

REVISIONS

College Catalog and Student Handbook

2009-2011

(Listed in order of most current updates first)

Date: 11/10/2010

Section/Page: 271

Approved: Tammy Crump/Christie Honeycutt

Details: College Personnel – Faculty Credentials

Max Boylen Program Head/Instructor—Criminal Justice Technology

A.A.S., Davidson Community College; B.S., UNC—Charlotte; M.S., UNC Charlotte; **M.B.A. North Central University**

Graduate Certificate in Educational Leadership, Western Carolina University

Date: 10/9/2010

Section/Page: 164-167

Approved: Tammy Crump/Ronnie Hinson

Details: Nursing Program Procedures – Checklist listed in the Online Catalog

ADMISSION PROCEDURE

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission. This requirement must be completed no later than January 31 of the year in which the applicant wishes to be admitted to the ADN program.
2. Submit to the Admissions Office at Stanly Community College an official copy of a high school transcript showing successful completion of all requirements for a diploma. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma. ***(This documentation is required prior to your first semester of enrollment).***

An official transcript from each college, university, or other post-secondary institution attended must be sent to the SCC Admissions Office.

3. Submit evidence of successful completion of high school or college general biology, algebra, and chemistry with a grade of “C” or higher in each course. If these prerequisite courses were not completed in high school, they may be completed at Stanly Community College or other post-secondary institutions. Students completing these courses through SCC's Adult High School program must score 85 or higher in order to receive credit. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to insure that the credits are acceptable.

4. Complete Requirement A or B below:

- A. Successfully complete the placement test (ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43 or complete the placement test (COMPASS) with the following minimum scores: Writing, 77; Reading, 83; Pre-Algebra, 53. ADN applicants will also complete the Elementary Algebra section of the ASSET or the Algebra section of the COMPASS. While there is no minimum score required on these Algebra sections for admission consideration, applicants scoring below 41 on the Elementary Algebra section of ASSET, or below 46 on the Algebra section of COMPASS must complete the appropriate developmental course(s) prior to entering the ADN program. Applicants who transfer in a college-level mathematics course with a “C” or better may not be required to take the Algebra portion of the placement test. Exemption is subject to approval by the Admissions

Office. ADN applicants who fail to achieve the required minimum scores on the first attempt of the ASSET or COMPASS may retest once during a twelve-month period in only the Reading, Writing and Pre-Algebra sections required for admission. Applicants will be allowed to retest once in a five-year period for the Algebra portion. Applicants should wait at least three months from their initial test date before retesting on the ASSET or COMPASS. When retesting, the applicant will complete only the portion(s) of the test required for minimum admission scores (Reading, Writing and Pre-Algebra) that were not passed on the first attempt. ASSET or COMPASS scores older than five years are not valid for admission consideration. Refer to the Admissions Office regarding Admissions Status.

- B. Complete all general education courses required for the ADN program with a minimum GPA of 3.0. These courses must be completed within the last 10 years preceding the applicant's enrollment in the ADN program. General education courses are those with prefixes of ENG, BIO, PSY, CIS and include a humanities elective. **Upon completion of the last general education course, applicants must notify the Admissions Office in written form (letter or email) in order to be added to the consideration list.** If general education courses are completed at institutions other than Stanly Community College, official transcripts from the other institutions must be received in the SCC Admissions Office before the applicant's name will be added to the consideration list.

Requirements #4A or #4B must be completed no later than January 31 of the year in which the applicant wishes to be admitted to the ADN program.

5. Take the standardized nurse entrance exam after completing admission requirements one and four above. Only those applicants who successfully complete ASSET or COMPASS with the minimum scores indicated in #4A above or who successfully complete all general education courses described in #4B above will be eligible to take the nurse entrance exam. The nurse entrance exam will be administered by the admissions office of Stanly Community College on a quarterly basis. Test dates may be obtained by contacting the Admissions Office or by viewing SCC's web site. Applicants may take the nurse entrance exam as often as desired. There is a minimal fee for this exam. The standardized nurse entrance exam currently in use at SCC is TEAS (Test of Essential Academic Skills). TEAS must be taken at SCC. Test scores are valid for a period of five years. Requirement #5 must be completed no later than the February testing date of the year in which the applicant wishes to be admitted to the ADN program.

APPLICATION DEADLINE

Applicants seeking admission in the Associate Degree Nursing program must complete admission requirements one and four above **no later than January 31 of the year in which they wish to be admitted to the program.** Applications for admission and test results (ASSET/COMPASS) received after January 31 will not be considered.

SELECTION PROCESS

Applicants seeking admission to the Associate Degree Nursing program will be ranked and offered admission based on rank order. Those applicants not admitted will be assigned a number on an alternate list.

Applicants accepted for admission must complete all admission requirements by the date specified in their acceptance letter. These requirements will include submission of the SCC medical form, submission of evidence of current certification in CPR covering infant, child and adult and submission of current certification in Nurse Assistant, Level I.

The medical form will be mailed to applicants who are accepted to the ADN program and must be completed by a physician, physician's assistant, or a nurse practitioner. Applicants who fail to complete all admission requirements by the deadline specified in their acceptance letter for the ADN program may be removed from the acceptance list and replaced by applicants on the alternate list.

ALTERNATE LIST

Applicants on the alternate list are ranked and are notified of their position. As vacancies arise on the acceptance list, applicants on the alternate list are contacted in rank order and offered acceptance to the program. Applicants on the alternate list who are not offered acceptance to the ADN program for the year in which they have applied to enter will **not** be carried over to a waiting list the following year. Instead, the alternate list on which their name appeared will be dissolved and each applicant must submit another application if they wish to be considered for admission in a subsequent year. They will again be ranked along with the other applicants for the year.

BACKGROUND CHECKS/DRUG SCREENING

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

ADDITIONAL INFORMATION

Applicants to the ADN program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the SCC Admissions Office for clarification. **Note:** *Admission requirements are subject to change. Please contact the SCC Admissions Office for a current list of requirements for your intended year of entry.*

CRITERIA FOR PROGRESSION

1. For the student to progress in the nursing program, a grade of C or higher must be achieved for all nursing and nursing related courses (courses with prefixes of BIO). Students earning less than a C in a nursing course and/or a related BIO course will be withdrawn from the nursing program automatically. If a student receives below a C (below 80) in the theory component or fails in the clinical component of nursing courses involving clinical experience a grade of F will be submitted for the overall grade for the course. Students taking general education courses from another college will be required to present proof of course completion to progress. Students will not be allowed to preregister or register without this transcript information. The grading scale for all NUR courses is as follows: A 94100; B 8793; C 8086; F a score of less than 80 in theory or fails the clinical evaluation.

2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the nursing faculty may require the student to submit written verification of current health from an appropriate health care provider; i.e., physician, nurse practitioner, psychiatrist, or psychologist. Upon review of the professional statement of health submitted by the student, the Program Director of Nursing, the Associate Dean of the Health Services Division and the Dean of Students will determine if the student may continue in the program. The Dean of Students will notify the student in writing of the decision.

3. In the event that a student's behavior is not consistent with sound nursing practices and/or safety essential to nursing, the faculty, clinical site supervisors, or the Program Director of Nursing have the authority to temporarily remove the student from the clinical, class, or lab setting immediately. If the faculty or the Program Director determines that the student has demonstrated behavior that conflicts with sound medical care practices or safety, they may recommend to the Associate Dean of Health Services and the Dean of Students that the student be withdrawn from the class or the program. The Dean of Students will notify the student in writing of this recommendation and will meet with

the student, the faculty, the Program Director, and the Associate Dean to discuss the issue. The Dean of Students will then reach a decision and inform the student in writing of that decision.

Readmission/Advance Placement Admissions Policy

Students seeking readmission or advanced placement to Stanly Community Colleges Associate Degree Nursing program must submit an application for readmission to the SCC Admissions Office and satisfy the programs initial admission requirements.

Students will be permitted to reenter the nursing program no more than once. The following policy becomes effective January 1, 2010:

1. Readmission to the nursing program will be on a space available basis. Qualified applicants will be accepted on a first come first served basis. To qualify for readmission or admission in advanced standing, an applicant must submit a properly completed application for admission no later than 30 days preceding their intended start date. Applicants from other institutions must complete the placement test, ASSET or COMPASS, scoring the minimums indicated for admission to the ADN program (applicants who are unable to score the minimums on ASSET or COMPASS may complete the general education courses required in the ADN program and subsequently be considered for admission). Only those students whose GPA in major is 2.5 or higher at the time of readmission to the ADN program will be considered for readmission. A students GPA in major will include only nursing and nursing related courses completed, either successfully or unsuccessfully, up to the point of readmission.
2. Students seeking readmission who were formerly enrolled in the ADN program at Stanly Community College and wish to reenter within two years of exiting the program, must reenter the semester immediately following their last successful NUR class (example: if a student successfully completes NUR 112 and subsequently withdraws, he/she must reenter the nursing program beginning the semester immediately following NUR 112). All nursing and general education courses required in the semesters preceding the intended point of reentry must be satisfactorily completed.
3. Students who enter SCCs ADN program in advanced standing within two years of withdrawing from an ADN program will be required to (1) successfully complete a competency exam for each Nursing (NUR) course completed prior to withdrawal, and (2) successfully complete selected skills competencies administered by the SCC nursing department. Students should contact the ADN program director well in advance of re-entering in order to arrange for competency testing. Students only have one attempt to successfully pass the competency exam and skills competencies. If a student does not successfully pass the exam or skills on the first attempt, the student is ineligible for return to the program.
4. Students who enter SCCs ADN program after having withdrawn from an ADN program more than two years earlier will enroll in the first semester of the program. Beginning with NUR 111 they will audit all Nursing (NUR) courses that were successfully completed previously. If NUR 117 (Pharmacology) was not completed previously, this course will be completed for credit. These students will compete for acceptance in the fall term along with new entering freshmen students. They will be required to complete the nurse entrance exam, TEAS, by the deadline specified in the college's general catalog. If accepted, they will register for all Nursing (NUR) classes as an auditing student but will be required to participate in all classroom, lab and clinical activities where their performance will be evaluated and graded the same as a student who completes the course for credit. A cumulative score of 80 or higher for the semester will be required on tests; competencies and clinical evaluations must reflect a grade of pass in order to progress to the next level. If the students were not previously in a nursing program that used the new state CIP curriculum, the students will start the curriculum from the beginning and take each nursing course for credit. See #10 below.
5. Applicants for advanced standing admission who have completed nursing (NUR) courses at institutions other than Stanly Community College must provide the ADN program director with a complete transcript of credits earned at the other institution and a syllabus for each nursing course completed. The ADN program director will review these documents and determine the appropriate beginning point for the applicant. Students wishing to transfer into SCC's ADN program must (1) successfully complete a competency exam covering all SCC courses the student has received transfer credit for, and (2)

successfully complete selected skills competencies administered by the SCC nursing department. Students should contact the ADN Program Director well in advance of the entering semester to arrange for competency testing. Students only have one attempt to successfully pass the competency exam and skills competencies. If a student does not successfully pass the exam or skills on the first attempt, the student is ineligible for transfer into the program.

6. Applicants who have previously submitted a medical form to Stanly Community College will not be required to submit another medical form upon readmission provided the date on the form is no more than one year from the re-entry point. Otherwise, a complete physical is required. If a complete physical is required, a blank medical form will be mailed to the applicant upon acceptance for readmission.

7. Current certification in CPR must be submitted prior to re-enrollment.

8. If an otherwise qualified applicant is not accepted for readmission due to space limitations, he must submit another application for readmission if he wishes to be considered in a subsequent year.

POLICIES RELATED TO NEW CURRICULUM EFFECTIVE JAN. 1, 2010

9. Currently enrolled students in the 1st level of the nursing program (cohort which began August 2009) who either fail or withdraw from a nursing course must reapply for admission into the program and begin the nursing program at the beginning.

10. Students seeking advanced standing status by way of transfer from other nursing programs must also apply for admission into the ADN program and start the curriculum from the beginning, unless the nursing courses previously completed were from the N. C. Community College CIP curriculum. If the nursing courses were part of the NC state nursing curriculum, then transcripts will be evaluated by the registrar, and syllabi will be evaluated by the program director for appropriate transfer credit.

11. Students formerly enrolled in SCCs nursing program prior to the implementation of the new curriculum in fall 2010 and who are seeking advanced standing status after spring semester 2011 must apply for admission into the ADN program and start the curriculum over from the beginning.

CRITERIA FOR GRADUATION

To be eligible for graduation, a student must:

1. Complete all course requirements in the nursing curriculum, earning a grade of C or higher in the nursing courses and an overall 2.00 grade point average.

2. Complete an Application for Graduation prior to January 31 for May graduation.

3. Pay a graduation fee at the time of registration for the last semester.

4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.

5. Fulfill all financial obligations to the College.

6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See Graduation in Absentia.) During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

LICENSURE

1. The nursing faculty must recommend a student as a candidate for the National Council Licensure Examination for Registered Nursing based on academic achievement and professional accountability.

2. The North Carolina Board of Nursing application for licensure includes a criminal background check. Before an individual is allowed to sit for a licensure exam (NCLEX-RN), the application process must be completed. An applicant may then sit for the licensure exam; however, an individual may be denied licensure based on a criminal background check. If the individual has been convicted of a felony or any other crime involving moral turpitude, the NCBON may deny that individual a license even if he or she has passed the NCLEX exam. This process is between the individual and the North Carolina Board of Nursing. The nursing program validates only the successful completion of the program.

Date: 10/9/2010

Section/Page: 172-175

Approved: Tammy Crump/Ronnie Hinson

Details: Radiography Program Procedures – Checklist listed in the Online Catalog

ADMISSION PROCEDURE

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission.
2. Submit to the Admissions Office at Stanly Community College an official copy of a high school transcript showing successful completion of all requirements for a diploma. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma. ***(This documentation is required prior to your first semester of enrollment).***

An official transcript from each college, university, or other post-secondary institution attended must be sent to the SCC Admissions Office.

3. Submit evidence of successful completion of high school or college general biology, algebra, and chemistry with a grade of “C” or higher in each course. If these prerequisite courses were not completed in high school, they may be completed at Stanly Community College or other post-secondary institutions. Students completing these courses through SCC's Adult High School program must score 85 or higher in order to receive credit. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to insure that the credits are acceptable.

4. Complete Requirement A or B below:

A. Successfully complete the placement test (ASSET) with the following minimum scores: Writing, 45; Reading, 43; Numerical, 43 or complete the placement test (COMPASS) with the following minimum scores: Writing, 77; Reading, 83; Pre-Algebra, 53. Radiography applicants will also complete the Elementary Algebra section of the ASSET or the Algebra section of the COMPASS. While there is no minimum score required on these Algebra sections for admission consideration, applicants scoring below 41 on the Elementary Algebra section of ASSET, or below 46 on the Algebra section of COMPASS must complete the appropriate developmental course(s) prior to entering the Radiography program. Applicants who transfer in a college-level mathematics course with a “C” or better may not be required to take the Algebra portion of the placement test. Exemption is subject to approval by the Admissions Office. Radiography applicants who fail to achieve the required minimum scores on the first attempt of the ASSET or COMPASS may retest once during a twelve-month period in only the Reading, Writing and Pre-Algebra sections required for admission. Applicants will be allowed to retest once in a five-year period for the Algebra portion. Applicants should wait at least three months from their initial test date before retesting on the ASSET or COMPASS

When retesting, the applicant will complete only the portion(s) of the test required for minimum admission scores (Reading, Writing and Pre-Algebra) that were not passed on the first attempt. ASSET or COMPASS scores older than five years are not valid for admission consideration. Refer to the Admissions Office regarding Admissions Status.

B. Complete all general education courses required for the RAD program with a minimum GPA of 2.5. These courses must be completed within the last 10 years preceding the applicant's enrollment in the RAD program. General education courses are those with prefixes of ENG, BIO, MAT, PSY, CIS and include a humanities elective. **Upon completion of the last general education course, applicants must notify the Admissions Office in written form (letter or email) in order to be added to the consideration list.** If general education courses are completed at

institutions other than Stanly Community College, official transcripts from the other institutions must be received in the SCC Admissions Office before the applicant's name will be added to the consideration list.

5. Take the standardized TEAS (Test of Essential Academic Skills) exam after completing admission requirements one and four above. Only those applicants who successfully complete ASSET or COMPASS with the minimum scores indicated in #4A above or who successfully complete all general education courses described in #4B above will be eligible to take the TEAS. The TEAS will be administered by the Admissions Office of Stanly Community College on a quarterly basis. Test dates may be obtained by contacting the Admissions Office or by viewing SCC's web site. Applicants may take the TEAS as often as desired. There is a minimal fee for this exam. TEAS must be taken at SCC. Test scores are valid for a period of five years.

Requirement #5 must be completed no later than March 15 of the year in which the applicant wishes to be admitted to the RAD program.

APPLICATION DEADLINE

Applicants seeking admission in the Radiography program must complete admission requirements one and four **no later than February 28 of the year in which they wish to be admitted to the program**. Applications for admission and test results (ASSET or COMPASS) received after February 28 will not be considered.

SELECTION PROCESS

The Radiography program admits a maximum of 20 students each fall semester. Applicants seeking admission to the Radiography program will be ranked and offered admission based on rank order. Those applicants not admitted will be assigned a number on an alternate list.

Applicants accepted for admission must complete all admission requirements by the date specified in their acceptance letter. These requirements include submission of the SCC medical form and submission of evidence of current certification in CPR covering infant, child and adult. The medical form will be mailed to applicants who are accepted to the Radiography program and must be completed by a physician, physician's assistant, or a nurse practitioner. Applicants who fail to complete all admission requirements by the deadline specified in their acceptance letter for the Radiography program may be removed from the acceptance list and replaced by applicants on the alternate list.

ALTERNATE LIST

Applicants on the alternate list are ranked and are notified of their position. As vacancies arise on the acceptance list, applicants on the alternate list are contacted in rank order and offered acceptance to the program. Applicants on the alternate list who are not offered acceptance to the Radiography program for the year in which they have applied to enter will **not** be carried over to a waiting list the following year. Instead, the alternate list on which their name appeared will be dissolved and each applicant must submit another application if they wish to be considered for admission in a subsequent year. They will again be ranked along with the other applicants for the year.

BACKGROUND CHECKS/DRUG SCREENING

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

ADDITIONAL INFORMATION

Applicants to the Radiography program are advised to familiarize themselves with all admission requirements for this program of study. If an applicant has any questions regarding these requirements, he or she is encouraged to contact the SCC Admissions Office for clarification.

CRITERIA FOR PROGRESSION

1. All courses (core/major, general education and other) required in the Radiography curriculum must be taken and passed in sequence as offered in the curriculum. General education courses may be taken prior to acceptance in the program. Grading scales for Radiography students are as follows: A = 93 - 100 Excellent; B = 92 - 86 Good; C = 78 - 85 Average; F = Below 78 Failing; S = Satisfactory Passing. To progress in the Radiography program, all students must make a grade of C or higher or S in all Radiography curriculum courses. Students earning less than a C in these courses or an F in a clinical course will result in automatic dismissal from the program. Students withdrawing from any RAD course must withdraw from all other RAD courses in which he or she is registered at that time, resulting in automatic dismissal from the program.

2. In the event that a student's physical or mental health interferes with the student's academic and/or clinical performance, the Radiography faculty may require the student to submit written verification of current health from an appropriate health care provider: i.e., physician, nurse practitioner, physician assistant, psychiatrist, or psychologist. Upon consultation with the Dean of the Health Services Division and review of professional statement of health submitted by the student, the Dean of Students will render a decision as to whether the student will be allowed to continue in the program. The Dean of Students will notify the student in writing of the decision.

3. In the event that a student's behavior is not consistent with sound radiography practices and/or safety essential to radiography, the instructors or the Dean of the Health Services Division has the authority to remove the student immediately. Students so removed will be referred to the Dean of Students for further investigation and/or possible dismissal from the Radiography program.

4. Students should be aware that clinical affiliates require that students submit an acceptable criminal record check and/or drug screening prior to participation in a clinical component at that site. Students are responsible for paying any costs associated with meeting this clinical site requirement. Progression toward graduation may be jeopardized by any inability to complete the clinical portion of the Radiography program.

READMISSION TO THE PROGRAM

(This procedure also applies to applicants transferring from other Radiography programs to SCCs) Students desiring readmission to the Radiography (RAD) program must submit an application for admission to the SCC Admissions Office and satisfy all current admission requirements for the program. Students will be permitted to re-enter the RAD program no more than once. Students seeking readmission to the program must submit their application at least ninety days prior to the semester in which they intend to enroll. Those who completed at least one full semester in the RAD program will re-enter the program in the term immediately following the last term in which they successfully completed a RAD course. Only those students whose cumulative GPA is 2.5 at the time of readmission will be considered. All core and general education courses listed in the semester(s) preceding the intended point of re-entry must be satisfactorily completed as outlined in the programs criteria for progression. Before being accepted for readmission to the RAD program, applicants must demonstrate a satisfactory level of competency in all RAD coursework previously completed. In order to determine the applicant's degree of competency in these courses, the following procedure is followed:

1. Applicants for readmission must successfully complete competency testing in all RAD courses completed up to but not including their last semester of enrollment in the program. Competency testing will involve a comprehensive assessment of all RAD course subject matter, skills labs and clinical components. Applicants will be given one opportunity to demonstrate competency after which they will either progress to step two below or be withdrawn from readmission consideration. (To insure ample time for competency testing, applicants should contact the RAD program head and arrange for testing well in advance of the semester in which they intend to re-enroll.)

2. After successfully completing the competency testing in step one above, the applicant will audit all RAD classes that were successfully completed in his or her last semester of enrollment in the program. Because a candidate for readmission to the RAD program is not officially in the program at this point, the student must register as an auditing student through the RAD program head. Students auditing RAD classes will be allowed to register for the course(s) on a space-available basis and will not displace a student who is enrolled in the course for credit. Attendance and participation in class is mandatory. When registering for class(es) to be audited, students will pay all applicable tuition and fees for each class. For more information regarding course audit, refer to the college's general catalog.

3. At the conclusion of the semester in which RAD course(s) are audited, the applicant for readmission must successfully complete a final examination or written summative exam for each class audited. The student will be given one opportunity to complete this exam.

4. After successfully completing steps one, two and three above and provided there is space available in the program, applicants for readmission to the RAD program may be admitted in the order in which their application for readmission was received in the Admissions Office. Students seeking readmission to the RAD program will be given one opportunity to successfully complete the requirements for readmission unless the student is denied admission due to space limitations. In the event the student is denied readmission due to space limitations, he or she must submit another application for readmission and complete steps one through four above in order to be considered for readmission in a subsequent year. If the applicant for readmission does not successfully complete one or more competency exams described in step one above, or if he or she does not successfully complete the final examination or written summative described in step three above, the applicant may start at the beginning of the program auditing each RAD class in succession. When auditing classes as such, the student will be required to successfully complete a final exam or a written summative exam for each class audited in order to progress to the next level of RAD classes.

CRITERIA FOR GRADUATION

To be eligible for graduation a student must:

1. Complete all course requirements in the RAD curriculum with an earned grade of C or higher in the radiography courses and an overall major grade point average of 2.5 or higher.
2. Complete an Application for Graduation prior to January 31 for May graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
5. Fulfill all financial obligations to the College.
6. Be present for graduation exercises. Graduation exercises are held on the dates published in the Academic Calendar. In cases of unavoidable circumstances, exceptions to this requirement may be granted by the Dean of Students. (See graduation in Absentia). During graduation exercises candidates must be dressed in proper academic attire as determined by the President of the College.

Approved: Robin McCree

Details: Listing of Adjunct Faculty and their Degrees

Adjuncts	Degree	Degree in	College
Adams, Susan	Master's Degree	Human Development and Learning	University of NC Charlotte
Alderman, Rodney	Master's Degree	Counseling and Human Development	Longwood University
Almond, Natalie	Master's Degree	Applied Mathematics	Western Carolina University
Andersen, Gary	Master's Degree	Business Admin & Management	Webster University
Andrews, Rosa	Master's Degree	School Age Care	Concordia University
Anundson, Linda	Master's Degree	Education	Shippensburg University
Banks-Rogers, Patrice	Educational Specialist	Education Administration and Supervision	East Carolina University
Barnowski, Nancy	Master's Degree	Child & Family Studies	University of NC Charlotte
Baucom, Christy B.	Master's Degree	Industrial Engineering	North Carolina State University
Baugh, Carolyn	Bachelor's Degree	Home Economics	Meredith College
Bianco, Laurie	Master's Degree	Education	The Ohio State University
Blue, Ellen	Master's Degree	Elementary Education	Pfeiffer University
Bowman, Jonathon	Bachelor's Degree	English	University of NC Charlotte
Brattain, Freda	Bachelor's Degree	Business Admin	University of NC Charlotte
Cain, Ruth	Master's Degree	Education	University of NC Charlotte
Chaney, Dana	Master's Degree	Business Admin	Pfeiffer University
Cibas, Saul	Bachelor's Degree	Business Admin	Liberty University
Conner, Karen	Master's Degree	Education	University of NC Charlotte
Corley, Philip	Bachelor's Degree	English	University of NC Charlotte
Cribb, Brian	Bachelor's Degree	Industrial Engineering	Georgia Institution of Technology
Crump, Christina	Associate Degree	Business Admin	Stanly Community College
Dennis, Linda P.	Bachelor's Degree	Human Development and Learning	University of NC Charlotte
Dennis, Shirley	Bachelor's Degree	Psychology	Pfeiffer University
Dollar, Luke	Doctor's Degree	Ecology	Duke University
Douglas, Connie	Master's Degree	Education	University of NC Charlotte
Earnhardt, Dianne	Associate Degree	Medical Assisting	Kings College
Eckman, John	Doctor's Degree	Chiropractic	National University of Health Sciences
Eller, Peggy	Bachelor's Degree	Child Development - Birth to Kindergarten	Appalachian State University
Fast, Della	Master's Degree	Education	University of NC Charlotte
Faulkner, Wesley	Master's Degree	Social Science Ed.	Appalachian State University
Finley, Jonathan D.	Master's Degree	Religion	Liberty University
Freeman, Thompson	Doctor's Degree	Philosophy in Chemistry	University of New Hampshire
Frey, William	Bachelor's Degree	Computer Science	University of NC Charlotte
Germany, Sabrina	One Year of College	Cert. Cosmetology	Stanly Community College
Gilbert, Wanda A.	Master's Degree	Reading Education Gen.	Appalachian State University
Griffin, Tammie L.	Master's Degree	Graduate Middle Grades	Wingate University
Haigler, Meredith	Master's Degree	Child and Family Studies	University of NC Charlotte
Hall, Wanda	Master's Degree	Mathematics	Pfeiffer University
Harbeson, Laura	Master's Degree	Counseling	University of NC Greensboro

Harris, Martha M.	Master's Degree	Creative Writing	Queens University of Charlotte
Hatley, Gary L.	Bachelor's Degree	Engineering Tech	University of NC Charlotte
Hedrick, Sarah	Master's Degree	Music	Appalachian State University
Hill, Lisa C.	Master's Degree	Chemistry	East Carolina University
Hinson, Robert W.	Master's Degree	Human Development and Learning	University of NC Charlotte
Hopkins, Carol	Master's Degree	Art Education	Appalachian State University
Huneycutt, Nicholas	Bachelor's Degree	Computer Information Systems	Pfeiffer University
Ismail, Cynthia A.	Educational Specialist	Education Leadership	The Citadel
Jackson, Janet	Master's Degree	Business Admin	Appalachian State University
Jarvis, Kimberly	Master's Degree	Birth-Kindergarten Teacher Ed.	University of NC Charlotte
Jones, Bobby A.	Associate Degree	HVAC	Alamance CC
Jones, Travis L.	Master's Degree	Religious Studies	University of NC Charlotte
Kerley, Roxanna	Bachelor's Degree	Early Childhood Education	East Carolina University
Knabe, Susan	Master's Degree	Special Ed/M&M Dis	Johns Hopkins
Lansing, Rebecca	Master's Degree	Child & Family Studies	University of NC Charlotte
Lathe, Ashley	Bachelor's Degree	Art	University of NC Charlotte
Lathe, Terina	Master's Degree	Health Admin	University of NC Charlotte
Leggett, Betty	One Year of College	Cosmetology	Fayetteville Beauty College
Linnell, R. R.	Master's Degree	Liberal Studies	Wake Forrest University
Lowder, Karen W.	Bachelor's Degree	Psychology	University of NC Charlotte
Lowder, Michael C.	Master's Degree	Biology	San Diego State University
McCaleb, Michelle	Master's Degree	Education/Early Childhood	Concordia University
McPherson, Luther P.	Master's Degree	Reading Education Gen.	Appalachian State University
Medlin, Mary Ivey	Bachelor's Degree	Elementary Education	Pfeiffer University
Murray, Leslie	Bachelor's Degree	Elementary Education	University of NC Charlotte
Nicholson, Amanda	Bachelor's Degree	Social Science Ed.	Gardner Webb University
Nicks, Tanya	Master's Degree	School Psychology	Western Carolina University
Oliver, Meleah	Associate Degree	Medical Assisting	Stanly Community College
Otte, Kathleen	Master's Degree	Child & Family Studies	University of NC Charlotte
Page, Jean H.	Bachelor's Degree	Business Admin	Pfeiffer University
Page, Kathy	Master's Degree	English	University of NC Charlotte
Parrish, Sue Ellen	Bachelor's Degree	Home Economics	Meredith College
Patterson, Dorothy	Bachelor's Degree	Health Sciences	Medical University of South Carolina
Payton, Marty	Master's Degree	Arts in Religion	Liberty University
Phillips, Adrienne	Doctor's Degree	Philosophy	University of NC Greensboro
Rogers, Janet	Master's Degree	English	University of NC Charlotte
Sanges, Marlene	Bachelor's Degree	French	University of NC Charlotte
Sisk, Karen	Bachelor's Degree	Criminal Justice	University of NC Charlotte
Sosnicki, Bowen	Master's Degree	Biology	Delaware University
Sosnicki, Colleen	Master's Degree	Park Resource Management	Slippery Rock University
Speight, Phillip	Bachelor's Degree	Criminal Justice	Pfeiffer University
Spruiell, Lori	Master's Degree	Child and Family Studies	University of NC Charlotte
Teeter, Brenda	Bachelor's Degree	Mathematics	University of NC Charlotte
Turner, Terry	Master's Degree	Independent Technology	East Carolina University
Wagner, Jill	Master's Degree	Child and Family Studies	University of NC Charlotte
Wenzel, Trina	Master's Degree	Special Ed	Appalachian State University

Williams, Deborah D.	Master's Degree	Elementary Education	University of NC Charlotte
Williams, Frances P.	Bachelor's Degree	Business Admin & Mgt	Carnegie-Melon University
Woodard, Gloria	Bachelor's Degree	Criminal Justice	Appalachian State University
Woodburn, William	Master's Degree	Education - Science	Shippensburg University
Wyrick, Tracey	Bachelor's Degree	Criminal Justice	Pfeiffer University
Weaver, Douglas K.	Associate Degree	BMET	Stanly Community College
Wilson, William D.	Bachelor's Degree	Business Admin	Montreat College

Date: 06/16/10

Section/Page: 157

Approved: Tammy Crump

Details: Medical Laboratory Technology Acceptance Procedure, page 157

The Medical Laboratory Technology (MLT) program accepts a maximum of 12 students each year. Applicants are conditionally accepted based upon their completion of steps 1, 2, 3 and 4 of the admission requirements. The applicants will be ranked in order by the date applied and by their completion of these steps. Applicants who complete steps 1, 2, 3 and 4 before January 1st of the year they wish to enter the program will have a full acceptance into the Medical Laboratory program pending completion of steps 5 and 6. Applicants who apply to the MLT program after the 12 seats are filled will be placed on a backup list in the order in which they completed admission requirements 1, 2, 3 and 4. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the backup list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll. If an applicant whose name appears on the backup list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application in order to be considered for admission the following year. (Admission requirements may change from year to year for selected programs).

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

Date: 06/16/10

Section/Page: 178

Approved: Tammy Crump

Details: Respiratory Therapy Acceptance Procedure, page 178

The Respiratory Therapy program accepts a maximum of 24 students each year. Applicants are conditionally accepted based upon their completion of steps 1, 2, 3 and 4 of the admission requirements. The applicants will be ranked in order by the date applied and by their completion of these steps. The first 24 applicants who complete steps 1, 2, 3 and 4 before January 1st of the year they wish to enter the program will have a full acceptance into the Respiratory Therapy program pending completion of steps 5 and 6. Applicants who apply to the Respiratory Therapy program after the 24

seats are filled will be placed on a backup list in the order in which they completed admission requirements 1, 2, 3 and 4. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the backup list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll. If an applicant whose name appears on the backup list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit a new application in order to be considered for admission that following year. (Admission requirements may change from year to year for selected programs).

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wished to be considered for acceptance at a later date.

Date: 06/16/10

Section/Page: 152

Approved: Tammy Crump

Details: Medical Assisting Program, Acceptance Procedure, page 152

The Medical Assisting program accepts a maximum of 34 students for entry each fall semester. Applicants are conditionally accepted based upon their completion of steps 1, 2 and 3 of the admission requirements. The applicants will be ranked in order by the date applied and by their completion of the requirements. Applicants who complete steps 1, 2 and 3 before January 1st of the year they wish to enter the program will have a full acceptance into the Medical Assisting program pending completion of steps 4 and 5. Applicants who apply to the Medical Assisting program after the 34 seats are filled will be placed on a backup list after completing admission requirements 1, 2 and 3. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the backup list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll. If an applicant whose name appears on the backup list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application for admission to the year following if he or she wishes to be considered for admission in the subsequent year. (Admission requirements may change from year to year for selected programs.)

Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

Date: 4-27-2010

Section/Page: Programs of Study

Approved : Christie Honeycutt/Tammy Crump/Christi Holt

Details: [Add New ECA School Age Education Degree/Diploma and Certificates](#)

A55440 Course Sequence Fall 2010
School Age Education Degree

	Course Title	Course Category	Hours Per Week			
			Class	Lab	Exp	Credit Hours
	Fall Semester (first year)					
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Other	2	2	0	3
EDU 144	Child Development I	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	3
	Electives	Major	6	0	0	6

	Course Title	Course Category	Hours Per Week			
			Class	Lab	Exp	Credit Hours
	Spring Semester (first year)					
ENG 113	Literature-Based Research	General	3	0	0	3
	or					
ENG 114	Professional Research and Reporting	General	3	0	0	3
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 163	Classroom Management and Instruction	Major	3	0	0	3
	Electives	Major	5	0	0	5

Summer Semester (first year)

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU 221	Children With Exceptionalities	Major	3	0	0	3
EDU 271	Educational Technology	Major	2	2	0	3

Fall Semester (second year)

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU 216	Foundations of Education	Major	4	0	0	4
EDU 289	Advanced Issues/School Age	Major	2	0	0	2
MAT 140	Survey of Mathematics	General	3	0	0	3

or

BIO 140	Environmental Biology		3	0	0	3
	Social Science Elective	General	3	0	0	3
	Electives	Major	5	0	0	5

Spring Semester (second year)

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU 285	Internship Experience – School Age	Major	1	9	0	4
	Humanities Elective	General	0	0	0	3
	Electives	Major	8	0	0	8

HUMANITIES/FINE ARTS ELECTIVE

(Select 3.0 hours from the following courses)

ART 116	1997*02	Survey of American Art	3.0	0.0	0.0	3.0
ART 117	1997*02	Non-Western Art History	3.0	0.0	0.0	3.0
ART 121	2000*01	Design I	0.0	6.0	0.0	3.0
DRA 111	1997*02	Theatre Appreciation	3.0	0.0	0.0	3.0
ENG 125	2001*03	Creative Writing I	3.0	0.0	0.0	3.0
HUM 115	2003*01	Critical Thinking	3.0	0.0	0.0	3.0
HUM 120	1997*02	Cultural Studies	3.0	0.0	0.0	3.0
HUM 130	1997*02	Myth in Human Culture	3.0	0.0	0.0	3.0
HUM 150	1997*02	American Womens Studies	3.0	0.0	0.0	3.0
HUM 160	1999*03	Introduction to Film	2.0	2.0	0.0	3.0
MUS 112	1997*02	Introduction to Jazz	3.0	0.0	0.0	3.0
MUS 113	1997*02	American Music	3.0	0.0	0.0	3.0
MUS 210	2003*03	History of Rock Music	3.0	0.0	0.0	3.0

MUS 211	1997*02	History of Country Music	3.0	0.0	0.0	3.0
REL 110	1997*02	World Religions	3.0	0.0	0.0	3.0
REL 112	1997*02	Western Religions	3.0	0.0	0.0	3.0
REL 221	1997*02	Religion in America	3.0	0.0	0.0	3.0
SPA 141	1997*02	Culture and Civilization	3.0	0.0	0.0	3.0

SOCIAL/BEHAVIORAL SCIENCE

(Select 3.0 hours from the following courses)

ECO 151	1997*02	Survey of Economics	3.0	0.0	0.0	3.0
ECO 251	1997*02	Prin of Microeconomics	3.0	0.0	0.0	3.0
ECO 252	1997*02	Prin of Macroeconomics	3.0	0.0	0.0	3.0
HIS 111	1997*02	World Civilizations I	3.0	0.0	0.0	3.0
HIS 112	1997*02	World Civilizations II	3.0	0.0	0.0	3.0
HIS 164	1997*02	History of Sports	3.0	0.0	0.0	3.0
HIS 165	1997*02	Twentieth-Century World	3.0	0.0	0.0	3.0
HIS 221	1997*02	African-American History	3.0	0.0	0.0	3.0
POL 120	1997*02	American Government	3.0	0.0	0.0	3.0
POL 210	1997*02	Comparative Government	3.0	0.0	0.0	3.0
POL 220	1997*02	International Relations	3.0	0.0	0.0	3.0
PSY 150	1997*02	General Psychology	3.0	0.0	0.0	3.0
SOC 232	1997*02	Social Context of Aging	3.0	0.0	0.0	3.0

ELECTIVES

(Select 21.0 hours from the following courses)

ART 111	1997*02	Art Appreciation	3.0	0.0	0.0	3.0
ART 114	1997*02	Art History Survey I	3.0	0.0	0.0	3.0
ART 115	1997*02	Art History Survey II	3.0	0.0	0.0	3.0
BIO 111	1997*02	General Biology I	3.0	3.0	0.0	4.0
BIO 112	1997*02	General Biology II	3.0	3.0	0.0	4.0
BUS 121	1997*02	Business Math	2.0	2.0	0.0	3.0
COM 231	1997*02	Public Speaking	3.0	0.0	0.0	3.0
EDU 151	2009*03	Creative Activities	3.0	0.0	0.0	3.0
EDU 153	2009*03	Health, Safety & Nutrit	3.0	0.0	0.0	3.0
EDU 154	2009*03	Social/Emotion/Behav Dev	3.0	0.0	0.0	3.0
EDU 157	2009*03	Active Play	2.0	2.0	0.0	3.0
EDU 222	2009*03	Learn w/ Behav Disord	3.0	0.0	0.0	3.0
EDU 223	2009*03	Specific Learning Disab	3.0	0.0	0.0	3.0
EDU 235	2009*03	School-Age Dev & Program	3.0	0.0	0.0	3.0
EDU 247	2009*03	Sensory & Physical Disab	3.0	0.0	0.0	3.0
EDU 248	2009*03	Developmental Delays	3.0	0.0	0.0	3.0
EDU 251	2009*03	Exploration Activities	3.0	0.0	0.0	3.0
EDU 254	2009*03	Music & Move for Child	1.0	2.0	0.0	2.0
EDU 263	2009*03	School-Age Program Admin	2.0	0.0	0.0	2.0
EDU 275	2009*03	Effective Teach Train	2.0	0.0	0.0	2.0
EDU 281	2009*03	Instruc Strat/Read & Writ	2.0	2.0	0.0	3.0
EDU 282	2009*03	Early Childhood Lit	3.0	0.0	0.0	3.0
ENG 251	1997*02	Western World Literature I	3.0	0.0	0.0	3.0
ENG 252	1997*02	Western World Literature II	3.0	0.0	0.0	3.0
ENG 261	1997*02	World Literature I	3.0	0.0	0.0	3.0
ENG 262	1997*02	World Literature II	3.0	0.0	0.0	3.0
GEO 112	1997*02	Cultural Geography	3.0	0.0	0.0	3.0
HEA 110	1997*02	Personal Health/Wellness	3.0	0.0	0.0	3.0
HEA 112	1997*02	First Aid & CPR	1.0	2.0	0.0	2.0

HIS 114	1997*02 Comparative World History	3.0	0.0	0.0	3.0
HIS 121	1997*02 Western Civilization I	3.0	0.0	0.0	3.0
HIS 131	1997*02 American History I	3.0	0.0	0.0	3.0
HIS 132	1997*02 American History II	3.0	0.0	0.0	3.0
HUM 211	1997*02 Humanities I	3.0	0.0	0.0	3.0
HUM 212	1997*02 Humanities II	3.0	0.0	0.0	3.0
MUS 110	1997*02 Music Appreciation	3.0	0.0	0.0	3.0
PED 111	1997*02 Physical Fitness I	0.0	3.0	0.0	1.0
PHI 210	1997*02 History of Philosophy	3.0	0.0	0.0	3.0
PHI 215	1997*02 Philosophical Issues	3.0	0.0	0.0	3.0
PHI 240	1997*02 Introduction to Ethics	3.0	0.0	0.0	3.0
PHS 110	2006*01 Survey of Phys Science	3.0	2.0	0.0	4.0
SOC 210	1997*02 Introduction to Sociology	3.0	0.0	0.0	3.0
SOC 213	1997*02 Sociology of the Family	3.0	0.0	0.0	3.0
SPA 111	1997*02 Elementary Spanish I	3.0	0.0	0.0	3.0
SPA 181	1997*02 Spanish Lab 1	0.0	2.0	0.0	1.0

OTHER ELECTIVES

(Select a course from the following)

ENG 115	1997*02 Oral Communication	3.0	0.0	0.0	3.0
ENG 251	1997*02 Western World Literature I	3.0	0.0	0.0	3.0
ENG 261	1997*02 World Literature I	3.0	0.0	0.0	3.0
HUM 110	1997*02 Technology and Society	3.0	0.0	0.0	3.0
HUM 121	1997*02 The Nature of America	3.0	0.0	0.0	3.0
PHI 210	1997*02 History of Philosophy	3.0	0.0	0.0	3.0
PHI 215	1997*02 Philosophical Issues	3.0	0.0	0.0	3.0
PHI 240	1997*02 Introduction to Ethics	3.0	0.0	0.0	3.0
REL 211	1997*02 Intro to Old Testament	3.0	0.0	0.0	3.0
REL 212	1997*02 Intro to New Testament	3.0	0.0	0.0	3.0

D55440 Course Listings

School-Age Education **Diploma**

	Course Title	Course Category	Hours Per Week			
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Other	2	2	0	3
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 144	Child Development I	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 163	Classroom Management and Instruction	Major	3	0	0	3
EDU 216	Foundations of Education	Major	4	0	0	4

EDU 221	Children With Exceptionalities	Major	3	0	0	3
EDU 271	Educational Technology	Major	2	2	0	3
EDU 275	Effective Teacher Training	Major	2	0	0	2
EDU 285	Internship Experience – School Age	Major	1	9	0	4
EDU 289	Advanced Issues/School-Age	Major	2	0	0	2
ENG 111	Expository Writing	General	3	0	0	3
ENG 113	Literature-Based Research	General	3	0	0	3

or

ENG 114	Professional Research and Reporting	General	3	0	0	3
PSY 150	General Psychology	General	3	0	0	3

Certificate Options:

C55440A Course Listings

School Age Administration Certificate

	Course Title	Course Category	Hours Per Week			
EDU 144	Child Development I	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 163	Classroom Management and Instruction	Major	3	0	0	3
EDU 221	Children With Exceptionalities	Major	3	0	0	3
EDU 235	School-Age Development & Programs	Major	3	0	0	3
EDU 263	School-Age Program Administration	Major	2	0	0	2

School Age Substitute Teacher Certificate

	Course Title	Course Category	Hours Per Week			
EDU 144	Child Development I	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 163	Classroom Management and Instruction	Major	3	0	0	3
EDU 216	Foundations of Education	Major	4	0	0	4
EDU 221	Children With Exceptionalities	Major	3	0	0	3
EDU 275	Effective Teacher Training	Major	2	0	0	2

****The Lateral Entry Certificate and the NC School-Age Credentials remain the same from 2009.****

Date: 4-27-2010

Section/Page: EDU Course Descriptions page 215

Approved : Christie Honeycutt/Tammy Crump/Christi Holt

Details: Add new ECA Course Descriptions

EDUCATION

EDU 118 Principles & Practices of Instructional Assistants 3 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

EDU 145	Child Development II	3	0	3
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Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

EDU 146	Child Guidance	3	0	3
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Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self-control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

EDU 151	Creative Activities	3	0	3
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Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.

EDU 153 **Health, Safety & Nutrition** 3 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

Corequisites: None

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.

EDU 154 **Social/Emotion/Behavior Development** 3 0 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080, EDU 144, EDU 145

Set 2: ENG 080, RED 080, PSY 244, PSY 245

Set 3: ENG 085, EDU 144, EDU 145

Set 4: ENG 085, PSY 244, PSY 245

Corequisites: None

This course covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports.

EDU 157 **Active Play** 2 2 3

Prerequisites: Take one set

Set 1: ENG 080, RED 080

Set 2: ENG 085

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.

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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only.*

EDU 222 **Learning with Behavioral Disorders** (*EDU 222 replaced EDU 147*) 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 144, EDU 145

Set 2: ENG 090, RED 090, PSY 244, PSY 245

Set 3: ENG 095, EDU 144, EDU 145

Set 4: ENG 095, PSY 244, PSY 245

Corequisites: None

This course provides a comprehensive study of learners with behavioral disorders encompassing characteristics, assessments, placement alternatives, inclusion and family interventions. Topics include legislation, appropriate management interventions, and placement options for children with behavior disorders. Upon completion, students should be able to identify, develop, and utilize positive behavior support systems.

EDU 223 **Specific Learning Disabilities** (*EDU 223 replaced EDU 148*) 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 144, EDU 145

Set 2: ENG 090, RED 090, PSY 244, PSY 245

Set 3: ENG 095, EDU 144, EDU 145

Set 4: ENG 095, PSY 244, PSY 245

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.

EDU 234 **Infants, Toddlers, & Twos** 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 119

Set 2: ENG 095, EDU 119

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 early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

EDU 235 **School-Age Development & Program** 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: None

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

EDU 243 **Learning Theory** 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: None

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

EDU 244 **Human Growth/Development** 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: None

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

EDU 245 Policies and Procedures 3 0 3

Prerequisites: Take one set

Set 1: ENG 090 and RED 090

Set 2: ENG 095

Corequisites: None

This course is designed to introduce new lateral entry teachers to the policies and procedures established by the local education agency. Topics include emergency situation procedures, acceptable discipline, chain of command, role of mentors, evaluation procedures, employment requirements, dress codes, and other policies and procedures. Upon completion, students should be able to explain the policies and procedures to students, parents, or others and discuss the purpose of each policy category.

EDU 247 Sensory & Physical Disabilities 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 144, EDU 145

Set 2: ENG 090, RED 090, PSY 244, PSY 245

Set 3: ENG 095, EDU 144, EDU 145

Set 4: ENG 095, PSY 244, PSY 245

Corequisites: None

This course covers characteristics, intervention strategies, assistive technologies, and inclusive practices for children with sensory and physical disabilities. Topics include inclusive placement options, utilization of support services, other health impairments and family involvement for children with sensory and physical disabilities. Upon completion, students should be able to identify and utilize intervention strategies and service delivery options for those specific disabilities.

EDU 248 Developmental Delays 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 144, EDU 145

Set 2: ENG 090, RED 090, PSY 244, PSY 245

Set 3: ENG 095, EDU 144, EDU 145

Set 4: ENG 095, PSY 244, PSY 245

EDU 259 **Curriculum Planning** 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 119

Set 2: ENG 095, EDU 119

Corequisites: None

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

EDU 261 **Early Childhood Administration I** 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: EDU 119

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.

EDU 262 **Early Childhood Administration II** 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090, EDU 261

Set 2: ENG 095, EDU 261

Corequisites: EDU 119

This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

EDU 263 **School-Age Program Administration** 2 0 2

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: None

This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

EDU 271 **Educational Technology** 2 2 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: None

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

EDU 275 **Effective Teacher Training** 2 0 2

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: None

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students' time-on-task.

EDU 280 **Language & Literacy Experiences** 3 0 3

Prerequisites: Take one set

Set 1: ENG 090, RED 090

Set 2: ENG 095

Corequisites: None

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences

EDU 281 **Instructional Strategies/Reading & Writing** (*EDU 281 replaced EDU 186*) 2 2 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

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

EDU 282 **Early Childhood Lit** 3 0 3

Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

EDU 284 **Early Child Capstone Practicum** 1 9 4

Prerequisites: Take one set
Set 1: ENG 090, RED 090, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151
Set 2: ENG 090, RED 090, EDU 119, PSY 244, PSY 245, EDU 146, EDU 151
Set 3: ENG 090, RED 090, EDU 119, PSY 245, EDU 144, EDU 146, EDU 151
Set 4: ENG 090, RED 090, EDU 119, PSY 244, EDU 145, EDU 146, EDU 151
Set 5: ENG 095, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151
Set 6: ENG 095, EDU 119, PSY 244, PSY 245, EDU 146, EDU 151
Set 7: ENG 095, EDU 119, EDU 144, PSY 245, EDU 146, EDU 151
Set 8: ENG 095, EDU 119, EDU 145, PSY 244, EDU 146, EDU 151

Corequisites: None

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally

appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

EDU 285 Internship Exp-School Age 1 9 4

Prerequisites:

Take one set

Set 1: ENG 090, RED 090, EDU 144, EDU 145, EDU 118, EDU 163

Set 2: ENG 090, RED 090, PSY 244, PSY 245, EDU 118, EDU 163

Set 3: ENG 090, RED 090, PSY 244, EDU 145, EDU 118, EDU 163

Set 4: ENG 090, RED 090, EDU 144, PSY 245, EDU 118, EDU 163

Set 5: ENG 090, RED 090, PSY 244, PSY 245, EDU 216, EDU 163

Set 6: ENG 090, RED 090, EDU 144, EDU 145, EDU 216, EDU 163

Set 7: ENG 090, RED 090, EDU 144, PSY 245, EDU 216, EDU 163

Set 8: ENG 090, RED 090, PSY 244, EDU 216, EDU 163

Set 9: ENG 095, PSY 244, PSY 245, EDU 118, EDU 163

Set 10: ENG 095, EDU 144, EDU 145, EDU 118, EDU 163

Set 11: ENG 095, EDU 144, PSY 245, EDU 118, EDU 163

Set 12: ENG 095, PSY 244, EDU 145, EDU 118, EDU 163

Set 13: ENG 095, PSY 244, PSY 245, EDU 216, EDU 163

Set 14: ENG 095, EDU 144, EDU 145, EDU 216, EDU 163

Set 15: ENG 095, EDU 144, PSY 245, EDU 216, EDU 163

Set 16: ENG 095, PSY 244, EDU 145, EDU 216, EDU 163

Corequisites:

None

This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.

Date: 4-23-2010

Section/Page: Programs of Study

Approved : Christie Honeycutt/Tammy Crump/Christi Holt

Details: Changes to A55220 Course Sequence for Degree/Diploma and Certificates**A55220 Course Sequence Fall 2010**

	Course Title	Course Category	Hours Per Week			
			Class	Lab	Exp	Credit Hours
Fall Semester (first year)						
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Other	2	2	0	3
EDU 119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU 144	Child Development I	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	3
Spring Semester (first year)						
ENG 113	Literature-Based Research	General	3	0	0	3
or						
ENG 114	Professional Research and Reporting	General	3	0	0	3
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 151	Creative Activities	Major	3	0	0	3
	Electives	Major	6	0	0	6
Summer Semester (first year)						
EDU 153	Health, Safety, and Nutrition	Major	3	0	0	3
EDU 221	Children With Exceptionalities	Major	3	0	0	3
EDU 271	Educational Technology	Major	2	2	0	3

Fall Semester (second year)

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU 280	Language and Literacy Experiences	Major	3	0	0	3
MAT 140	Survey of Mathematics	General	3	0	0	3

or

BIO 140	Environmental Biology		3	0	0	3
	Social Science Elective	General	3	0	0	3
	Electives	Major	7	0	0	7

Spring Semester (second year)

			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU 284	Early Childhood Capstone Practicum	Major	1	9	0	4
	Humanities Elective	General	0	0	0	3
	Electives	Major	8	0	0	8

HUMANITIES/FINE ARTS ELECTIVE

(Select 3.0 hours from the following courses)

ART 116	1997*02	Survey of American Art	3.0	0.0	0.0	3.0
ART 117	1997*02	Non-Western Art History	3.0	0.0	0.0	3.0
ART 121	2000*01	Design I	0.0	6.0	0.0	3.0
DRA 111	1997*02	Theatre Appreciation	3.0	0.0	0.0	3.0
ENG 125	2001*03	Creative Writing I	3.0	0.0	0.0	3.0
HUM 115	2003*01	Critical Thinking	3.0	0.0	0.0	3.0
HUM 120	1997*02	Cultural Studies	3.0	0.0	0.0	3.0
HUM 130	1997*02	Myth in Human Culture	3.0	0.0	0.0	3.0
HUM 150	1997*02	American Womens Studies	3.0	0.0	0.0	3.0
HUM 160	1999*03	Introduction to Film	2.0	2.0	0.0	3.0
MUS 112	1997*02	Introduction to Jazz	3.0	0.0	0.0	3.0
MUS 113	1997*02	American Music	3.0	0.0	0.0	3.0
MUS 210	2003*03	History of Rock Music	3.0	0.0	0.0	3.0
MUS 211	1997*02	History of Country Music	3.0	0.0	0.0	3.0
REL 110	1997*02	World Religions	3.0	0.0	0.0	3.0
REL 112	1997*02	Western Religions	3.0	0.0	0.0	3.0
REL 221	1997*02	Religion in America	3.0	0.0	0.0	3.0
SPA 141	1997*02	Culture and Civilization	3.0	0.0	0.0	3.0

SOCIAL/BEHAVIORAL SCIENCE ELECTIVE

(Select 3.0 hours from the following courses)

ECO 151	1997*02	Survey of Economics	3.0	0.0	0.0	3.0
ECO 251	1997*02	Prin of Microeconomics	3.0	0.0	0.0	3.0
ECO 252	1997*02	Prin of Macroeconomics	3.0	0.0	0.0	3.0
HIS 111	1997*02	World Civilizations I	3.0	0.0	0.0	3.0
HIS 112	1997*02	World Civilizations II	3.0	0.0	0.0	3.0

HIS 164	1997*02	History of Sports	3.0	0.0	0.0	3.0
HIS 165	1997*02	Twentieth-Century World	3.0	0.0	0.0	3.0
HIS 221	1997*02	African-American History	3.0	0.0	0.0	3.0
POL 120	1997*02	American Government	3.0	0.0	0.0	3.0
POL 210	1997*02	Comparative Government	3.0	0.0	0.0	3.0
POL 220	1997*02	International Relations	3.0	0.0	0.0	3.0
PSY 150	1997*02	General Psychology	3.0	0.0	0.0	3.0
SOC 232	1997*02	Social Context of Aging	3.0	0.0	0.0	3.0

ELECTIVES

(Select 18.0 hours from the following courses)

ART 111	1997*02	Art Appreciation	3.0	0.0	0.0	3.0
ART 114	1997*02	Art History Survey I	3.0	0.0	0.0	3.0
ART 115	1997*02	Art History Survey II	3.0	0.0	0.0	3.0
BIO 111	1997*02	General Biology I	3.0	3.0	0.0	4.0
BUS 121	1997*02	Business Math	2.0	2.0	0.0	3.0
COM 231	1997*02	Public Speaking	3.0	0.0	0.0	3.0
EDU 154	2009*03	Social/Emotion/Behav Dev	3.0	0.0	0.0	3.0
EDU 157	2009*03	Active Play	2.0	2.0	0.0	3.0
EDU 216	2009*03	Foundations of Education	4.0	0.0	0.0	4.0
EDU 220	2009*03	Prog Poli in Early Interv	3.0	0.0	0.0	3.0
EDU 222	2009*03	Learn w/ Behav Disord	3.0	0.0	0.0	3.0
EDU 223	2009*03	Specific Learning Disab	3.0	0.0	0.0	3.0
EDU 234	2009*03	Infants, Toddlers, & Twos	3.0	0.0	0.0	3.0
EDU 247	2009*03	Sensory & Physical Disab	3.0	0.0	0.0	3.0
EDU 248	2009*03	Developmental Delays	3.0	0.0	0.0	3.0
EDU 235	2009*03	School-Age Dev & Program	3.0	0.0	0.0	3.0
EDU 251	2009*03	Exploration Activities	3.0	0.0	0.0	3.0
EDU 254	2009*03	Music & Move for Child	1.0	2.0	0.0	2.0
EDU 259	2009*03	Curriculum Planning	3.0	0.0	0.0	3.0
EDU 261	2009*03	Early Childhood Admin I	3.0	0.0	0.0	3.0
EDU 262	2009*03	Early Childhood Admin II	3.0	0.0	0.0	3.0
EDU 282	2009*03	Early Childhood Lit	3.0	0.0	0.0	3.0
EDU 288	2009*03	Adv Issues/Early Child Ed	2.0	0.0	0.0	2.0
ENG 251	1997*02	Western World Literature I	3.0	0.0	0.0	3.0
ENG 252	1997*02	Western World Literature II	3.0	0.0	0.0	3.0
ENG 261	1997*02	World Literature I	3.0	0.0	0.0	3.0
ENG 262	1997*02	World Literature II	3.0	0.0	0.0	3.0
HEA 110	1997*02	Personal Health/Wellness	3.0	0.0	0.0	3.0
HEA 112	1997*02	First Aid & CPR	1.0	2.0	0.0	2.0
HIS 121	1997*02	Western Civilization I	3.0	0.0	0.0	3.0
HIS 131	1997*02	American History I	3.0	0.0	0.0	3.0
HIS 132	1997*02	American History II	3.0	0.0	0.0	3.0
HUM 211	1997*02	Humanities I	3.0	0.0	0.0	3.0
HUM 212	1997*02	Humanities II	3.0	0.0	0.0	3.0
MUS 110	1997*02	Music Appreciation	3.0	0.0	0.0	3.0
PED 111	1997*02	Physical Fitness I	0.0	3.0	0.0	1.0
PHI 210	1997*02	History of Philosophy	3.0	0.0	0.0	3.0
PHI 215	1997*02	Philosophical Issues	3.0	0.0	0.0	3.0
PHI 240	1997*02	Introduction to Ethics	3.0	0.0	0.0	3.0
PHS 110	2006*01	Survey of Phys Science	3.0	2.0	0.0	4.0
SOC 210	1997*02	Introduction to Sociology	3.0	0.0	0.0	3.0
SOC 213	1997*02	Sociology of the Family	3.0	0.0	0.0	3.0

SPA 111 1997*02 Elementary Spanish I 3.0 0.0 0.0 3.0
 SPA 181 1997*02 Spanish Lab 1 0.0 2.0 0.0 1.0

OTHER ELECTIVES

(Select a course from the following)

EDU 262 2009*03 Early Childhood Admin II 3.0 0.0 0.0 3.0
 ENG 115 1997*02 Oral Communication 3.0 0.0 0.0 3.0
 ENG 251 1997*02 Western World Literature I 3.0 0.0 0.0 3.0
 ENG 261 1997*02 World Literature I 3.0 0.0 0.0 3.0
 HUM 110 1997*02 Technology and Society 3.0 0.0 0.0 3.0
 HUM 121 1997*02 The Nature of America 3.0 0.0 0.0 3.0
 PHI 210 1997*02 History of Philosophy 3.0 0.0 0.0 3.0
 PHI 215 1997*02 Philosophical Issues 3.0 0.0 0.0 3.0
 PHI 240 1997*02 Introduction to Ethics 3.0 0.0 0.0 3.0
 REL 211 1997*02 Intro to Old Testament 3.0 0.0 0.0 3.0
 REL 212 1997*02 Intro to New Testament 3.0 0.0 0.0 3.0

D55220 Course Listings

Early Childhood Education Diploma

	Course Title	Course Category	Hours Per Week			
			Class	Lab	Exp	Credit Hours
ACA 111	College Student Success	General	1	0	0	1
CIS 110	Introduction to Computers	Other	2	2	0	3
EDU 119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU 131	Child, Family, and Community	Major	3	0	0	3
EDU 144	Child Development I	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
EDU 151	Creative Activities	Major	3	0	0	3
EDU 153	Health, Safety, and Nutrition	Major	3	0	0	3
EDU 221	Children With Exceptionalities	Major	3	0	0	3
EDU 271	Educational Technology	Major	2	2	0	3
EDU 280	Language and Literacy Experiences	Major	3	0	0	3

EDU 284	Early Childhood Capstone Practicum	Major	1	9	0	4
PSY 150	General Psychology	General	3	0	0	3
ENG 111	Expository Writing	General	3	0	0	3
ENG 113	Literature-Based Research	General	3	0	0	3
	or					
ENG 114	Professional Research and Reporting	General	3	0	0	3

Certificate Options:

C55220A Course Listings

Early Childhood Administration Advanced Certificate

	Course Title	Course Category	Hours Per Week			
			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU 144	Child Development I	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
EDU 153	Health, Safety, and Nutrition	Major	3	0	0	3
EDU 261	Early Childhood Administration I	Major	3	0	0	3
EDU 262	Early Childhood Administration II	Major	3	0	0	3

C55220 Course Listings

Early Childhood Education Certificate

	Course Title	Course Category	Hours Per Week			
			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU 144	Child Development I	Major	3	0	0	3
EDU 145	Child Development II	Major	3	0	0	3
EDU 146	Child Guidance	Major	3	0	0	3
EDU 151	Creative Activities	Major	3	0	0	3
EDU 251	Exploration Activities	Major	3	0	0	3
EDU 280	Language & Literacy Experiences	Major	3	0	0	3

C55290 Course Listings

Early Childhood Associate – Infant/Toddler Care Certificate

	Course Title	Course Category	Hours Per Week			
			<i>Class</i>	<i>Lab</i>	<i>Exp</i>	<i>Credit Hours</i>
EDU 119	Introduction to Early Childhood Education	Major	4	0	0	4
EDU 131	Child, Family and Community	Major	3	0	0	3
EDU 144	Child Development I	Major	3	0	0	3
EDU 153	Health, Safety and Nutrition	Major	3	0	0	3
EDU 234	Infants, Toddlers and Twos	Major	3	0	0	3

Date: 4/22/2010

Section/Page: 160

Approved: Cindy Callahan/Tammy Crump/Christi Holt

Details: Proposed curriculum change for MLT program for Fall 2010

Developmental

**Prerequisites: Math 070-080
(College Algebra)**

English 095

**Chem 090
or High School Chemistry**

High School Biology or BIO 090 (or BIO111/112)

Fall Semester (first year)

Course Title	Hours per week			Credit Hours
	Class	Lab	Clinical	
ACA 111 College Student Success	1			1
BIO 163 Basic Anatomy & Physiology	4	2		5
CHM 131 Introduction to Chemistry		3		3
CHM 131A Chemistry Lab or CHM 151 General Chemistry I		3		1
MLT 110 Intro to MLT	2	3		3
MLT 125 Immunohematology	4	3		5
Total	13	14		18

Spring Semester (first year)

Course Title	Hours per week			Credit Hours
	Class	Lab	Clinical	
MLT 140 Intro to Clinical Micro	2	3	0	3
CHM132 Organic and Biochemistry or CHM 152 General Chemistry II	3	3	0	4
MLT 120 Hematology-Hemostasis I	3	3	0	4
Math 140 Survey of Math	3	0		3
CIS 110 Intro to Computers	3	0	0	3
MLT 251 MLT Practicum I	0	0	3	1
TOTAL	14	9	3	18

Summer Semester (first year)

Course Title	Hours per week			Credit Hours
	Class	Lab	Clinical	
ENG 111 Expository Writing	3	0	0	3
MLT 253 MLT Clinical Practicum I	0	0	9	3
MLT 240 Special Clinical Micro	2	3		3
MLT 111 Urinalysis and Body Fluids	1	3	0	2
TOTAL	6	3	9	11

Fall Semester (second year)

Course Title	Hours per week			Credit Hours
	Class	Lab	Clinical	
MLT 130 Clinical Chemistry	3	3	0	4
MLT 265 Clinical Practicum II	0	0	15	5
Elective—Humanities-fine arts				
Social Science	3	0	0	3
ENG 113 Literature Based Research3 or ENG 114 Professional Research and Reporting				3
	12	3	15	15

Spring Semester (second year)

Course Title	Hours per week			Credit Hours
	Class	Lab	Clinical	
Elective—Humanities-fine arts				
Social Science	3	0	0	3
MLT 215 Professional Issues	1	0	0	1
MLT 275 Clinical Practicum III	0	0	15	5
MLT 220 Hematology /Hemostasis II	2	3		3
	6	0	21	12
Total Hours	74			

Date: 4/22/2010

Section/Page: 45

Approved: Ronnie Hinson/ Updated by the IC 2/18/10

Approved by the President - 3/8/10

Details: **Grade Appeal Policy for Curriculum**

The grade appeal policy is used when a student disputes an assigned grade. Students wishing to formally appeal a grade must submit a written statement to the Dean of Students within 48 hours after the last day of classes of the term in which the grade was awarded (see step two below). Students may consult the Student Development Office for an explanation of the appeal process. A Student Development representative will act as an advocate for the student and be present during steps two and three of the process if the student so chooses.

Procedures for appealing a grade are as follows:

1. The student must first attempt to resolve the grade dispute by discussing the issue with the instructor who assigned the grade along with the instructor's dean. If the instructor is no longer an employee of the College or for some legitimate reason is unable to meet with the student, the dean will act on behalf of the instructor. If the student is satisfied following this step, the issue is resolved. If the student wishes to continue the appeal following this step, the process continues with step two below.
2. The student must file a written academic appeal with the Dean of Students within 48 hours after the last day of classes of the term in which the grade was awarded. This written appeal should detail why the student is disputing the grade and should be accompanied by any supporting documentation the student wishes to be considered. The statement must be signed and dated by the student appealing the grade. Within 24 hours of receiving the documentation from the student, a panel of no less than three deans from schools within the college will convene to review the written appeal and all supporting documentation. The panel will hear verbal

input from the student disputing the grade as well as the instructor who assigned the grade. The panel will reach a decision regarding the appeal immediately upon concluding its review and will communicate its decision to the student and the instructor.

3. If the student is not satisfied with the decision of the panel of deans, the student will have 24 hours from time he or she receives the panel's decision to appeal the decision in writing to the Executive Vice President of Students and Academic Affairs. The Executive Vice President will review all written documentation and meet with the student, the instructor who awarded the grade, and the instructor's dean to obtain verbal input. The Executive Vice President will make a decision within 24 hours of the meeting and will communicate the decision to all parties involved in the appeals process. The decision of the Executive Vice President is final.

Feb 2010

Date: 3/1/2010
Approved: Petra Fields

Section/Page: 33

Details: **Changes to Return of Title IV Funds Policy** – Under Financial Aid and Scholarship Section

Return of Title IV Funds Policy

The Department of Education provides the formula for calculating the amount of aid a student and school can retain when the student totally withdraws from all classes. Student who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The remaining 70% must be returned by the student. The Office of Financial Aid encourages you to read this policy carefully. If you are thinking about withdrawing from all classes PRIOR to completing 60% of the semester, you should contact the Financial Aid Office to see how your withdrawal will affect your financial aid.

- 1) This policy shall apply to all students who withdraw, drop out or are expelled from Stanly Community College, and receive financial aid from Title IV funds:
 - a) The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act (as amended) and includes the following programs: Federal Pell Grants, Federal SEOG, Federal ACG.
 - b) A student's withdrawal date is:
 - i) the date the student begins the institution's withdrawal process (as described in the SCC catalog) or officially notifies the institution of intent to withdraw;
 - or
 - ii) the student's last date of attendance at a documented academically-related activity.
- 2) Refunds on all institutional charges, including tuition and fees, will be calculated using the state refund policy published in the SCC Catalog.
- 3) Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. Title IV aid and all other aid is viewed as 100% earned after that point in time.
 - a) The percentage of Title IV aid earned shall be calculated as follows:
$$\text{Number of days completed by student} / \text{Total number of days in term} * = \text{Percent of term completed}$$

The percent of term completed shall be the percentage of Title IV aid earned by the student.

The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.

b) The percentage of Title IV aid unearned (i.e., to be returned to the appropriate program) shall be 100% minus the percent earned.

c) Unearned aid shall be returned first by SCC from the student's account calculated as follows:
Total institutional charges X percent of unearned aid = amount returned to program(s)

Unearned Title IV aid shall be returned to the following programs in the following order:

1. Federal Pell Grant
2. Federal SEOG
3. Other Title IV grant programs

Exception: no program can receive a refund if the student did not receive aid from that program.

d) When the total amount of unearned aid is greater than the amount returned by SCC from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:
Refunds and adjusted bills will be sent to the student's home address on file in the Office of Records and Registration following withdrawal. Students are responsible for any portion of charges that are left outstanding.

5) Institutional and student responsibility in regard to the return of title IV funds.

a) SCC's responsibilities in regard to the return of Title IV funds include:

- i) providing each student with the information given in this policy;
- ii) identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students;
- iii) returning any Title IV funds that are due the Title IV programs.

b) The student's responsibilities in regard to the return of Title IV funds include:

- i) becoming familiar with the Return of Title IV policy and how complete withdrawal affects eligibility for Title IV aid;
- ii) returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.

6) The procedures and polices listed above are subject to change at any time.

Date: 2/11/2010

Section/Page: 32

Approved

Details: **Tax Credits addition under Financial Aid and Scholarships**

American Opportunity Credit

As a community college student, you are eligible to receive education tax credits that can reduce the expense of your education. There are three education tax credits available, the American Recovery and Reinvestment Act, Hope Credit and the Lifetime Learning Credit. The credits are based on education expenses paid for you, your spouse, or your dependents.

Under the American Recovery and Reinvestment Act (ARRA), more parents and students will qualify over the next two years for a tax credit, the American Opportunity Credit, to pay for college expenses.

The American Opportunity Credit was not available on the 2008 returns taxpayers filed during 2009. The new credit modifies the existing Hope credit for tax years 2009 and 2010, making it available to a broader range of taxpayers, including many with higher incomes and those who owe no tax. It also adds required course materials to the list of qualifying expenses and allows the credit to be claimed for four post-secondary education years instead of two. Many of those eligible will qualify for the maximum annual credit of \$2,500 per student.

The full credit is available to individuals whose modified adjusted gross income is \$80,000 or less, or \$160,000 or less for married couples filing a joint return. The credit is phased out for taxpayers with incomes above these levels. These income limits are higher than under the existing Hope and Lifetime Learning Credits. Special rules apply to a student attending college in a Midwestern disaster area. For tax-year 2009, only, taxpayers can choose to claim either a special expanded Hope Credit of up to \$3,600 for the student or the regular American Opportunity Credit.

If you have questions about the American Opportunity Credit, see <http://www.irs.gov/newsroom/article/0,,id=205674,00.html>

Hope Credit

The Hope Credit generally applies to 2008 and earlier tax years. It helps parents and students pay for post-secondary education. The Hope Credit is a non-refundable credit. This means that it can reduce your tax to zero, but if the credit is more than your tax the excess will not be refunded to you. The Hope Credit you are allowed may be limited by the amount of your income and the amount of your tax.

The Hope Credit is for the payment of the first two years of tuition and related expenses for an eligible student for whom the taxpayer claims an exemption on the tax return. Normally, you can claim tuition and required enrollment fees paid for your own, as well as your dependents' college education. The Hope Credit targets the first two years of post-secondary education, and an eligible student must be enrolled at least half time.

Generally, you can claim the Hope Credit if all three of the following requirements are met:

- You pay qualified education expenses of higher education.
- You pay the education expenses for an eligible student.
- The eligible student is either yourself, your spouse or a dependent for whom you claim an exemption on your tax return.

You cannot take both an education credit and a deduction for tuition and fees (see deductions, below) for the same student in the same year. In some cases, you may do better by claiming the tuition and fees deduction instead of the Hope Credit. As such, you may want to consult a tax advisor. Education credits are claimed on Form 8863, Education Credits (Hope and Lifetime Learning Credits). For details on these and other education-related tax breaks, see IRS Publication 970, Tax Benefits of Education.

Lifetime Learning Credit

The Lifetime Learning Credit helps parents and students pay for post-secondary education.

For the tax year, you may be able to claim a Lifetime Learning Credit of up to \$2,000 (\$4,000 for students in Midwestern disaster areas) for qualified education expenses paid for all students enrolled in eligible educational institutions. There is no limit on the number of years the Lifetime Learning Credit can be claimed for each student. However, a taxpayer cannot claim both the Hope or American Opportunity Credit and Lifetime Learning Credits for the same student in one year. Thus, the Lifetime Learning Credit may be particularly helpful to graduate students, students who are only taking one course and those who are not pursuing a degree.

Generally, you can claim the Lifetime Learning Credit if all three of the following requirements are met:

- You pay qualified education expenses of higher education.
- You pay the education expenses for an eligible student.
- The eligible student is either yourself, your spouse or a dependent for whom you claim an exemption on your tax return.

If you're eligible to claim the Lifetime Learning Credit and are also eligible to claim the Hope or American Opportunity Credit for the same student in the same year, you can choose to claim either credit, but not both.

If you pay qualified education expenses for more than one student in the same year, you can choose to take credits on a per-student, per-year basis. This means that, for example, you can claim the Hope or American Opportunity Credit for one student and the Lifetime Learning Credit for another student in the same year.

Date: 2/8/2010

Section/Page: ii (Preface)

Approved : IC Core/Website meeting on 2/8/2010

Details: **Additional paragraph in front of College Catalog**

Program and graduation requirements are based upon the catalog year you entered that program. Current students can login to WebAdvisor and click on Program Evaluation to determine the course requirements for your program of study, or any program of study you might be interested in. If not currently admitted to the college, please refer to the following list of programs.

Date: 2/9/2010

Section/Page: Programs of Study

Approved : Tammy Crump

Page 134 and 138 (see below)

Details: **Remove Early Childhood-Special Education Concentration and Early Childhood-Teacher Associate Degree Programs**

These degree programs will no longer be offered.

Disregard these on Page 6 listed under Curriculum Areas of Study – Degrees.

Disregard the ECA-Special Education and ECA-Teacher Associate under Diplomas on Page 7

Disregard the ECA-Special Education-Exceptional Children and Mental Retardation Certificates on Page 7

Disregard the ECA-Teacher Associate Certificate on Page 7

Date: 1/27/2010
Approved : Dr. Michael Taylor

Section/Page: 2-3

Details: **Changes to the SCC Mission Statement**

Mission Statement

Dr. Dallas Herring, who many consider the "father of North Carolina Community Colleges", laid out the philosophy we operate under very distinctly in this 1964 statement:

"The only valid philosophy for North Carolina is the philosophy of total education; a belief in the incomparable worth of all human beings, whose claims upon the state are equal before the law and equal before the bar of public opinion; whose talents (however great or however limited or however different from the traditional) the state needs and must develop to the fullest possible degree. That is why the doors to the institutions of North Carolina's System of Community Colleges must never be closed to anyone of suitable age who can learn what they teach.

We must take the people where they are and carry them as far as they can go within the assigned function of the system. If they cannot read, then we will teach them to read and make them proud of their achievement. If they did not finish high school, but have a mind to do it, then we will offer them a high school education at a time and in a place convenient to them and at a price within their reach. If their talent is technical and vocational, then we will simply offer them instruction, whatever the field, however complex or however simple, that will provide them with the knowledge and skill they can sell in the marketplace of our state, and hereby contribute to its scientific and industrial growth.

If their needs are in the great tradition of liberal education, then we will simply provide them with the instruction, extending through two years of standard college work, which will enable them to go on to the university or senior college and on into life in numbers unheard of in North Carolina. If their needs are for cultural advancement, intellectual growth or civic understanding, then we will simply make available to them the wisdom of the ages and the enlightenment of our times and help them on to maturity."

In the end, the philosophy so eloquently stated by Dr. Herring over four decades ago sets forth the guiding principles for us at Stanly Community College.

Stanly Community College offers a learning-centered environment that fosters partnerships, enables life-long learning, and contributes to the economic growth of the community. The College has a continuing concern for the welfare of each student. We assist students in developing their abilities and talents by creating an environment of diversity and mutual respect that promotes excellence and a free exchange of ideas. We are committed to:

- Providing opportunities for life-long learning to enhance personal, social, cultural, and intellectual development
- Providing programs and instruction to prepare individuals for a competitive global marketplace and changing work force needs
- Providing the means to achieve educational mobility that enables students to matriculate to the baccalaureate level
- Providing technological leadership and education
- Providing basic education skills instruction to diverse populations
- Supporting economic growth and development

As a part of the mission of Stanly Community College, the institution has a continuing concern for the welfare of each student and seeks to aid students in developing their abilities and talents by creating an environment of mutual respect that encourages excellence and a free exchange of ideas.

Date: 1/22/2010

Section/Page: 129 & 271

Approved : Tammy Crump

Details: **Early Childhood Associate Degree description Change, pg - 129**
ECA contacts added, pages 271 - 276

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse, inclusive learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work includes child growth and development, physical/nutritional needs of children, care and guidance of children and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

The purpose of the Early Childhood program is to impact the lives of children and families through educating students on developmentally appropriate strategies/techniques in order to enhance the environments that they work in with young children. Our overall goal is to produce professionals in the field that understand the importance of inclusion and advocacy for all children. In addition, it is our ambition to create leaders that demonstrate knowledge and innovative practices that are responsive to children, families, and communities which our students serve.

As professional educators we are committed to providing quality instruction that is evidenced based and relates to current trends in the field. Throughout the entire Early Childhood program, these instructional applications provide students with a strong foundation to work with children, families, and communities. The overall program of study focuses on educating students on children's development, individual appropriateness, and cultural awareness as well as an understanding of families in order to learn how to encourage participation of families with their child(ren)'s education to ensure a positive impact on the community in the future.

Partners in Education (ECA)

The Early Childhood Associate degree will transfer to other Colleges and Universities.

Degree

BA in Child and Family Development and B-K Licensure
BS in Human Development and Family Studies and B-K Licensure
BA in Education of Young Children – EYC

University

UNC – Charlotte
UNC – Greensboro
UNC – Wilmington

Add to Faculty/Staff Contacts – pg 271-276

Debbie Utley - Faculty Assistant/Online Retentionist for the EDU department
704-991-0320 dutley4203@stanly.edu

Jaime Shelton is listed

Date: 1/20/2010

Section/Page: 8

Approved : Tammy Crump

Details: **Name Change for Accreditation for Respiratory Therapy**

ACCREDITATION

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. If an individual believes Stanly Community College's performance as inconsistent with the Commission on Colleges' criteria for maintaining accreditation, the individual may contact the Commission at the following address:

Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097
Telephone: (404) 679-4501
Web site: <http://sacscoc.org>

The College is approved by the North Carolina State Board of Nursing, the Commission on Accreditation for Respiratory Care, the American Association of Medical Assistants Curriculum Review Board in cooperation with the Commission on Accreditation of Allied Health Education Programs, and the National Accrediting Agency for Clinical Lab Sciences. The College is licensed by the North Carolina State Board of Cosmetic Art Examiners.

Date: 1/20/2010

Section/Page: 177

Approved : Tammy Crump

Details: **Respiratory Therapy – Additional Information to add address and change name**

ADDITIONAL INFORMATION

The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com).

Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, Texas 76021-4244
(817) 283-2835

Date: 1/19/2010

Section/Page: 40

Approved by the IC 4/16/09

Approved by the President 4/22/09

Updated by IC 1/14/10

Update Approval by the President 1/14/10

For Implementation March 2010

Details: **Drop/Adds, Never Attended, Withdrawals Policies**

Drop/Add Period

Courses may be added and/or dropped only during the Drop/Add period for the term, as published in the Academic Calendar. Students may complete course changes via WebAdvisor, or they may obtain a drop/add form from the Records and Registration Office, complete the form, and submit it to the Records and Registration Office. Students must fulfill any financial obligations that occur due to their schedule change.

Never Attended (updated 1/14/10 for implementation March 2010)

The instructor is required to initiate the process to drop a student who never attended a class. If a student has not attended at least one class period or logged in to an online class by the end of the first week of an 8 week course or the second week of the 16 week course, it should be noted in WebAdvisor, in the grading feature, that the student Never Attended. The student will then be dropped from the course by the Records and Registration Office and removed from the official roster.

To receive a 100% refund, the student must drop the course before the first day of the term.

Withdrawals

After the drop/add period, a student withdrawing from a course is responsible for initiating an official course withdrawal through the Records and Registration Office or with the instructor of the course. Students will not be allowed to withdraw from a course during the last two weeks of the term. Instructors who initiate drops during the last two weeks of the term must assign a grade to the student from the grading system as published in this catalog.

Instructors should complete a withdrawal if a student:

1. Requests withdrawal, or
2. Has two consecutive weeks of absences, regardless of contact, or
3. Is not meeting the requirements of the course.

Instructors are required to evaluate attendance weekly and process any withdrawals for absences within 48 hours after the two-week period is met, if the students haven't withdrawn themselves. The instructor will issue a "W" (withdrawal) grade in WebAdvisor and indicate the last date that the student attended class. In addition, the instructor will deny the student's access to WebCT when applicable. For student withdrawals handled through the Records and Registration Office, an email will be sent to the instructor to inform him/her of the withdrawal and to verify last date of attendance.

Date: 1/11/2010
Authorized by: Kristen Barbee

Section/Page: 166 - 167
Approved by: Robin McCree 1/12/2010

Details: **Changes made 1/6/2010 regarding ADN program effective 1/1/2010**

Associate Degree Nursing Readmission/Advance Placement Admissions Policy

Students seeking readmission or advanced placement to Stanly Community College's Associate Degree Nursing program must submit an application for readmission to the office of admissions and satisfy the program's initial admission requirements. Students will be permitted to reenter the nursing program no more than once. The following policy becomes effective **January 1, 2010**:

1. Readmission to the nursing program will be on a space available basis. Qualified applicants will be accepted on a first come first served basis. To qualify for readmission or admission in advanced standing, an applicant must submit a properly completed application for admission no later than 30 days preceding their intended start date. Applicants from other institutions must complete the placement test, ASSET or COMPASS, scoring the minimums indicated for admission to the ADN program (applicants who are unable to score the minimums on ASSET or COMPASS may complete the general education courses required in the ADN program and subsequently be considered for admission). Only those students whose GPA in major is 2.5 or higher at the time of readmission to the ADN program will be considered for readmission. A student's GPA in major will include only nursing and nursing related courses completed, either successfully or unsuccessfully, up to the point of readmission.
2. Students seeking readmission who were formerly enrolled in the ADN program at Stanly Community College and wish to reenter within two years of exiting the program, must reenter the semester immediately following their last successful NUR class (example: if a student successfully completes NUR 112 and subsequently withdraws, he/she must reenter the nursing program beginning the semester immediately following NUR 112). All nursing and general education courses required in the semesters preceding the intended point of reentry must be satisfactorily completed.
3. Students who enter SCC's ADN program in advanced standing within two years of withdrawing from an ADN program will be required to (1) successfully complete a competency exam for each Nursing (NUR) course completed prior to withdrawal, and (2) successfully complete selected skills competencies administered by the SCC nursing department. Students should contact the ADN program director well in advance of re-entering in order to arrange for competency testing. Students only have one attempt to successfully pass the competency exam and skills competencies. If a student does not successfully pass the exam or skills on the first attempt, the student is ineligible for return to the program.
4. Students who enter SCC's ADN program after having withdrawn from an ADN program more than two years earlier will enroll in the first semester of the program. Beginning with NUR 111 they will audit all Nursing (NUR) courses that were successfully completed previously. If NUR 117 (Pharmacology) was not completed previously, this course will be completed for credit. These students will compete for acceptance in the fall term along with new entering freshmen students. They will be required to complete the nurse entrance exam, TEAS, by the deadline specified in the college's general catalog. If accepted, they will register for all Nursing (NUR) classes as an auditing student but will be required to participate in all classroom, lab and clinical activities where their performance will be evaluated and graded the same as a student who completes the course for credit. A cumulative score of 80 or higher for the semester will be required on tests; competencies and clinical evaluations must reflect a grade of "pass" in order to progress to the next level. If the

students were not previously in a nursing program that used the new state CIP curriculum, the students will start the curriculum from the beginning and take each nursing course for credit. See #10 below.

5. Applicants for advanced standing admission who have completed nursing (NUR) courses at institutions other than Stanly Community College must provide the ADN program director with a complete transcript of credits earned at the other institution and a syllabus for each nursing course completed. The ADN program director will review these documents and determine the appropriate beginning point for the applicant. Students wishing to transfer into SCC's ADN program must (1) successfully complete a competency exam covering all SCC courses the student has received transfer credit for, and (2) successfully complete selected skills competencies administered by the SCC nursing department. Students should contact the ADN program director well in advance of the entering semester to arrange for competency testing. Students only have one attempt to successfully pass the competency exam and skills competencies. If a student does not successfully pass the exam or skills on the first attempt, the student is ineligible for transfer into the program.

6. Applicants who have previously submitted a medical form to Stanly Community College will not be required to submit another medical form upon readmission provided the date on the form is no more than one year from the re-entry point. Otherwise, a complete physical is required. If a complete physical is required, a blank medical form will be mailed to the applicant upon acceptance for readmission

7. Current certification in CPR must be submitted prior to re-enrollment

8. If an otherwise qualified applicant is not accepted for readmission due to space limitations, he must submit another application for readmission if he wishes to be considered in a subsequent year.

POLICIES RELATED TO NEW CURRICULUM EFFECTIVE JAN. 1, 2010

9. Currently enrolled students in the 1st level of the nursing program (cohort which began August 2009) who either fail or withdraw from a nursing course must reapply for admission into the program and begin the nursing program at the beginning.

10. Students seeking advanced standing status by way of transfer from other nursing programs must also apply for admission into the ADN program and start the curriculum from the beginning, unless the nursing courses previously completed were from the N. C. Community College CIP curriculum. If the nursing courses were part of the NC state nursing curriculum, then transcripts will be evaluated by the registrar, and syllabi will be evaluated by the program director for appropriate transfer credit.

11. Students formerly enrolled in SCC's nursing program prior to the implementation of the new curriculum in fall 2010 and who are seeking advanced standing status after spring semester 2011 must apply for admission into the ADN program and start the curriculum over from the beginning.

Date August 3, 2009

Section/Page

18 (bottom of page)

Authorized by: Debra Harwood/Russ Sharples

Details: ***Student Fees -Per Russ – This information was to be deleted because those fees are not split now and do not include the insurance coverage.***

See below for updated information:

The student fees are distributed equally between the Student Government Association and Student Benefit accounts. The Student Government account is disbursed by the Student Government Association for such things as student activities, socials, conferences, and support of clubs and organizations. The Student Benefit account is administered by the Vice President of Student Development and is used for the benefit of students in such areas as recreational equipment and supplies, student lounge decorations, transportation for student activities, student publications and awards, and backup support for Student Government activities. Both accounts share equally the cost of providing Student Accident Insurance to every curriculum student paying a student fee.

Date July 1, 2009

Section/Page 18

Authorized by: NCCCS System Office – SCC (Becky Wall) & Debra Harwood (forms of payment – 8/3/09)

Details: **NCCCS incurs an increase in tuition rates by 19%.**

Tuition rates increase for curriculum and continuing education: See below for updated information.

Tuition Charges

Tuition charges and fees are subject to change without prior notice to students. The College will accept Visa, Master Card, American Express and Discover credit cards for payment of tuition and fees.

Tuition Per Semester

Full-time student:

Resident (16 or more credit hours) \$ 800.00
Nonresident (16 or more credit hours) \$3,860.80

Part-time student:

Resident (fewer than 16 credit hours) \$ 50.00*
Nonresident (fewer than 16 credit hours) \$241.30*

*per credit hour

Date June 16, 2009

Section/Page 41

Authorized by: Ronnie Hinson

Approved by IC : 4/16/09

Details: **Credit by Examination**

Proficiency Examination is replaced with **Credit by Examination**: See below for updated information.

Students who feel they are proficient in a subject may request to take a Credit by Examination. Students completing the exam successfully will receive a grade of “CE” on their permanent transcript. No quality points will be awarded, consequently, the GPA will not be affected. The academic standards for the credit by examination will be commensurate with the academic standards for the course. Students requesting a Credit by Exam must have an active application on file at Stanly Community College. A maximum of five (5) courses may be awarded Credit by Exam.

The following will not be eligible to attempt a Credit by Exam:

- Students who earlier attempted a Credit by Exam for the same course
- Students requesting a Credit by Exam after the deadline
- Students who previously received a grade of "A," "B," "C," "D," "F," "I," or "W" for the course in which a Credit by Exam is requested

Procedures for Credit by Examination:

1. The student must request to take a Credit by Examination at least thirty days prior to the beginning of the semester in which the course is offered. The request must be submitted using the [Credit by Examination Request Form](#). The student portion of the form is to be completed by the student and forwarded to the appropriate dean representing the division in which the course is taught.
2. After receiving the request, the exam administrator will evaluate the request to determine:
 - if the student has previously attempted a Credit by Exam for the same course
 - if the student is attending or has previously received a grade of "A," "B," "C," "D," "F," "I," or "W" for the same course
 - if a Credit by Exam is offered for the particular course
 - if the student has satisfied all prerequisites for the course
 - if the student is registered in the course for the upcoming term

If the student is approved to take the Credit by Exam, the exam administrator will indicate such on the Credit by Exam Request Form and notify the student of the test date, time, and location. The exam administrator will likewise notify the student if he/she is not approved to take the exam. The decision of the exam administrator is final.

3. Prior to the exam, the student must remit a non-refundable payment of \$25 for each exam to the college's business office at either campus location. The student will receive a receipt for payment which must be presented at the time of the exam.

4. At the time of the exam, the student will present (1) a receipt showing payment for the exam and (2) a photo I.D. After completing the Credit by Exam, the student will receive results from the exam administrator. The exam administrator will submit a copy of the Credit by Exam results to the Associate Dean of Records and Registration who will enter them in the student's record. The exam administrator will drop the student from the course if the student is registered for the same course in which he/she successfully completed a Credit by Exam. It should be noted that other colleges may or may not grant transfer credit for courses completed at Stanly Community College under the credit by examination process.