2013 FA)

**TRN-120 Basic Transp Electricity 5 (4-3) FS**  
**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. (2013 FA)

**TRN-130 Intro to Sustainable Transp 3 (2-2) S**  
**Prerequisites:** None  
**Corequisites:** None

This course provides an overview of alternative fuels and alternative fuel vehicles. Topics include composition and use of alternative fuels including compressed natural gas, biodiesel, ethanol, hydrogen, and synthetic fuels, hybrid/electric, and vehicles using alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system operates, and perform minor repairs. (2013 FA)

**TRN-140 Transp Climate Control 2 (1-2) S SS**  
**Prerequisites:** None  
**Corequisites:** None

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and 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 diagnose and repair vehicle climate control systems. (2013 FA)



**WBL-111 AST Work-Based Learning I 1 (0-10) AND**  
**Prerequisites: None**  
**Corequisites: None**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-111 AUB Work-Based Learning I 1 (0-10) AND**  
**Prerequisites: None**  
**Corequisites: None**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-111 BPA Work-Based Learning I 1 (0-10) F**  
**Prerequisites: None**  
**Corequisites: None**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-111 CJC Work-Based Learning I 1 (0-10) SS**  
**Prerequisites: ENG-085 or DRE-097; CJC-241, CJC-132, CJC-141, or CJC-121**

**Corequisites: WBL-115**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. *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.* (2014 FA)

**WBL-111 COS Work-Based Learning I 1 (0-10) FS SS**  
**Prerequisites: None**  
**Corequisites: WBL-115**

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. 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. (2014 FA)

**WBL-111 GCM Work-Based Learning I** 1 (0-10) S**Prerequisites:** ENG-111, LSG-121**Corequisites:** HOR-166

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. Approved situations will include golf courses within ten (10) miles of Sandhills Community College. (2014 FA)

**WBL-111 HRM Work-Based Learning I** 1 (0-10) F**Prerequisites:** None**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-111 HST Work-Based Learning I** 1 (0-10) FS SS**Prerequisites:** HSE-110, HSE-123, PSY-150, SOC-210**Corequisites:** WBL-115

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-111 IS Work-Based Learning I** 1 (0-10) AND**Prerequisites:** None**Corequisites:** WBL-115

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-111 LSG Work-Based Learning I** 1 (0-10) S**Prerequisites:** LSG-111, LSG-121, MAT-110**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. (2014 FA)

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**WBL-111 MTH Work-Based Learning I** **1 (0-10)** **AND**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-111 PSF Work-Based Learning I** **1 (0-10)** **F**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-112 AST Work-Based Learning I** **2 (0-20)** **AND**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-112 AUB Work-Based Learning I** **2 (0-20)** **AND**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-112 BPA Work-Based Learning I** **2 (0-20)** **S**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-112 CUL Work-Based Learning I** **2 (0-20)** **S**

**Prerequisites:** None

**Corequisites:** WBL-115

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion,

students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-115 AST Work-Based Learning Seminar I 1 (1-0) AND**

**Prerequisites:** None

**Corequisites:** WBL-111 or WBL-112

This course involves the discussion of selected topics pertaining to important or unique changes in the automotive industry. (2014 FA)

**WBL-115 CJC Work-Based Learning Seminar I 1 (1-0) SS**

**Prerequisites:** ENG-085 or DRE-097; CJC-241, CJC-132 CJC-141, or CJC-121

**Corequisites:** WBL-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.* (2014 FA)

**WBL-115 COS Work-Based Learning Seminar I 1 (1-0) SS**

**Prerequisites:** None

**Corequisites:** WBL-111, WBL-112, WBL-113, or WBL-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. (2014 FA)

**WBL-115 CUL Work-Based Learning Seminar I 1 (1-0) FS SS**

**Prerequisites:** None

**Corequisites:** WBL-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. (2014 FA)

**WBL-115 HST Work-Based Learning Seminar I 1 (1-0) FS SS**

**Prerequisites:** None

**Corequisites:** WBL-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. (2014 FA)

**WBL-115 IS Work-Based Learning Seminar I 1 (1-0) AND**

**Prerequisites:** None

**Corequisites:** WBL-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. (2014 FA)

**WBL-115 PSF Work-Based Learning Seminar I 1 (1-0) F**

**Prerequisites:** None

**Corequisites:** WBL-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. (2014 FA)

**WBL-121 AST Work-Based Learning II 1 (0-10) AND**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-121 AUB Work-Based Learning II 1 (0-10) AND**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-121 BPA Work-Based Learning II 1 (0-10) S**

**Prerequisites:** None

**Corequisites:** WBL-111

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-121 GCM Work-Based Learning II 1 (0-10) SS**

**Prerequisites:** WBL-111, ENG-114

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. Approved situations will include golf courses within ten (10) miles of Sandhills Community College. (2014 FA)

<b>WBL-121 HRM</b>	<b>Work-Based Learning II</b>	<b>1 (0-10)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>WBL-111</b>		
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)			
<b>WBL-121 HST</b>	<b>Work-Based Learning II</b>	<b>1 (0-10)</b>	<b>FS SS</b>
<b>Prerequisites:</b>	<b>WBL-111</b>		
<b>Corequisites:</b>	<b>WBL-125</b>		
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)			
<b>WBL-121 IS</b>	<b>Work-Based Learning II</b>	<b>1 (0-10)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>WBL-111</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)			
<b>WBL-121 LSG</b>	<b>Work-Based Learning II</b>	<b>1 (0-10)</b>	<b>SS</b>
<b>Prerequisites:</b>	<b>WBL-111</b>		
<b>Corequisites:</b>	<b>LSG-123</b>		
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. (2014 FA)			
<b>WBL-121 PSF</b>	<b>Work-Based Learning II</b>	<b>1 (0-10)</b>	<b>S</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)			
<b>WBL-122 AST</b>	<b>Work-Based Learning II</b>	<b>2 (0-20)</b>	<b>AND</b>
<b>Prerequisites:</b>	<b>None</b>		
<b>Corequisites:</b>	<b>None</b>		
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion,			

students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-122 AUB Work-Based Learning II 2 (0-20) AND**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-125 HST Work-Based Learning Seminar II 1 (1-0) FS SS**

**Prerequisites:** WBL-111, WBL-115

**Corequisites:** WBL-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. (2014 FA)

**WBL-131 AST Work-Based Learning III 1 (0-10) AND**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-131 AUB Work-Based Learning III 1 (0-10) AND**

**Prerequisites:** None

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-131 GCM Work-Based Learning III 1 (0-10) F**

**Prerequisites:** WBL-121

**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. Approved situations will include golf courses within ten (10) miles of Sandhills Community College. (2014 FA)

**WBL-131 LSG Work-Based Learning III 1 (0-10) F**  
**Prerequisites:** WBL-121  
**Corequisites:** HOR-268, HOR-235, LSG-231

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. Students will be assigned projects in college greenhouses and on campus property. (2014 FA)

**WBL-132 AST Work-Based Learning III 2 (0-20) AND**  
**Prerequisites:** None  
**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-132 AUB Work-Based Learning III 2 (0-20) AND**  
**Prerequisites:** None  
**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-212 LSG Work-Based Learning IV 2 (0-20) SS**  
**Prerequisites:** None  
**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)

**WBL-214 GCM Work-Based Learning IV 4 (0-40) S**  
**Prerequisites:** None  
**Corequisites:** None

This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. (2014 FA)



capabilities, industry standards, operating systems, and programming for mobile applications using an OS Software Development Kit (SDK). Upon completion, students should be able to create basic applications for mobile devices. (2011 FA)

**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) AND**  
**Prerequisites: CIS-115**  
**Corequisites: None**

This course introduces students to the server-side, HTML-embedded scripting language PHP. Emphasis is placed on programming techniques required to create dynamic Web pages using PHP scripting language features. Upon completion, students should be able to design, code, test, debug, and create a dynamic Web site using the PHP scripting language. (2006 SP)

**WEB-187 Prog for Mobile Devices 3 (2-2) AND**  
**Prerequisites: CIS-115**  
**Corequisites: None**

This course introduces content development for mobile electronic devices with a focus on business-related, social media, and entertainment applications. Emphasis is placed on developing web content and creating applications for mobile devices, including internet/business practices and techniques for delivery on mobile platforms. Upon completion, students should be able to develop web content and business or entertainment applications for use on mobile electronic devices. (2012 SP)

**WEB-210 Web Design 3 (2-2) F**  
**Prerequisites: WEB-111 and WEB-115**  
**Corequisites: None**

This course introduces intermediate to advanced Web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of Web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional Web sites. (2008 FA)

**WEB-211 Advanced Web Graphics 3 (2-2) AND**  
**Prerequisites: WEB-111**  
**Corequisites: None**

This course covers the advanced concepts related to the creation and manipulation of graphic images for Web delivery. Topics include graphics acquisition, use of masks and channels, advanced special effects, advanced photo manipulation, and other related topics. Upon completion, students should be able to create, manipulate, and optimize Web graphics with advanced techniques and maintain an online coursework portfolio. (2010 SP)

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**WEB-215      Advanced Markup and Scripting                      3 (2-2)      AND**  
**Prerequisites:**    **WEB-115**  
**Corequisites:**    **None**

This course covers advanced programming skills required to design Internet applications. Emphasis is placed on programming techniques required to support Internet applications. Upon completion, students should be able to design, code, debug, and document Internet-based programming solutions to various real-world problems using an appropriate programming language. (2008 FA)

**WEB-225      Content Management Sys                                      3 (2-2)      AND**  
**Prerequisites:**    **WEB-110 and WEB-115**  
**Corequisites:**    **None**

This course introduces students to Content Management Systems (CMS) designed for the publication of Web content to Web sites. Topics include individual user accounts, administration menus, RSS-feeds, customizable layout, flexible account privileges, logging, blogging systems, creating online forums, and modules. Upon completion, students should be able to register and maintain individual user accounts and create a business website and/or an interactive community website. (2010 SU)

**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-251      Mobile Applications Dev II                                      3 (2-3)      AND**  
**Prerequisites:**    **WEB-151**  
**Corequisites:**    **None**

This course covers advanced applications and custom programming to develop applications for mobile devices. Topics include device capabilities, OS specific Software Development Kits (SDK), scripting for functionality and designing interactivity. Upon completion, students should be able to demonstrate effective programming techniques to develop advanced mobile applications. (2011 FA)

**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)



## COLLEGE PERSONNEL

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Heather Lyons.....	<i>Executive Assistant to the President</i>

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Patricia Wolcott .....	<i>Administrative Assistant to the Executive Vice President</i>

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Dr. Rebecca Roush .....	<i>Vice President of Academic Affairs</i>
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Mary Bridschge .....	<i>Director of Curriculum Operations</i>
Linda Chandler .....	<i>Dean of Instruction</i>
Pete Golden .....	<i>Director of Center for Teaching and Learning</i>
Wendy Kauffman.....	<i>Department Chair/Director of Distance Learning</i>
Dr. Kristie H. Sullivan .....	<i>Dean of Planning and Research/SACSCOC Liaison</i>

### **Office of the Vice President of College Initiatives**

Ronald L. Layne.....	<i>Vice President of College Initiatives</i>
Aaron Denton .....	<i>Athletic Director</i>
Dr. John W. Stacey .....	<i>Dean of Learning Resources</i>

### **Office of the Vice President of Continuing Education and Workforce Development**

Andi Korte .....	<i>Vice President of Continuing Education and Workforce Development</i>
Michelle Bauer .....	<i>Coordinator of Fire and Rescue, Emergency Services and Safety</i>
Kimberly Blue .....	<i>Director of Compliance and Accountability</i>
Denise Cameron ..	<i>Coordinator of Law Enforcement &amp; Emergency Medical Services (EMS)</i>
Lucinda Cole .....	<i>Director of College and Career Readiness (CCR)</i>
Alan Duncan.....	<i>Dean of Business and Industry Services</i>
Teresa Reynolds ....	<i>Director of Creative Living, Technology and Professional Development</i>
Lori Williams .....	<i>Director of Small Business Center (SBC)</i>

### **Office of the Vice President of Student Services**

Kellie Shoemake .....	<i>Vice President of Student Services</i>
Barb Baer.....	<i>Administrative Assistant to the Vice President and Dean of Student Services</i>
DJ Farmer .....	<i>Dean of Student Services</i>
Lindsey Farmer .....	<i>Director of Financial Aid</i>
Randal Foster.....	<i>Coordinator, Personal Counseling Services</i>
Karen Manning.....	<i>Director of Marketing and Public Relations</i>
Caitlin Persinger.....	<i>Director of Student Life</i>
Gwen Russell.....	<i>Director of Career Development Services</i>

### **Office of Institutional Advancement**

Germaine B. Elkins.....	<i>Executive Director of the SCC Foundation</i>
Jennifer Dail .....	<i>Director of Donor Relations</i>
Gayvin Powers .....	<i>Associate Director of Development and Alumni Relations</i>

### **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>F. Edwin Spitler, Jr.</i>
Fine Arts .....	<i>Andrew Ryan Book</i>
Health Sciences .....	<i>Christine T. Forrest</i>
Hospitality & Culinary Arts .....	<i>Fiona C. McKenzie</i>
Management and Business Technologies .....	<i>D. Kirk Lynch</i>
Mathematics .....	<i>David F. Sherrill</i>
Nursing .....	<i>Lynne Phifer</i>
Physical Education .....	<i>Timothy C. Nocton</i>
Public Service .....	<i>Teresa R. Hall</i>
Science .....	<i>Tracey Emmons</i>
Social and Behavioral Sciences .....	<i>Julie A. Voigt</i>
Transportation Services .....	<i>Alex W. Cameron</i>

## Faculty

**Please note:** *Faculty names marked with an asterisk are retired professors employed as adjunct instructors.*

Adams, Wayne, Ph.D.* .....	<i>Sociology</i> B.S., M.S., PhD, North Carolina State University
Allen, Bobby W.* .....	<i>Sociology</i> B.S., University of Maryland; M.A., Fayetteville State University
Allen, Samantha B. ....	<i>Coordinator, Therapeutic Massage</i> B.S., Eastern Kentucky University; M.A. Oriental Medicine, Southwest Acupuncture College
Allred, Allison B. ....	<i>Biology</i> B.S., University of North Carolina at Pembroke; M.A. Ed., Western Carolina University
Ash, Madie .....	<i>Sociology</i> B.A., NC Central; M.S., North Carolina A & T University
Babb, Jackie M. ....	<i>Coordinator, Digital Media Technology</i> A.A.S., Sandhills Community College; B.A., St. Andrews Presbyterian College
Basinger, Shelby Q. ....	<i>Coordinator, Health and Fitness Science</i> B.A., The University of North Carolina at Chapel Hill; M.Ed., The University of Virginia
Book, A. Ryan .....	<i>Chair, Fine Arts</i> 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. .... *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, CEPCC, CHE .... *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. .... *Coordinator, Entrepreneurship*  
B.A., University of North Carolina at Asheville; M.B.A. Appalachian State University
- Cameron, Alexander W.\* .... *Chair, Transportation*  
Diploma, Sandhills Community College; B.S., Western Carolina University; M.A.Ed., North Carolina State University
- Chaffee, Kathy F., R.C.P. .... *Respiratory Therapy*  
A.A.S., Fayetteville Technical Community College
- Chandler, Linda A. .... *Mathematics*  
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 Central 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
- Cox, Heather D. .... *Nursing*  
A.D.N., Sandhills Community College; B.S.N., M.S.N., University of North Carolina at Greensboro

- 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.A, The 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.\* ..... *Engineering Technologies*  
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.S.S., Ohio University; M.A., Political Science, M.A.,  
Education, 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
- Dennison, Carlene W.\* ..... *Mathematics*  
B.S., Ohio State University; M.A., Ohio State University
- Denton, Aaron..... *Mathematics*  
B.S., Guilford College; M.B.A., University of North Carolina-Greensboro
- Dial, Matthew ..... *Biology*  
B.S., M.A., University of North Carolina at Pembroke
- Dykeman, Patricia K. .... *Nursing*  
B.S.N., State University of New York at Albany; M.S.N., East Carolina University
- Emery, Michael D., R. T.\* ..... *Radiography*  
A.A.S., Greenville Technical College; B.S., Medical College of Georgia
- Emmons, Tracey T. .... *Chair, Science*  
A.D.N., Sandhills Community College; B.S., M.A.E., Austin Peay University

- Enloe, Karen ..... *Cosmetology*  
A.A.S., Sandhills Community College
- 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
- Fields, Kenneth F. NREMT-P ..... *Emergency Medical Science*  
A.A.S., Guilford Tech Community College; B.S., Western Carolina
- Fillmore, William ..... *Fine Arts*  
M.F.A., University of Indiana
- Forrest, Christine T. .... *Chair, Health Sciences/Coordinator, Medical Lab Technology*  
B.S., M.S., Old Dominion University
- Freeman, Candice, M.L.S., B.B. (A.S.C.P.) ..... *Medical Laboratory Technology*  
B.S., Winston-Salem State University
- Garty, Pamela W.\* ..... *Nursing*  
A.D.N., Sandhills Community College; B.S.N., University of North Carolina at Chapel Hill; M.S.N., Duke University
- Garner, David Brian ..... *Coordinator, Collision Repair and Refinishing*  
A.A.S., Sandhills Community College
- Garner, Robin, S. BA RT (R) (M) ..... *Clinical Coordinator, Radiography*  
A.A.S. Sandhills Community College; B.A., Ashford University
- Gaweda, Ginny L. .... *Coordinator, History*  
A.A., Fayetteville Technical Community College; B.A., M.A., University of North Carolina at Wilmington
- Godwin, Misty L., CST ..... *Surgical Technology*  
A.A.S. Sandhills Community College
- Golden, Peter J. .... *Chemistry*  
A.A., Broward Community College; 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
- Haley, Timothy R.\* ..... *Music*  
B.M., Lawrence University; M.M., East Carolina University
- Harris, Bill G., Jr.\* ..... *Humanities, Religion*  
A.B., High Point College; M. Div., Th.M., Southeastern Baptist Theological Seminary
- Harris, Patricia L. ....*Human Services Technology/Psychology*  
B.S., Eastern Michigan University; M.Ed., University of N C at Chapel Hill
- Hatley, Michelle L. .... *Chemistry*  
B.S., Appalachian State University; M.S. Texas A & M University
- Hawkins, Ronda R. ....*Coordinator, Early Childhood Education*  
A.S., Corning Community College; B.S., St. John Fisher College; M.A., Concordia University
- Hill, Laura D., Ed.D. .... *Psychology*  
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 Technology*  
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. ....*Coordinator, Automotive Systems Technology*  
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

- Jenkins, Tina .....*Nursing*  
B.S.N., University of North Carolina–Pembroke; M.S.N., East Carolina 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, Johnnerlyn.....*Developmental Education*  
B.S., University of South Carolina
- Johnson, Peggy F.\*. ....*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.S., Sandhills Community College; B.A., St. Andrews Presbyterian College; M.S., Troy State University
- Kiesewetter, Kimberly A. ....*Coordinator, Sociology*  
B.S., Milligan College; M.A., East Tennessee State University
- Kulka, Joanne M. ....*Nursing*  
A.D.N. Sandhills Community College; B.S.N., Oakland University; M.S.N. Wayne State University
- Lambert, S. Lynn\* .....*Nursing*  
B.S.N., University of North Carolina at Greensboro; M.Ed., North Carolina State University
- Lawhorne, Alison.....*English*  
B.A., University of North Carolina at Greensboro; M.A., East Carolina University
- Layne, Ronald L. ....*Communication, English, Humanities*  
B.A., M.A., Winthrop University; Communication Studies, University of North Carolina at Greensboro
- Lorion, Lori ..... *Fine Arts*  
B.A., Carrol College; M.F.A., University of North Carolina at Greensboro

- Louya, Shelley ..... *Nursing Assistant*  
A.D.N., Sandhills Community College; B.S.N., University of North Carolina at Greensboro; M.S.N., Grand Canyon University
- Lowry, Lucy ..... *Mathematics*  
B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Pembroke
- 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 Technologies*  
B.S., Colorado State University; M.S., M.B.A. University of Colorado
- 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
- McKenzie, Fiona, CCC, CCE, CHE, FMP ..... *Chair, Hospitality and Culinary Arts*  
A.A.S., Sandhills Community College
- 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, J. Lawrence, Jr., Ph.D.\* ..... *English*  
B.A., Davidson College; M.A., Ph.D., University of South Carolina
- Mitchell, Arthenia F. .... *Cosmetology*  
A.A.S., Sandhills Community College
- Morris Powell, Jenell ..... *Coordinator, 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
- 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, M.S., University of North Carolina at Pembroke
- 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 ..... *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. .... *Cosmetology*  
Certificate, Asheboro Beauty School; A.A.S., Sandhills Community College
- Paxton, Nancy S. .... *Mathematics*  
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Charlotte
- Pettigrew, TyRonda, RCP, RRT ..... *Respiratory Therapy*  
A.A.S., Sandhills Community College; B.S., Austin Peay State University
- Phifer, Lynne B. .... *Chair, Nursing*  
B.S.N., M.P.H., The University of North Carolina at Chapel Hill
- Phile, Sara Renée ..... *English*  
B.A., M.A.T. in English Education, University of North Carolina at Pembroke
- Pope, Glenda ..... *Humanities*  
A.A., Richmond Community College; B.A., University of North Carolina at Pembroke; M.Div. with Biblical Languages, Gardner Webb University
- Pope, William ..... *History*  
B.A., Thomas Edison State College; M.A., University of Maryland
- Purvis, Alberta ..... *Coordinator, Ophthalmic*  
L.P.N., Young Memorial Voc-Tech, LA
- Query, Jayne C. .... *Nursing*  
B.S.N., West Virginia University; M.S.N., East Carolina University
- Reece, David ..... *Director of BLET; Criminal Justice*  
A.A.S., Central Texas College; A.A., Fayetteville Technical Community College;  
B.S., Methodist University; M.S.C.J., Boston University

- Riggan, Alicia B. .... *Physical Education; Coach, Women's Volleyball*  
B.S., M.A., University of North Carolina at Pembroke
- 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
- Roush, Rebecca S., Ph.D. .... *Biology*  
B.A., Ohio Wesleyan University, Delaware, Ohio; M.S., Ph.D., University of Wisconsin, Madison
- Schultz, Martha G. .... *Nursing*  
B.S.N., East Carolina University; M.S.N., East Carolina University
- 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. .... *Coordinator, Architectural; Engineering Technologies*  
A.A.S., Sandhills Community College; B.S., University of North Carolina, Charlotte
- Sherrill, David F. .... *Chair, 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; M.G.I.S.T., North Carolina State University
- Steel, Paul C. .... *Chair, Computer Technologies*  
A.S., A.A.S., Computer Engineering Applications Technology, Sandhills Community College
- Stroman, Alfreda T. .... *Chair, Developmental Education*  
B.A., Claflin College; M.A., Fayetteville State University

- Thomas, Jennifer .....*Music*  
 B.M., Oberlin College Conservatory of Music, G.D./M.M., New England Conservatory of Music
- Thompson, Sally C. .... *Chair, Cosmetology*  
 Diploma, Asheboro Beauty School; A.A.S., Sandhills Community College; B.A., St. Andrews University
- Toney, Nevius ..... *Coordinator, Banking and Finance*  
 B.S., North Carolina A & T University; M.S., Central Michigan University
- 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. .... *Developmental Mathematics*  
 B.A., The University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro
- Umland, Theresa ..... *Nurse Aide*  
 A.D.N; Sandhills Community College; B.S.N., Winston-Salem State University
- 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. .... *Chair, Social and Behavioral Sciences*  
 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
- 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, Leslie E., R.C.P. .... Coordinator, *Respiratory Therapy*  
A.A.S., Sandhills Community College; B.S., Methodist College; M.S., Troy  
University
- Williams, Tammy, RRT-SDS, RPSGT, RST ..... *Coordinator, Polysomnography*  
A.A.S., Sandhills Community College
- Williamson, John ..... *Mathematics*  
B.S., North Carolina Wesleyan College; M.A., East Carolina University
- 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

### 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. The professors are listed with their academic discipline.

- 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. ....	<i>English and Humanities</i>
UNC at Chapel Hill	
John McInerney .....	<i>Mathematics</i>
Holy Cross College, UNC at Chapel Hill	
Judy McInerney .....	<i>Mathematics</i>
University of Chattanooga, UNC at Chapel Hill	
William Clifton Stuckey, III .....	<i>Fine Arts – Art</i>
East Carolina University	
Frances Wilson .....	<i>Fine Arts - Music</i>
Lenoir-Rhyne College, Appalachian State University	

### Adjunct Faculty

Jacqueline Abell .....	<i>Social &amp; Behavioral Sciences</i>
Gwen Anderson.....	<i>Nursing</i>
Michael Allred.....	<i>Transportation Services</i>
Marsha Apke .....	<i>Mathematics</i>
Mike Apple.....	<i>Mathematics</i>
Oluwunmi Ariyo .....	<i>English and Humanities</i>
Michael Bachman .....	<i>Health Sciences</i>
Dr. Robin Bairley.....	<i>Science</i>
Ashley Baker .....	<i>Hospitality &amp; Culinary Arts</i>
Angela Ball.....	<i>Physical Education</i>
Gail Barget.....	<i>Nursing</i>
Kym Barker .....	<i>Social &amp; Behavioral Sciences</i>
Rosemary Barker.....	<i>Mathematics</i>
Brian Barrett .....	<i>Management &amp; Business Technologies</i>
Katie Barrett .....	<i>English and Humanities</i>
Christina Beard.....	<i>Nursing</i>
Sara Bell .....	<i>English and Humanities</i>
Jackie Boron.....	<i>Management &amp; Business Technologies</i>
Wendy Boudreaux.....	<i>Nursing</i>
Susan Boulton .....	<i>Health Sciences</i>
Kathryn Brannan .....	<i>Mathematics</i>
Gwen Bratcher.....	<i>Health Sciences</i>
Rachel Byrd.....	<i>Management &amp; Business Technologies</i>
Charles Campbell.....	<i>Public Service</i>
Dixie Canady .....	<i>Nursing</i>
Kristina Castle .....	<i>Computer Technologies</i>
Audrey Chambers .....	<i>Cosmetology</i>
Tony Chapman .....	<i>Physical Education</i>
Laurie Chriscoe .....	<i>Health Sciences</i>
Victoria Collins .....	<i>Hospitality &amp; Culinary Arts,</i> <i>Management &amp; Business Technologies, Physical Education</i>
Christopher Colon.....	<i>Fine Arts</i>
Cathy Cowling.....	<i>Engineering Technologies</i>
Susan Crandall.....	<i>Nursing</i>

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Tina Creech.....	<i>Nursing</i>
Ronald Currie.....	<i>Health Sciences</i>
Katyna DeBerry-Spain.....	<i>Developmental Education</i>
Amber Dierking.....	<i>Developmental Education</i>
Tricia Donadio.....	<i>Developmental Education</i>
Erin Ducker.....	<i>Hospitality &amp; Culinary Arts</i>
Christa Duffy.....	<i>Hospitality &amp; Culinary Arts</i>
Eric Duncanson.....	<i>Engineering Technologies</i>
Quint Dunlap.....	<i>Transportation Services</i>
Brandon Dyer.....	<i>Social &amp; Behavioral Sciences</i>
Karl Ecker.....	<i>Management &amp; Business Technologies</i>
Dena Evans.....	<i>Health Sciences, Management &amp; Business Technologies</i>
Laura Farrell.....	<i>Mathematics</i>
Dr. Mary Ann Fewkes.....	<i>Social &amp; Behavioral Sciences</i>
David Fidyk.....	<i>Public Service</i>
Kim Fielder-Jones.....	<i>Public Service</i>
Leo Garcia.....	<i>Engineering Technologies, Management &amp; Business Technologies</i>
Stephanie Gast.....	<i>Computer Technologies</i>
Carolyn Gale.....	<i>Nursing</i>
Jonathan Graham.....	<i>Physical Education</i>
Cary Greene.....	<i>Management and Business Technologies</i>
Joe Hairr.....	<i>English &amp; Humanities</i>
Stewart Heilman.....	<i>Mathematics</i>
Carolyn Helms.....	<i>Nursing</i>
Robert Hill.....	<i>Fine Arts</i>
Caroline Hudson.....	<i>English and Humanities</i>
Brenda Huffman.....	<i>Nursing</i>
Lu Huntley.....	<i>English and Humanities</i>
Shawn Jackson.....	<i>Science</i>
Stephanie Jenkins.....	<i>Nursing</i>
Richard Johnson.....	<i>Physical Education</i>
Hannah Joines.....	<i>Science</i>
Rebecca Jones.....	<i>Management &amp; Business Technologies</i>
Mary Alice Jost.....	<i>Science</i>
Joy Karcher.....	<i>English &amp; Humanities</i>
Eric Kopecky.....	<i>Fine Arts</i>
Cathleen Kruska.....	<i>English &amp; Humanities, Management and Business Technologies</i>
Siew Kwoh.....	<i>Social &amp; Behavioral Sciences</i>
Lyn Lane.....	<i>Engineering Technologies</i>
Marc Leake.....	<i>Social &amp; Behavioral Sciences</i>
Larry Little.....	<i>Management &amp; Business Technologies</i>
Marciarose Long.....	<i>English &amp; Humanities</i>
Heather Lyons.....	<i>Social &amp; Behavioral Sciences</i>
Kathy Macaulay.....	<i>Science</i>
Joe Mancos.....	<i>Health Sciences</i>
Janna May.....	<i>Health Sciences</i>
Dr. Carmen McCann.....	<i>Fine Arts</i>

Donte McDowell .....	<i>Developmental Education</i>
Dorothy McFadden .....	<i>Nursing</i>
Dr. Rufus McLean .....	<i>Science</i>
Lindsay McManamon .....	<i>Engineering Technologies</i>
Lisa Michno.....	<i>Public Service</i>
Lindsay Miller .....	<i>English and Humanities</i>
Virginia Minichiello .....	<i>Nursing</i>
Teena Mitchell.....	<i>Nursing</i>
Antoinette Morello.....	<i>Mathematics</i>
Lisa Morman .....	<i>English &amp; Humanities</i>
Carol Mulcahy.....	<i>Nursing</i>
John Neiswender .....	<i>Mathematics</i>
Steve Nigg .....	<i>Hospitality &amp; Culinary Arts</i>
Regena Nugent .....	<i>Computer Technologies</i>
Sandra Oakley .....	<i>Nursing</i>
Gayle Parker .....	<i>English and Humanities</i>
Sharon Parter .....	<i>Nursing</i>
Dr. Robert Patrick .....	<i>Social &amp; Behavioral Sciences</i>
Sarah Pererson.....	<i>Health Sciences</i>
Gayvin Powers .....	<i>English and Humanities</i>
Wendy Powers.....	<i>Cosmetology</i>
Charles Proulx .....	<i>Transportation Services</i>
Allison Query .....	<i>English &amp; Humanities</i>
Dr. Cynthia Reeves .....	<i>English &amp; Humanities, Social &amp; Behavioral Sciences</i>
Diane Reynolds .....	<i>Public Service</i>
Todd Richter.....	<i>Hospitality and Culinary Arts</i>
Bill Rinaman.....	<i>Mathematics</i>
Deborah Robins.....	<i>Computer Technologies</i>
Rebecca Rodriguez .....	<i>Engineering Technologies</i>
Imogene Roper .....	<i>Nursing</i>
Robin Rourke .....	<i>Computer Technologies</i>
Gwen Russell.....	<i>Developmental Education</i>
John Sayre .....	<i>Social &amp; Behavioral Sciences</i>
Lynn Sazama .....	<i>Nursing</i>
Cindy Scheib-Novosel .....	<i>Nursing</i>
Les Scott .....	<i>Mathematics</i>
Elieen Sikinger .....	<i>Nursing</i>
Davis Smith .....	<i>Developmental Education</i>
Mary Smith.....	<i>Mathematics</i>
Mary Socha.....	<i>Nursing</i>
Jean Squier.....	<i>Mathematics</i>
Nancy Stancil .....	<i>Nursing</i>
Amanda Steed .....	<i>Nursing</i>
Lisha Steed .....	<i>Nursing</i>
Ellen Stewart .....	<i>Science</i>
Stephen Stromko .....	<i>Computer Technologies</i>
Jason Thomas .....	<i>Computer Technologies</i>

Robert Thome .....	<i>Social &amp; Behavioral Sciences</i>
George Thompson .....	<i>Engineering Technologies</i>
Kathryn Thwaites .....	<i>Management &amp; Business Technologies</i>
Denise Twyford .....	<i>English and Humanities</i>
Christy Weaver .....	<i>Physical Education</i>
Blake Webb .....	<i>Physical Education</i>
Alisa Williams .....	<i>Mathematics</i>
Beverly Williams .....	<i>Cosmetology</i>
Rachel Williams .....	<i>Health Sciences</i>
Molly Wilson .....	<i>Nursing</i>
Faydra Womble .....	<i>English and Humanities</i>
Heather Zerbel .....	<i>Nursing</i>

### **Athletics**

Aaron Denton .....	<i>Athletic Director</i>
Alicia Riggan .....	<i>Assistant Athletic Director</i>

### **Audiovisual/Campus Services**

Steve Melone .....	<i>Director of Auditorium and Audiovisual Services</i>
Chris Waldrop .....	<i>Audiovisual Technician</i>
Sandra Perry .....	<i>Audiovisual Graphic and Technical Assistant</i>
Regina M. Ritter .....	<i>Telecommunications Services Coordinator</i>
Daniel Shea .....	<i>Printing Services Coordinator</i>
Tara Taylor .....	<i>Receptionist/Switchboard Operator</i>
Charlotte Tomeski .....	<i>Receptionist/Switchboard Operator</i>

### **Buildings and Grounds Maintenance**

Douglas Smith .....	<i>Facilities Director</i>
Kenneth Dowdy .....	<i>Construction and Safety Coordinator</i>
Charla Matthews .....	<i>Administrative Assistant</i>
Lynn May .....	<i>Office Coordinator</i>

#### **DAY STAFF**

Aaron Barber .....	<i>General Maintenance Technician</i>
Jeremy Beal .....	<i>General Maintenance</i>
Jonathan Black .....	<i>General Maintenance</i>
George Brideschge .....	<i>General Maintenance</i>
Eddie Brown .....	<i>Grounds Maintenance</i>
Randall Burns .....	<i>HVAC Electrical Technician</i>
Thomas Burns .....	<i>Grounds Maintenance</i>
David Clevenger .....	<i>Maintenance Technician/HVAC/Electrical</i>
J.P. Easterly .....	<i>General Maintenance</i>
Steven Garner .....	<i>Structural Supervisor</i>
Dennis Holder .....	<i>Grounds Supervisor</i>
Daniel Kennedy .....	<i>Grounds Maintenance</i>

Kenneth F. Locklear .....	<i>Custodian</i>
Brad Morrison .....	<i>Housekeeping Supervisor</i>
Lee Short.....	<i>Fleet Mechanic</i>
Howard Threatt .....	<i>Mail/Shipping/Receiving Clerk</i>

### **EVENING STAFF**

Curtis L. McLeod .....	<i>Evening Operations Supervisor</i>
Ricky Stephens .....	<i>Custodian</i>
Phillip Williams .....	<i>Custodian</i>

## **Business Office and Finance**

Elizabeth Thomas .....	<i>Chief Financial Officer</i>
Joe Brown .....	<i>Director of Finance and Student Accounts</i>
Portia F. Clark .....	<i>Accounts Payable Specialist</i>
Royilyn Derr .....	<i>Purchasing Specialist</i>
Rachel T. Gagliardi .....	<i>Payroll Accountant</i>
Rhonda Gamble .....	<i>Director of Business Services</i>
Marla Goodwin .....	<i>Inventory Control Specialist</i>
Stephanie Lang .....	<i>Accounts Receivable Specialist</i>
Melissa Sherman .....	<i>Accounts Payable/Receivable Specialist</i>
Pam Taylor .....	<i>Cash Receipts Specialist</i>
Patricia Wolcott.....	<i>Payroll Specialist</i>

## **Campus Police and Public Safety**

Dwight Threet .....	<i>Director of Police and Public Safety</i>
Rick Bickel .....	<i>Emergency Preparedness/Campus Police Officer</i>
Joseph Steppe .....	<i>Crime Prevention Office/Campus Police Officer</i>

## **Continuing Education Division**

Andi Korte .....	<i>Vice President for Continuing Education and Workforce Development</i>
Mike Andrews .....	<i>Coordinator, College and Career Readiness</i>
Michelle Bauer .....	<i>Coordinator, Fire and Rescue Programs</i>
Kimberly Blue .....	<i>Director of Compliance and Accountability</i>
Denise Cameron .....	<i>Coordinator, Law Enforcement/EMS</i>
Maria Campbell .....	<i>Coordinator, ESL/Family Literacy</i>
Marco Clark .....	<i>Instructor, College and Career Readiness</i>
Lucinda Cole .....	<i>Director of College and Career Readiness</i>
Karen DeCata.....	<i>Transitions Coordinator, College and Career Readiness</i>
Lori Degre .....	<i>Coordinator of Career Training and Online Programs</i>
Alan Duncan .....	<i>Dean for Business and Industry Services</i>
Rose George .....	<i>Program Associate, Business and Industry Services</i>
Larry Grant .....	<i>Instructor, College and Career Readiness</i>
Anna Harrington.....	<i>High School Equivalency (HSE) Test Administrator</i>
Rose Highland-Sharpe .....	<i>Recruiter, College and Career Readiness</i>
Lynn Joyner .....	<i>Program Associate</i>

Tammi Maynor .....	<i>Coordinator, College and Career Readiness</i>
Edna McNeill .....	<i>Instructor, College and Career Readiness</i>
Belinda McFerrin .....	<i>Coordinator, Trades Programs</i>
Vernon Morrison .....	<i>Instructor, College and Career Readiness</i>
Star Reimer .....	<i>Program Associate, College and Career Readiness</i>
Teresa Reynolds .....	<i>Director of Professional Development and Creative Living</i>
Ellen Spencer .....	<i>Instructor, ESL/Family Literacy</i>
Angie Swayne .....	<i>Coordinator, LEIS, College and Career Readiness</i>
Jenny Troyer .....	<i>Coordinator, Career Development Programs</i>
Lori Williams .....	<i>Director of Small Business Center</i>
Terrie Williams .....	<i>Administrative Assistant</i>
Nicole Worley .....	<i>Coordinator, College and Career Readiness</i>

### **Distance Learning**

Wendy Kauffman .....	<i>Director/Chair, Distance Learning</i>
Jaime McLeod .....	<i>Distance Learning Design Specialist</i>
Scott Robinson .....	<i>Associate Director, Distance Learning</i>

### **High School Liaisons**

Kimberly Conyers .....	<i>Director of High School and College Relations, Hoke County</i>
Phyllis Dowdy .....	<i>Coordinator of High School Programs, Moore County</i>

### **Hoke County Center**

Twana McKnight .....	<i>Dean of the Hoke Center</i>
Shaquanna Adams .....	<i>Evening Administrative Assistant</i>
Obie Blue .....	<i>Grounds/Maintenance</i>
Leroy Bradley .....	<i>Instructor, College and Career Readiness</i>
Rosanne Burke .....	<i>Instructor, College and Career Readiness</i>
Marco Clark .....	<i>Instructor, SUCCEED</i>
Kimberly Conyers .....	<i>Director of High School &amp; College Relations, Hoke County</i>
Hilda Copeland .....	<i>Instructor, College and Career Readiness</i>
Jenny Freeman .....	<i>Instructor, Career Development (Hoke Correctional)</i>
Larry Grant .....	<i>Instructor, College and Career Readiness (Hoke Correctional)</i>
Dion Hice .....	<i>Campus Police Officer</i>
Shelley Louya .....	<i>Instructor, Nursing Assistant Program</i>
Tammi Maynor .....	<i>Coordinator, College and Career Readiness</i>
Rosa McAllister-McRae .....	<i>Director of Student Services Operations — Hoke County</i>
Marylou Powers .....	<i>High School Equivalency (HSE) Test Proctor</i>
Diane Reynolds .....	<i>Program Associate</i>
Donnette Selix .....	<i>Instructor, College and Career Readiness</i>
Danaya Simmons .....	<i>Instructor, College and Career Readiness</i>

### **Human Resources**

Wendy Dodson .....	<i>Associate Vice President of Human Resources</i>
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Sheryl Comer ..... *Human Resources Specialist*

### **Information Technology Services**

Brad Robbins ..... *Chief Information Officer*  
 Billy Barber ..... *Information Technology Analyst II*  
 Jerry Brunson ..... *CIS System Administrator*  
 Bobby Henderson ..... *Senior Network Administrator*  
 Brandon Hussey ..... *Information Technology Analyst I*  
 Jonathan McLeod ..... *Programmer Analyst/Project Manager*  
 Chad Parrish ..... *Web Developer/Content Strategist*  
 Debi Ring ..... *Data Analyst*  
 Suzanne Via ..... *Director of Technology Support*

### **Instructional Support**

Lavada Alsbrook ..... *Administrative Assistant for Distance Learning/Faculty Secretary*  
 Emily Alston ..... *Faculty Secretary*  
 Traci Batson ..... *Faculty Secretary*  
 MaryLou Coffey ..... *BLET Records Management Specialist*  
 Teryl J. Dailey ..... *Faculty Secretary*  
 Laura Flynn ..... *Administrative Assistant to the Dean of Instruction*  
 Jessica Locklear ..... *Curriculum Associate*  
 Patricia G. Mabe ..... *Faculty Secretary*  
 Cathy McLean ..... *Faculty Secretary*  
 Shalishah Russell ..... *Coordinator of Tutoring, Disability, and Volunteer Services*

### **Landscape Gardening Support**

Josh Stoeltzing ..... *Field Laboratory Technician*

### **Learning Resources**

#### **(Boyd Library and Learning Resources Computer Lab)**

Dr. John Stacey ..... *Dean of Learning Resources*  
 Yvette Ausby ..... *Learning Resources Computer Lab Assistant*  
 Windie Barnes ..... *Boyd Library Technical Services Supervisor*  
 Dr. Patricia Buelt ..... *Head Librarian*  
 Judy Hines ..... *Learning Resources Computer Lab Supervisor*  
 Micky Konold ..... *Administrative Assistant to Dean of Learning Resources*  
 Brenda Quick ..... *Boyd Library Circulation Services Supervisor*  
 Martha Smolenski ..... *Boyd Library Learning Resources Associate*

### **Minority Male Mentoring NCCCS Grant**

Dwight Threet ..... *Program Director*  
 Davis Smith ..... *Program Associate*

## Planning and Research

Dr. Kristie H. Sullivan .....	<i>Dean of Planning and Research/SACSCOC Liaison</i>
Rebecca Graham .....	<i>Data Specialist</i>
Taylor McCaskill.....	<i>QEP Director</i>
Deneane Smith.....	<i>Planning and Research Associate</i>

## Project Promise – Student Support Services Grant

Dr. Kristie H. Sullivan .....	<i>Director</i>
Amy Caliri .....	<i>Program Associate</i>
Sherrill Collins .....	<i>Learning Specialist</i>
Brandon Dyer .....	<i>Counselor</i>

## Student Services Division

Kellie Shoemake .....	<i>Vice President of Student Services</i>
Kimberly Aliago .....	<i>Admissions Associate</i>
Barbara Baer .....	<i>Administrative Assistant to Vice President and Dean of Student Services</i>
Cassidy Benjamin .....	<i>Enrollment Specialist</i>
Jean Blue .....	<i>Director of Records and Registration</i>
Sally Bowen .....	<i>Student Services Data Manager</i>
Natasha Brown .....	<i>Records &amp; Registration Associate</i>
Tricia Donadio .....	<i>Director of Co-op/Nursing Stage I Coordinator</i>
Ellen Durkee .....	<i>Financial Aid Associate, Verification and Loans</i>
DJ Farmer .....	<i>Dean of Student Services</i>
Lindsey Farmer .....	<i>Director of Financial Aid</i>
Jennifer Fields.....	<i>Financial Aid Associate</i>
Randal Foster .....	<i>Coordinator, Personal Counseling Services</i>
Linda Fowler.....	<i>Records and Registration Associate</i>
Shauntel Gaines .....	<i>Student Life Associate</i>
Jonathan Garrison .....	<i>Financial Aid Associate, Scholarships and Work Study</i>
Cary Greene .....	<i>Director of Admissions</i>
Tonelli Hackett .....	<i>Student Success Specialist</i>
Shannon Hudson .....	<i>Placement Specialist</i>
Tamika Jones .....	<i>Records and Registration Associate</i>
Karen Manning.....	<i>Director of Marketing and Public Relations</i>
Rosa McAllister-McRae .....	<i>Director of Student Services Operations — Hoke County</i>
Lindsay Miller .....	<i>Admissions Associate</i>
Rick Oelfke .....	<i>Recruiter</i>
Caitlin Persinger .....	<i>Director of Student Life</i>
Gwendolyn Russell .....	<i>Director of Career Development Services</i>
Davis Smith .....	<i>Director of Student Success</i>
Fredanel Story .....	<i>Student Success Specialist</i>
Teresa Taylor .....	<i>Financial Aid Associate, VA and Childcare</i>
Cynthia Thomas .....	<i>Assistant Director of Financial Aid</i>

## COMPLIANCE STATEMENTS

Sandhills Community College is committed to the elimination of all discrimination based on race, color, national origin, religion, sex, age, sexual orientation, gender identity, 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, sexual orientation, gender identity, 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, sexual orientation, gender identity, or disability. In addition, Sandhills has established a college-wide outcome 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 outcome has been approved by the Trustees of the College. The President of the College shall oversee and monitor the use of this outcome assessment through the Associate Vice President 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, sexual orientation, gender identity, 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, and compensation; or in the terms, conditions, and privileges of employment.

### **Age Discrimination Act of 1975**

Sandhills Community College complies with the Age Discrimination Act of 1975, which 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.

### **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 Executive Vice President, Associate Vice President of Human Resources, or the Dean of the Hoke Center. The Associate Vice President 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**

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy and accessibility rights of students enrolled in a postsecondary institution in relation to their education records. The term “education record” is defined as those records that contain information directly related to the student and that are maintained by the educational institution. They include admissions, personal, financial, academic, cooperative education, and placement records. They do not include those of a school’s law enforcement, student health, employment, or alumni offices. They also do not include records of instructional, administrative, and educational personnel that are in their sole possession and that are not accessible or revealed to any other individual except a temporary substitute.

FERPA permits the release of some general student information known as “directory information” without written approval of students. Currently, directory information includes the student’s name, city and county of residence; photograph; major field of study; participation in officially recognized activities and sports; dates of attendance, grade level, degrees and awards received; and the most recent educational agency or institution attended by the student. Students who do not want any or all of this information released to the general public must sign a request form in the Office of Records and Registration no later than two (2) weeks after the first day of class each semester.

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 that the decisions of the hearing panel are unacceptable. Students interested in inspecting or reviewing their education records should contact the Director of Records and Registration for procedures to follow.

Students may not inspect and review the following:

- Financial information submitted by their parents,
- Confidential letters and recommendations associated with admission, and

- Employment, job placement, or education records containing information about more than one student.

The College does not provide access to or disclose a student's education records to third parties without the student's written consent except in cases of:

- Authorized personnel within the institution,
- Authorized officials of other institutions in which student seeks to enroll,
- Persons or organizations providing the student 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 of 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, or
- An alleged victim of a crime of violence, to whom the results of a disciplinary hearing may be disclosed.

The Dean of Student Services has been designated by the College to consider and coordinate inspection and review requests from third parties for students' educational records.

### **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 concern 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 workplace, 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 Associate Vice President 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 complete successfully 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 Student Services Division, 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 fully complies 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 *Policy and Procedures Manual*. It is also published online at [www.sandhills.edu](http://www.sandhills.edu). Further information or copies of this policy can be obtained by calling 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).

### **Violence Against Women Act and the Sexual Violence Elimination (SaVE) Act**

The College complies with the Violence Against Women Act (1994; Renewed 2013) and the SAVE Act in providing campus awareness of these acts. "SaVE requires that incidents of domestic violence, dating violence, sexual assault, and stalking be disclosed in annual campus crime statistic reports. Additionally, students or employees reporting victimization will be provided with their written rights to:

- Be assisted by campus authorities if reporting a crime to law enforcement;

- Change academic, living, transportation, or working situations to avoid a hostile environment;
- Obtain or enforce a no contact directive or restraining order;
- Have a clear description of their institution’s disciplinary process and know the range of possible sanctions;
- Receive contact information about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available both on-campus and in the community.”

Students may reference information about sexual violence on the Safe at Scc website, [www.sandhills.edu/safe](http://www.sandhills.edu/safe).

### **IPEDS Graduation Rate**

To determine its graduation rate, Sandhills Community College used the Federal cohort of students who entered fall 2008 as first-time diploma or degree-seeking full-time students and who graduated by August 2013. This graduation rate was 16%.

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 and as amended in 2009 and 2011. 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 Office of Disability Services also manages services for disabled students. Responsibilities of this office include advising the administration concerning academic barriers and 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, sexual orientation, gender identity, 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 in print and online versions of this *Catalog*.

## **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.”

## **Public Complaints**

In accordance with its *Policies and Procedures Manual*, Sandhills Community College offers a range of policies and procedures to address both student and public complaints.

- The Student Grievance Policy.
- The Student Grievance Procedure,
- The Mission Statement commitment to public satisfaction with the practices of the institution, and
- The associated Public Complaint Policy.

## **Procedure for Responding to Public Complaints**

Sandhills Community College recognizes its obligation as a tax-supported member of the North Carolina Community College System (NCCCS) to provide the public the opportunity to direct both informal and formal complaints related to its adherence to its core values and its mission. To that end, the College has established the following procedure for addressing such complaints:

1. When a member of the public wishes to address an informal or formal complaint, that person should contact the Associate Vice President of Human Resources, who will gather information as necessary and convene the appropriate dean or administrator from that area of the college to which the complaint is linked.
2. When possible, the Associate Vice President of Human Resources will convene the concerned parties to reach an informal resolution to the complaint. If an informal resolution cannot be reached,

complainant will be apprised of his or her right to initiate a formal complaint.

3. The member of the public will draft and submit a letter to the Associate Vice President of Human Resources detailing the nature of the complaint. In instances in which the complaint is related to Human Resources, the letter should be submitted to the Executive Vice President.
4. The Associate Vice President of Human Resources will submit a written response to the complainant acknowledging receipt of that complaint and will provide a copy of the complaint and the written response to the academic or administrative officer under whose purview the complaint is directed.
5. In such cases, the administrative officer will gather information and provide a written response to the complainant within one week of receiving the complaint, addressing the issue and, where applicable, offering reasonable resolution to the complaint.
6. If the complainant is not satisfied with the response, the complainant may file a written complaint with the President. In such cases, the President will gather information and provide a final written response to the complainant.

Individuals are strongly encouraged to make every attempt to resolve matters through the aforementioned administrative processes. However, when matters cannot be resolved through these, the student or member of the public has these avenues of further recourse:

- For complaints associated with the institution's compliance with academic program quality, fulfillment of its mission, or adherence to accrediting standards, individuals should complete the *Student Complaint Form* found at [www.sandhills.edu/about/general/](http://www.sandhills.edu/about/general/) and send to NCCCS per directions at the top of the form.
- For issues related to specific compliance with the *Principles of Accreditation*, individuals should compose written evidence that all remedies available at the institution have been exhausted and then submit that evidence with the *SACSCOC Complaint Form* to the Southern Association of Colleges and Schools Commission on Colleges as directed in the front of the college *Catalog* and online at [www.sandhills.edu](http://www.sandhills.edu). The Commission should be contacted only if there is evidence that appears to support SCC's non-compliance with a SACSCOC requirement or standard.
- Residents outside the state of North Carolina enrolled in online courses from SCC who wish to resolve a grievance should first follow the college's student grievance procedure outlined in the college *Catalog*. If the complaint is still not satisfactorily resolved, the final step would be for the student to file a complaint with his or home state.

Each year, Sandhills Community College (Institution #199364) files an annual report via survey in accordance with the federal government's Equity in Athletic Disclosure Act (outlined below):

### **2014 Equity in Athletics Disclosure Act (EADA) Survey**

The *Equity in Athletics Disclosure Act* is designed to make prospective students aware of a school's commitment to providing equitable athletic opportunities for its men and women students. Any co-educational institution of higher education that participates in a federal student aid program must prepare an EADA report by October 15. Institutions must also report data to the U.S. Department of Education via this online survey. This is a mandatory survey.

Data collected in this survey will be published by the Office of Postsecondary Education on the Equity in Athletics Data Analysis Cutting Tool website located at <http://ope.ed.gov/athletics>.

### **EADA and Title IX Compliance**

The data collected in this survey are provided by institutions in accordance with the EADA and may not be the same as data used for determining compliance with other Federal or state laws, including Title IX of the Education Amendments of 1972.

The compiled data for the most recent academic term is posted on the SCC website so that students and the public have access to this information related to SCC compliance; it is updated prior to October 1<sup>st</sup> each year.

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