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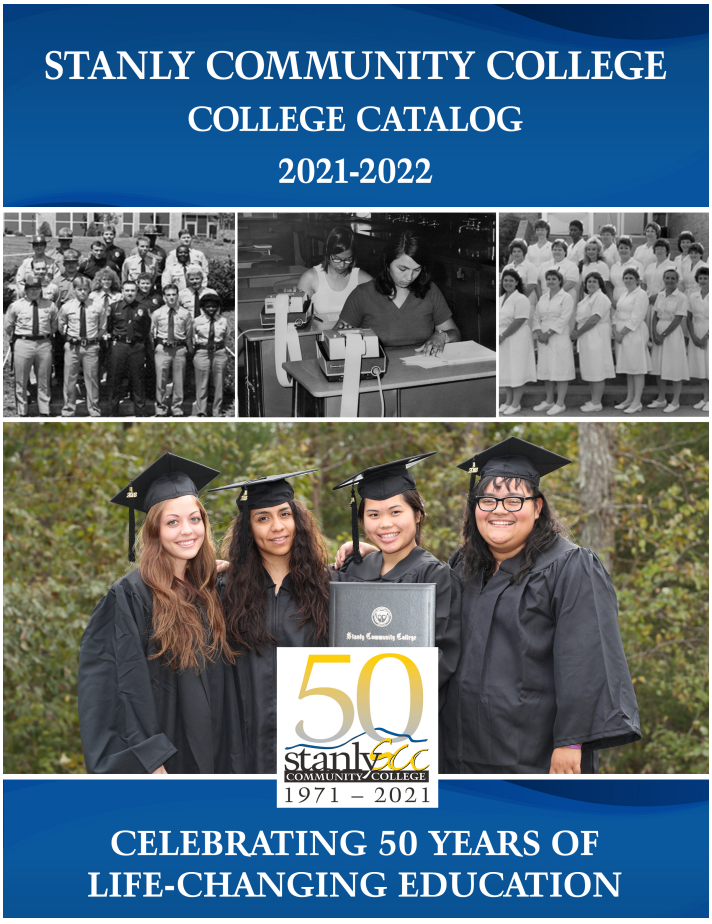


Welcome to our online catalog. Here you can find everything you need to know about the educational opportunities SCC has to offer.

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

Your catalog of record (https://www.stanly.edu/future-students/college-catalog/catalog-record/) is the catalog that was in effect at the time you chose your current major.

We have a complete list of our degrees, diplomas and certificates along with some helpful information to get you started.

Program and graduation requirements are based upon the catalog year you entered that program. Current students can login to Self-Service and click on academics. From there click on student planning and planning overview 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.

Stanly Community College's online catalog has the most up to date information. For more information, please visit our Educational Offerings page at https://www.stanly.edu/future-students/educational-offerings (https://www.stanly.edu/future-students/educational-offerings/)

A MESSAGE FROM THE PRESIDENT

Welcome to Stanly Community College!

Thank you for considering our institution to further your education. Stanly Community College (SCC) was chartered fifty years ago on July 15, 1971. Over time, SCC has served hundreds of thousands of people. We will celebrate our achievements throughout the 2021-2022 academic year. Stanly County should know its community college stands ready to serve for the next fifty years.

Our mission and goal is to make SCC one of the best educational experiences possible while supporting the economic growth and development of our community.

I am a proud product of the North Carolina Community College system and know first-hand that a community college education is one of the best values. At SCC, you will find a caring and expert faculty ready to assist you while enjoying a tremendous cost savings as compared to alternative educational options.

I invite you to explore our website at www.stanly.edu and discover some of our educational opportunities in the Schools of Transfer & Business, Health & Public Services, and Advanced Manufacturing, Industry, Technology & Trades.

Our Eagle's 1-Stop is ready to assist you and answer any questions. They can be contacted at 704-991-0123 or onestop@stanly.edu.

Good luck on your educational endeavors.

Dr. John Enamait
President
Stanly Community College

ACADEMIC REGULATIONS

Semester and Credit Guidelines

Semester System

Stanly Community College operates on the semester system, the primary academic calendar of all institutions in the North Carolina Community College System. The fall and spring semesters are approximately sixteen weeks in length; the summer session is eight weeks in length. Consult the semester course schedule for meeting times of classes offered.

Credit Hours

Semester hours are awarded as follows:

- one semester hour of credit for each hour per week of class lecture,
- one semester hour of credit for each two or three hours per week of laboratory,
- one semester hour of credit for each ten hours per week of cooperative work experience, and
- one semester hour of credit for each three hours per week of clinical.

Definitions of Contact and Credit Hours

Contact hours: actual amount of time (clock hours) spent in class, shop, or lab for each course.

Credit hours: academic credit awarded and used for tuition and graduation purposes.

Student Classification for Financial Aid, VA, and Insurance

Full-time student: a student enrolled with 12 or more semester hours of credit.

Part-time student: a student enrolled with fewer than 12 semester hours of credit.

Freshman: a student who has completed less than 32 credit hours.

Sophomore: a student who has completed 32 or more credit hours.

Students with Disabilities

Credit hours for full-time classification for insurance purposes will be based upon the student's documented needs in consultation with the Disabilities Services Offices, Dean of Students, and the student.

Academic Advisors

Academic Advisors and Advising

Upon receiving a student's application, the Admissions Office will send a letter to acknowledge receipt of the application (as well as an e-mail confirmation) to inform the student of the resources available in academic advising. Often, a student's advisor is the program head or a faculty member in the student's chosen program of study. For more information regarding your specific advisor, refer to the SCC Website https://www.stanly.edu/current-students/academic-planning. (https://www.stanly.edu/current-students/academic-planning/) An advisee's progress will be monitored by the advisor; therefore, each student should seek the advice of the assigned advisor when questions arise regarding his or her program of study or requirements for program completion. The student is encouraged to make an appointment to confer with his or her advisor during the faculty member's office hours each term.

It is the student's responsibility to contact his or her advisor, ask questions about classes, parking, tutoring, grades, job market, etc., and work with the advisor in setting educational and career goals and planning schedules.

Advisors will make every effort to provide effective guidance to each assigned student in academic matters and to make a referral if the student needs assistance in other matters.

Special Credit students are treated just like any other degree seeking student and are assigned an academic advisor. Currently, the 1-Stop mentors serve as academic advisors to special credit students.

Eagle's1-Stop (http://www.stanly.edu/current-students/eagles-1-stop/) and Self-Service are available for student guidance.

The final responsibility for meeting all academic degree requirements as well as institution requirements ultimately rests with the student.

New Student Orientation

All new curriculum students are required to attend and participate in orientation, which is available year round in seated or online formats. Students will become familiar with campus regulations and policies governing student behavior, various departments on campus, academic information, grade distribution, program changes, and clubs and organizations for student participation. To schedule your New Student Orientation appointment, https://www.stanly.edu/future-students/online-learning/new-student-orientation/step-1-getting-started. (https://www.stanly.edu/future-students/online-learning/new-student-orientation/step-1-getting-started/)

Change in Curriculum Program

Students who decide to change their program of study should discuss the program change with their academic advisor. The student must complete a Request for Change in Curriculum Program form, which is available online at https://www.stanly.edu/current-students/student-form (https://www.stanly.edu/current-students/student-forms/)

Upon submission of the completed Request for Change in Curriculum Program form the Student Development representative will determine the students readiness to enroll in another curriculum program. Students must meet all of the admissions requirements for the program that they are requesting to enter.

The student and the Student Development representative will sign the Request for Change in Curriculum Program form. A copy of the Request for Change in Curriculum Program form will be forwarded to the Admissions department and the Records and Registration department. Credits and grades in the previous program(s) that are applied to the new program will be carried forward including the quality points earned in the courses. Courses applied to the new program in which no quality points were earned will be carried forward as hours attempted.

Graduation Requirements

The following requirements are established for the Associate in Arts degree, Associate in Science degree, Associate in Applied Science degree, diploma, and certificate:

1. Successfully pass all course requirements in major with an overall major grade point average of 2.00 or higher.
2. Complete an application for graduation (https://www.stanly.edu/sites/default/files/pdfs/graduation_application.pdf) when registering for your last class.
3. Earn at least one-fourth of the credits required for a degree, diploma, or certificate from Stanly Community College.
4. Fulfill all financial obligations to the College.

Honors and Awards

Academic Honors

Each student enrolled in a curriculum program leading toward a degree, a diploma, or a certificate is eligible for the Academic Honors lists. Special credit students are not eligible for Academic Honors.

- **President's List**: students who complete in a semester a minimum of 12 credit hours and earn a 4.0 grade point average.
- **Dean's List**: students who complete in a semester a minimum of 12 credit hours and earn at least a 3.50 grade average with no grade lower than "C".
- **Honors List**: students who complete between 6 and 11 credit hours in a semester and earn at least a 3.50 or higher grade point average.

Commencement Awards

Graduating students having a cumulative major GPA of 3.50 or higher are recognized at graduation ceremonies by the notation in the commencement program and by the wearing of gold cords.

The **Annie Ruth Kelley Leadership Award** was established by Stanly Community College in 2001. This award is presented to the graduating student who has excelled in providing leadership to fellow students, to the College, and to the community.

The **Edward J. Snyder, Jr., Exceptional Scholars Award** was established in 2002. The Exceptional Scholars Award is awarded to students enrolled in a curriculum program who have earned a 3.0 or higher grade point average at the end of the term prior to graduation. The program head and instructors from each curriculum may nominate one student from their curriculum and will write an essay on the topic "Why This Student Should Receive the Edward Snyder Exceptional Scholar Award." The Associate Dean of Records and Registration will notify the nominee of his or her nomination as the Edward Snyder Award recipient. The nominee will be required to submit to the Associate Dean of Records and Registration an essay using the topic "What Makes Me An Edward Snyder Exceptional Scholar Nominee" and will be interviewed by a selection committee. The selection committee will choose the students to receive the Edward Snyder Exceptional Scholar awards. The recipients will be the commencement speakers.

The **George E. Eddins, Jr., Award of Distinction in Allied Health Education** was established in 2003. This award honors Dr. George E. Eddins, Jr., as a highly respected Stanly County physician and educator who has dedicated many years of support and service to the community and the College. The Eddins Allied Health Building is named in his honor. The Award of Distinction in Allied Health Education will be presented each year to a student in a two-year allied health program graduating with a 3.5 grade point average and demonstrating community involvement and leadership ability.

The **Dianne H. Burton Community Service Award** was established in 2006. This award is granted to a graduating student who has contributed to the community through civic, social service and/or non-profit organizations, volunteer work, church, etc. While on-campus activity may be considered, it is not a criteria to receive this award.

Registration Procedures

New Students

New students may check the registration dates and payment deadlines using the Calendar link at the top of the college homepage, https://www.stanly.edu/calendar (https://www.stanly.edu/calendar/). At registration, students will discuss with their advisors the selection of courses appropriate to their curricula, pay fees, and purchase books. Students may utilize their Self-Service accounts and/or the Eagle's One Stop for detail information needed for the registration process. Students are considered registered upon completion of registration requirements and payment of fees.

Continuing Students

For registration purposes continuing students are defined as those students who are currently enrolled. All continuing students are strongly urged to register for the following semester during the early registration period. This will help the student get the courses in his or her program needed for graduation purposes.

Re-entry Students

Re-entry students are those students who have attended the institution previously but not during the preceding semester.

Student Records

Release of Student Records and Information

All student records are held confidential by the institution with the exception of directory information (see Student Records and Privacy Rights Policy (https://www.stanly.edu/future-students/college-catalog/policies/?policyView=73)). Placement credentials, transcripts, and other pertinent information will be made available only upon written request of the student. A statement authorizing release must be signed by the student before a transcript or any other information will be sent to other colleges, employers, or other agencies. Authorization for Transcript Requests forms is available in the Eagle's One Stop or online (https://www.stanly.edu/current-students/student-forms) (https://www.stanly.edu/current-students/student-forms/). Transcripts will not be released for a student who has an outstanding financial obligation to the institution or under other signed agreement situations. Current students may request transcripts through Self-Service.

Change of Name, Address, and Directory Information

Students are responsible for notifying the Office of Records and Registration of all name and address changes as well as other directory information. Students should obtain a Change of Information Form from the Eagle's One Stop or online at https://www.stanly.edu/current-students/student-forms (https://www.stanly.edu/current-students/

student-forms/). They can also submit a change electronically through their Self-Service account.

ACCREDITATION

The College

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

Website: www.sacscoc.org (http://www.sacscoc.org/)

Notice of Nondiscrimination

Stanly Community College is an equal opportunity educational institution and employer. The College does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, gender, age, or disability consistent with the Assurance of Compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1992.

Employee and applicant inquiries regarding nondiscrimination issues may be directed to the Director of Human Resources or to the Office of Civil Rights of the United States Department of Education (OCR).

Director of Human Resources:

Lori Poplin, Director of Human Resources
Office location: 111C Eddins Building
Telephone: (704) 991-0116
Email: lpoplin0217@stanly.edu
Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

Student and student applicant inquiries regarding non-Title IX issues may be directed to the Office of the Associate Dean of Students or to the Office of Civil Rights of the United States Department of Education (OCR).

Associate Dean of Students:

Marcus Pryor, Associate Dean of Students
Office location: 109 Patterson Building
Telephone: (704) 991-0278
Email: mpryor7642@stanly.edu
Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

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

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

Title IX Student Coordinator:

Cindy Dean, Director, Institutional Effectiveness, Title IX Coordinator
Office location: 214 Patterson Building
Telephone: (704) 991-0329
Email: cdean5600@stanly.edu
Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

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

ATTENDANCE POLICY

Class Attendance Policy Policy

Approved By and Date: Board of Trustees 02-20-2014
Executive Leadership Team 12-19-2013
ICORE 12-18-2013

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

Class Attendance Policy Procedures

Approved By and Date: Executive Leadership Team 04-27-2020
ICORE 04-24-2020

Curriculum Courses

1. Students must attend at least one class or log into an online class by the census date (10 percent point) and submit an academic activity. If not, the student will be marked as No Show (NS) in WebAttendance for the course.
2. Absences do not relieve the student of responsibility for meeting the requirements of the class.
3. Students may be withdrawn by the instructor if class requirements are not being met.
4. Any student who is absent for a consecutive and prolonged period of time regardless of contact with the instructor will be withdrawn.
5. College policy defines a minimum consecutive and prolonged period of time as a two-week period for 16-week and 12-week classes and a one-week period for all other 8- and 4-week term lengths. The College reserves the right to extend this definition in the event of a declared state of emergency by federal, state, or local government officials or for other extreme circumstances as determined by the College's Executive Leadership Team. A grade of "WE" (Withdraw – Emergency) will be assigned to indicate a withdrawal was the result of the COVID-19 state of emergency.
6. Some classes may specify stricter attendance policies.
7. Student auditing classes must adhere to the same attendance policy as other students.
8. Out of respect for individual religious convictions, the College will allow two excused days of absences per academic year. At least two weeks prior to the planned absence, the student must submit written notice to all instructors for the term.# The notice will include the specific date(s) he/she requests as a religious observance. The student will be given the opportunity to make up any class work, clinical/work based learning hours, or tests **missed during the excused day(s).**

Continuing Education Courses

1. Students must attend at least one class meeting or log into an online component of the class on or before the census date.#If not, the student will be dropped from the course. #Any exceptions would need to be presented to the Office of Enrollment Management for approval.#It is the instructor's responsibility to abide by this policy.
2. Students must attend at least 80% of the course to receive credit.
3. Course hours missed due to inclement weather, instructor absence or other factors must be made up by one of the following options at the discretion of the instructor in conjunction with the course coordinator.
    - Adding additional class hours on an hour for hour basis for those missed
    - Adding additional outside class assignments which approximate the hours missed
    - Adding additional class hours and a combination of outside assignments which approximate the hours missed

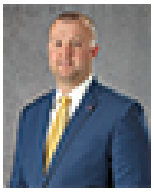
4. The College reserves the right to modify the procedures for Continuing Education Course attendance and/or missed hours in the event of a declared state of emergency by federal, state, or local government officials or for other extreme circumstances as determined by the College's Executive Leadership Team.

Revision: 04/16/2018 (procedures)

BOARD OF TRUSTEES

Joe Brooks
Albemarle, North Carolina
Chairman of the Board

Courtney Brown
Albemarle, NC
Board Member



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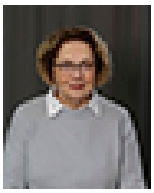

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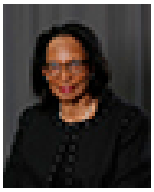

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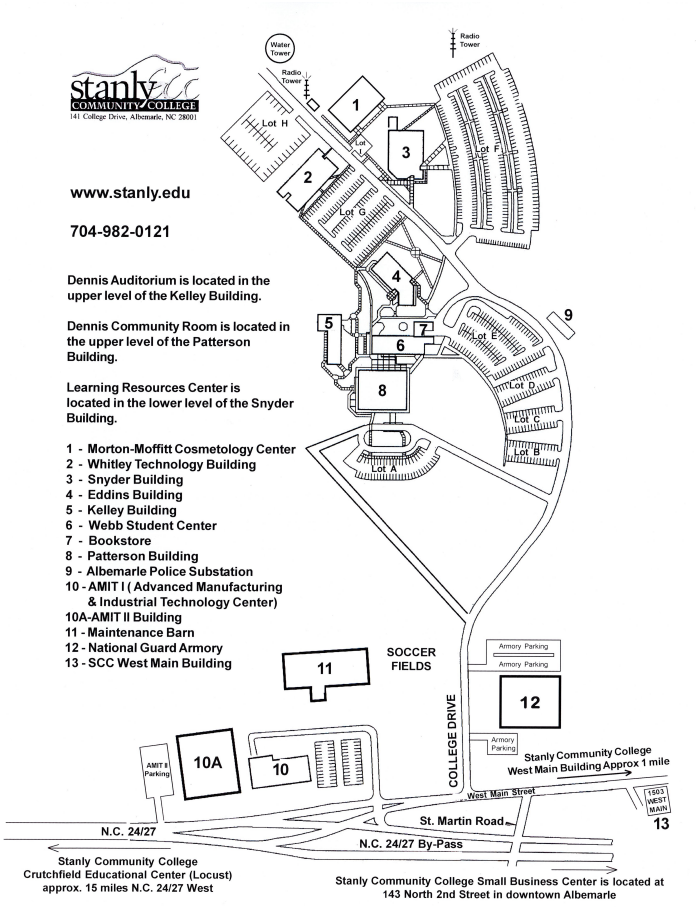
CAMPUS MAP


stanly COMMUNITY COLLEGE
141 College Drive, Albemarle, NC 28001
www.stanly.edu
704-982-0121
Dennis Auditorium is located in the upper level of the Kelley Building.
Dennis Community Room is located in the upper level of the Patterson Building.
Learning Resources Center is located in the lower level of the Snyder Building.
1 - Morton-Moffitt Cosmetology Center
2 - Whitley Technology Building
3 - Snyder Building
4 - Eddins Building
5 - Kelley Building
6 - Webb Student Center
7 - Bookstore
8 - Patterson Building
9 - Albemarle Police Substation
10 - AMIT I (Advanced Manufacturing & Industrial Technology Center)
10A-AMIT II Building
11 - Maintenance Barn
12 - National Guard Armory
13 - SCC West Main Building
Water Tower
Radio Tower
Lot H
Lot G
Lot F
Lot E
Lot D
Lot C
Lot B
Lot A
SOCCER FIELDS
Armory Parking
COLLEGE DRIVE
AMIT II Parking
Stanly Community College West Main Building Approx 1 mile
West Main Street
1503 WEST MAIN
St. Martin Road
N.C. 24/27
N.C. 24/27 By-Pass
Stanly Community College Crutchfield Educational Center (Locust) approx. 15 miles N.C. 24/27 West
Stanly Community College Small Business Center is located at 143 North 2nd Street in downtown Albemarle

CAMPUS SECURITY

Reminder to ALL Students - please check and update your notification contact information for accuracy. This will enable prompt notifications to your home phone, cellphone, and email address.

To update your contact information, please login to WebAdvisor at http://webadvisor.stanly.edu **(**https://webadvisor.stanly.edu**) and click on the "Change Address" link on the "Account Information" page located under the "Students" menu.**

Still having trouble? Visit our knowledge base **(**https://stanly.freshdesk.com/solution/articles/5000520238-how-to-change-your-address-or-phone-number-in-webadvisor/**) for visual aids of the process.**

Emergency Management Plan **(**https://getfile.stanly.edu/?file=emergency_management_plan.pdf**)**
Floor Plans **(**https://getfile.stanly.edu/?file=scc_floor_plans.pdf**)**
Emergency Response Organizational Chart **(**https://getfile.stanly.edu/?file=emergency_response_org_chart.pdf**)**

Stanly Community College is committed to providing a safe learning and working environment. In compliance with federal law, the Jeanne Clery Act (Clery Act) and the Campus Sexual Violence Elimination Act (SaVe Act), Stanly Community College has adopted policies and procedures to prevent and respond to incidents of sexual assault, domestic violence, dating violence, and stalking. These guidelines apply to students, faculty and staff, as well as contractors and visitors.

The Campus Sexual Violence Elimination Act (SaVe Act) was signed into law on March 7, 2013. The SaVe Act amends the Clery Act, which addresses campus sexual assault policies. Every post-secondary institution participating in Title IV financial aid programs are affected. It increases transparency by requiring institutions to disclose campus crime statistics and security information. The Act guarantees enhanced rights to victims, sets standards for disciplinary proceedings and requires campus-wide prevention programs

Stanly Community College is committed to providing a safe learning and working environment. In order to achieve this everyone must share responsibility. While on campus, please observe the following guidelines:

- Drive carefully and watch for students, faculty, staff, and visitors walking in the parking lots and crossing roadways.
- Be aware of your surroundings. Check the floor plans in buildings so you know where to exit in case of fire and where first aid and fire extinguishers are located.
- Look for Safe Areas so you know where to go in case of severe weather.
- If you see something you feel is an unsafe situation, please let someone know.
- Secure your vehicle and do not leave items in a visible location.
- Be very careful with your personal Information, such as social security card, driver's license, banking receipts, medical papers, etc.
- Active shooter training video (http://www.youtube.com/watch/?v=5VcSwejU2D0)
- View the campus safety report (https://www.stanly.edu/college-information/campus-safety/campus-crime-report/)
- It is extremely important for all user contact information to be accurate so that the college can contact you with important notifications, including information regarding emergency situations. Please verify that your information is correct by using the "Address Change" link. You will find more detailed instructions at the following webpage (https://stanly.freshdesk.com/solution/articles/5000520238-how-to-change-your-address-or-phone-number-in-webadvisor/).

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Contact: Michael Hinson, Security Officer at (704) 991-0118 or mhinson4851@stanly.edu

CAREER & COLLEGE PROMISE

Who can participate in the Career and College Promise program?

- High school juniors and seniors
- With a 2.8 unweighted GPA or higher OR qualifying test scores (SAT, ACT, Pre-ACT, PSAT). To view qualifying test score requirements, select "State guidelines for qualifying" link below, select CCP operating procedures tab and then go to page 23.
- This information is for College Transfer Pathways. Please contact SCC for Career Pathway information
- State guidelines for qualifying (http://www.nccommunitycolleges.edu/academic-programs/career-college-promise/)

What is Stanly Community College's Career and College Promise program?

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

Where do the classes meet?

- Courses are offered both online and seated for scheduling convenience
- To help accommodate high school scheduling, SCC offers late-start courses in 12-week format

What are the benefits of the Career and College Promise program at SCC?

- CCP allows you to earn college credits while in high school
- This will save you money on college tuition (CCP classes are tuition-free)
- CCP helps gain college credits in order for your student to finish his/her college journey sooner
- Classes taken through Stanly Community College introduce students to the college experience and help them be more prepared upon entering the university setting
- If a university is not the right fit for your student, CCP can help him/her get a jump start on his/her career plans or help him/her attain job training, skills, and certifications

How do I get started?

- For students from outside of Stanly County and homeschool students, contact Tracie Carpenter, Precollege Coordinator/Liaison at (704) 991-0189 or tcarpenter6341@stanly.edu. For students at Stanly County High Schools and Stanly Academy, contact Steve Cumming at (704) 991-0139 or scumming0450@stanly.edu.
- Complete the CCP Application (https://www2.cfnc.org/exclusive.html#/applicationlogin/StanCC/NCCCSCCP/StanCCAppCCP)

Transfer Pathways

Associates in Arts (https://www.stanly.edu/associates-arts-college-transfer-pathway/)	Associate in Science (https://www.stanly.edu/associates-science-college-transfer-pathway/)
Associate in Nursing (ADN) Transfer (https://www.stanly.edu/future-students/career-college-promise/adn-transfer/)	Associate in Arts - Teacher Preparation (https://www.stanly.edu/teacher-preparation-aa-college-transfer-pathway/)
Associate in Science - Teacher Preparation (https://www.stanly.edu/teacher-preparation-college-transfer-pathway/)	

Career and Technical Pathways

Advertising & Graphic Design (https://www.stanly.edu/future-students/career-college-promise/pathways/advertising-graphics/)	Agribusiness Technology (https://www.stanly.edu/future-students/career-college-promise/pathways/agribusiness-technology-ccp/)
Air Conditioning, Heating & Refrigeration (https://www.stanly.edu/future-students/career-college-promise/pathways/air-conditioning-heating-refrigeration-ccp/)	Biomedical Equipment Technology (https://www.stanly.edu/future-students/career-college-promise/pathways/biomedical-equipment-technology/)
Business Administration (https://www.stanly.edu/future-students/career-college-promise/pathways/business-administration/)	Collision Repair & Refinishing Technology (https://www.stanly.edu/future-students/career-college-promise/pathways/collision-repair-refinishing-technology-ccp/)
Computer Engineering (https://www.stanly.edu/future-students/career-college-promise/pathways/computer-engineering/)	Computer-Integrated Machining (https://www.stanly.edu/future-students/career-college-promise/pathways/machining/)
Cosmetology (https://www.stanly.edu/future-students/career-college-promise/pathways/cosmetology/)	Criminal Justice Technology (https://www.stanly.edu/future-students/career-college-promise/pathways/cjc-corrections/)
Early Childhood Preschool Pathway (https://www.stanly.edu/future-students/career-college-promise/pathways/early-childhood-preschool-pathway/)	Electronics Engineering (https://www.stanly.edu/future-students/career-college-promise/pathways/electronic-engineering-technology-ccp/)
Heavy Equipment Operations (https://www.stanly.edu/future-students/career-college-promise/pathways/heavy-equipment-operations-ccp/)	Human Services (https://www.stanly.edu/future-students/career-college-promise/pathways/human-services/)
Infant Toddler Care (https://www.stanly.edu/future-students/career-college-promise/pathways/infant-toddler-care/)	Information Technology - Business Support (https://www.stanly.edu/future-students/career-college-promise/pathways/it-business-support-ccp/)

Information Technology - CISCO (https://www.stanly.edu/future-students/career-college-promise/pathways/information-technology-cisco/)	Information Technology - Cybersecurity (https://www.stanly.edu/future-students/career-college-promise/pathways/information-technology-cybersecurity-ccp/)
Information Technology - Microsoft (https://www.stanly.edu/future-students/career-college-promise/pathways/information-technology-microsoft/)	Nurse Aide (https://www.stanly.edu/future-students/career-college-promise/pathways/nursing-assisting/)
Medical Assisting (https://www.stanly.edu/future-students/career-college-promise/pathways/medical-assisting/)	Simulation and Game Development (https://www.stanly.edu/future-students/career-college-promise/pathways/simulation-game-development/)
Welding (https://www.stanly.edu/future-students/career-college-promise/pathways/welding/)	

CODE OF CONDUCT POLICY

Student Code of Conduct Policy

Approved By and Date: Board of Trustees 02-20-2014
Executive Leadership Team 12-19-2013
ICORE 12-18-2013

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

Student Code of Conduct Procedures

Approved By and Date: Executive Leadership Team 05-12-2020
ICORE 05-04-2020

Student Rights and Responsibility Statement:

Students at Stanly Community College are considered to be mature adults who enter classes voluntarily. By entering classes, students take upon themselves certain responsibilities and obligations that include an honest attempt at academic performance and social behavior consistent with the lawful purpose of the College. Students maintain all legal rights while enrolled and are expected to remember that they are living in a democratic situation. The reputation of the College rests upon the shoulders of students as well as on the administration, staff, and faculty; and it is hoped that each student will maintain high standards of behavior. The campus and College will not be a place of refuge or sanctuary for illegal or irresponsible behavior. Students are subject to civil authority on and off the campus, and during any online, virtual or distance interaction. Common courtesy and cooperation make the above suffice for a long list of rules and regulations.

Jurisdiction of the College Student Code of Conduct

The College Student Code of Conduct applies to conduct that occurs on college premises, within the online learning environment, during any virtual and distance interaction, and at college sponsored activities. Each student is responsible for their conduct from the time of enrollment through the actual awarding of a degree. This includes conduct that may occur before or after classes end, during the academic year and periods between terms of actual enrollment.

Student Code of Conduct Statement – CCP/ACI

Stanly Community College will work with other entities (Stanly County Schools, Homeschool Principal, etc.) regarding disciplinary action in SCC courses. The final decision will remain with Stanly Community College Associate Dean of Students.

Any student disruptions involving CCP Students who are placed in SCC work-based learning facilities outside of Stanly County Schools, will fall under the Stanly Community College Student Code of Conduct Policy for disciplinary action.

Any ACI Students enrolled in SCC courses may face disciplinary action for violating the Stanly Community College Student Code of Conduct Policy. The final decision, when applicable, will remain with the Stanly Community College Associate Dean of Students.

Prohibited items and student behaviors include, but are not limited to, the following:

1. Use of tobacco products: Stanly Community College is a tobacco free institution. For details please reference the Smoking/Tobacco-Free Campus Policy located on the College's website.

2. Weapons: possession or use of any weapon is not allowed on campus. For details please reference the Weapons on Campus Policy.

3. Animals: animals on campus are forbidden, including animals left in vehicles. Service animals are permitted.

4. Sexual Harassment: Harassment, discrimination or retaliation against an employee or student will not allowed. For details please reference the Prohibited Harassment/Discrimination Policy.

5. Internet use: Stanly Community College expects employees, students and visitors to abide by the guidelines that govern the use of technology on campus. For details please reference the Computer and Network Use Policy.

6. Drugs and alcoholic beverages: SCC prohibits the use or possession of any control substance or alcohol while on campus. No one is allowed on campus under the influence drugs or alcohol. For more details please reference the Drug Free Campus and Workplace Policy.

7. Bullying/Cyberbullying: Intimidation, harassment, isolation and or manipulation of college employees and/or students. Such behaviors include, but are not limited to, physical, verbal, and/or electronic assault, name calling, threats, teasing, retaliation, misrepresentation, etc.

8. Social Networking/Media: SCC expects employees and students to positively engage in the use of digital content and communication when using online platforms. Posting material which defames, abuses or threatens others; or involves illegal activity is not allowed. For more details please reference the Social Media and Networking Policy.

9. Disruption: failing to comply with the reasonable request of any college employee and interfering with the normal activities of the College.

10. Conduct

    a. SCC expects students to display responsible behavior and appearance at all times. Intimidation of employees or students, interrupting the mission of the College or disturbing the peace of the College is prohibited.

    b. Some curricula have higher codes of professional conduct both on campus and at off campus facilities. Students in those curricula will be held accountable for adhering to those codes. For more details please reference individual program requirements.

11. False presentation: providing false information, fraudulent documents or falsely representing or impersonating an employee or student is prohibited.

12. Theft/Damage to property: stealing or damaging the property of another individual or of the college is prohibited.

13. Public laws: violating any local, state of federal law may lead to legal action as well as campus discipline.

14. Unauthorized entry/presence of college facilities: Unauthorized entry or presence of a college facility is prohibited and may result in

criminal charges on suspicion of breaking and entering or unlawful trespass. College facilities are only available for use during normal operating hours.

15. Academic dishonesty: taking or acquiring possession of any academic material from a college employee or fellow student without permission; receiving or giving help during tests or other assessments of learning; submitting papers, reports or assignments as originals that are not the student's own; plagiarism.

Implementation Responsibilities:

An instructor may discipline students involved in minor infractions of the rules and regulations of the classroom, as the instructor has the authority to define proper classroom behavior. Other violations of the Student Code of Conduct will be referred to the Associate Dean of Students for resolution.

Disciplinary Procedures:

Any instructor or staff member may use his/her discretion to warn a student against violating the Student Code of Conduct and may temporarily remove a student from a single class or activity for the duration of that specific class or activity. The instructor or staff member taking this action will notify the Associate Dean of Students immediately and will provide a written report of the incident to the Associate Dean of Students within 24 hours following the incident.

In an emergency situation, the President, Vice Presidents, Dean of Students, Associate Dean of Students, or the Director of Security are authorized to temporarily suspend any student from the college immediately.

A student charged with a violation of the Student Code of Conduct will be notified via telephone of the charges and an appointment for a hearing with the Associate Dean of Students (A letter will be emailed following telephone communication). If telephone contact cannot be made, the student will be mailed a written notice. The student will be assigned a counselor to serve as an advocate and to provide support during the hearing process. The student will be supplied with the counselor's name and contact information. Based upon the results of the hearing, the Associate Dean of Students may:

1. dismiss the charges.
2. impose a sanction consistent with the nature of the violation.
3. refer the student to a community agency for services.

In instances in which the student cannot be reached to schedule an appointment with the Associate Dean of Students or when the student refuses to cooperate, the Associate Dean of Students shall send a certified letter to the student's last known address. The letter will provide the student with a list of charges, the Associate Dean of Students' decision, and instructions governing the appeal process. In those instances when the student refuses to cooperate or does not attend the scheduled hearing with the Associate Dean of Students, the Associate Dean of Students' decision will be final.

Sanctions

Penalties for violating the Student Code of Conduct include, but are not limited to, the following:

1. **Reprimand**: a written communication that gives official notice to the student that subsequent offense(s) against the Student Code of Conduct may carry heavier penalties because of this infraction.

2. **Loss of privileges**: loss of access to college facilities, services or activities for a specified period of time.

3. **Restitution**: paying for damages as a result of misusing, destroying, or losing property belonging to the college, college personnel, or students.

4. **Loss of academic credit or grade**: Imposed by an instructor due to academic dishonesty.

Note: In those instances where the loss of academic credit or grade results in the student being removed from a class or curriculum, the issue will be referred to the Associate Dean of Students for resolution and/or advisement.

5. **Temporary suspension**: exclusion from class and/or other privileges or activities as set forth in the notice until a final decision has been made concerning the alleged violation.

6. **Term Suspension**: dismissal of a student from campus and exclusion from class(es) and/or all other privileges or activities of the college for a specified period of time. Students who receive this sanction are banned from campus and must get specific written permission from the Director of Security and the Dean of Students before returning to campus.

7. **Indefinite Suspension**: dismissal of a student from campus and exclusion from class(es) and/or all other privileges or activities of the college for an indefinite period. Students who receive this sanction are banned from campus and must get written permission from the Director of Security and the Dean of Students before returning to campus.

Right to Due Process

A student accused of violating the Student Code of Conduct is guaranteed the right to due process as the matter is resolved:

1. the right to a specific written notice of the charges.
2. the right to know the names of accusers and to have a copy of all their written statements regarding the charges.
3. the right to a prompt hearing.
4. the right to have counsel present at the hearing.

(Note: If the student elects to have legal counsel present, the institution will also be represented by legal counsel)

1. the right to confront accusers and to hear all witnesses.
2. the right to present witnesses or evidence.
3. the right to remain silent to avoid self-incrimination.
4. the right to a full and complete record of the hearing.
5. the right to an appeal.

Appeals Procedure

The only permissible bases for an appeal are procedural error or previously unavailable relevant evidence that significantly impacts the outcome of the case. The Dean of Students' Office will determine if the appeal will move forward.

This request must be submitted in writing to the Dean of Students within three working days after receipt of the Associate Dean of Students'

initial decision. The Dean of Students may delegate another College administrator to act on his/her behalf.

The Dean of Students has the authority to hear from the student and the Associate Dean of Students before ruling on the appeal, and may approve, modify, or overturn the decision of the Associate Dean of Students. The Dean of Students will inform the student in writing of the final decision within ten working days of the receipt of the appeal. The Dean of Students' decision will be final with no further avenues for appeal.

Revision: 02/13/2017

COLLEGE LOCATIONS

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

Crutchfield Education Center
Allied Health Signature Campus
102 Stanly Parkway
Locust, NC 28097

Economic & Workforce Development
Snyder Building, Room 108
141 College Drive
Albemarle, NC 28001
(704) 991-0297

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

Small Business Center (https://www.stanly.edu/small-business-center/)
143 N. 2nd Street
Albemarle, NC 28001
(704) 991-0355

Albemarle High School
311 Park Ridge Rd.
Albemarle, NC 28001
(704) 961-3000

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

COSTS

Tuition - Curriculum Students

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

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

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

Tuition Charges

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

Residence Classification for Tuition Purposes

Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina, thereby being eligible for a tuition rate lower than that for nonresidents. The controlling North Carolina statute (G.S. 116-143.1) requires that "To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least twelve (12) months immediately prior to his or her enrollment in a state maintained institution of higher education." Ownership of property in or payment of taxes to the state of North Carolina does not automatically qualify one for the in-state tuition rate. Failure to provide requested information for residency classification can result in the student's being classified as a nonresident for tuition purposes and disciplinary action. A student who believes that he or she has been erroneously classified shall be permitted to appeal the case in accordance with the procedure outlined by the State Residence Committee. Regulations concerning the classification of students by residence for purposes of applicable tuition differentials are set forth in detail in A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification, which is available for student inspection in the Student Development Office. Questions related to residency classification should be directed to the Dean of Students.

Tuition & Fees Effective Fall 2021

In-State Tuition and Fee Chart

Credit	Tuition	Student[1]	CAPS[2]	TECH	STSFE[3]	INS	TOTAL
1	76.00	35.00	30.00	48.00	6.00	1.25	196.25
2	152.00	35.00	30.00	48.00	6.00	1.25	272.25
3	228.00	35.00	30.00	48.00	6.00	1.25	348.25
4	304.00	35.00	30.00	48.00	6.00	1.25	424.25
5	380.00	35.00	30.00	48.00	6.00	1.25	500.25
6	456.00	35.00	30.00	48.00	6.00	1.25	576.25
7	532.00	35.00	30.00	48.00	6.00	1.25	652.25
8	608.00	35.00	30.00	48.00	6.00	1.25	728.25
9	684.00	35.00	30.00	48.00	6.00	1.25	804.25
10	760.00	35.00	30.00	48.00	6.00	1.25	880.25
11	836.00	35.00	30.00	48.00	6.00	1.25	956.25
12	912.00	35.00	30.00	48.00	6.00	1.25	1032.25
13	988.00	35.00	30.00	48.00	6.00	1.25	1108.25
14	1064.00	35.00	30.00	48.00	6.00	1.25	1184.25
15	1140.00	35.00	30.00	48.00	6.00	1.25	1260.25
16 or more	1216.00	35.00	30.00	48.00	6.00	1.25	1336.25

Out-of-State Tuition and Fee Chart

Credit	Tuition	Student[1]	CAPS[2]	TECH	STSFE[3]	INS	TOTAL
1	268.00	35.00	30.00	48.00	6.00	1.25	388.25
2	536.00	35.00	30.00	48.00	6.00	1.25	656.25
3	804.00	35.00	30.00	48.00	6.00	1.25	924.25
4	1072.00	35.00	30.00	48.00	6.00	1.25	1192.25
5	1340.00	35.00	30.00	48.00	6.00	1.25	1460.25
6	1608.00	35.00	30.00	48.00	6.00	1.25	1728.25
7	1876.00	35.00	30.00	48.00	6.00	1.25	1996.25
8	2144.00	35.00	30.00	48.00	6.00	1.25	2264.25
9	2412.00	35.00	30.00	48.00	6.00	1.25	2532.25
10	2680.00	35.00	30.00	48.00	6.00	1.25	2800.25
11	2948.00	35.00	30.00	48.00	6.00	1.25	3068.25
12	3216.00	35.00	30.00	48.00	6.00	1.25	3336.25
13	3484.00	35.00	30.00	48.00	6.00	1.25	3604.25
14	3752.00	35.00	30.00	48.00	6.00	1.25	3872.25
15	4020.00	35.00	30.00	48.00	6.00	1.25	4140.25
16 or more	4288.00	35.00	30.00	48.00	6.00	1.25	4408.25

1 $17.50 STUDENT FEE WILL BE CHARGED DURING THE SUMMER

2 $10.00 CAPS FEE WILL BE CHARGED DURING THE SUMMER. (CAPS FEE WILL BE WAIVED IF ALL CLASSES ARE ONLINE.)

3 STSFE – STUDENT SUCCESS FEE

LIABILITY INSURANCE: $8.00 per semester, $16 max per year (applies to certain programs/classes).

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

Payment Plan fee is $30.00.

CURRICULUM COURSE DESCRIPTIONS

The courses that follow are an alphabetical listing by course prefixes of curriculum courses.

Each entry includes:

- **Course prefix** indicates the subject area of the courses, such as ENG (English) and MAT (mathematics).
- **Course number** indicates the level of the course. Numbers that begin with zero designate developmental courses and are not applicable toward graduation requirements.
- **Course title** indicates the general course topic.
- **Contact and credit numbers** indicate the contact hours, which include laboratory/clinical/work experience hours, and credit hours earned for the course. For example:
  - 5/4: course meets 5 contact hours per week and earns 4 semester credit hours.
- **Prerequisite** indicates a course that must be taken before the described course may be taken.
- **Corequisite** indicates a course that must be taken in the same semester as the described course.

The **Comprehensive Articulation Agreement (CAA)** (http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa (http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/comprehensive-articulation-agreement-caa/)) is a statewide contract between the North Carolina Community College System and the North Carolina University System. This agreement enables students to complete lower division general education requirements at the community college and meet the respective four-year college or university equivalents.

Transferable courses: Not every course listed in the following course description list is transferable. Transferable courses are designated as such in the North Carolina Community College System's Common Course Library (http://www.nccommunitycolleges.edu/academic-programs/combined-course-library (http://www.nccommunitycolleges.edu/academic-programs/combined-course-library/)) or see the CAA Transfer course list at (http://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/transfer_course_list_rev_04.30.15vs2.pdf).

Courses designated as **Universal General Education Transfer Component (UGETC)** will transfer to universities as *course-for-course* credit. Other transferable courses may or may not transfer as *course for course* credit. Students should check with their advisor. Students must earn a C or higher in transfer courses.

(For additional information regarding the CAA and/or course transferability, students should check with a transfer advisor or the college/university where they plan to transfer.)**

A

B

C

D

E

F

G

H

Academic Related (ACA)

ACA 085 Improving Study Skills 2/1

This course is designed to improve academic study skills and introduce resources that will complement developmental courses and engender success in college-level courses. Topics include basic study skills, memory techniques, note-taking strategies, test-taking techniques, library skills, personal improvement strategies, goal-setting, and learning resources. Upon completion, students should be able to apply techniques learned to improve performance in college-level classes.
Prerequisite: None
Corequisite: None

ACA 111 College Student Success 1/1

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.
Prerequisite: None
Corequisite: None

ACA 121 Managing a Team 1/1

This course focuses on the process of the individual with an awareness of the reality in the collective teamwork approach for the workplace emphasizing process-orientation. Topics include how teams work, team effectiveness, team-building techniques, positive thinking, and leadership principles. Upon completion, students should be able to demonstrate an understanding of how teamwork strengthens ownership, involvement, and responsibility in the workplace.
Prerequisite: None
Corequisite: None

ACA 122 College Transfer Success 2/1

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.
Prerequisite: None
Corequisite: None
Transferable

Accounting (ACC)

ACC 115 College Accounting 5/4
This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.
Prerequisite: None
Corequisite: None

ACC 120 Principles of Financial Accounting 5/4
This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations.
Prerequisite: None
Corequisite: None
Transferable

ACC 121 Principles of Managerial Accounting 5/4
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems.
Prerequisite: Take ACC 120;
Corequisite: None
Transferable

ACC 122 Principles of Financial Accounting II 3/3
This course provides additional instruction in the financial accounting concepts and procedures introduced in ACC 120. Emphasis is placed on the analysis of specific balance sheet accounts, with in-depth instruction of the accounting principles applied to these accounts. Upon completion, students should be able to analyze data, prepare journal entries, and prepare reports in compliance with generally accepted accounting principles.
Prerequisite: Take ACC 120;
Corequisite: None

ACC 129 Individual Income Taxes 4/3
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.
Prerequisite: None
Corequisite: None

ACC 130 Business Income Taxes 4/3
This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax law relating to business organizations, electronic research and methodologies, and the use of technology for the preparation of business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various business tax forms.
Prerequisite: None
Corequisite: None

ACC 131 Federal Income Taxes 4/3
This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.
Prerequisite: None
Corequisite: None

ACC 140 Payroll Accounting 4/2
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.
Prerequisite: Take ACC 115 or ACC 120;
Corequisite: None

ACC 149 Introduction to Accounting Spreadsheets 4/2
This course provides a working knowledge of computer spreadsheets and their use in accounting. Topics include pre-programmed problems, model-building problems, beginning-level macros, graphics, and what-if analysis enhancements of template problems. Upon completion, students should be able to use a computer spreadsheet to complete many of the tasks required in accounting.
Prerequisite: Take ACC 115 or ACC 120; Take CIS 110;
Corequisite: None

ACC 150 Accounting Software Applications 4/2
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to accurately solve accounting problems.
Prerequisite: Take ACC 115 or ACC 120; Take CIS 110;
Corequisite: None

ACC 180 Practices in Bookkeeping 3/3
This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction of errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small businesses.
Prerequisite: Take ACC 120;
Corequisite: None

ACC 220 Intermediate Accounting I 5/4
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.
Prerequisite: Take ACC 120; Take ACC 121;
Corequisite: None

ACC 225 Cost Accounting 3/3
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.
Prerequisite: Take ACC 121;
Corequisite: None

ACC 269 Auditing & Assurance Services 3/3
This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.
Prerequisite: Take ACC 220;
Corequisite: None

Agriculture (AGR)

AGR 110 Agricultural Economics 3/3
This course provides an introduction to basic economic principles in agriculture. Topics include supply and demand, the role of agriculture in the economy, economic systems, and micro- and macroeconomics. Upon completion, students should be able to explain economic systems, interpret supply and demand curves, and complete cost and revenue production schedules.
Prerequisite: None
Corequisite: None

AGR 112 Agri Records & Accounting 4/3
This course covers principles involved in establishing, maintaining, and analyzing livestock and farm records. Topics include computerized livestock and farm records, net worth statements, and income and cash flow statements. Upon completion, students should be able to develop a production record keeping system, calculate performance efficiencies, and establish production goals.
Prerequisite: None
Corequisite: None

AGR 121 Biological Pest Management 3/3
This course will emphasize the building and maintaining of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structure, life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students will be able to identify and recommend methods of prevention and control of selected insects and diseases.
Prerequisite: None
Corequisite: None

AGR 130 Alternative Ag Production 3/3
This course covers the latest nontraditional enterprises in agriculture. Topics include animal production, aquaculture, and plant production. Upon completion, students should be able to identify selected enterprises and describe basic production practices.
Prerequisite: None
Corequisite: None

AGR 139 Introduction to Sustainable Agriculture 3/3
This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices.
Prerequisite: None
Corequisite: None

AGR 140 Agricultural Chemicals 4/3
This course covers all aspects of agricultural chemicals. Topics include safety, environmental effects, federal and state laws, pesticide classification, sprayer calibration, and licensing. Upon completion, students should be able to calibrate a sprayer, give proper pesticide recommendations (using integrated pest management), and demonstrate safe handling of pesticides.
Prerequisite: None
Corequisite: None

AGR 160 Plant Science 4/3
This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems.
Prerequisite: None
Corequisite: None

AGR 170 Soil Science 4/3
This course covers the basic principles of soil management and fertilization. Topics include liming, fertilization, soil management, biological properties of soil (including beneficial microorganisms), sustainable land care practices and the impact on soils, and plant nutrients. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices.
Prerequisite: None
Corequisite: None

AGR 212 Farm Business Management 3/3
This course introduces budgeting, farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon completion, students should be able to prepare and analyze a farm budget.
Prerequisite: None
Corequisite: None

AGR 213 Agricultural Law & Finance 3/3
This course covers the basic laws and financial aspects affecting agriculture. Topics include environmental laws, labor laws, contractual business operations, assets, liabilities, net worth, and funding sources. Upon completion, students should be able to complete loan application procedures and explain basic laws affecting the agricultural industry.
Prerequisite: None
Corequisite: None

AGR 214 Agricultural Marketing 3/3
This course covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product.
Prerequisite: None
Corequisite: None

Air Cond, Heating & Refrig (AHR)

AHR 110 Introduction to Refrigeration 8/5
This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.
Prerequisite: None
Corequisite: None

AHR 111 HVACR Electricity 4/3
This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.
Prerequisite: None
Corequisite: None

AHR 112 Heating Technology 6/4
This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.
Prerequisite: None
Corequisite: None

AHR 113 Comfort Cooling 6/4
This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychrometrics, manufacturer specifications, and test instruments to determine proper system operation.
Prerequisite: None
Corequisite: None

AHR 114 Heat Pump Technology 6/4
This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.
Prerequisite: Take AHR 110 or AHR 113;
Corequisite: None

AHR 130 HVAC Controls 4/3
This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls.
Prerequisite: Take AHR 111 ELC 111 or ELC 112;
Corequisite: None

AHR 133 HVAC Servicing 8/4
The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment.
Prerequisite: None
Corequisite: Take AHR 112 or AHR 113;

AHR 160 Refrigerant Certification 1/1
This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.
Prerequisite: None
Corequisite: None

AHR 210 Residential Building Code 3/2
This course covers the residential building codes that are applicable to the design and installation of HVAC systems. Topics include current residential codes as applied to HVAC design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of residential building codes that apply to specific areas of the HVAC trade.
Prerequisite: None
Corequisite: None

AHR 211 Residential System Design 4/3
This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychrometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.
Prerequisite: None
Corequisite: None

AHR 212 Advanced Comfort Systems 8/4
This course covers water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pump systems including variable speed drives and controls. Emphasis is placed on the application, installation, and servicing of water-source systems and the mechanical and electronic control components of advanced comfort systems. Upon completion, students should be able to test, analyze, and troubleshoot water-cooled comfort systems, water-source/geothermal heat pumps, and high efficiency heat pumps.
Prerequisite: Take AHR 114;
Corequisite: None

AHR 213 HVACR Building Code 3/2
This course covers the North Carolina codes that are applicable to the design and installation of HVACR systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of North Carolina codes that apply to specific areas of the HVACR trade.
Prerequisite: None
Corequisite: None

AHR 215 Commercial HVAC Controls 4/2
This course introduces HVAC control systems used in commercial applications. Topics include electric/electronic control systems, pneumatic control systems, DDC temperature sensors, humidity sensors, pressure sensors, wiring, controllers, actuators, and controlled devices. Upon completion, students should be able to verify or correct the performance of common control systems with regard to sequence of operation and safety.
Prerequisite: Take AHR 111 ELC 111 or ELC 112;
Corequisite: None

AHR 235 Refrigeration Design 4/3
This course covers the principles of commercial refrigeration system operation and design. Topics include walk-in coolers, walk-in freezers, system components, load calculations, equipment selection, defrost systems, refrigerant line sizing, and electric controls. Upon completion, students should be able to design, adjust, and perform routine service procedures on a commercial refrigeration system.
Prerequisite: Take AHR 110;
Corequisite: None

AHR 250 Heating, Ventilating, and Air Conditioning Diagnostics 4/2
This course is a comprehensive study of air conditioning, heating, and refrigeration system diagnostics and corrective measures. Topics include advanced system analysis, measurement of operating efficiency, and inspection and correction of all major system components. Upon completion, students should be able to restore a residential or commercial AHR system so that it operates at or near manufacturers' specifications.
Prerequisite: Take AHR 133;
Corequisite: None

Animal Science (ANS)

ANS 110 Animal Science 3/3
This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally.
Prerequisite: None
Corequisite: None

Art (ART)

ART 111 Art Appreciation 3/3
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media.
Prerequisite: None
Corequisite: None
Transferable

ART 114 Art History Survey I 3/3
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.
Prerequisite: None
Corequisite: None
Transferable

ART 115 Art History Survey II 3/3
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development.
Prerequisite: None
Corequisite: None
Transferable

ART 116 Survey of American Art 3/3
This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience.
Prerequisite: None
Corequisite: None
Transferable

ART 117 Non-Western Art History 3/3
This course introduces non-Western cultural perspectives. Emphasis is placed on, but not limited to, African, Oriental, and Oceanic art forms throughout history. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of non-Western social and cultural development.
Prerequisite: None
Corequisite: None
Transferable

ART 121 Two-Dimensional Design 6/3
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art.
Prerequisite: None
Corequisite: None
Transferable

ART 131 Drawing I 6/3
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes.
Prerequisite: None
Corequisite: None
Transferable

ART 264 Digital Photography I 6/3
This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition.
Prerequisite: None
Corequisite: None
Transferable

Automation & Robotics (ATR)

ATR 212 Industrial Robots 5/3
This course covers the operation of industrial robots. Topics include the classification of robots, activators, grippers, work envelopes, computer interfaces, overlapping work envelopes, installation, and programming. Upon completion, students should be able to install, program, and troubleshoot industrial robots.
Prerequisite: None
Corequisite: None

ATR 214 Advanced PLCs 6/4
This course introduces the study of high-level programming languages and advanced I/O modules. Topics include advanced programming languages; system networking; computer interfacing; analog and other intelligent I/O modules; and system troubleshooting. Upon completion, students should be able to write and troubleshoot systems using high-level languages and complex I/O modules.
Prerequisite: Take ELN 260;
Corequisite: None

Automotive Body Repair (AUB)

AUB 111 Painting & Refinishing I 8/4
This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.
Prerequisite: None
Corequisite: None

AUB 112 Painting & Refinishing II 8/4
This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinish problems.
Prerequisite: Take AUB 111;
Corequisite: None

AUB 114 Special Finishes 3/2
This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards.
Prerequisite: Take AUB 111;
Corequisite: None

AUB 121 Non-Structural Damage I 5/3
This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.
Prerequisite: None
Corequisite: None

AUB 122 Non-Structural Damage II 8/4
This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.
Prerequisite: None
Corequisite: None

AUB 131 Structural Damage I 6/4
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.
Prerequisite: None
Corequisite: None

AUB 136 Plastics & Adhesives 5/3
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.
Prerequisite: None
Corequisite: None

AUB 150 Automotive Detailing 4/2
This course covers the methods and procedures used in automotive detailing facilities. Topics include safety, engine, interior and trunk compartment detailing, buffing/polishing exterior surfaces, and cleaning and reconditioning exterior trim, fabrics, and surfaces. Upon completion, students should be able to improve the overall appearance of a vehicle.
Prerequisite: None
Corequisite: None

AUB 160 Body Shop Operations 1/1
This course introduces the day-to-day operations of autobody repair facilities. Topics include work habits and ethics, customer relations, equipment types, materials cost and control, policies and procedures, shop safety and liabilities, and other related topics. Upon completion, students should be able to understand the general operating policies and procedures associated with an autobody repair facility.
Prerequisite: None
Corequisite: None

AUB 162 Autobody Estimating 3/2
This course provides a comprehensive study of autobody estimating. Topics include collision damage analysis, industry regulations, flat-rate and estimated time, and collision estimating manuals. Upon completion, students should be able to prepare and interpret a damage report.
Prerequisite: None
Corequisite: None

Biology (BIO)

BIO 110 Principles of Biology 6/4
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life.
Prerequisite: None
Corequisite: None
Transferable

BIO 111 General Biology I 6/4
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels.
Prerequisite: Take DRE 098 ENG 002 or ENG 111;
Corequisite: None
Transferable

BIO 112 General Biology II 6/4
This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels.
Prerequisite: Take BIO 111;
Corequisite: None
Transferable

BIO 140 Environmental Biology 3/3
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues.
Prerequisite: None
Corequisite: None
Transferable

BIO 140A Environmental Biology Lab 3/1
This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues.
Prerequisite: None
Corequisite: Take BIO 140;
Transferable

BIO 161 Introduction to Human Biology 3/3
This course provides a basic survey of human biology. Emphasis is placed on the basic structure and function of body systems and the medical terminology used to describe normal and pathological states. Upon completion, students should be able to demonstrate an understanding of normal anatomy and physiology and the appropriate use of medical terminology.
Prerequisite: None
Corequisite: None

BIO 163 Basic Anatomy & Physiology 6/5
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.
Prerequisite: None
Corequisite: None
Transferable

BIO 165 Anatomy and Physiology I 6/4
This course is the first of a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.
Prerequisite: None
Corequisite: None
Transferable

BIO 166 Anatomy and Physiology II 6/4
This course is the second in a two-course sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and the interrelationships of all body systems.
Prerequisite: Take BIO 165;
Corequisite: None
Transferable

BIO 168 Anatomy and Physiology I 6/4
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.
Prerequisite: None
Corequisite: None
Transferable

BIO 169 Anatomy and Physiology II 6/4
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.
Prerequisite: Take BIO 168;
Corequisite: None
Transferable

BIO 275 Microbiology 6/4
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms.
Prerequisite: Take 1 group; # Take BIO 110; # Take BIO 111; # Take BIO 163; # Take BIO 165; # Take BIO 168;
Corequisite: None
Transferable

Biomedical Equipment (BMT)

BMT 111 Introduction to Biomedical Field 2/2
This course introduces the fundamental concepts of the health care delivery system. Topics include hospital organization and structure, BMET duties and responsibilities, and the professional and social interrelationships between services. Upon completion, students should be able to demonstrate an understanding of hospital organization as related to BMET duties.
Prerequisite: None
Corequisite: None

BMT 112 Hospital Safety Standards 4/3
This course covers national, state, and local standards pertaining to hospital safety. Topics include electrical safety, gas safety, SMDA reporting, and JCAHO and FPA compliance. Upon completion, students should be able to conduct PM and safety inspections in compliance with safety regulations.
Prerequisite: None
Corequisite: None

BMT 212 BMET Instrumentation I 9/6
This course covers theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include electrodes, transducers, instrumentation amplifiers, electrocardiographs, monitors, recorders, defibrillators, ESU units, and related equipment used in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to calibrate, troubleshoot, repair, and certify that instrumentation meets manufacturer's original specifications.
Prerequisite: None
Corequisite: None

BMT 213 BMET Instrumentation II 5/3
This course provides continued study of theory of operation, circuit analysis, troubleshooting techniques, and medical applications for a variety of instruments and devices. Topics include instruments found in clinical laboratories, intensive care units, and research facilities. Upon completion, students should be able to repair, calibrate, and certify that instrumentation meets manufacturers' original specifications.
Prerequisite: Take BMT 212;
Corequisite: None

BMT 223 Imaging Techniques/Laser Fundamentals 5/4
This course covers techniques associated with X-Ray, CT Scan, Magnetic Resonance Imaging and ultrasound, along with fundamental concepts and applications of medical lasers. Topics include radiation interaction with matter, X-Ray emissions, beam restricting devices, laser energy generation, and laser usage in surgery and other related medical procedures. Upon completion, students should be able to understand the operation of imaging devices, evaluate, calibrate, align, and provide safety instruction in usage of medical lasers.
Prerequisite: None
Corequisite: None

BMT 225 Biomedical Trouble Shooting 5/3
This course is designed to provide students with basic problem solving skills, and to track down and identify problems frequently encountered with medical instrumentation. Emphasis is placed on developing logical troubleshooting techniques using technical manuals, flowcharts, and schematics, to diagnose equipment faults. Upon completion, students should be able to logically diagnose and isolate faults, and perform repairs to meet manufacturer specifications.
Prerequisite: Take BMT 212 ELC 131 ELC 131A;
Corequisite: None

Blueprint Reading (BPR)

BPR 111 Print Reading 3/2
This course introduces the basic principles of print reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system.
Prerequisite: None
Corequisite: None

BPR 130 Print Reading-Construction 3/3
This course covers the interpretation of prints and specifications that are associated with design and construction projects. Topics include interpretation of documents for foundations, floor plans, elevations, and related topics. Upon completion, students should be able to read and interpret construction prints and documents.
Prerequisite: None
Corequisite: None

BPR 135 Schematics & Diagrams 2/2
This course introduces schematics and diagrams used in a variety of occupations. Topics include interpretation of wiring diagrams, assembly drawings, exploded views, sectional drawings, and service manuals, specifications, and charts. Upon completion, students should be able to research and locate components and assemblies denoting factory specifications and requirements from service and repair manuals.
Prerequisite: None
Corequisite: None

Business (BUS)

BUS 110 Introduction to Business 3/3
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.
Prerequisite: None
Corequisite: None
Transferable

BUS 115 Business Law I 3/3
This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.
Prerequisite: None
Corequisite: None
Transferable

BUS 116 Business Law II 3/3
This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.
Prerequisite: Take BUS 115;
Corequisite: None

BUS 121 Business Math 4/3
This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.
Prerequisite: None
Corequisite: None

BUS 125 Personal Finance 3/3
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.
Prerequisite: None
Corequisite: None

BUS 137 Principles of Management 3/3
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.
Prerequisite: None
Corequisite: None
Transferable

BUS 139 Entrepreneurship I 3/3
This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs.
Prerequisite: Take BUS 110;
Corequisite: None

BUS 151 People Skills 3/3
This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.
Prerequisite: None
Corequisite: None

BUS 153 Human Resource Management 3/3
This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.
Prerequisite: None
Corequisite: None

BUS 228 Business Statistics 4/3
This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business.
Prerequisite: None
Corequisite: None
Transferable

BUS 230 Small Business Management 3/3
This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.
Prerequisite: None
Corequisite: None

BUS 235 Performance Management 3/3
This course includes the legal background for performance management and the basic methodology used in developing and validating a performance management system. Emphasis is placed on job analysis, job descriptions, appraisal instruments, and action plans. Upon completion, students should be able to develop, implement, and maintain a comprehensive performance management system.
Prerequisite: None
Corequisite: None

BUS 238 Integrated Management 3/3
This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business.
Prerequisite: Take BUS 137;
Corequisite: None

BUS 239 Business Applications Seminar 3/2
This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place.
Prerequisite: Take 1 group; # Take ACC 120 BUS 115 BUS 137 MKT 120 ECO 151; # Take ACC 120 BUS 115 BUS 137 MKT 120 ECO 251; # Take ACC 120 BUS 115 BUS 137 MKT 120 ECO 252;
Corequisite: None

BUS 240 Business Ethics 3/3
This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.
Prerequisite: None
Corequisite: None

BUS 245 Entrepreneurship II 3/3
This course is designed to allow the student to develop a business plan. Topics include the need for a business plan, sections of the plan, writing the plan, and how to find assistance in preparing the plan. Upon completion, students should be able to design and implement a business plan based on sound entrepreneurship principles.
Prerequisite: Take BUS 139;
Corequisite: None

BUS 253 Leadership and Management Skills 3/3
This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness.
Prerequisite: None
Corequisite: None

BUS 255 Organizational Behavior in Business 3/3
This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.
Prerequisite: None
Corequisite: None

BUS 260 Business Communication 3/3
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.
Prerequisite: Take ENG 110 or ENG 111;
Corequisite: None

BUS 270 Professional Development 3/3
This course provides basic knowledge of self-improvement techniques as related to success in the professional world. Topics include positive human relations, job-seeking skills, and projecting positive self-image. Upon completion, students should be able to demonstrate competent personal and professional skills necessary to get and keep a job.
Prerequisite: None
Corequisite: None

BUS 280 REAL Small Business 4/4
This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.
Prerequisite: None
Corequisite: None

Chemistry (CHM)

CHM 090 Chemistry Concepts 4/4
This course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts necessary for success in college-level science courses.
Prerequisite: None
Corequisite: None

CHM 131 Introduction to Chemistry 3/3
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields.
Prerequisite: None
Corequisite: None
Transferable

CHM 131A Introduction to Chemistry Lab 3/1
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131.
Prerequisite: None
Corequisite: Take CHM 131;
Transferable

CHM 132 Organic and Biochemistry 6/4
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields.
Prerequisite: Take 1 group; # Take CHM 131 CHM 131A; # Take CHM 151;
Corequisite: None
Transferable

CHM 151 General Chemistry I 6/4
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.
Prerequisite: None
Corequisite: None
Transferable

CHM 152 General Chemistry II 6/4
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields.
Prerequisite: Take CHM 151;
Corequisite: None
Transferable

CHM 251 Organic Chemistry I 6/4
This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252.
Prerequisite: Take CHM 152;
Corequisite: None
Transferable

CHM 252 Organic Chemistry II 6/4
This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields.
Prerequisite: Take CHM 251;
Corequisite: None
Transferable

Communication (COM)

COM 101 Workplace Communication 3/3
This course is designed to enhance interpersonal skills for the workplace. Emphasis is placed on dealing with conflict, improving conversational and linstening skills, and identifying nonverbal cues in an intercultural setting. Upon completion, students should be able to apply basic communication techniques to enhance relationships and manage conflict situations in a variety of workplace settings.
Prerequisite: None
Corequisite: None

COM 110 Introduction to Communication 3/3
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts.
Prerequisite: None
Corequisite: None
Transferable

COM 120 Intro to Interpersonal Communication 3/3
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations.
Prerequisite: None
Corequisite: None
Transferable

COM 231 Public Speaking 3/3
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support.
Prerequisite: None
Corequisite: None
Transferable

Computer Engineering Te (CET)

CET 111 Computer Upgrade/Repair I 5/3
This course covers repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include CPU/memory/bus identification, disk subsystems, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.
Prerequisite: None
Corequisite: None

CET 150 Computer Forensics I 5/3
This course is an introduction to computer forensic concepts, with emphasis on computer forensic methods and best practices. Topics include computer system analysis, physical and logical storage methods for different types of media, tools to recover and analyze data from storage media, system security. Upon completion, students should be able to use diagnostic and investigative techniques to identify and retrieve data from various types of computer media.
Prerequisite: None
Corequisite: None

CET 250 Computer Forensics II 5/3
This course is a study in computer forensic practices with emphasis placed on methods used for prevention, detection, and apprehension of perpetrators of cyber-criminal activity. Topics include the roles of Chief Security Officers in the securing of system breaches, vulnerabilities, network and server security issues, OS and application security risks. Upon completion students should be able to identify and collect evidence to prove unauthorized and inappropriate access on computer systems and networks.
Prerequisite: None
Corequisite: None

Computer Information Technology (CTS)

CTS 115 Information Systems Business Concepts 3/3
The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems.
Prerequisite: None
Corequisite: None
Transferable

CTS 120 Hardware/Software Support 5/3
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.
Prerequisite: None
Corequisite: None

CTS 125 Presentation Graphics 4/3
This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text, graphics, audio and video. Upon completion, students should be able to design and demonstrate an effective presentation.
Prerequisite: Take CIS 110 or CIS 111;
Corequisite: None

CTS 130 Spreadsheet 4/3
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.
Prerequisite: Take CIS 110 or CIS 111;
Corequisite: None

CTS 220 Advanced Hardware/Software Support 5/3
This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.
Prerequisite: Take CTS 120;
Corequisite: None

CTS 240 Project Management 4/3
This course introduces computerized project management software. Topics include identifying critical paths, cost management, and problem solving. Upon completion, students should be able to plan a complete project and project time and costs accurately.
Prerequisite: None
Corequisite: None

Computer Science (CSC)

CSC 134 C++ Programming 5/3
This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level.
Prerequisite: None
Corequisite: None
Transferable

CSC 139 Visual BASIC Programming 5/3
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level.
Prerequisite: None
Corequisite: None
Transferable

CSC 151 JAVA Programming 5/3
This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion students should be able to design, code, test, debug JAVA language programs.
Prerequisite: None
Corequisite: None
Transferable

CSC 153 C# Programming 5/3
This course introduces computer programming using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment at the beginning level.
Prerequisite: None
Corequisite: None

Computer Tech Integration (CTI)

CTI 110 Web, Programming, and Database Foundation 4/3
This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.
Prerequisite: None
Corequisite: None

CTI 120 Network and Security Foundation 4/3
This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols.
Prerequisite: None
Corequisite: None

CTI 140 Virtualization Concepts 5/3
This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.
Prerequisite: None
Corequisite: None

CTI 141 Cloud and Storage Concepts 5/3
This course introduces cloud computing and storage concepts. Emphasis is placed on cloud terminology, virtualization, storage networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of cloud storage systems.
Prerequisite: None
Corequisite: None

CTI 240 Virtualization Administration I 5/3
This course covers datacenter virtualization concepts. Topics include data storage, virtual network configuration, virtual machine and virtual application deployment. Upon completion, students should be able to perform tasks related to virtual machine and hypervisor installation and configuration.
Prerequisite: None
Corequisite: None

CTI 241 Virtualization Administration II 5/3
This course covers administration of datacenter virtualization infrastructure. Topics include access control, fault tolerance, scalability, resource management, virtual machine migration and troubleshooting. Upon completion, students should be able to perform tasks related to virtualization security, data protection and resource monitoring.
Prerequisite: None
Corequisite: None

CTI 289 Computer Technology Integration Capstone Project 7/3
This course provides students an opportunity to complete a significant integrated technology project from the design phase through implementation with minimal instructor support. Emphasis is placed on technology policy, process planning, procedure definition, systems architecture, and security issues to create projects for the many areas in which computer technology is integrated. Upon completion, students should be able to create, implement, and support a comprehensive technology integration project from the planning and design phase through implementation.
Prerequisite: Take CTI 110 CTI 120 CTS 115;
Corequisite: None

Cosmetology (COS)

COS 111 Cosmetology Concepts I 4/4
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.
Prerequisite: None
Corequisite: Take COS 112;

COS 112 Salon I 24/8
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.
Prerequisite: None
Corequisite: Take COS 111;

COS 113 Cosmetology Concepts II 4/4
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

COS 114 Salon II 24/8
This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

COS 115 Cosmetology Concepts III 4/4
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

COS 116 Salon III 12/4
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

COS 117 Cosmetology Concepts IV 2/2
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

COS 118 Salon IV 21/7
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

COS 119 Esthetics Concepts I 2/2
This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.
Prerequisite: None
Corequisite: Take COS 120;

COS 120 Esthetics Salon I 18/6
This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting.
Prerequisite: None
Corequisite: Take COS 119;

COS 121 Manicure/Nail Technology I 10/6
This course covers techniques of nail technology, hand and arm surface manipulation, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, surface manipulation, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, surface manipulations, decorating and artificial applications in a salon setting.
Prerequisite: None
Corequisite: None

COS 125 Esthetics Concepts II 2/2
This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, makeup, and color analysis. Upon completion students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.
Prerequisite: None
Corequisite: Take COS 126;

COS 126 Esthetics Salon II 18/6
This course provides experience in a simulated esthetics setting. Topics include machine facials, aromatherapy, surface manipulation in relation to skin care, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology licensing examination for Estheticians.
Prerequisite: None
Corequisite: None

COS 222 Manicure/Nail Tech. II 10/6
This course covers advanced techniques of nail technology and hand and arm surface manipulation. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations.
Prerequisite: Take COS 121;
Corequisite: None

COS 223 Contemp Hair Coloring 4/2
This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a clients color needs and safely and competently perform color applications and correct problems.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

COS 240 Contemporary Design 4/2
This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

COS 250 Computerized Salon Ops 1/1
This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.
Prerequisite: None
Corequisite: None

COS 251 Manicure Instructional Concepts 8/8
This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.
Prerequisite: None
Corequisite: None

COS 252 Manicure Instructional Practicum 15/5
This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.
Prerequisite: None
Corequisite: Take COS 251;

COS 271 Instructor Concepts I 5/5
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.
Prerequisite: None
Corequisite: Take COS 272;

COS 272 Instructor Practicum I 21/7
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.
Prerequisite: None
Corequisite: Take COS 271;

COS 273 Instructor Concepts II 5/5
This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records.
Prerequisite: Take COS 271 COS 272;
Corequisite: Take COS 274;

COS 274 Instructor Practicum II 21/7
This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements.
Prerequisite: Take COS 271 COS 272;
Corequisite: Take COS 273;

Criminal Justice (CJC)

CJC 110 Basic Law Enforcement BLET 40/20
This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics include those mandated by North Carolina Administration Code as essential for functioning in law enforcement. Upon completion, the student should be able to demonstrate competence in the topics required for the state comprehensive certification examination.
Prerequisite: None
Corequisite: None

CJC 111 Introduction to Criminal Justice 3/3
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.
Prerequisite: None
Corequisite: None
Transferable

CJC 112 Criminology 3/3
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.
Prerequisite: None
Corequisite: None

CJC 113 Juvenile Justice 3/3
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.
Prerequisite: None
Corequisite: None
Transferable

CJC 121 Law Enforcement Operations 3/3
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations.
Prerequisite: None
Corequisite: None
Transferable

CJC 131 Criminal Law 3/3
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.
Prerequisite: None
Corequisite: None

CJC 132 Court Procedure & Evidence 3/3
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.
Prerequisite: None
Corequisite: None

CJC 141 Corrections 3/3
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.
Prerequisite: None
Corequisite: None
Transferable

CJC 151 Introduction to Loss Prevention 3/3
This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention.
Prerequisite: None
Corequisite: None

CJC 160 Terrorism: Underlying Issues 3/3
This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scene; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning considerations involving threat assessments. Upon completion, students should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents.
Prerequisite: None
Corequisite: None

CJC 212 Ethics & Community Relations 3/3
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.
Prerequisite: None
Corequisite: None
Transferable

CJC 213 Substance Abuse 3/3
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.
Prerequisite: None
Corequisite: None

CJC 215 Organization & Administration 3/3
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.
Prerequisite: None
Corequisite: None

CJC 221 Investigative Principles 5/4
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.
Prerequisite: None
Corequisite: None

CJC 222 Criminalistics 3/3
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.
Prerequisite: None
Corequisite: None

CJC 225 Crisis Intervention 3/3
This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.
Prerequisite: None
Corequisite: None

CJC 231 Constitutional Law 3/3
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.
Prerequisite: None
Corequisite: None

CJC 232 Civil Liability 3/3
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.
Prerequisite: None
Corequisite: None

CJC 241 Community-Based Corrections 3/3
This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.
Prerequisite: None
Corequisite: None

Cyber Crime Technology (CCT)

CCT 110 Introduction to Cyber Crime 3/3
This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem.
Prerequisite: None
Corequisite: None

CCT 121 Computer Crime Investigation 5/4
This course introduces the fundamental principles of computer crime investigation processes. Topics include crime scene/incident processing, information gathering techniques, data retrieval, collection and preservation of evidence, preparation of reports and court presentations. Upon completion, students should be able to identify cyber crime activity and demonstrate proper investigative techniques to process the scene and assist in case prosecution.
Prerequisite: None
Corequisite: None

CCT 240 Data Recovery Techniques 5/3
This course introduces the unique skills and methodologies necessary to assist in the investigation and prosecution of cyber crimes. Topics include hardware and software issues, recovering erased files, overcoming encryption, advanced imaging, transient data, Internet issues and testimony considerations. Upon completion, students should be able to recover digital evidence, extract information for criminal investigation and legally seize criminal evidence.
Prerequisite: None
Corequisite: None

CCT 250 Network Vulnerabilities I 4/3
This course introduces students to penetration testing, network vulnerabilities, and hacking. Topics include an overview of traditional network security, system hardening, and known weaknesses. Upon completion, students should be able to evaluate weaknesses of traditional and wireless network for the purpose of incident response, reconstruction, and forensic investigation.
Prerequisite: None
Corequisite: None

CCT 251 Network Vulnerabilities II 4/3
This course advances students' knowledge of penetration testing, network vulnerabilities, and hacking. Topics include analyzing advanced techniques for circumventing network security hardware and software. Upon completion, students should be able to assemble test kits for multiple operating systems, scan and footprint networks, and perform advanced forensic investigation.
Prerequisite: Take CCT 250;
Corequisite: None

Database Management Technology (DBA)

DBA 110 Database Concepts 5/3
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.
Prerequisite: Take CIS 110 or CIS 111;
Corequisite: None

Design: Creative (DES)

DES 125 Visual Presentation I 6/2
This course introduces visual presentation techniques for communicating ideas. Topics include drawing, perspective drawing, rendering and mixed media. Upon completion, students should be able to present a design concept through graphic media.
Prerequisite: None
Corequisite: None

DES 135 Principles and Elements of Design I 6/4
This course introduces the basic concepts and terminology of design as they relate to the design profession. Topics include line, pattern, space, mass, shape, texture, color, unity, variety, rhythm, emphasis, balance, proportion, scale, and function. Upon completion, students should be able to demonstrate an understanding of the principles covered through 2D and 3D exploration.
Prerequisite: None
Corequisite: None

DES 136 Principles and Elements of Design II 6/4
This course provides advanced study of design principles and elements. Emphasis is placed on color theory, pattern, and texture as used in design as well as an investigation of the psychology of color. Upon completion, students should be able to originate a color program for 2D and 3D exploration.
Prerequisite: Take DES 135;
Corequisite: None

Developmental Disabilities (DDT)

DDT 110 Developmental Disabilities 3/3
This course identifies the characteristics and causes of various disabilities. Topics include history of service provision, human rights, legislation and litigation, advocacy, and accessing support services. Upon completion, students should be able to demonstrate an understanding of current and historical developmental disability definitions and support systems used throughout the life span.
Prerequisite: None
Corequisite: None

DDT 120 Teaching Developmental Disabled 3/3
This course covers teaching modalities which enhance learning among people with developmental disabilities. Topics include assessment, support strategies, writing behavioral strategies, teaching methods, and documentation. Upon completion, students should be able to demonstrate competence in individual program plan development and implementation.
Prerequisite: Take DDT 110;
Corequisite: None

DDT 210 DDT Health Issues 3/3
This course introduces the health and medical aspects of assisting people with developmental disabilities. Topics include universal precautions, medication, wellness, nutrition, human sexuality, and accessing medical services. Upon completion, students should be able to identify and implement strategies to promote wellness and manage chronic health conditions.
Prerequisite: Take DDT 110;
Corequisite: None

DDT 220 Program Planning Process 3/3
This course covers the individual program planning process used in services for people with developmental disabilities. Topics include basic components and benefits of the process, the effect of values on outcomes, and group problem-solving methods. Upon completion, students should be able to demonstrate an understanding of effective group process in program planning and the individual roles of team members.
Prerequisite: None
Corequisite: None

DDT 240 Aging Lifelong Disability 3/3
This course is designed to address issues facing individuals with developmental disabilities who are aging. Emphasis is placed on techniques to develop coalitions between the aging network and service providers, health and wellness strategies, later life planning, and community inclusion. Upon completion, students should be able to identify formal and informal supports and strategies for community inclusion for adults aging with lifelong disabilities.
Prerequisite: Take DDT 110;
Corequisite: None

Developmental Math Shell (DMS)

DMS 001 Developmental Math Shell 1 1.25/1
This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be one DMA module appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.
Prerequisite: None
Corequisite: None

DMS 002 Developmental Math Shell 2 2.5/2
This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be two DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.
Prerequisite: None
Corequisite: None

DMS 003 Developmental Math Shell 3 3.75/3
This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be three DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.
Prerequisite: None
Corequisite: None

DMS 004 Developmental Math Shell 4 5/4
This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be four DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.
Prerequisite: None
Corequisite: None

Drafting (DFT)

DFT 110 Basic Drafting 3/2
This course introduces basic drafting skills, terminology, and applications. Topics include basic mathematics; sketching; introduction to CAD, ANSI, and ISO drafting standards; and a survey of various drafting applications. Upon completion, students should be able to perform basic calculations for CAD drafting, sketch drawings using appropriate standards, and recognize drawings from different drafting fields.
Prerequisite: None
Corequisite: None

DFT 151 CAD I 5/3
This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.
Prerequisite: None
Corequisite: None

Economics (ECO)

ECO 151 Survey of Economics 3/3
This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors.
Prerequisite: None
Corequisite: None
Transferable

ECO 251 Principles of Microeconomics 3/3
This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.
Prerequisite: None
Corequisite: None
Transferable

ECO 252 Principles of Macroeconomics 3/3
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals.
Prerequisite: None
Corequisite: None
Transferable

Education (EDU)

EDU 119 Introduction to Early Childhood Education 4/4
This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.
Prerequisite: None
Corequisite: None

EDU 131 Child, Family, and Community 3/3
This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.
Prerequisite: None
Corequisite: None
Transferable

EDU 144 Child Development I 3/3
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.
Prerequisite: None
Corequisite: None
Transferable

EDU 145 Child Development II 3/3
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse.
Prerequisite: None
Corequisite: None
Transferable

EDU 146 Child Guidance 3/3
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.
Prerequisite: None
Corequisite: None

EDU 151 Creative Activities 3/3
This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.
Prerequisite: None
Corequisite: None

EDU 153 Health, Safety and Nutrition 3/3
This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.
Prerequisite: None
Corequisite: None

EDU 154 Social/Emotion/Behavior Development 3/3
This course covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports.
Prerequisite: Take 1 group; # Take EDU 144 EDU 145; # Take PSY 244 PSY 245;
Corequisite: None

EDU 157 Active Play 4/3
This course introduces physical activities to promote the development of the whole child, birth through middle childhood. Topics include active play, outdoor learning, design of the environment, development of play skills, loose parts play, nature play, risk benefit assessment, advocacy, and family/community connection. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, active play environments, advocate for the child's right to play, and plan and assess appropriate experiences using NC Foundations for Early Learning and Development.
Prerequisite: None
Corequisite: None

EDU 184 Early Childhood Introductory Practicum 4/2
This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits.
Prerequisite: Take EDU 119;
Corequisite: None

EDU 187 Teaching and Learning for All 6/4
This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching standards.
Prerequisite: None
Corequisite: None
Transferable

EDU 216 Foundations of Education 3/3
This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.
Prerequisite: None
Corequisite: None
Transferable

EDU 221 Children With Exceptionalities 3/3
This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development.
Prerequisite: Take 1 group; # Take EDU 144 EDU 145; # Take PSY 244 PSY 245;
Corequisite: None
Transferable

EDU 234 Infants, Toddlers, and Twos 3/3
This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/ materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.
Prerequisite: Take EDU 119;
Corequisite: None

EDU 235 School-Age Development and Programs 3/3
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities.
Prerequisite: None
Corequisite: None

EDU 250 Teacher Licensure Preparation 3/3
This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.
Prerequisite: Take 1 group; # Take ENG 111 MAT 143; # Take ENG 111 MAT 152; # Take ENG 111 MAT 171;
Corequisite: None
Transferable

EDU 251 Exploration Activities 3/3
This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.
Prerequisite: None
Corequisite: None

EDU 259 Curriculum Planning 3/3
This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.
Prerequisite: Take EDU 119;
Corequisite: None

EDU 261 Early Childhood Administration I 3/3
This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.
Prerequisite: None
Corequisite: Take EDU 119;

EDU 262 Early Childhood Administration II 3/3
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.
Prerequisite: Take EDU 119 EDU 261;
Corequisite: None

EDU 279 Literacy Development and Instruction 6/4
This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.
Prerequisite: None
Corequisite: None
Transferable

EDU 280 Language and Literacy Experiences 3/3
This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.
Prerequisite: None
Corequisite: None

EDU 284 Early Childhood Capstone Practicum 10/4
This course is designed to allow students to demonstrate acquired 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/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.
Prerequisite: Take 1 group; # Take EDU 119 EDU 144 EDU 145 EDU 146 EDU 151; # Take EDU 119 PSY 244 PSY 245 EDU 146 EDU 151; # Take EDU 119 EDU 144 PSY 245 EDU 146 EDU 151; # Take EDU 119 PSY 244 EDU 145 EDU 146 EDU 151;
Corequisite: None

Electrical (ELC)

ELC 111 Introduction to Electricity 4/3
This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.
Prerequisite: None
Corequisite: None

ELC 112 DC/AC Electricity 9/5
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.
Prerequisite: None
Corequisite: None

ELC 113 Residential Wiring 8/4
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.
Prerequisite: None
Corequisite: None

ELC 116 Telecom Cabling 3/2
This course introduces the theory and practical application of both copper and fiber cabling for telecom systems. Topics include transmission theory, noise, standards, cable types and systems, connectors, physical layer components, installation, and ground/shielding techniques. Upon completion, students should be able to choose the correct cable, install, test, and troubleshoot cabling for telecom.
Prerequisite: None
Corequisite: None

ELC 117 Motors and Controls 8/4
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.
Prerequisite: None
Corequisite: Take ELC 131 or ELC 111;

ELC 118 National Electrical Code 3/2
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.
Prerequisite: None
Corequisite: None

ELC 131 Circuit Analysis I 6/4
This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020; # Take MAT 003;
Corequisite: None

ELC 131A Circuit Analysis I Lab 3/1
This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020; # Take MAT 003;
Corequisite: Take ELC 131;

ELC 220 Photovoltaic System Technology 5/3
This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications.
Prerequisite: None
Corequisite: None

Electronics (ELN)

ELN 131 Analog Electronics I 6/4
This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.
Prerequisite: Take ELC 131;
Corequisite: None

ELN 132 Analog Electronics II 6/4
This course covers additional applications of analog electronic circuits with an emphasis on analog and mixed signal integrated circuits (IC). Topics include amplification, filtering, oscillation, voltage regulation, and other analog circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog electronic circuits using appropriate techniques and test equipment.
Prerequisite: Take ELN 131;
Corequisite: None

ELN 133 Digital Electronics 6/4
This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.
Prerequisite: Take ELC 131;
Corequisite: None

ELN 232 Introduction to Microprocessors 6/4
This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.
Prerequisite: Take ELN 133;
Corequisite: None

ELN 234 Communication Systems 6/4
This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion, students should be able to interpret analog and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.
Prerequisite: Take ELN 132;
Corequisite: None

ELN 260 Prog Logic Controllers 6/4
This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.
Prerequisite: None
Corequisite: Take ELC 131 or ELC 111;

Emergency Medical Science (EMS)

EMS 110 EMT 15/9
This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.
Prerequisite: None
Corequisite: None

EMS 122 EMS Clinical Practicum I 3/1
This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competency with fundamental paramedic level skills.
Prerequisite: Take EMS 110;
Corequisite: None

EMS 130 Pharmacology 6/4
This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.
Prerequisite: Take EMS 110;
Corequisite: None

EMS 131 Advanced Airway Management 3/2
This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics must meet current guidelines for advanced airway management in the pre-hospital setting. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.
Prerequisite: Take EMS 110;
Corequisite: None

EMS 160 Cardiology I 5/3
This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and rhythm interpretation. Upon completion, students should be able to recognize and interpret rhythms.
Prerequisite: Take EMS 110;
Corequisite: None

EMS 210 Advanced Patient Assessment 4/2
This course covers advanced patient assessment techniques and is required for paramedic certification. Topics include initial assessment, medical-trauma history, field impression, complete physical exam process, on-going assessment, and documentation skills. Upon completion, students should be able to utilize basic communication skills and record and report collected patient data.
Prerequisite: Take EMS 110;
Corequisite: None

EMS 220 Cardiology II 5/3
This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, cardiac pharmacology, and patient care. Upon completion, students should be able to manage the cardiac patient.
Prerequisite: Take EMS 122 EMS 130 EMS 160;
Corequisite: None

EMS 221 EMS Clinical Practicum II 6/2
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.
Prerequisite: Take EMS 121 or EMS 122;
Corequisite: None

EMS 231 EMS Clinical Practicum III 9/3
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.
Prerequisite: Take EMS 221;
Corequisite: None

EMS 235 EMS Management 2/2
This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems.
Prerequisite: None
Corequisite: None

EMS 240 Patients With Special Challenges 3/2
This course includes concepts of crisis intervention and techniques of interacting with patients with special challenges and is required for paramedic certification. Topics include appropriate intervention and interaction for neglected, abused, terminally ill, chronically ill, technology assisted, bariatric, physically challenged, mentally challenged, or assaulted patients as well as behavioral emergencies. Upon completion, students should be able to recognize and manage the care of patients with special challenges.
Prerequisite: Take EMS 122 EMS 130;
Corequisite: None

EMS 241 EMS Clinical Practicum IV 12/4
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.
Prerequisite: Take EMS 231;
Corequisite: None

EMS 250 Medical Emergencies 6/4
This course provides an in-depth study of medical conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include appropriate interventions/treatments for disorders/diseases/injuries affecting the following systems: respiratory, neurological, abdominal/gastrointestinal, endocrine, genitourinary, musculoskeletal, and immunological as well as toxicology, infectious diseases and diseases of the eyes, ears, nose and throat. Upon completion, students should be able to recognize, assess and manage the care of frequently encountered medical conditions based upon initial patient assessment.
Prerequisite: Take EMS 122 EMS 130;
Corequisite: None

EMS 260 Trauma Emergencies 4/2
This course provides in-depth study of trauma including pharmacological interventions for conditions frequently encountered in the prehospital setting and is required for paramedic certification. Topics include an overview of thoracic, abdominal, genitourinary, orthopedic, neurological, and multi-system trauma, soft tissue trauma of the head, neck, and face as well as environmental emergencies. Upon completion, students should be able to recognize and manage trauma situations based upon patient assessment and should adhere to standards of care.
Prerequisite: Take EMS 122 EMS 130;
Corequisite: None

EMS 270 Life Span Emergencies 6/4
This course covers medical/ethical/legal issues and the spectrum of age-specific emergencies from conception through death required for paramedic certification. Topics include gynecological, obstetrical, neonatal, pediatric, and geriatric emergencies and pharmacological therapeutics. Upon completion, students should be able to recognize and treat age-specific emergencies.
Prerequisite: Take EMS 122 EMS 130;
Corequisite: None

EMS 280 EMS Bridging Course 4/3
This course is designed to provide currently credentialed state or national Paramedic students with the most current education trends in Paramedic Practice. Emphasis is placed on transitions in healthcare. Upon completion, students should be able to integrate emerging trends in pre-hospital care.
Prerequisite: None
Corequisite: None

EMS 285 EMS Capstone 4/2
This course provides an opportunity to demonstrate problem-solving skills as a team leader in simulated patient scenarios and is required for paramedic certification. Emphasis is placed on critical thinking, integration of didactic and psychomotor skills, and effective performance in simulated emergency situations. Upon completion, students should be able to recognize and appropriately respond to a variety of EMS-related events.
Prerequisite: Take EMS 220 EMS 250 EMS 260;
Corequisite: None

English (ENG)

ENG 001 English Skills Support 2/1
This course is designed to supplement the skills introduced in ENG-111 with emphasis placed on the editing and revision components of the writing process. Topics include concepts, skills, writing in a variety of genres and formats using a recursive process, and effective use of rhetorical strategies, with emphasis placed on the editing and revision components of the writing process. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.
Prerequisite: None
Corequisite: None

ENG 002 Transition English 6/3
This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: None

ENG 011 Writing and Inquiry Support 3/2
This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English.
Prerequisite: None
Corequisite: None

ENG 101 Applied Communications I 3/3
This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace.
Prerequisite: None
Corequisite: None

ENG 111 Writing and Inquiry 3/3
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.
Prerequisite: Take 1 group; # Take DRE 097; # Take ENG 002; # Take BSP 4002;
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 002; From rule RMINP2; # Take BSP 4002; From rule BSPMINP2; # Take ENG 011;
Transferable

ENG 112 Writing and Research in the Disciplines 3/3
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.
Prerequisite: Take ENG 111;
Corequisite: None
Transferable

ENG 113 Literature-Based Research 3/3
This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works.
Prerequisite: Take ENG 111;
Corequisite: None
Transferable

ENG 114 Professional Research & Reporting 3/3
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations.
Prerequisite: Take ENG 111;
Corequisite: None
Transferable

ENG 125 Creative Writing I 3/3
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others.
Prerequisite: Take ENG 111;
Corequisite: None
Transferable

ENG 231 American Literature I 3/3
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

ENG 232 American Literature II 3/3
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

ENG 233 Major American Writers 3/3
This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

ENG 241 British Literature I 3/3
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

ENG 242 British Literature II 3/3
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

ENG 251 Western World Literature I 3/3
This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

ENG 252 Western World Literature II 3/3
This course provides a survey of selected European works from the Neoclassical period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

ENG 253 The Bible As Literature 3/3
This course introduces the Hebrew Old Testament and the Christian New Testament as works of literary art. Emphasis is placed on the Bible's literary aspects including history, composition, structure, and cultural contexts. Upon completion, students should be able to identify and analyze selected books and passages using appropriate literary conventions.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

Entrepreneurship (ETR)

ETR 210 Introduction to Entrepreneurship 3/3
This course provides a survey of the starting and operating of an entrepreneurial venture. Topics include new venture creation, the business plan, economics of the business, determining resource needs and acquiring resources, marketing, technology, leadership skills, and business ethics. Upon completion, students should be able to demonstrate an understanding of entrepreneurship concepts and how to use the entrepreneurial mindset to succeed in their careers.
Prerequisite: None
Corequisite: None

ETR 230 Entrepreneur Marketing 3/3
This course covers the techniques to correctly research and define the target market to increase sales for start up businesses or to expand current businesses. Topics include how to target market and meet customers' needs with a limited budget in the early stages of the life of a start up business. Upon completion, students should be able to demonstrate an understanding of how to correctly target market for a start-up business with limited resources.
Prerequisite: None
Corequisite: None

Graphic Arts (GRA)

GRA 121 Graphic Arts I 6/4
This course introduces terminology, tools and materials, procedures, and equipment used in graphic arts production. Topics include copy preparation and pre-press production relative to printing. Upon completion, students should be able to demonstrate an understanding of graphic arts production.
Prerequisite: None
Corequisite: None

GRA 151 Computer Graphics I 4/2
This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.
Prerequisite: None
Corequisite: None

GRA 152 Computer Graphics II 4/2
This course covers advanced design and layout concepts utilizing illustration, page layout, and imaging software in graphic arts. Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Upon completion, students should be able to select and utilize appropriate software for design and layout solutions.
Prerequisite: Take GRA 151;
Corequisite: None

Graphic Design (GRD)

GRD 110 Typography I **4/3**
This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.
Prerequisite: None
Corequisite: None

GRD 121 Drawing Fundamentals I **4/2**
This course increases observation skills using basic drawing techniques and media in graphic design. Emphasis is placed on developing the use of graphic design principles, media applications, spatial considerations, drawing styles, and approaches. Upon completion, students should be able to show competence and proficiency in finished works.
Prerequisite: None
Corequisite: None

GRD 131 Illustration I **4/2**
This course introduces the application of rendering techniques to create illustrations. Emphasis is placed on controlling various media, methods, surfaces, design problems, and the appropriate media selection process. Upon completion, students should be able to produce quality illustrations from conception through finished artwork.
Prerequisite: Take ART 131 DES 125 or GRD 121;
Corequisite: None

GRD 141 Graphic Design I **6/4**
This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.
Prerequisite: Take DES 125;
Corequisite: None

GRD 142 Graphic Design II **6/4**
This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects.
Prerequisite: Take ART 121 DES 135 or GRD 141;
Corequisite: None

GRD 151 Computer Design Basics **5/3**
This course covers designing and drawing with various types of software applications for advertising and graphic design. Emphasis is placed on creative and imaginative use of space, shapes, value, texture, color, and typography to provide effective solutions to advertising and graphic design problems. Upon completion, students should be able to use the computer as a creative tool.
Prerequisite: Take DES 125;
Corequisite: None

GRD 152 Computer Design Techniques I **5/3**
This course covers complex design problems utilizing various design and drawing software applications. Topics include the expressive use of typography, image, and organization to communicate a message. Upon completion, students should be able to use appropriate computer software to professionally present their work.
Prerequisite: Take GRD 151;
Corequisite: None

GRD 167 Photographic Imaging I **5/3**
This course introduces basic camera operations and photographic production. Topics include subject composition, depth of field, shutter control, light control, color, photo-finishing, and digital imaging, correction and output. Upon completion, students should be able to produce traditional and/or digital photographic prints with acceptable technical and compositional quality.
Prerequisite: None
Corequisite: None

GRD 230 Technical Illustration **4/2**
This course introduces technical and industrial illustration techniques. Topics include orthographic, isometric, linear perspective, and exploded views. Upon completion, students should be able to demonstrate competence in various technical rendering techniques.
Prerequisite: Take ART 131 DES 125 or GRD 121;
Corequisite: None

GRD 241 Graphic Design III **6/4**
This course is an advanced exploration of various techniques and media for advertising and graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving.
Prerequisite: Take DES 136 or GRD 142;
Corequisite: None

GRD 280 Portfolio Design **6/4**
This course covers the organization and presentation of a design/advertising or graphic art portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a resume and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials.
Prerequisite: Take 1 group; # Take GRD 142 GRD 152; # Take GRD 142 GRA 152;
Corequisite: None

Health (HEA)

HEA 110 Personal Health/Wellness **3/3**
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness.
Prerequisite: None
Corequisite: None
Transferable

Heavy Equipment Operations (HEO)

HEO 111 Heavy Equipment Operations I 16/12
This course covers the beginning processes of heavy equipment operations. Topics include heavy equipment operator employment options, heavy equipment safety, identification of heavy equipment, equipment systems and maintenance, and basic operational techniques. Upon completion, students should be able to demonstrate a basic understanding of heavy equipment operations utilized in the construction field.
Prerequisite: None
Corequisite: None

HEO 112 Heavy Equipment Operations II 16/12
This course provides instruction regarding advanced operations of various construction equipment. Topics include purpose, function, design features, controls, manipulation, limitations, and safe operation of popular mobile heavy equipment. Upon completion, students should be able to demonstrate advanced operations of various heavy equipment found in the construction field.
Prerequisite: Take HEO 111;
Corequisite: None

HEO 113 Grades and Drawings 3/3
This course is designed to develop the knowledge and skills required to interpret construction drawings, civil blueprints, and grades. Topics include basic terms for construction drawings, dimensions, setting grades, interpreting grade stakes, reading site plans, safety, and legal issues. Upon completion, students should be able to demonstrate a general knowledge of civil blueprints, construction drawings and the theory behind finish grade selection.
Prerequisite: None
Corequisite: None

History (HIS)

HIS 111 World Civilizations I 3/3
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations.
Prerequisite: None
Corequisite: None
Transferable

HIS 112 World Civilizations II 3/3
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations.
Prerequisite: None
Corequisite: None
Transferable

HIS 121 Western Civilization I 3/3
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization.
Prerequisite: None
Corequisite: None
Transferable

HIS 122 Western Civilization II 3/3
This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization.
Prerequisite: None
Corequisite: None
Transferable

HIS 131 American History I 3/3
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history.
Prerequisite: None
Corequisite: None
Transferable

HIS 132 American History II 3/3
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War.
Prerequisite: None
Corequisite: None
Transferable

HIS 164 History of Sports 3/3
This course surveys the history of sports in human society. Topics include the development of sports in their social, cultural, and historical contexts. Upon completion, students should be able to analyze the significance of sports in human culture.
Prerequisite: None
Corequisite: None
Transferable

HIS 165 Twentieth-Century World 3/3
This course includes the major developments, issues, and ideas in twentieth-century world history. Emphasis is placed on contrasting political systems, the impact of science and technology, and the philosophical temperament of twentieth-century people. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the twentieth century.
Prerequisite: None
Corequisite: None
Transferable

HIS 221 African-American History 3/3
This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans.
Prerequisite: None
Corequisite: None
Transferable

HIS 236 North Carolina History 3/3
This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina.
Prerequisite: None
Corequisite: None
Transferable

Human Services (HSE)

HSE 110 Introduction to Human Services 4/3
This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker.
Prerequisite: None
Corequisite: None

HSE 112 Group Process I 3/2
This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings.
Prerequisite: None
Corequisite: None

HSE 123 Interviewing Techniques 4/3
This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship.
Prerequisite: None
Corequisite: None

HSE 125 Counseling 4/3
This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques.
Prerequisite: None
Corequisite: None

HSE 210 Human Services Issues 2/2
This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.
Prerequisite: None
Corequisite: None

HSE 220 Case Management 4/3
This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services.
Prerequisite: Take HSE 110;
Corequisite: None

HSE 225 Crisis Intervention 3/3
This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately.
Prerequisite: None
Corequisite: None

HSE 227 Children & Adolescents in Crisis 3/3
This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents.
Prerequisite: None
Corequisite: None

Humanities (HUM)

HUM 110 Technology and Society 3/3
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology.
Prerequisite: None
Corequisite: None
Transferable

HUM 115 Critical Thinking 3/3
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.
Prerequisite: Take DRE 098 ENG 002 BSP 4002 or ENG 111;
Corequisite: None
Transferable

HUM 120 Cultural Studies 3/3
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture.
Prerequisite: None
Corequisite: None
Transferable

HUM 121 The Nature of America 3/3
This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life.
Prerequisite: None
Corequisite: None
Transferable

HUM 122 Southern Culture 3/3
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture.
Prerequisite: None
Corequisite: None
Transferable

HUM 130 Myth in Human Culture 3/3
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture.
Prerequisite: None
Corequisite: None
Transferable

HUM 150 American Women's Studies 3/3
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms.
Prerequisite: None
Corequisite: None
Transferable

HUM 160 Introduction to Film 4/3
This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films.
Prerequisite: None
Corequisite: None
Transferable

HUM 180 International Cultural Exploration 5/3
This course provides a framework for students to visit, examine, and analyze a country/region outside the United States to learn about the place and people. Emphasis is placed on the distinctive cultural characteristics of a country or region. Upon completion, students should be able to identify similarities/differences, analyze causes/effects, and clearly articulate the impact of one or more cultural elements.
Prerequisite: None
Corequisite: None
Transferable

Hydraulics (HYD)

HYD 110 Hydraulics/Pneumatics I 5/3
This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.
Prerequisite: None
Corequisite: None

Industrial Science (ISC)

ISC 112 Industrial Safety 2/2
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.
Prerequisite: None
Corequisite: None

ISC 115 Construction Safety 2/2
This course introduces the basic concepts of construction site safety. Topics include ladders, lifting, lock-out/tag-out, personal protective devices, scaffolds, and above/below ground work based on OSHA regulations. Upon completion, students should be able to demonstrate knowledge of applicable safety regulations and safely participate in construction projects.
Prerequisite: None
Corequisite: None

ISC 121 Environmental Health & Safety 3/3
This course covers workplace environmental, health, and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.
Prerequisite: None
Corequisite: None

Information Systems (CIS)

CIS 070 Fundamentals of Computing 2/1
This course covers fundamental functions and operations of the computer. Topics include identification of components, overview of operating systems, and other basic computer operations. Upon completion, students should be able to operate computers, access files, print documents and perform basic applications operations.
Prerequisite: None
Corequisite: None

CIS 110 Introduction to Computers 4/3
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.
Prerequisite: None
Corequisite: None
Transferable

CIS 111 Basic PC Literacy 3/2
This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.
Prerequisite: None
Corequisite: None

CIS 115 Introduction to Programming and Logic 5/3
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to use top-down algorithm design and implement algorithmic solutions in a programming language.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DMA 040; # Take DMA 025 DMA 040; # Take MAT 121; # Take MAT 171; # Take MAT 003; # Take BSP 4003;
Corequisite: None
Transferable

CIS 164 DTP Layout & Design 4/3
This course introduces the fundamentals of design and page layout. Emphasis is placed on page layout organization, typography, and color. Upon completion, students should be able to create projects that visually enhance communication.
Prerequisite: None
Corequisite: None

Information Systems Security (SEC)

SEC 110 Security Concepts 4/3
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.
Prerequisite: None
Corequisite: None

SEC 160 Security Administration I 4/3
This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.
Prerequisite: Take SEC 110;
Corequisite: None

Logistics Management (LOG)

LOG 110 Introduction to Logistics 3/3
This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry.
Prerequisite: None
Corequisite: None

Machining (MAC)

MAC 111 Machining Technology I 14/6
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. This course will also promote personal development essential for success through discussions of study skills, goal-setting, and communication.
Prerequisite: None
Corequisite: None

MAC 114 Introduction to Metrology 2/2
This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.
Prerequisite: None
Corequisite: None

MAC 121 Introduction to CNC 2/2
This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.
Prerequisite: None
Corequisite: None

MAC 122 CNC Turning 4/2
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.
Prerequisite: Take MAC 121;
Corequisite: None

MAC 124 CNC Milling 4/2
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.
Prerequisite: Take MAC 121;
Corequisite: None

MAC 131 Blueprint Reading-Machining I 3/2
This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.
Prerequisite: None
Corequisite: None

MAC 132 Blueprint Reading-Machining II 3/2
This course introduces more complex industrial blueprints. Emphasis is placed on auxiliary views, section views, violations of true project, special views, applications of GD & T, and interpretation of complex parts. Upon completion, students should be able to read and interpret complex industrial blueprints.
Prerequisite: Take MAC 131;
Corequisite: None

MAC 141 Machining Applications I 8/4
This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.
Prerequisite: None
Corequisite: None

MAC 142 Machining Applications II 8/4
This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.
Prerequisite: Take MAC 141;
Corequisite: None

MAC 143 Machining Applications III 8/4
This course provides instruction in the field of advanced machining. Emphasis is placed on creating complex components, close-tolerance machining, precise measurement, and proper equipment usage. Upon completion, students should be able to demonstrate the ability to produce an accurately machined component with a quality finish using the proper machining process.
Prerequisite: Take MAC 142;
Corequisite: None

MAC 151 Machining Calculations 3/2
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.
Prerequisite: None
Corequisite: None

MAC 152 Advanced Machining Calculations 3/2
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.
Prerequisite: None
Corequisite: None

MAC 222 Advanced CNC Turning 4/2
This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers.
Prerequisite: Take MAC 122;
Corequisite: None

MAC 224 Advanced CNC Milling 4/2
This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.
Prerequisite: Take MAC 124;
Corequisite: None

MAC 228 Advanced CNC Processes 5/3
This course covers advanced programming, setup, and operation of CNC turning centers and CNC milling centers. Topics include advanced programming formats, control functions, program editing, and part production and inspection. Upon completion, students should be able to manufacture complex parts using CNC turning and milling centers.
Prerequisite: Take MAC 122 MAC 124;
Corequisite: None

MAC 231 Cam: Computer Numerical Control Turning 5/3
This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software, including machine selection, tool selection, operational sequence, speed, feed, and cutting depth.
Prerequisite: None
Corequisite: None

MAC 232 CAM: Computer Numerical Control Milling 5/3
This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAM software to create a multi-axis CNC program.
Prerequisite: None
Corequisite: None

MAC 241 Jigs & Fixtures I 8/4
This course introduces the application and use of jigs and fixtures. Emphasis is placed on design and manufacture of simple jigs and fixtures. Upon completion, students should be able to design and build simple jigs and fixtures.
Prerequisite: None
Corequisite: None

MAC 247 Production Tooling 2/2
This course provides advanced study in tooling currently utilized in the production of metal parts. Emphasis is placed on the proper use of tooling used on CNC and other production machine tools. Upon completion, students should be able to choose proper tool grades based on manufacturing requirements and troubleshoot carbide tooling problems.
Prerequisite: None
Corequisite: None

Marketing and Retailing (MKT)

MKT 120 Principles of Marketing 3/3
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.
Prerequisite: None
Corequisite: None

MKT 221 Consumer Behavior 3/3
This course is designed to describe consumer behavior as applied to the exchange processes involved in acquiring, consuming, and disposing of goods and services. Topics include an analysis of basic and environmental determinants of consumer behavior with emphasis on the decision-making process. Upon completion, students should be able to analyze concepts related to the study of the individual consumer.
Prerequisite: None
Corequisite: None

MKT 223 Customer Service 3/3
This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.
Prerequisite: None
Corequisite: None

Mathematics (MAT)

MAT 001 Math Skills Support 2/1
This course provides opportunities for students to build a stronger foundation for success in their corequisite math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the co-requisite math course. Upon completion, students should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's co-requisite math course.
Prerequisite: None
Corequisite: Take MAT 110 MAT 121 MAT 143 MAT 152 or MAT 171;

MAT 003 Transition Math 6/3
This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: None

MAT 010 Math Measurement & Literacy Su 2/1
This course provides an opportunity to customize foundational math content specific to Math Measurement & Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Math Measurement & Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: None

MAT 021 Algebra/Trigonometry I Support 3/2
This course provides an opportunity to customize foundational math content specific to Algebra and Trigonometry I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Algebra/Trigonometry I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: None

MAT 043 Quantitative Literacy Support Class 3/2
This course provides an opportunity to customize foundational math content specific to Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: None

MAT 052 Statistical Methods I Support 3/2
This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: None

MAT 071 071 Precalculus Algebra Support 4/2
This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: None

MAT 110 Mathematical Measurement and Literacy 4/3
This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030; # Take DMA 025; # Take MAT 003; # Take BSP 4003;
Corequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030; # Take DMA 025; # Take MAT 003; From rule RMINP1; # Take BSP 4003; From rule BSPMINP1; # Take MAT 010;

MAT 121 Algebra/Trigonometry I 4/3
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DMA 040 DMA 050; # Take DMA 025 DMA 040 DMA 050; # Take DMA 025 DMA 045; # Take DMA 010 DMA 020 DMA 030 DMA 045; # Take MAT 003; From rule RMINP2M; # Take BSP 4003; From rule BSPMINP2;
Corequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DMA 040 DMA 050 DMA 060; # Take DMA 010 DMA 020 DMA 030 DMA 045 DMA 060; # Take DMA 025 DMA 040 DMA 050 DMA 060; # Take DMA 025 DMA 045 DMA 060; # Take 1 courses; From rule RMINP3; # Take BSP 4003; From rule BSPMINP3; # Take MAT 071; # Take MAT 021;

MAT 122 Algebra/Trigonometry II 4/3
This course is designed to cover concepts in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, transformations of functions, Law of Sines, Law of Cosines, vectors, and statistics. Upon completion, students should be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.
Prerequisite: Take MAT 121;
Corequisite: None

MAT 143 Quantitative Literacy 4/3
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DRE 098; # Take DMA 010 DMA 020 DMA 030 ENG 002; # Take DMA 010 DMA 020 DMA 030 BSP 4002; # Take DMA 025 DRE 098; # Take DMA 025 ENG 002; # Take DMA 025 BSP 4002; # Take MAT 003 DRE 098; # Take MAT 003 ENG 002; # Take MAT 003 BSP 4002; # Take BSP 4003 DRE 098; # Take BSP 4003 ENG 002; # Take BSP 4003 BSP 4002;
Corequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DMA 040 DMA 050; # Take DMA 010 DMA 020 DMA 030 DMA 045; # Take DMA 025 DMA 040 DMA 050; # Take DMA 025 DMA 045; # Take MAT 003; From rule RMINP2; # Take BSP 4003; From rule BSPMINP2; # Take MAT 043; # Take MAT 052;
Transferable

MAT 152 Statistical Methods I 5/4
This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DRE 098; # Take DMA 010 DMA 020 DMA 030 ENG 002; # Take DMA 010 DMA 020 DMA 030 BSP 4002; # Take DMA 025 DRE 098; # Take DMA 025 ENG 002; # Take DMA 025 BSP 4002; # Take MAT 003 DRE 098; # Take MAT 003 ENG 002; # Take MAT 003 BSP 4002; # Take BSP 4003 DRE 098; # Take BSP 4003 ENG 002; # Take BSP 4003 BSP 4002;
Corequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DMA 040 DMA 050; # Take DMA 010 DMA 020 DMA 030 DMA 045; # Take DMA 025 DMA 040 DMA 050; # Take DMA 025 DMA 045; # Take MAT 003; From rule RMINP2; # Take BSP 4003; From rule BSPMINP2; # Take MAT 043; # Take MAT 052;
Transferable

MAT 171 Precalculus Algebra 5/4
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DMA 040 DMA 050; # Take DMA 010 DMA 020 DMA 030 DMA 045; # Take DMA 025 DMA 045; # Take DMA 025 DMA 040 DMA 050; # Take MAT 121; # Take MAT 003; From rule RMINP2M; # Take BSP 4003; From rule BSPMINP2;
Corequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DMA 040 DMA 050 DMA 060 DMA 070 DMA 080; # Take DMA 010 DMA 020 DMA 030 DMA 040 DMA 050 DMA 065; # Take DMA 025 DMA 040 DMA 050 DMA 060 DMA 070 DMA 080; # Take DMA 025 DMA 040 DMA 050 DMA 065; # Take DMA 025 DMA 045 DMA 060 DMA 070 DMA 080; # Take DMA 025 DMA 045 DMA 065; # Take 1 courses; From rule RMINP3; # Take BSP 4003; From rule BSPMINP3; # Take MAT 021; # Take MAT 071;
Transferable

MAT 172 Precalculus Trigonometry 5/4
This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology.
Prerequisite: Take MAT 171;
Corequisite: None
Transferable

MAT 263 Brief Calculus 5/4
This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results.
Prerequisite: Take MAT 171;
Corequisite: None
Transferable

MAT 271 Calculus I 5/4
This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology.
Prerequisite: Take MAT 172;
Corequisite: None
Transferable

MAT 272 Calculus II 5/4
This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.
Prerequisite: Take MAT 271;
Corequisite: None
Transferable

MAT 273 Calculus III 5/4
This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology.
Prerequisite: Take MAT 272;
Corequisite: None
Transferable

Mechanical (MEC)

MEC 111 Machine Processes I 5/3
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.
Prerequisite: None
Corequisite: None

MEC 112 Machine Processes II 5/3
This course covers advanced use of milling machines and lathes. Emphasis is placed on safety and compound setup of milling machines and lathes for manufacture of projects with a specified fit. Upon completion, students should be able to demonstrate proper procedures for manufacture of assembled parts.
Prerequisite: Take MEC 111;
Corequisite: None

MEC 128 CNC Machining Processes 6/4
This course covers programming, setup, and operations of CNC turning, milling, and other CNC machines. Topics include programming formats, control functions, program editing, and part production and inspection. Upon completion, students should be able to manufacture simple parts using CNC machines.
Prerequisite: None
Corequisite: None

MEC 130 Mechanisms 4/3
This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems.
Prerequisite: None
Corequisite: None

Medical Assisting (MED)

MED 110 Orientation to Medical Assisting 1/1
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.
Prerequisite: None
Corequisite: None

MED 112 Orientation to Clinic Setting I 3/1
This course provides an early opportunity to observe and/or perform in the medical setting. Emphasis is placed on medical assisting procedures including appointment scheduling, filing, greeting patients, telephone techniques, billing, collections, medical records, and related medical procedures. Upon completion, students should be able to identify administrative and clinical procedures in the medical environment.
Prerequisite: None
Corequisite: None

MED 118 Medical Law and Ethics 2/2
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.
Prerequisite: None
Corequisite: None

MED 120 Survey of Medical Terminology 2/2
This course introduces the vocabulary, abbreviations, and symbols used in the language of medicine. Emphasis is placed on building medical terms using prefixes, suffixes, and word roots. Upon completion, students should be able to pronounce, spell, and define accepted medical terms.
Prerequisite: None
Corequisite: None

MED 121 Medical Terminology I 3/3
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.
Prerequisite: None
Corequisite: None

MED 122 Medical Terminology II 3/3
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.
Prerequisite: Take MED 121;
Corequisite: None

MED 130 Administrative Office Procedures I 3/2
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.
Prerequisite: None
Corequisite: None

MED 131 Administrative Office Procedures II 3/2
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.
Prerequisite: None
Corequisite: None

MED 140 Examining Room Procedures I 7/5
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures.
Prerequisite: None
Corequisite: None

MED 150 Laboratory Procedures I 7/5
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.
Prerequisite: None
Corequisite: None

MED 232 Medical Insurance Coding 4/2
This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.
Prerequisite: None
Corequisite: Take MED 131;

MED 240 Examining Room Procedures II 7/5
This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.
Prerequisite: Take MED 140;
Corequisite: None

MED 260 MED Clinical Practicum 15/5
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional.
Prerequisite: None
Corequisite: None

MED 264 Medical Assisting Overview 2/2
This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.
Prerequisite: None
Corequisite: None

MED 270 Symptomatology 4/3
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.
Prerequisite: None
Corequisite: None

MED 272 Drug Therapy 3/3
This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office.
Prerequisite: None
Corequisite: None

Medical Laboratory Technology (MLT)

MLT 110 Introduction to Mlt 5/3
This course introduces all aspects of the medical laboratory profession. Topics include health care/laboratory organization, professional ethics, basic laboratory techniques, safety, quality assurance, and specimen collection. Upon completion, students should be able to demonstrate a basic understanding of laboratory operations and be able to perform basic laboratory skills.
Prerequisite: None
Corequisite: None

MLT 111 Urinalysis & Body Fluids 4/2
This course introduces the laboratory analysis of urine and body fluids. Topics include physical, chemical, and microscopic examination of the urine and body fluids. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting urinalysis and body fluid tests.
Prerequisite: None
Corequisite: None

MLT 120 Hematology/Hemostasis I 6/4
This course introduces the theory and technology used in analyzing blood cells and the study of hemostasis. Topics include hematology, hemostasis, and related laboratory testing. Upon completion, students should be able to demonstrate theoretical comprehension of hematology/hemostasis, perform diagnostic techniques, and correlate laboratory findings with disorders.
Prerequisite: None
Corequisite: None

MLT 125 Immunohematology I 7/5
This course introduces the immune system and response; basic concepts of antigens, antibodies, and their reactions; and applications in transfusion medicine and serodiagnostic testing. Emphasis is placed on immunological and blood banking techniques including concepts of cellular and humoral immunity and pretransfusion testing. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting routine immunological and blood bank procedures.
Prerequisite: None
Corequisite: None

MLT 126 Immunology and Serology 3/2
This course introduces the immune system and response and basic concepts of antigens, antibodies, and their reactions. Emphasis is placed on basic principles of immunologic and serodiagnostic techniques and concepts of cellular and humoral immunity in health and disease. Upon completion, students should be able to demonstrate theoretical comprehension and application in performing and interpreting routine immunologic and serodiagnostic procedures.
Prerequisite: None
Corequisite: None

MLT 127 Transfusion Medicine 5/3
This course introduces the blood group systems and their applications in transfusion medicine. Emphasis is placed on blood bank techniques including blood grouping and typing, pretransfusion testing, donor selection and processing, and blood component preparation and therapy. Upon completion, students should be able to demonstrate theoretical comprehension and application in performing/interpreting routine blood bank procedures and recognizing/resolving common problems.
Prerequisite: None
Corequisite: None

MLT 130 Clinical Chemistry I 6/4
This course introduces the quantitative analysis of blood and body fluids and their variations in health and disease. Topics include clinical biochemistry, methodologies, instrumentation, and quality control. Upon completion, students should be able to demonstrate theoretical comprehension of clinical chemistry, perform diagnostic techniques, and correlate laboratory findings with disorders.
Prerequisite: None
Corequisite: None

MLT 140 Introduction to Microbiology 5/3
This course introduces basic techniques and safety procedures in clinical microbiology. Emphasis is placed on the morphology and identification of common pathogenic organisms, aseptic technique, staining techniques, and usage of common media. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting basic clinical microbiology procedures.
Prerequisite: None
Corequisite: None

MLT 215 Professional Issues 1/1
This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.
Prerequisite: None
Corequisite: None

MLT 216 Professional Issues 2/1
This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.
Prerequisite: None
Corequisite: None

MLT 217 Professional Issues 3/1
This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.
Prerequisite: None
Corequisite: None

MLT 220 Hematology/Hemostasis II 5/3
This course covers the theories and techniques used in the advanced analysis of human blood cells and hemostasis. Emphasis is placed on the study of hematologic disorders, abnormal cell development and morphology, and related testing. Upon completion, students should be able to demonstrate a theoretical comprehension and application of abnormal hematology and normal and abnormal hemostasis.
Prerequisite: Take MLT 120;
Corequisite: None

MLT 240 Special Clinical Microbiology 5/3
This course is designed to introduce special techniques in clinical microbiology. Emphasis is placed on advanced areas in microbiology. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting specialized clinical microbiology procedures.
Prerequisite: Take MLT 140;
Corequisite: None

MLT 253 MLT Practicum I 9/3
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.
Prerequisite: None
Corequisite: None

MLT 265 MLT Practicum II 15/5
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.
Prerequisite: Take MLT 253;
Corequisite: None

MLT 275 MLT Practicum III 15/5
This course provides entry-level clinical laboratory experience. Emphasis is placed on technique, accuracy, and precision. Upon completion, students should be able to demonstrate entry-level competence on final clinical evaluations.
Prerequisite: Take MLT 265;
Corequisite: None

Music (MUS)

MUS 110 Music Appreciation 3/3
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music.
Prerequisite: None
Corequisite: None
Transferable

MUS 112 Introduction to Jazz 3/3
This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music.
Prerequisite: None
Corequisite: None
Transferable

MUS 113 American Music 3/3
This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music.
Prerequisite: None
Corequisite: None
Transferable

MUS 210 History of Rock Music 3/3
This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras.
Prerequisite: None
Corequisite: None
Transferable

Network Operating Systems (NOS)

NOS 110 Operating Systems Concepts 5/3
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.
Prerequisite: None
Corequisite: None

NOS 120 Linux/UNIX Single User 4/3
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.
Prerequisite: None
Corequisite: None

NOS 130 Windows Single User 4/3
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.
Prerequisite: Take NOS 110;
Corequisite: None

NOS 220 Linux/Unix Administration I 4/3
This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network.
Prerequisite: Take NOS 120;
Corequisite: None

NOS 230 Windows Administration I 4/3
This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.
Prerequisite: Take NOS 110;
Corequisite: None

NOS 231 Windows Administration II 4/3
This course covers the management of a Windows Server operating system. Emphasis is placed on the deployment of print services, network services, Active Directory, group policies and access controls. Upon completion, students should be able to deploy and manage services on a Windows Server operating system.
Prerequisite: Take NOS 230;
Corequisite: None

NOS 232 Windows Administration III 4/3
This course covers management and configuration of a highly available Windows Server operating system. Emphasis is placed on the implementation of business continuity and disaster recovery procedures for network services and access controls. Upon completion, students should be able to manage and configure a highly available Windows Server operating system.
Prerequisite: Take NOS 230; Take NOS 231;
Corequisite: None

Networking Technology (NET)

NET 110 Networking Concepts 4/3
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.
Prerequisite: None
Corequisite: None

NET 113 Home Automation Systems 4/3
This course covers the design, installation, testing, troubleshooting, and customer service of a fully automated home. Emphasis is placed on a structured wiring system that integrates the home phone, TV, home theater, audio, video, computer network, lighting, security systems, and automation systems into a pre-wired, remote controlled system. Upon completion, students should be able to design, install, and maintain home automation systems.
Prerequisite: None
Corequisite: None

NET 125 Introduction to Networks 5/3
This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.
Prerequisite: None
Corequisite: None

NET 126 Routing Basics 5/3
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.
Prerequisite: Take NET 125;
Corequisite: None

NET 225 Routing & Switching I 5/3
This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.
Prerequisite: Take NET 126;
Corequisite: None

NET 226 Routing and Switching II 5/3
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.
Prerequisite: Take NET 225;
Corequisite: None

Nursing (NUR)

NUR 111 Introduction to Health Concepts 16/8
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: None
Corequisite: None

NUR 112 Health-Illness Concepts 9/5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111;
Corequisite: None

NUR 113 Family Health Concepts 9/5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111;
Corequisite: None

NUR 114 Holistic Health Concepts 9/5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111;
Corequisite: None

NUR 117 Pharmacology 4/2
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects.Upon completion, students should be able to compute dosages and administer medication safely.
Prerequisite: None
Corequisite: None

NUR 211 Health Care Concepts 9/5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111;
Corequisite: None

NUR 212 Health System Concepts 9/5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course
Prerequisite: Take NUR 111;
Corequisite: None

NUR 213 Complex Health Concepts 22/10
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.
Prerequisite: Take NUR 111;
Corequisite: Take NUR 112 NUR 113 NUR 114 NUR 211 NUR 212;

NUR 214 Nsg Transition Concepts 6/4
This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: None
Corequisite: None

NUR 221 LPN to ADN Concepts I 15/9
This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: None
Corequisite: None

NUR 223 LPN to ADN Concepts II 15/9
This course is designed for the LPN to ADN student to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.
Prerequisite: Take NUR 221;
Corequisite: None

Nursing Assistant (NAS)

NAS 101 Nurse Aide I 10/6
This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry.
Prerequisite: None
Corequisite: None

NAS 102 Nurse Aide II 11/6
This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry.
Prerequisite: Take NAS 101;
Corequisite: None

NAS 106 Geriatric Aide 8/6
This course is designed to enhance the knowledge of the Nurse Aide I providing care to the aging population. Emphasis is placed on the person-centered care, stress management, health promotion, dementia/challenging behaviors, mental health issues, and end-of-life/palliative care. Upon completion, students should be able to demonstrate knowledge and provide safe care for the aging population and are eligible to be listed on the North Carolina Geriatric Nurse Aide registry.
Prerequisite: Take NAS 101;
Corequisite: None

Office Systems Technology (OST)

OST 131 Keyboarding 3/2
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.
Prerequisite: None
Corequisite: None

OST 132 Keyboard Skill Building 3/2
This course is designed to increase speed and improve accuracy in keyboarding. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed. An additional segment will involve the fundamentals of proofreading and correcting the on-screen appearance, format, accuracy, and contents of documents.
Prerequisite: Take OST 131 OST 164;
Corequisite: None

OST 136 Word Processing 4/3
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.
Prerequisite: Take CIS 110;
Corequisite: None

Pharmacy (PHM)

PHM 110 Introduction to Pharmacy 3/3
This course introduces pharmacy practice and the technician's role in a variety of pharmacy settings. Topics include medical terminology and abbreviations, drug delivery systems, law and ethics, prescription and medication orders, and the health care system. Upon completion, students should be able to explain the role of pharmacy technicians, read and interpret drug orders, describe quality assurance, and utilize pharmacy references.
Prerequisite: None
Corequisite: Take PHM 111 PHM 115 ACA 111;

PHM 111 Pharmacy Practice I 6/4
This course provides instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings.
Prerequisite: None
Corequisite: Take PHM 110 PHM 115;

PHM 115 Pharmacy Calculations 3/3
This course provides an introduction to the metric, avoirdupois, and apothecary systems of measurement and the calculations used in pharmacy practice. Topics include ratio and proportion, dosage determinations, percentage preparations, reducing and enlarging formulas, dilution and concentration, aliquots, specific gravity and density, and flow rates. Upon completion, students should be able to correctly perform calculations required to properly prepare a medication order.
Prerequisite: None
Corequisite: Take PHM 110 PHM 111;

PHM 118 Sterile Products 6/4
This course provides an introduction to intravenous admixture preparation and other sterile products, including total parenteral nutrition and chemotherapy. Topics include aseptic techniques; facilities, equipment, and supplies utilized in admixture preparation; incompatibility and stability; laminar flow hoods; immunizations and irrigation solutions; and quality assurance. Upon completion, students should be able to describe and demonstrate the steps involved in preparation of intermittent and continuous infusions, total parenteral nutrition, and chemotherapy.
Prerequisite: Take PHM 110 PHM 111; Take PHM 115 PHM 140;
Corequisite: None

PHM 120 Pharmacology I 3/3
This course introduces the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include nutritional products, blood modifiers, hormones, diuretics, cardiovascular agents, respiratory drugs, and gastrointestinal agents. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.
Prerequisite: None
Corequisite: Take PHM 110 PHM 111 PHM 115;

PHM 125 Pharmacology II 3/3
This course provides a continuation of the study of the properties, effects, and therapeutic value of the primary agents in the major drug categories. Topics include autonomic and central nervous system agents, anti-inflammatory agents, and anti-infective drugs. Upon completion, students should be able to place major drugs into correct therapeutic categories and identify indications, side effects, and trade and generic names.
Prerequisite: Take PHM 120;
Corequisite: None

PHM 132 Pharmacy Clinical 6/2
This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.
Prerequisite: None
Corequisite: Take PHM 110 PHM 111 PHM 115;

PHM 134 Pharmacy Clinical 12/4
This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.
Prerequisite: None
Corequisite: None

PHM 136 Pharmacy Clinical 18/6
This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.
Prerequisite: None
Corequisite: None

PHM 138 Pharmacy Clinical 24/8
This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.
Prerequisite: Take PHM 155 PHM 150 PHM 132 PHM 134 PHM 125 PHM 118 PHM 140 PHM 165 PHM 120 PHM 115 PHM 111 PHM 110;
Corequisite: Take PHM 265;

PHM 140 Trends in Pharmacy 2/2
This course covers the major issues, trends, and concepts in contemporary pharmacy practice. Topics include professional ethics, continuing education, job placement, and the latest developments in pharmacy technician practice. Upon completion, students should be able to demonstrate a basic knowledge of the topics discussed.
Prerequisite: Take PHM 110 PHM 111 PHM 115;
Corequisite: None

PHM 150 Hospital Pharmacy 6/4
This course provides an in-depth study of hospital pharmacy practice. Topics include hospital organizational structure, committee functions, utilization of reference works, purchasing and inventory control, drug delivery systems, and intravenous admixture preparation. Upon completion, students should be able to explain hospital organization/committee functions, interpret and enter patient orders, fill unit-dose cassettes, and prepare intravenous admixtures.
Prerequisite: None
Corequisite: None

PHM 155 Community Pharmacy 4/3
This course covers the operational procedures relating to retail pharmacy. Emphasis is placed on a general knowledge of over-the-counter products, prescription processing, business/inventory management, and specialty patient services. Upon completion, students should be able to provide technical assistance and support to the retail pharmacist.
Prerequisite: Take PHM 110 PHM 111 PHM 115 PHM 140;
Corequisite: Take PHM 160;

PHM 160 Pharm Dosage Forms 3/3
This course is a study of pharmaceutical dosage forms and considerations in their manufacture. Topics include bioavailability, routes of administration, tablets, capsules, solutions, syrups, suspensions, elixirs, aerosols, transdermals, topicals, ophthalmics, otics, and other dosage forms. Upon completion, students should be able to describe the characteristics of the major dosage forms and explain how these characteristics affect the action of the drug.
Prerequisite: Take PHM 110 PHM 111 PHM 115;
Corequisite: Take PHM 140;

PHM 165 Pharmacy Prof Practice 2/2
This course provides a general overview of all aspects of pharmacy technician practice. Emphasis is placed on pharmacy law, calculations, compounding, pharmacology, and pharmacy operations. Upon completion, students should be able to demonstrate competence in the areas required for the Pharmacy Technician Certification Examination.
Prerequisite: None
Corequisite: None

PHM 265 Professional Issues 3/3
This course provides a comprehensive discussion of topics common to the practice of the pharmacy technician. Emphasis is placed on application of professional competencies including legal/ethical issues, leadership/management concepts and employability skills. Upon completion, students should be able to demonstrate competence in pharmacy workplace skills and leadership/management roles.
Prerequisite: Take PHM 165; Take PHM 110 PHM 111 PHM 115;
Corequisite: None

Philosophy (PHI)

PHI 215 Philosophical Issues 3/3
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue.
Prerequisite: Take ENG 111;
Corequisite: None
Transferable

PHI 240 Introduction to Ethics 3/3
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies.
Prerequisite: Take ENG 111;
Corequisite: None
Transferable

Physical Education (PED)

PED 110 Fit and Well for Life 3/2
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests.
Prerequisite: None
Corequisite: None
Transferable

PED 111 Physical Fitness I 3/1
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program.
Prerequisite: None
Corequisite: None
Transferable

PED 113 Aerobics I 3/1
This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program.
Prerequisite: None
Corequisite: None
Transferable

PED 120 Walking for Fitness 3/1
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program.
Prerequisite: None
Corequisite: None
Transferable

PED 121 Walk, Jog, Run 3/1
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities.
Prerequisite: None
Corequisite: None
Transferable

PED 122 Yoga I 2/1
This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga.
Prerequisite: None
Corequisite: None
Transferable

PED 123 Yoga II 2/1
This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga.
Prerequisite: Take PED 122;
Corequisite: None
Transferable

PED 125 Self-Defense: Beginning 2/1
This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature.
Prerequisite: None
Corequisite: None
Transferable

PED 142 Lifetime Sports 2/1
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities.
Prerequisite: None
Corequisite: None
Transferable

PED 237 Tae Kwon Do 3/1
This course introduces martial arts using the Tae Kwon Do form. Topics include proper conditioning exercises, proper terminology, historical foundations, etiquette, and drills. Upon completion, students should be able to perform skills and techniques related to this form of martial arts.
Prerequisite: None
Corequisite: None
Transferable

Physics (PHY)

PHY 110 Conceptual Physics 3/3
This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied.
Prerequisite: None
Corequisite: None
Transferable

PHY 110A Conceptual Physics Lab 2/1
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110.
Prerequisite: None
Corequisite: Take PHY 110;
Transferable

PHY 131 Physics-Mechanics 5/4
This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.
Prerequisite: Take MAT 121 or MAT 171;
Corequisite: None

PHY 151 College Physics I 5/4
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.
Prerequisite: Take MAT 171 or MAT 271;
Corequisite: None
Transferable

PHY 152 College Physics II 5/4
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered.
Prerequisite: Take PHY 151;
Corequisite: None
Transferable

Political Science (POL)

POL 120 American Government 3/3
This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.
Prerequisite: None
Corequisite: None
Transferable

POL 210 Comparative Government 3/3
This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations' governmental structures, processes, ideologies, and capacity to resolve major problems.
Prerequisite: None
Corequisite: None
Transferable

POL 220 International Relations 3/3
This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems.
Prerequisite: None
Corequisite: None
Transferable

Project Management Technology (PMT)

PMT 110 Introduction to Project Management 3/3
This course introduces project management fundamentals and principles for organizing, planning, implementing, and controlling nonroutine activities to achieve schedule, budget and performance objectives. Topics include project life cycles; work breakdown structures; responsibility matrixes; as well as planning and control methods such as PERT/CPM and Gantt charts. Upon completion, students should be able to demonstrate knowledge, strategies, and techniques needed to create and execute plans for project development and management.
Prerequisite: None
Corequisite: None

Psychology (PSY)

PSY 118 Interpersonal Psychology 3/3
This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.
Prerequisite: None
Corequisite: None

PSY 150 General Psychology 3/3
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.
Prerequisite: None
Corequisite: None
Transferable

PSY 231 Forensic Psychology 3/3
This course introduces students to concepts which unite psychology and the legal system. Topics include defining competency, insanity, involuntary commitment, as well as introducing forensic assessment techniques, such as interviewing process, specialized assessments, and collecting collateral information. Upon completion, students should be able to demonstrate knowledge in areas of forensic psychology: risk assessment, criminal competencies, insanity, psychopathology, and mentally disordered offenders.
Prerequisite: Take PSY 150;
Corequisite: None
Transferable

PSY 237 Social Psychology 3/3
This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior.
Prerequisite: Take PSY 150 or SOC 210;
Corequisite: None
Transferable

PSY 241 Developmental Psychology 3/3
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span.
Prerequisite: Take PSY 150;
Corequisite: None
Transferable

PSY 255 Intro to Exceptionality 3/3
This course introduces the psychology of the exceptional person. Topics include theoretical perspectives, terminology, and interventions pertaining to various handicapping conditions as well as the resulting psychosocial adjustments. Upon completion, students should be able to demonstrate a basic understanding of the potentials and limitations of the exceptional person.
Prerequisite: Take PSY 150;
Corequisite: None

PSY 263 Educational Psychology 3/3
This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice.
Prerequisite: Take PSY 150;
Corequisite: None
Transferable

PSY 265 Behavioral Modification 3/3
This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others.
Prerequisite: Take PSY 150;
Corequisite: None

PSY 281 Abnormal Psychology 3/3
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.
Prerequisite: Take PSY 150;
Corequisite: None
Transferable

Radiography (RAD)

RAD 110 Rad Intro & Patient Care 5/3
This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas.
Prerequisite: None
Corequisite: Take RAD 111 RAD 151;

RAD 111 RAD Procedures I 6/4
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, bony thorax and pelvis. Upon completion, students should be able to demonstrate competence in these areas.
Prerequisite: None
Corequisite: None

RAD 112 RAD Procedures II 6/4
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, spine, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.
Prerequisite: Take RAD 110 RAD 111 RAD 151;
Corequisite: None

RAD 121 Image Production I 5/3
This course provides the basic principles of radiographic image production. Emphasis is placed on image production, x-ray equipment, receptor exposure, and basic imaging quality factors. Upon completion, students should be able to demonstrate an understanding of basic principles of radiographic image production.
Prerequisite: Take RAD 110 RAD 111 RAD 151;
Corequisite: None

RAD 122 Image Production II 4/2
This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on advanced digital principles and production. Upon completion, students should be able to demonstrate an understanding of advanced principles of digital imaging production.
Prerequisite: Take RAD 112 RAD 121 RAD 161;
Corequisite: None

RAD 141 Radiation Safety 2/2
This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.
Prerequisite: Take RAD 121 RAD 112 RAD 161;
Corequisite: None

RAD 151 RAD Clinical Ed I 6/2
This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisite: None
Corequisite: Take RAD 110 RAD 111;

RAD 161 RAD Clinical Ed II 15/5
This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisite: Take RAD 110 RAD 111 RAD 151; Take 3 credits; From courses MAT 140 MAT 143 MAT 171;Take 1 group; # Take BIO 163; # Take BIO 165 BIO 166;
Corequisite: Take RAD 112 RAD 121; Take CIS 110 PSY 150;

RAD 171 RAD Clinical Ed III 9/3
This course provides experience in patient management specific to advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and transitioning to mastering positioning of advanced studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisite: Take RAD 112 RAD 121 RAD 161;
Corequisite: None

RAD 211 Radiographic Procedures III 5/3
This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, advanced imaging, radiographic pathology and image analysis. Upon completion, students should be able to demonstrate an understanding of these areas.
Prerequisite: Take RAD 122 RAD 141 RAD 171;
Corequisite: None

RAD 231 Image Production III 4/2
This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on complex imaging production and principles, quality control and quality assurance in the imaging sciences. Upon completion, students should be able to demonstrate an understanding of advanced radiographic equipment and quality control programs.
Prerequisite: Take RAD 122 RAD 141 RAD 171;
Corequisite: None

RAD 251 RAD Clinical Ed IV 21/7
This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisite: Take RAD 122 RAD 171;
Corequisite: Take RAD 211 RAD 231;

RAD 261 Radiographic Clinical Education V 21/7
This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisite: Take RAD 251;
Corequisite: Take RAD 271;

RAD 271 Radiography Capstone 5/3
This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of an entry-level radiographer.
Prerequisite: Take RAD 211 RAD 231 RAD 251;
Corequisite: None

Religion (REL)

REL 110 World Religions 3/3
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.
Prerequisite: None
Corequisite: None
Transferable

REL 111 Eastern Religions 3/3
This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.
Prerequisite: None
Corequisite: None
Transferable

REL 112 Western Religions 3/3
This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied.
Prerequisite: None
Corequisite: None
Transferable

REL 211 Introduction to Old Testament 3/3
This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature.
Prerequisite: None
Corequisite: None
Transferable

REL 212 Introduction to New Testament 3/3
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature.
Prerequisite: None
Corequisite: None
Transferable

REL 221 Religion in America 3/3
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America.
Prerequisite: None
Corequisite: None
Transferable

Respiratory Care (RCP)

RCP 110 Intro to Respiratory Care 6/4
This course introduces the role of the respiratory care practitioner within interprofessional teams and interacting with diverse populations. Topics include medical gas administration, basic patient assessment, infection control, and medical terminology using proper written and oral communication methods to prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.
Prerequisite: None
Corequisite: None

RCP 111 Therapeutics/Diagnostics 7/5
This course provides emphasis on therapeutic and diagnostic procedures. Topics include applying problem solving strategies in the patient care setting, applying ethical principles in decision making, and practicing professional responsibilities, which will prepare students for clinical practice. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.
Prerequisite: Take RCP 110;
Corequisite: None

RCP 112 Patient Management 6/4
This course provides entry-level skills in respiratory care procedures in acute and non-acute care settings. Emphasis is placed on therapeutic modalities and physiological effects, monitoring mechanical ventilation, and problem-solving strategies based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written and laboratory evaluations.
Prerequisite: Take RCP 111;
Corequisite: None

RCP 113 RCP Pharmacology 2/2
This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence though written evaluations.
Prerequisite: None
Corequisite: None

RCP 114 C-P Anatomy & Physiology 3/3
This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation.
Prerequisite: None
Corequisite: None

RCP 115 C-P Pathophysiology 2/2
This course introduces the etiology, pathophysiology, clinical signs and symptoms, diagnoses, prognoses, complications, and management of cardiopulmonary diseases. Emphasis is placed on developing, evaluating, and modifying respiratory care plans based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in cardio-pulmonary disease concepts through written evaluations.
Prerequisite: None
Corequisite: None

RCP 122 Special Practice Lab 2/1
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.
Prerequisite: None
Corequisite: None

RCP 123 Special Practice Lab 3/1
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.
Prerequisite: None
Corequisite: None

RCP 145 RCP Clinical Practice II 15/5
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.
Prerequisite: Take RCP 110;
Corequisite: Take RCP 111;

RCP 154 RCP Clinical Practice III 12/4
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.
Prerequisite: Take RCP 111;
Corequisite: None

RCP 210 Critical Care Concepts 6/4
This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, assessment underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written, laboratory and/or clinical simulation evaluations.
Prerequisite: Take RCP 111;
Corequisite: None

RCP 211 Adv Monitoring/Procedures 6/4
This course includes advanced information gathering and decision making for the respiratory care professional using evidence-based respiratory care protocols. Topics include advanced cardiac monitoring, special procedures, respiratory care protocols, and disease management. Upon completion, students should be able to assess, recommend, and independently modify respiratory care protocols through written, laboratory and/or clinical simulation evaluations.
Prerequisite: Take RCP 210;
Corequisite: None

RCP 213 Neonatal/Ped's Concepts 2/2
This course provides comprehensive coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on pathophysiology, patient assessment and special therapeutic needs of neonates and children based on evidence-based medicine protocols and clinical practice guidelines. Upon completion, students should be able to demonstrate competence in the neonatal and pediatric respiratory care concepts through written evaluations.
Prerequisite: Take RCP 111;
Corequisite: None

RCP 215 Career Preparation 3/1
This course provides an overview of respiratory therapy concepts in preparation for credentialing exam. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of respiratory therapy and be prepared for successful completion of the credentialing process.
Prerequisite: None
Corequisite: None

RCP 222 Special Practice Lab 2/1
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations.
Prerequisite: None
Corequisite: None

RCP 234 RCP Clinical Practice IV 12/4
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.
Prerequisite: Take RCP 111;
Corequisite: Take RCP 210;

RCP 245 RCP Clinical Practice V 15/5
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations.
Prerequisite: Take RCP 210;
Corequisite: Take RCP 211;

Simulation & Game Development (SGD)

SGD 111 Introduction to Simulation and Game Development 5/3
This course provides students with an introduction to simulation and game development. Topics include setting, storytelling, narrative, character design, interface design, game play, internal economy, core mechanics, game genres, AI, the psychology of game design and professionalism. Upon completion, students should be able to demonstrate knowledge of the major aspects of simulation and game design and development.
Prerequisite: None
Corequisite: None

SGD 112 Simulation and Game Development Design 5/3
This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulation and games. Upon completion, students should be able to design simple simulations and/or games.
Prerequisite: None
Corequisite: None

SGD 113 Simulation and Game Development Programming 5/3
This course introduces the fundamentals of programming languages and tools employed in simulation and game development. Emphasis is placed on programming concepts used to create simulations and games. Upon completion, students should be able to program simple games and/or simulations.
Prerequisite: None
Corequisite: None

SGD 114 3D Modeling 5/3
This course introduces the tools required to create three-dimensional (3D) models. Emphasis is placed on exploring tools used to create 3D models. Upon completion, students should be able to create and animate 3D models using 3D modeling tools.
Prerequisite: None
Corequisite: None

SGD 116 Graphic Design Tools 4/3
This course introduces students to computer-based graphic design tools and their use within the context of simulation and game design. Topics include texture creation, map creation, and introduction to advanced level graphic design techniques. Upon completion, students should be able to competently use and explain industry-standard graphic design software.
Prerequisite: None
Corequisite: None

SGD 125 Simulation and Game Artificial Intelligence 5/3
This course introduces the artificial intelligence concepts related to simulation and game development. Emphasis is placed on expert systems. Upon completion, students should be able to describe the basic concepts and procedures related to the development of artificial intelligence systems used in simulation and games.
Prerequisite: None
Corequisite: None

SGD 161 Simulation and Game Animation 5/3
This course introduces the fundamental principles of animation used in simulation and game development. Emphasis is placed on historical survey of animation, aspects of the animation process and animation techniques. Upon completion, students should be able to produce character sketches, morph simple objects, create walk and run cycles and develop professional storyboards.
Prerequisite: Take SGD 114;
Corequisite: None

SGD 162 Simulation and Game 3-D Animation 5/3
This course introduces the fundamental principles of 3D animation used in simulation and game development. Emphasis is placed on a historical survey of 3D animation, aspects of the 3D animation techniques. Upon completion, students should be able to produce 3D character sketches, morph simple objects, create walk and run cycles and develop professional storyboards.
Prerequisite: Take SGD 161;
Corequisite: None

SGD 164 Simulation and Game Audio and Video 5/3
This course introduces various aspects of audio and video and their application in simulations and games. Topics include techniques for producing and editing audio and video for multiple digital mediums. Upon completion, students should be able to produce and edit audio and video for simulations and games.
Prerequisite: None
Corequisite: None

SGD 165 Simulation and Game Character Development 5/3
This course introduces the concepts needed to create fictional personality for use in digital videos, animations, simulations and games. Topics include aspects of character, developing backgrounds, mannerisms and voice. Upon completion, students should be able to develop characters and backgrounds for simulations and games.
Prerequisite: None
Corequisite: None

SGD 212 Simulation and Game Development Design II 5/3
This course covers the advanced principles of simulation and game design. Topics include advanced design concepts in simulation and game development. Upon completion, students should be able to design an advanced simulation or game.
Prerequisite: Take SGD 112;
Corequisite: None

SGD 213 Simulation Game Development Programming II 5/3
This course covers advanced programming concepts used to create simulations and games. Emphasis is placed on acquiring advanced programming skills for use in creating simulations and games. Upon completion, students should be able to program an advanced simulation or game.
Prerequisite: Take SGD 113 CSC 134 CSC 151 or CSC 153;
Corequisite: None

SGD 214 3D Modeling II 5/3
This course introduces the tools used to create and animate advanced 3 dimensional models. Emphasis is placed on identifying and utilizing the tools required to create and animate advanced 3D models. Upon completion, students should be able to create and animate advanced 3D models using 3D modeling tools.
Prerequisite: Take SGD 114;
Corequisite: None

SGD 244 3D Modeling III 5/3
This course is designed to further a student's knowledge in creating visually compelling 3D models through the use of industry-standard software. Emphasis is placed on learning how to develop accurate textures and normal maps. Upon completion, students should be able to develop industry caliber 3D models.
Prerequisite: Take SGD 214;
Corequisite: None

SGD 285 Simulation and Game Software Engineering 5/3
This course introduces object oriented software engineering concepts related to simulation and game development. Topics include systematic approaches to the development, operation and maintenance of simulations and games. Upon completion, students should be able to apply software engineering techniques to the development of simulations and games.
Prerequisite: Take SGD 212 SGD 213 or SGD 214;
Corequisite: None

SGD 289 Simulation and Game Development Project 5/3
This course provides students with the opportunity to create a functional simulation or game with minimal instructor support. Emphasis is placed upon verbal and written communication, skill documentation, professional presentation and user training. Upon completion, students should be able to create and professionally present a fully functional simulation or game.
Prerequisite: Take SGD 212 SGD 213 SGD 214 or SGD 285;
Corequisite: None

Sociology (SOC)

SOC 210 Introduction to Sociology 3/3
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.
Prerequisite: None
Corequisite: None
Transferable

SOC 213 Sociology of the Family 3/3
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change.
Prerequisite: None
Corequisite: None
Transferable

SOC 220 Social Problems 3/3
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems.
Prerequisite: None
Corequisite: None
Transferable

SOC 225 Social Diversity 3/3
This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance.
Prerequisite: None
Corequisite: None
Transferable

SOC 232 Social Context of Aging 3/3
This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse lifestyles, and social and cultural realities of older adults.
Prerequisite: None
Corequisite: None
Transferable

Spanish (SPA)

SPA 111 Elementary Spanish I 3/3
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.
Prerequisite: None
Corequisite: Take SPA 181;
Transferable

SPA 112 Elementary Spanish II 3/3
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness.
Prerequisite: Take SPA 111;
Corequisite: Take SPA 182;
Transferable

SPA 120 Spanish for the Workplace 3/3
This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.
Prerequisite: None
Corequisite: None

SPA 141 Culture and Civilization 3/3
This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world.
Prerequisite: None
Corequisite: None
Transferable

SPA 161 Cultural Immersion 5/3
This course explores Hispanic culture through intensive study on campus and field experience in a host country or comparable area within the United States. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences.
Prerequisite: Take SPA 111;
Corequisite: None
Transferable

SPA 181 Spanish Lab 1 2/1
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.
Prerequisite: None
Corequisite: Take SPA 111;
Transferable

SPA 182 Spanish Lab 2 2/1
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness.
Prerequisite: Take SPA 111;
Corequisite: None
Transferable

SPA 211 Intermediate Spanish I 3/3
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.
Prerequisite: Take SPA 112;
Corequisite: None
Transferable

SPA 212 Intermediate Spanish II 3/3
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.
Prerequisite: Take SPA 211;
Corequisite: None
Transferable

SPA 281 Spanish Lab 3 2/1
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future.
Prerequisite: Take SPA 182;
Corequisite: None
Transferable

SPA 282 Spanish Lab 4 2/1
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication.
Prerequisite: Take SPA 281;
Corequisite: None
Transferable

Substance Abuse (SAB)

SAB 110 Substance Abuse Overview 3/3
This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment.
Prerequisite: None
Corequisite: None

SAB 120 Intake and Assessment 3/3
This course develops processes for establishment of client rapport, elicitation of client information on which therapeutic activities are based, and stimulation of client introspection. Topics include diagnostic criteria, functions of counseling, nonverbal behavior, collaterals and significant others, dual diagnosis, client strengths and weakness, uncooperative clients, and crisis interventions. Upon completion, students should be able to establish communication with clients, recognize disorders, obtain information for counseling, and terminate the counseling process.
Prerequisite: None
Corequisite: None

SAB 125 SA Case Management 4/3
This course provides case management activities, including record keeping, recovery issues, community resources, and continuum of care. Emphasis is placed on establishing a systematic approach to monitor the treatment plan and maintain quality of life. Upon completion, students should be able to assist clients in the continuum of care as an ongoing recovery process and develop agency networking.
Prerequisite: None
Corequisite: None

SAB 135 Addictive Process 3/3
This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders.
Prerequisite: None
Corequisite: None

SAB 137 Co-Dependency 3/3
This course introduces the adult child concept and co-dependency as syndromes of the addictive process. Emphasis is placed on treatment and recovery within the context of a paradigm shift which allows the individual to choose a healthy model of life. Upon completion, students should be able to assess levels of co-dependency and associated levels of physical and mental health and develop strategies to enhance health.
Prerequisite: None
Corequisite: None

SAB 210 Sub Abuse Counseling 4/3
This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change.
Prerequisite: None
Corequisite: None

SAB 240 Sab Issues in Client Serv 3/3
This course introduces systems of professional standards, values, and issues in substance abuse counseling. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues.
Prerequisite: None
Corequisite: None

Transportation Technology (TRN)

TRN 110 Introduction to Transport Technology 3/2
This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.
Prerequisite: None
Corequisite: None

TRN 180 Basic Welding for Transportation 5/3
This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standard
Prerequisite: None
Corequisite: None

Web Technologies (WEB)

WEB 110 Internet/Web Fundamentals 4/3
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.
Prerequisite: None
Corequisite: None

WEB 111 Introduction to Web Graphics 4/3
This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery.
Prerequisite: None
Corequisite: None

WEB 115 Web Markup and Scripting 4/3
This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.
Prerequisite: None
Corequisite: None

WEB 120 Introduction to Internet Multimedia 4/3
This course introduces the creation of rich media for the Internet. Topics include the design, production and delivery of interactive content, rich media, digital video, and digital audio. Upon completion, students should be able to create multimedia projects incorporating graphics, text, video, and audio using industry standard authoring software or web standards.
Prerequisite: None
Corequisite: None

WEB 140 Web Development Tools 5/3
This course provides an introduction to web development tools.Topics include creating websites using web development tools and web standards. Upon completion, students should be able to create small web sites and upload files to a web server.
Prerequisite: None
Corequisite: None

Welding (WLD)

WLD 110 Cutting Processes 4/2
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.
Prerequisite: None
Corequisite: None

WLD 112 Basic Welding Processes 4/2
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.
Prerequisite: None
Corequisite: None

WLD 115 SMAW (Stick) Plate 11/5
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.
Prerequisite: None
Corequisite: None

WLD 116 SMAW (stick) Plate/Pipe 10/4
This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.
Prerequisite: Take WLD 115;
Corequisite: None

WLD 121 GMAW (MIG) FCAW/Plate 8/4
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.
Prerequisite: None
Corequisite: None

WLD 122 GMAW (MIG) Plate/Pipe 7/3
This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry.
Prerequisite: Take WLD 121;
Corequisite: None

WLD 131 GTAW (TIG) Plate 8/4
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.
Prerequisite: Take WLD 115 or WLD 121;
Corequisite: None

WLD 132 GTAW (TIG) Plate/Pipe 7/3
This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry.
Prerequisite: Take WLD 131;
Corequisite: None

WLD 141 Symbols and Specifications 4/3
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.
Prerequisite: None
Corequisite: None

WLD 143 Welding Metallurgy 3/2
This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.
Prerequisite: None
Corequisite: None

WLD 151 Fabrication I 8/4
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.
Prerequisite: # Take WLD 110 or WLD 265; # Take WLD 115 or WLD 121;
Corequisite: None

WLD 265 Automated Welding/Cutting 8/4
This course introduces automated welding equipment and processes. Topics include setup, programming, and operation of automated welding and cutting equipment. Upon completion, students should be able to set up, program, and operate automated welding and cutting equipment.
Prerequisite: Take WLD 110 WLD 121;
Corequisite: None

Work-Based Learning (WBL)

WBL 110 World of Work 1/1
This course covers basic knowledge necessary for gaining and maintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.
Prerequisite: None
Corequisite: None

WBL 111 Work-Based Learning I 10/1
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 112 Work-Based Learning I 20/2
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 113 Work-Based Learning I 30/3
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 115 Work-Based Learning Seminar I 1/1
This course description may be written by the individual colleges.
Prerequisite: None
Corequisite: Take WBL 111 WBL 112 WBL 113 or WBL 114;

WBL 121 Work-Based Learning II 10/1
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 122 Work-Based Learning II 20/2
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 125 Work-Based Learning Seminar II 1/1
This course description may be written by the individual colleges.
Prerequisite: None
Corequisite: Take WBL 121 WBL 122 WBL 123 or WBL 124;

WBL 131 Work-Based Learning III 10/1
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 132 Work-Based Learning III 20/2
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 211 Work-Based Learning IV 10/1
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 221 Work-Based Learning V 10/1
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 231 Work-Based Learning VI 10/1
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

DISTANCE LEARNING

Online Courses

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

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

Interactive Video

Interactive Video courses provide unique opportunities to deliver or receive courses to or from other colleges. Students will receive instruction via the traditional classroom with the instructor or other groups of students located at distance sites. Interactive Video courses are conducted in the Interactive Video rooms located in the Snyder and Eddins Buildings on the Albemarle Campus and at the Crutchfield Education Center in Locust.

Hybrid/Web-assisted

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

DROP/ADD, NEVER ATTENDED, WITHDRAWAL POLICY

Drop/Add, Never Attended, Withdrawal Policy

Approved By and Date: Board of Trustees 12-10-2015
Executive Leadership Team 10-19-2015
ICORE 10-07-2015

Stanly Community College (SCC) recognizes the need for students to make adjustments to course schedules. Courses may be added or dropped only during published Drop/Add dates as noted on the College Calendar found on the SCC website. A student who has not attended at least one class period or logged into an online class and completed an Academic Activity (submitted work) by the census date of the course will be dropped from the course roster for failure to attend. After the Drop/Add period, a student withdrawing from a course is responsible for initiating an official course withdrawal through the Office of Enrollment Management or with the instructor of the course.

Drop/Add, Never Attended, Withdrawal Procedures

Approved By and Date: Executive Leadership Team 04-27-2020
ICORE 04-24-2020

Drop/Add Period

1. Students may complete course changes via WebAdvisor or they may obtain a drop/add form from the Office of Enrollment Management, complete the form, and submit it to the Office of Enrollment Management.
2. Courses may be dropped up to and on the census date for each class; which is also defined as the 10% point of the course. After the census date, a grade is required as outlined in the college catalog.
3. Students must fulfill any financial obligations that occur due to their schedule change. Specific information related to refund requirements are found in the SCC Refund Policy

Never Attended

1. The instructor is required to initiate the process to drop a student who never attended a class.#Grades are not applicable to students who never attend.
2. The census date is shown on the class roster in WebAdvisor.
3. The “No Show” box should be selected in web attendance to indicate that the student has not attended.
4. The student will then be dropped from the course by the Office of Enrollment Management and removed from the official roster.
5. Only those students approved by the Vice President of Academic Affairs will be eligible to remain in a class if they have not attended by the census date of the course.
6. Specific information related to refund requirements are found in the SCC Refund Policy.

Withdrawals

1. Once the last date to withdraw from a class has passed, students cannot request to be withdrawn; however, the instructor has the discretion to assign a withdrawal grade (“W”), or the grade earned. Instructors may, in certain instances, contract with the student to receive an Incomplete (“I”) grade. See the SCC Grade Policy for stipulations related to “I” grades. Students may withdraw from classes until the date indicated in the Academic Calendar, which will be approximately as follows: Students can withdraw from 4-week and 8-week classes approximately up to 1 week prior to the class’s end. Students can withdraw from 8-, 12- and 16-week classes approximately up to 2 weeks prior to the class’s end.
2. Instructors will assign a withdrawal grade (“W”) if a student: Requests a withdrawal prior to the last date to withdraw; has two consecutive weeks of absences and/or does not meet the class requirements before the last date to withdraw in a 12- or 16-week classes, regardless of contact; has one consecutive week of absences and/or does not meet the class requirements before the last date to withdraw in 4 or 8-week classes, regardless of contact; is not meeting the requirements of the course before the last date to withdraw. The College reserves the right to extend the length of time allowed for consecutive absences in the event of a declared state of emergency by federal, state, or local government officials or for other extreme circumstances as determined by the College’s Executive Leadership Team.#The College will assign a grade of “WE” (Withdraw – Emergency) to indicate that a withdrawal is the result of the COVID-19 state of emergency.
3. Instructors are required to evaluate attendance weekly. If it is determined a student should be withdrawn due to absences, and has not already instigated the withdrawal, the instructor will process the withdrawal within 48 hours. The instructor will put an “L” in web attendance indicating the student’s last date of academic activity; then issue a “W” (withdrawal) grade in WebAdvisor.#In addition, the instructor will deny the student’s access to Canvas, when applicable. #For student withdrawals handled through the Office of Enrollment Management, an email will be sent to the instructor to inform him/her of the withdrawal.

Revision: 10/19/2015 (procedures)

FACULTY AND STAFF

Executive Leadership Team

- **Dr. John Enamait -** President
- **Kim Bradshaw -** Vice President of Administrative Services and Chief Financial Officer
- **Dr. Myra Furr** – Vice President of Student Services
- **Carmen Nunalee -** Vice President of Strategic Planning and Compliance
- **Jeff Parsons -** Vice President of Academic Affairs/Chief Academic Officer

Faculty [1] and Professional Staff

[1] Faculty includes degrees and related credentials.

Kevin Adams, Dean of Instruction; Stanly Early College

Joshua Aldridge, Heavy Equipment Operations Program Head
Certifications: Certified Manager of Environmental Safety & Health; Certified Instructor

Melanie Alexander, Associate in General Education - Allied Health Success Coach

Amy Allen, Accounts Payable Technician

Garrett Allen, AMITT Success Coach

Joel Allen, Enterprise Applications Director

Jan Almond, Nursing Level I Coordinator
B.S.N., UNC-Charlotte; M.S.N, Independence University

Tabitha Bailey, eLearning Support Coordinator

Jessica Baker, Early Childhood Education Success Coach

Angel Barbee, Maintenance/Housekeeping

Joshua Barbee, College & Career Readiness Coordinator/Retention & Transition Specialist

Tiffany Barbee, Radiography Program Head
A.A.S., Stanly Community College; B.S., East Carolina University; M.Ed. Northcentral University

Lorri Barrier, Humanities/Fine Arts Program Head
B.A., Appalachian State University; M.A., UNC-Charlotte

Devin Baucom, Associate Vice President, Advanced Manufacturing, Industry & Trades
Certifications: HVAC

Phillip Baucom, eLearning Designer

William Beaver, Welding Technology Program Head
A.A.S., Rowan-Cabarrus CC; A.A.S, Central Piedmont CC; Diploma: Auto Mechanic, Central Piedmont CC

Samuel (Bret) Benton, Air Conditioning, Heating & Refrigeration Technology/ACI Instructor
A.A.S., Central Piedmont Community College; Certification: Heating Service

Kasey Blankenship, Admission Technician

Ashley Bledsoe, Continuing Education Associate Registrar

Matthew Bonilla, Instructor, HVAC
Certifications: HVAC-Heating Fundamentals, HVAC-Heat Pump Fundamentals; Diploma: AC, Heating, Refrigeration, South Piedmont Community College

Donald Bost, Director of Corrections Education
A.A.S; Stanly Community College; Certifications: A+, Cisco I-IV Instructor, Home

Blake Bostic, Dean of Administrative & Facilities Services

Dr. Melinda (Mindi) Bowers, College & Career Readiness Director

Krista Bowers, Economic & Workforce Development Director

John Bowman, English Department Head
A.A., Rowan-Cabarrus Community College; B.A., UNC-Charlotte; M.A. UNC-Charlotte

Joshua Boyer, Director of Outreach

Kimberly Bradshaw, Vice President of Administrative Services & CFO

Melody Braswell, English Instructor
B.S., Wingate University; M.A., East Carolina University

Megan Brehun, Counseling & Special Services Director

Joshua Brosius, Computer-Integrated Machining Instructor
A.A.S., Colorado School of Trades; B.S., Liberty University

Christi Buchanan, BLET Director/Law Enforcement Training Coordinator
A.A.S., Stanly Community College; B.S., Pfeiffer University; M.ED., Western Carolina

Heather Burnette, Financial Aid Specialist

Bonnie Burris, Student Information Coordinator

Darlene Burris, Eagle's 1-Stop Mentor

Andre Burroughs, Studio Manager

Dr. Alan Campbell, History Instructor
B.A., UNCC; M.A., New York University; EdD, University of the Cumberlands

Ricky Carpenter, Electrical Lineman Instructor

Adam Carriker, Simulation & Game Development Program Head
B.S., N.C. State University, M.S., N.C. State University; Certification: Photoshop

Donna Carrothers, Administrative Assistant; Stanly Early College

Kelly Caudle, ASC/ITC & IT Academy Program Head
B.A., UNC-Charlotte; M.A., UNC-Charlotte; Information Assurance Cert. - East Carolina

Mark Clark, Duplicating Services Coordinator

Tammy Coble, Cosmetic Arts Coordinator/Instructor
Certificate, Cosmetology; License-Cosmetic Instructor NC State Board of Cosmetic Art; License, NC State Board of Cosmetic Art

Linda Contant, Instructor, IT-Business Support (ACI Coordination)
A.A.S., Stanly Community College

Nathan Cornett, Computer Support Specialist

Casey Covington, Allied Health Success Coach

Dr. Tammy Crump, Associate Vice President of the School of Health & Public Services
A.A.S., Central Piedmont Community College; B.S., Appalachian State University; M.S.,

James (Brandon) Crump, Technology Academy Instructor
A.A.S., Stanly Community College

Paul (Brian) Crump, Information Technology/Network Management Program Head
A.A.S., Stanly Community College; B.S., East Carolina University; M.S., Fort Hays State

Steve Cumming, College & Career Promise Coordinator/Liaison

Kelly Deal, Human Services Instructor
B.S., Appalachian State University; M.H.D.L., UNC-Charlotte; Certifications: LCAS,

Jesse Deal, Virtual Simulation Hospital Coordinator/Learning Technologist

Dr. Cindy Dean, Institutional Effectiveness Director
B.A., UNC-Charlotte; M.A., UNC-Charlotte; Ed.D, Liberty University

Jeff Drake, Chief Technical Officer

Terri Dunlap, Administrative Assistant to the VP of Administration & CFO

Greg Edwards, Developmental Mathematics Coordinator
A.A.S., Stanly Community College; B.S., UNC-Charlotte

Lewis Edwards, Fire & Rescue Program Head

Abby Elkins, Executive Assistant to the President

Dr. John Enamait, President

Luke Essex, School of Business & Technology/AMITT Counselor

Steven Eury, Biomedical Equipment Technology Program Head
A.A.S., Stanly Community College; Certifications: Phillips Medical, GE Healthcare, Covidien, Maquet

Joel Ferdon, Director of Library Services

Petra Fields, Dean of Financial Aid Management

Kara Finch, Human Services Technology Program Head
A.A.S., Stanly Community College; B.S., Gardner-Webb University; M.A., UNC-Charlotte;

Alaina Finney, Agribusiness Program Head
B.S., University of Mount Olive

Adam Foster, Financial Aid Associate II

Glynn Fowler, Biology Instructor
B.S., University of South Carolina; B.S., Medical University of South Carolina; M.Ed.,

April Furr, Learning Technologist

Dr. Myra Furr, Vice President of Student Success

Josh Gooch, Advertising & Graphic Design Program Head
B.F.A., Appalachian State University

Taffy Graham, Developmental English Coordinator
B.A., East Carolina University; M.A., UNC-Charlotte

Dr. David Graves, Chemistry Instructor
B.S., Doctoral, NC State University;

Becky Griffey, Maintenance/Housekeeping

Angela Hamby, Associate Degree Nursing Instructor
A.A.S., Stanly Community College; B.S.N., Winston-Salem State University

Kim Hammett, Criminal Justice Courses Online Coordinator
B.A., Wesleyan College; B.S., Wesleyan College; M.S., UNC-Charlotte

April Harper, Director of Admissions

Tina Harper, Respiratory Therapy Program Head
A.A.S., Daytone Beach State College; B.S., UNC-Charlotte; M.A., East Carolina University

Amber Hatley, Clinical Nursing Level I Coordinator
B.S.N., UNC-Charlotte; M.S.N., R.N., UNC-Charlotte

Colette Hatley, Bookstore Technician - General Merchandise

Daniel Hatley, Accounts Receivable/Financial Aid Specialist

Gary Hatley, Electronics Engineering Technology Program Head
A.A.S., Stanly Community College; B.S., UNC-Charlotte; M.S., Bellevue University

Gary Hatley, Law Enforcement Coordinator/Qualified Assistant/Basic Law Enforcement Training

Ginger Hatley, Human Resources Technician

Jennifer Hatley, Associate Dean of Academic Support Services

Linda Hatley, Cosmetology Instructor
A.A.S., Stanly Community College; Certifications: NC Board Cosmetologist, NC Board

Sarah Hedrick, Music Instructor
M.A., Appalachian State University

Kimberly Herrin, Coordinator/Instructor, Continuing Education Cosmetic Arts
Diploma, Martin Community College; A.A.S., Stanly Community College

Kristin High, Professional Development Coordinator

Zachary Hill , Senior Database Administrator

Michael Hinson, Security Officer

Louise Holderman, Adult Secondary Education Instruction Coordinator
B.A., Appalachian State University; M.A., Appalachian State University

Christi Holt, Instructional Coordinator

Patrick Holyfield, Dean of Enrollment Management

Christie Honeycutt, Dean of Health & Public Services
B.S., Wingate University; M.R.E., Southeastern Baptist Theological Seminary; M.Ed., Concordia St. Paul University

Liane Honeycutt, Spanish Instructor and Global Education Liaison
B.A. , University of Paris III; Sorbonne Nouvelle, France; M.A., University of Salamanca, Spain; M.A., UNC-Charlotte

Christy Hopkins, Early Childhood Education Instructor
A.A.S., Stanly Community College; B.S., Pfeiffer University; M.Ed., Concordia University;

Dr. Beth Hopkins, Dean of University Transfer & Precollege
A.A., Stanly Community College; B.A., Pfeiffer University; M.S., University of West Alabama; DHed, A.T. Still University

Billy Huneycutt, Collision Repair & Refinishing Technology Program Head
Diploma, CPCC; Certifications: I-CAR Platinum Technician, PPG Paint Technician Bronze, ASE Master Technician, Car-O-Liner Frame

Judith (Ann) Huneycutt, College & Career Readiness Records Technician

Katie Huneycutt, Economic & Workforce Development Coordinator

Laura Huneycutt, Assistant Principal; Stanly Early College

Star Huneycutt, Data Manager; Stanly Early College

Wanda Huneycutt, Clinical Nursing Level II Coordinator
B.S.N., UNC-Charlotte; M.S.N., UNC-Charlotte

Eva (Blair) Huneycutt-Whitley, Associate Director of Nursing, LPN to RN
B.S.N., Lenoir-Rhyne College; Graduate Cert. in Nursing Education, UNC-Charlotte; Doctor of Nursing Practice, Gardner-Webb University

Melissa Jackson, Medical Laboratory Technology Program Head
B.S., Pfeiffer University, Certificate in Medical Technology, Carolinas College of Health

Donna Jones, Faculty Communication Manager For Health/Public Services CE Programs

Derek Kent, Simulation & Game Development Instructor
B.S., N.C. State University; Certifications: Photoshop, Premiere

Karen Kiker, CE Coordinator/Faculty Associate, AMIT

Elizabeth Lackey, Success Coach, University Transfer (Part-Time)

Terry Landis, IT Systems Administrator

John Lanier, Criminal Justice Instructor
A.A.S., Stanly Community College; B.A., Mountain State University; M.A., Fort Hays State University

Missy (Reva) Lemmonds, Nursing Level II Coordinator
B.S.N., Winston-Salem University; M.S.N., UNC-Wilmington

Emily Leslie, Business & Cosmetology Success Coach

Kim Lewis, Pharmacy Technology Program Head
A.A.S., Davidson County Community College; B.A., UNC-Greensboro

Sylvia Lewis, Business & Career Technologies Director
B.S., Wingate University; Certifications: CCNA, CCNI

Reese Linnell, University Transfer Success Coach

Roxanne Linnell, Executive Assistant

Christa Little, Clinical Education Radiography Programs Director
A.A.S., Stanly Community College; B.A., Appalachian State University

Dr. Rita Love, Director of Health & Public Services Workforce Development

Ryan Love, Computer-Integrated Machining Program Head
A.A.S., Central Piedmont Community College

Michael Lowder, Life & Physical Science Department Head
B.S., Western Carolina University; M.S., San Diego State University

Renda Lowder, CCR-TCA Specialist

Heath Luquire, Network Services Director

Jeania Martin, Executive Director of SCC Foundation

Jesse Martin, Associate in General Education - Nursing Success Coach

Tammi McIlwaine, Associate Vice President School of Transfer and Business
A.A.S., Stanly Community College; B.S., Gardner Webb University; M.B.A., Pfeiffer

Terry McManus, Senior Network Administrator

Bobby Measmer, Maintenance Supervisor

Lydia Miller, Faculty Associate, Technology & Engineering

Deborah Monteith, Instructor

Jamie Morton, Early Childhood Education Success Coach

Sarah Morton, Cashier

Brigette Myers, Mathematics Instructor
B.S., Appalachian State University; M.A., Appalachian State University

Lorie Narolewski, Business Administration Program Head
B.S., Appalachian State University; M.A., Liberty University

Tanya Nicks, Psychology Instructor
B.A., UNC-Chapel Hill; M.A., Western Carolina University

Carmen Nunalee, Vice President of Strategic Planning and Compliance

Betty O'Neal, Carolina Auction Academy

Cynthia (Cyndie) Osborne, Early Childhood Education Online & Practicum Coordinator
B.A., UNC-Charlotte; M.Ed., UNC-Charlotte; Certifications: B-K Licensure, Level III

Shelley Osborne, Purchasing Agent

Lynn Parks, Student Success Administrative Assistant

Jeff Parsons, Vice President of Academic Affairs/Chief Academic Officer
B.S.M.E, UNC- Charlotte, M.S.M.E, UNC-Charlotte

Michelle Peifer, Marketing & Communications Director

Gail Perkins, Library Assistant (Part-Time)

William (Joe) Pollard, eLearning Activities Coordinator

Austin Poole, System Architect

Shana Poole, Testing & Assessment Specialist

Lori Poplin, Human Resources Director

Michelle Poplin, Accounting Specialist

Pam Poplin, Bookstore Technician

Melissa Preslar, Financial Aid Associate I

Marcus Pryor, Associate Dean of Students & Career Placement

Andrew (Dalton) Reeder, Accounting Program Head
B.S., UNC-Greensboro; M.S., University of Phoenix

Kara Roberson, Mathematics Instructor
B.S., Wingate University, M.S., UNC-Wilmington

Starra Robinson-Herring, Medical Assisting Program Head
A.A.S. (MA), A.A.S. (HS), A.A.S. (BA), Stanly Community College; B.S., BSAH, BSHS, M.B.A., Wingate University

Kenneth Rummage, Engineering Technology Instructor
A.A.S., Rowan Technical Institute; B.A., UNC-Charlotte; M.S., Virginia Tech

Donna Russell, Bookstore Technician - Textbooks

Mark Sample, Media Services Director

Katrina Sams, Institutional Effectiveness Assistant

Carol Sasser, Librarian (Part-Time)

Marlene Saunders, College Accountability Executive Director

Jonathan Schulz, Accounts Receivable Coordinator

Bryan Sharp, Biology Instructor
B.A., Ohio Wesleyan University M.S., San Diego State University

Jaime Shelton, Early Childhood Education Instructor
A.A.S., Stanly Community College; B.A., UNC-Charlotte: M.Ed., UNC-Charlotte;

Shannon Shepherd, Human Services, BLET & Criminal Justice Success Coach

Scott Shew, Emergency Medical Science Program Director
A.A.S., Catawba Valley Technical College; B.S., Gardner-Webb University; M.H.A., UNC-Chapel Hill

Suzy Shue, School of Transfer & Business Faculty Associate/Coordinator

April Simpson, Program Head/Mathematics Instructor
B.S., Pfeiffer University; M.A., UNC-Charlotte

Ashley Smith, Strategic Planning & Compliance Administrative Assistant

David Smith, Cosmetology Program Head
A.A.S., Stanly Community College; B.S., Fayetteville State University; Certifications: NC Board Cosmetologist; NC Board

Jessica Smith (Gann), Foundation Operations & Grant Coordinator

Chassity Speight-Washburn, Nursing Director
B.S.N., UNC-Charlotte; M.S.N., UNC-Charlotte

Michael Sperling, Dean of Business
A.A.S., Suffolk County Community College; B.B.A., Northwood University; M.AC.C,

Casey Stirewalt, Computer Support Specialist

Jeff Swaringen, Computer Engineering Technology Program Head
A.A.S., Stanly Community College; B.S., UNC-Charlotte; M.S., Bellevue University

Donny Thompson, Facilities Service Technician

Micki Thompson, Law Enforcement Coordinator/Qualified Assistant/ Basic Law Enforcement Training

Tiffanny Thompson, Eagle's 1-Stop Mentor

Gena Trogdon, Cosmetology Instructor
A.A.S., Randolph Community College; Certificate, Stanly Community College

Debbie Utley, Student Resources Center Coordinator - Crutchfield

Lydia Vanhoy, Payroll Specialist

Shannon Wade, Graduation & Degree Audit Coordinator

Gerald Waller, Electrical/Electronics Technology & Industrial Maintenance - ACI Instructor
A.G.E., James Sprunt Community College

Dr. Jacqueline Waltz, Biology Instructor
D.C. Logan College of Chiropractic; M.S. Logan University; B.S., University of Wisconsin-Stevens Point

Anthony (Tony) Ware, Engineering Technology Instructor
B.S., Thomas Edison State University; M.B.A., University of Phoenix

Gonda Watson, IT Cybersecurity Program Head
B.S.C., University of Liberia, West Africa; M.S., University of Strayer, District of Columbia

Rhiannon Weeks, Guidance Counselor; Stanly Early College

Nita Wilder, LEIS Specialist

Courtney Wiley, Faculty Associate, School of Health & Public Services

Dean Witmore, Air Conditioning, Heating & Refrigeration Technology/ACI Instructor
A.A.S., Anson Technical Institute

Amy Witschey, Clinical Education/Respiratory Therapy Program Director
B.S.R.T., Wheeling Jesuit University; Certifications: RRT, RCP

FINANCIAL AID

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

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

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

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

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

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

Telephone: 704-991-0302
FAX: 704-991-0160
E-mail address: financialaid@stanly.edu
Hours of Operation:
8:00 am to 5:00 pm Monday through Thursday
8:00 am to 4:00 pm Friday

Summer Schedule (May – July)
7:30 am to 5:30 pm Monday through Thursday
Closed on Friday

Check the SCC Financial Aid Webpage for further information regarding financial aid opportunities.

FAFSA

FAFSA

Students can complete the FAFSA on-line at https://www.fafsa.ed.gov. Completing the FAFSA online is a quick and easy way to apply for aid. It immediately identifies potential errors and prompts corrections. In addition, the FAFSA is also available for students and parents to complete through the "myStudentAid" mobile app.

The following information is needed to complete the FAFSA:

1. Your FSA
2. Your SSN
3. Parents' SSN if you are a dependent student
4. Your driver's license number (if you have one)
5. Your Alien Registration Number if you are not a US citizen
6. Your W-2 forms and any other records of money earned
7. Your Federal Income Tax Return[1]
8. Your parents Federal Income Tax Return if you are a dependent student[1]
9. Untaxed income records, such as social security benefits, welfare, child support received, etc.
10. Bank statements
11. Stanly Community College school code: 011194

The IRS Data Retrieval Tool allows students and parents to access the IRS tax return information needed to complete the Free Application for Federal Student Aid (FAFSA). Students and parents may transfer the data directly into their FAFSA.

If you are eligible to use the IRS Data Retrieval Tool, we highly recommend using the tool for several reasons:

1. It's the easiest way to provide your tax data.
2. It's the best way of ensuring that your FAFSA has accurate tax information.
3. If you do not use the IRS Data Retrieval Tool to provide tax information, you may be required to obtain an official tax transcript from the IRS.

The Paper FAFSA

The Department of Education no longer distributes Paper FAFSA's; however, a student can request up to three (3) Paper FAFSA's by calling the Federal Student Air Information Center at 1-800-433-3243 or by printing a PDF copy of the FAFSA located at https://studentaid.ed.gov (https://studentaid.ed.gov/).

Dependent Student Definition

Federal guidelines define a student as a dependent student if all of the following apply:

1. Under the age of 24 years old
2. Not married
3. Not a Veteran
4. Not currently serving Active Duty in the U.S. Armed Forces
5. Not providing more than half of the support of a child or a dependent for the upcoming academic year.

Please note that there are special circumstances that apply to students who are emancipated minors, in a legal guardianship, a ward of the court or a homeless unaccompanied youth as defined by the Department of Education. These circumstances require documentation and will be handled by the SCC Financial Aid personnel. Please contact the SCC Financial Aid office with questions or if there are issues completing the FAFSA.

Eligibility

To be eligible to receive federal aid, you must meet each of the following requirements:

1. Be a U.S. citizen or an eligible non-citizen with a valid social security number.
2. Be registered with Selective Service if you are a male who was born on or after January 1, 1960.
3. Meet eligibility requirements if you have ever been convicted of selling or possession of illegal drugs while you were receiving federal student aid.
4. Not be in default on a student loan or owe an overpayment or repayment to a Title IV financial aid program.
5. Complete the Admissions requirements into an eligible curriculum program.
6. Meet and maintain Satisfactory Academic Progress Standards as related to Financial Aid.

Determining Financial Need

There are two (2) Cost of Attendance or Budget categories:

- Living at home with Parents and
- Not living at home with Parents.

One of the most important steps in establishing financial need is determining how much you (and your parents if you are a dependent student) are expected to contribute towards your education. The information you report on the FAFSA is used to calculate your EFC (Expected Family Contribution). The EFC is a measure of your and your family's financial strength and is used to determine your eligibility for federal student aid. Your financial need is the cost of attendance minus your EFC. The Cost of Attendance or Budget is determined by the Dean of Financial Aid and is based on enrollment at Stanly Community College. Data is collected from the College Board and SCC to estimate the average educational expenses for a nine-month period of enrollment including but not limited to tuition, fees, insurance, room and board allowance, transportation, and miscellaneous expenses. Students are encouraged to contact the Financial Aid Office with any questions regarding Cost of Attendance or Budgets determinations.

Cost of attendance - EFC (Expected Family Contribution) - Aid from all other sources = Financial need

Steps to Apply for Financial Aid

1. After the application for Admission has been submitted, the student should complete and submit a FAFSA. Note: completing a FAFSA automatically makes application for State Grants.
2. Submitted FAFSA's may be selected for a process called verification either randomly by the Department of Education or by the SCC Financial Aid Office to resolve conflicting data. Students selected for verification will be required to submit various documents to the SCC Financial Aid Office. The verification process can take several weeks to complete and students are encouraged to submit all financial aid forms and requested documents in a timely manner prior to their enrollment date. Priority Deadlines are applicable to the submission of requested documents and are listed on the Financial Aid Calendar.
3. Students will be notified of their financial aid eligibility. An offer letter will state the type and amount of award. Financial aid is disbursed by crediting the student's account in the Business Office.

   Applicants are eligible to receive grants, scholarship, work-study or any combination of these; however, the total combined sum of these must not exceed a student's cost of attendance. The awarding of aid is based on funds available.

It Is the Student's Responsibility as Related to Financial Aid to:

1. Review and consider all information about the school's programs.
2. Read and understand all forms before signing.
3. Pay special attention to and accurately complete the FAFSA. Errors can result in processing delays and in turn delays in receiving aid.
4. Contact the Financial Aid Office before withdrawing from school or changing course schedule after the drop/add period.
5. Understand and maintain Financial Aid Satisfactory Academic Progress Standards as related to Financial Aid.

Other Financial Aid Programs

NC Department of Community Colleges Child Care Grant Program

The NC Community Child Care Grant program is available to eligible students with children ages birth to Pre-K. Priority is given to single parents. Applicants must be enrolled at least half-time (6 or more credit hours) in an eligible program of study and must complete the FAFSA. Applications are available in the SCC Financial Aid Office.

Stanly Community College Emergency Fund

Limited funds are available to assist regularly enrolled students with nonacademic financial emergencies. Further information about the emergency fund may be obtained from the Financial Aid Department Office. Assistance is contingent upon availability of funds.

Targeted Assistance Program

The Targeted Assistance Program provides financial assistance for students enrolled in low enrollment/high demand programs. Preference will be given to students in those programs whose EFC exceeds PELL Grant eligibility and still have financial need. Students must complete the FAFSA and meet PELL eligibility requirements.

Less Than One-Half Time Enrolled Program

The Less Than One-Half Time Enrolled program is designed to assist curriculum students who are PELL eligible and who are enrolled less than six credit hours in a semester. Recipients will have EFC's ranging between 801 and 4000.

Return of Title IV Funds Policy

Students are encouraged to read this policy carefully and contact the Financial Aid Office with any questions or concerns.

Students who are considering withdrawing from classes should contact the Financial Aid Office to see how withdrawal will affect their current award and future financial aid eligibility. Students who withdraw from and/or do not successfully complete all Pell Grant eligible classes prior to the 60% of an enrollment term, i.e Fall 2014, will have their semester award recalculated based on the percent of the term completed. The Department of Education provides the formula for calculating the amount of aid a student can retain.

This policy applies to all students who *withdraw* from all Pell Grant eligible classes, *fail* all Pell Grant eligible classes in an enrollment term or are *expelled* from Stanly Community College.

Title IV aid is earned on a daily basis up to and including the 60% point in the enrollment term. Title IV aid is viewed as 100% earned after the 60% point. For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of Title IV aid received and the remaining 70% must be returned by the student.

Withdrawal grades are assigned if a student:

- Requests a withdrawal prior to the last date to withdraw, or
- Has consecutive week(s) of absences before the last date to withdraw, regardless of contact, or
- Is not meeting the requirements of the course.

***Module Classes**:*

Classes that are 14-week, 12-week, 8-week or 4-week in length during an enrollment term are considered "Modules" and are included in the Return of Title IV funds calculation.

Modules that are dropped before the student withdraws are not considered part of the Return to Title IV calculation; however the semester Pell award will be recalculated which may produce a balance due for the change in enrollment status.

Also, if the student withdraws from one Module but plans to attend a later module, they must provide written confirmation of intent to attend the later module to avoid a Return of Title IV funds calculation. The written confirmation must be provided at the time of withdrawal.:

Return to Title IV Calculation:

Based on the last date attended in the semester:

1. The percentage of Title IV aid **earned** shall be calculated as follows:

   Number of days completed by student = percent of term completed

   Total number of calendar days in term

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

   Note: The total number of calendar days in a term of enrollment excludes any scheduled breaks of more than five days.

b. The percentage of Title IV aid **Unearned** (to be returned) shall be 100% minus the percent of term completed.

c. 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

d. When the total amount of unearned aid produces a balance due, the student is responsible for the amount due and if not paid will be subject to the Business Office collection policy.

Letters will be sent to the student's home address on file in the Office of Records and Registration following withdrawal.

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

1. SCC's responsibilities in regard to the return of Title IV funds include:
   1. providing each student with the information given in this policy;
   2. identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students;
   3. returning Title IV funds to the Department of Education.

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

1. becoming familiar with the Return of Title IV policy and how complete class withdrawal affects eligibility for Title IV aid and Satisfactory Academic Progression;
2. returning Title IV funds that were disbursed directly to the student as a result of the return of Title IV funds calculation.

Satisfactory Academic Progress

Satisfactory Academic Progress for Financial Aid Procedures

Financial aid students are evaluated at the end of each semester to determine progression. Students must meet the Academic Standard, the Program Completion Standard and stay within the Maximum Timeframe to remain in a satisfactory status and maintain financial aid eligibility.

Academic Standard

All Financial Aid students must maintain a 2.00 cumulative GPA (grade point average). Cumulative being defined as "all" curriculum classes taken at Stanly Community College regardless of timeframe. Classes that receive an "incomplete" grade are calculated as an "F" at the time of Satisfactory Academic Progress evaluation. (reference: Grade Policy located on SCC website under Current Students # Policies). Classes from which the student withdraws have no bearing on the GPA.

If a student's cumulative GPA falls below 2.00, the student is placed on a financial aid warning status and notified by the Financial Aid Office. The student then has a warning period of enrollment in which to achieve a minimum 2.00 cumulative GPA. The warning period of enrollment is the next semester the student is enrolled at SCC and the student is eligible for financial aid assistance during this semester. If at the end of the warning semester a cumulative 2.00 GPA is not achieved, the student is no longer eligible for financial aid.

Program Completion Standard

All financial aid students must complete at least two-thirds or 67 percent of all curriculum hours attempted at SCC including accepted transfer credits regardless of timeframe. The percentage is determined by taking the cumulative total of credit hours completed divided by the cumulative total of hours attempted. For example, a student who has completed 32 hours and attempted 64 has a completion rate of 50% (32 divided by 64). Attempted but not completed credit hours include withdrawals, incompletes, repeat classes and courses with a grade of "F".

If a student's percentage rate falls below 67%, the student is placed on a warning status and notified in writing by the Financial Aid Office. The student then has a warning period of enrollment in which to earn a

completion rate of 67% or more. The warning period of enrollment is the next semester the student is enrolled at SCC. The student is eligible for financial aid assistance during this warning period of enrollment. If at the end of the warning semester a cumulative 67% completion rate is not achieved, the student is no longer eligible for financial aid.

Maximum Timeframe

All financial aid students must complete their educational program within 150% of the published length. **NOTE**: The 150% Maximum Timeframe applies to "all" curriculum hours attempted at SCC including accepted transfer credits regardless of timeframe. The SCC college catalog provides a course sequence for each educational program and the number of total credit hours needed to complete the program. For example, the Associate Degree in Criminal Justice is 68 credit hours in length, therefore, a financial aid student enrolled may attempt, including transfer credit hours, up to 102 credit hours (68 credit hours times 150%) and remain eligible for financial aid.
Financial aid students who exceed the 150% maximum timeframe will no longer be eligible for financial aid. The maximum timeframe does not provide for a warning period.

Developmental/Remedial Classes

Attempted or completed developmental/ supplemental credit hours are not included in the Program Completion Standard or the Maximum Timeframe calculations; however, the completion or non-completion of developmental/ supplemental classes will be counted in the Academic Standard calculation. A grade of "P", "P1", "P2" or "P3" will count as an "A" and the grade of "R" will count as an "F" for financial aid students and count toward the financial aid cumulative GPA. The numbers 001-099 are assigned to developmental or supplemental courses. Developmental/ supplemental courses do not earn credit toward a certificate, diploma or degree.

Appeal Process

Financial Aid students who have not successfully met the Academic Standard and/or Program Completion Standard warning semester OR have exceeded the 150% Maximum Timeframe may appeal their loss of financial aid. In order to appeal the loss of financial aid, the student must submit an Appeal Request form or a written statement; (1) explaining the circumstances that rendered them unable to meet the standard(s), (2) what has changed to allow the student to meet the standard(s) and (3) the student's educational goal and plans to meet that goal. Along with the Appeal Request form or statement, the student should attach any documentation that supports the appeal. The Appeal Request form or written statement must be submitted to the Financial Aid Department and may be delivered in person, by mail or via email. All Appeal Request forms or statements must be received within 10 days following receipt of the letter indicating the loss of financial aid eligibility. The Dean of Financial Aid Management will consider the appeal statement and the decision will be final.

Students receiving appeal approval will be placed on an Appeal Probation status and are required to successfully complete all classes until a Satisfactory status has been reached. To insure academic success, Appeal Probation students will be placed on an Academic Educational Plan which may include but not limited to a reduction in the number of credit hours enrolled; completion of enrolled classes with a "B" or better. Failure to meet the Academic Educational Plan requirements will terminate all financial aid eligibility at SCC.

Reinstatement of Financial Aid Eligibility

If a student loses financial aid eligibility by failing to meet the Academic and/or Program Completion standard and after self-pay or the use of outside resources feels that the standards are met, the student must contact the Financial Aid Office and have their SAP status re-calculated. If the standards have been met, the student will regain financial aid eligibility the semester following the semester in which the standards were met, provided all other financial aid requirements have been completed.

Tax Credits

Lifetime Learning Credit (https://www.irs.gov/credits-deductions/individuals/llc/)

Tuition and Fees Deduction (https://www.irs.gov/credits-deductions/individuals/tuition-and-fees-deduction-at-a-glance/)

Student Loan Interest Deduction (https://www.irs.gov/taxtopics/tc456/)

GAINFUL EMPLOYMENT

The Department of Education no longer requires Stanly Community College to publish Gainful Employment information; as a service to our students and stakeholders, however, SCC will continue to publish program specific disclosures.

GENERAL ADMISSION POLICY

General Admission Policy

Approved By and Date: Board of Trustees 04-09-2020
Executive Leadership Team 03-11-2020
ICORE 02-26-2020

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

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

Stanly Community College does not provide any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid (including Tuition Assistance funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance. Stanly Community College does not engage in high-pressure recruitment tactics such as making multiple unsolicited contacts (3 or more), including contacts by phone, email, or in-person, and engaging in same-day recruitment and registration for the purpose of securing Service member enrollments. All Service members seeking information about academic counseling, financial aid counseling, job search support, or other student support services are directed to contact the office of financial aid for information on the Tuition Assistance program, Title IV funding, or VA education benefits.

General Admission Procedures

Approved By and Date: Executive Leadership Team 03-11-2020
ICORE 02-26-2020

Procedures applicable for admission to certain types of offerings are as follows:

College and Career Readiness

College and Career Readiness classes allow individuals, ages sixteen and older, to earn a secondary degree or to enhance basic life skills. All applicants wanting to enroll in Adult High School courses must provide an official high school transcript. Those who are sixteen or seventeen, and have not earned their high school diploma or high school equivalency, must provide proper authorization to enroll in College and Career Readiness classes.

Continuing Education

Individuals who are at least eighteen years old and meet the college's general admission requirements may enroll in continuing education courses. However, some continuing education courses or programs have entry requirements that exceed the general entry requirements. Additionally, individuals who are sixteen or seventeen may enroll in continuing education courses on a semester by semester basis.

Curriculum Programs

Individuals applying to a curriculum program of study must be a high school graduate. A high school equivalency exam certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a high school diploma.

Applicants who do not wish to pursue a degree, diploma or certificate may apply as a Special Credit student (see Special Credit Admissions).

Admission to the college does not guarantee acceptance to the program of choice or guarantee continued enrollment in the college. Selected programs operate under limited enrollment restrictions, including but not limited to the Basic Law Enforcement Training Program as well as Health Sciences Programs. Applicants to such programs will be admitted initially as a Pre-Major student until they have met the specific requirements and have been selected for the program's next available start term. Limited enrollment programs have specific deadlines that must be met in order to be considered for the next available start term. Contact the Admissions Office for detailed admissions requirements for these programs.

Admission to Associate Degree, Diploma, and Certificate Programs

1. Submit an application for admission to Stanly Community College (SCC).
2. Submit, to the college, official evidence of an earned high school diploma (i.e., secondary, academy, GED, high school equivalency, etc.) in the form of an official high school transcript or official college transcript indicating the applicant has earned at minimum a bachelor's degree from a regionally accredited institution. Official transcripts must be received within one semester of admission to the college. Refer to the Transfer of Credit from Other Institutions for Curriculum Policy for more information regarding regionally accredited institutions.
3. Applicants who plan to receive Veterans' Administration (VA) Educational Benefits must list all post-secondary schools (colleges) attended and submit official transcripts from each. These transcripts should be submitted to the Enrollment Management Office for review prior to enrollment and will be shared with the Financial Aid Office. If a student has received or is receiving VA benefits for a class at Stanly Community College, but his/her transcript shows an equivalent course that is eligible for transfer credit, the SCC class will be removed from the VA certification and result in a balance owed by the student.
4. Once the application has been processed and the student admitted, the newly admitted student must complete the remainder of the enrollment and registration process found on the college's website and in the catalog.

Special Credit Admission

The special credit classification is designed for those students who wish to enroll in a curriculum course (or courses) but not pursue a degree, diploma, or certificate. Special credit students must complete and submit an Application for Admission indicating "Special Credit" as their desired program of study. Official high school or college transcripts are not required, however, special credit students must prove they meet the pre-requisites for the course(s) they wish to register for, prior to registration. Official college transcripts are required for course transfer to satisfy the pre-requisite of a course.

Please note that special credit students are not considered degree-seeking, therefore are not eligible for Title IV financial aid or veterans' educational benefits. Special credit students wishing to obtain a Certificate, Diploma or Associate Degree can do so by completing a Change of Curriculum form. At that time, they must meet all admissions requirements to continue as a degree-seeking student

A special credit student must maintain satisfactory academic progress and will fall under the guidelines of the Academic Probation Policy. (See the Academic Probation Policy on the college's website.)

Special credit students may not displace degree-, diploma-, or certificate-seeking students in classes with limited enrollment. Special credit students may be subject to administrative withdrawal and a full refund of tuition and fees if class space is needed for degree-seeking students. Special credit students are not permitted to enroll in courses with prefixes beginning with WBL, PHM, COS, MED, MLT, NUR, RAD, or RCP. An exception is made for the following MED courses: 121, 122, and 134.

Readmission

Stanly Community College encourages all former students who left the College in good standing to enroll for additional study. However, readmission after withdrawal is not automatic. Students who have been out two terms or longer should contact the Admissions Office so their files may be re-activated. Students who re-enter the College after two continuous semester absences must do so under the current operating catalog. Students requesting readmission to allied health programs should request specific information regarding readmission from the Admissions Office. Former students desiring to re-enter who were withdrawn for academic or disciplinary reasons must request readmission through the Vice President of Student Success.

Admission Appeals

The Dean of Enrollment Management and Academic Support Services administers the admission and readmission policies. Individuals who wish to appeal an admission or a readmission decision may request the Vice President of Student Success to review such determination.

Career and College Promise

See Career and College Promise Admission Policy

Stanly Early College

Stanly Early College admission is based on a selection criteria and process developed by Stanly County Schools. Once students are accepted into Stanly Early College, students should submit a Stanly Community College admission application and complete the college placement test. For more details contact the Stanly Early College principal or the Stanly County School System website.

Admission for Non-U.S. Residents

Lawful Permanent/Temporary Resident

Students who are not U.S. Citizens but have secured a lawful resident status from the U.S. Citizenship and Immigration Services may apply to SCC. The student must also meet all eligibility requirements for his/her requested program of study.

Undocumented Immigrants

Students who do not have the necessary documentation proving U. S. Citizenship may apply to SCC. The student must provide an official copy of his/her high school transcript. An official copy of an Adult High School program transcript is acceptable. A high school equivalency exam is not acceptable under the 1D SBCCC 400.2 guidelines.

References

N.C. Gen. Stat. § 115D-1, Statement of Purpose

N.C. Gen. Stat. § 115D-5, Administration of institutions by State Board of Community Colleges

N.C. Gen. Stat. § 115D-20, Powers and Duties of Trustees

1D SBCCC 400.2, Admission to Colleges

Revision: 10/10/2019 (policy), 08/19/2019 (procedures)

GRADE POLICY

Grade Policy

Approved By and Date: Board of Trustees 02-20-2014
Executive Leadership Team 12-19-2013
ICORE 12-18-2013

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

Grade Procedures

Approved By and Date: Executive Leadership Team 03-22-2021
ICORE 03-17-2021

In instances in which grade forgiveness is granted for a course completed at Stanly Community College and then transferred to another college or university, the receiving institution is not required to disregard the forgiven grade. Other colleges or universities may elect to include the grades forgiven in computing the student's grade point average, possibly disqualifying the student from consideration for admission.

1. Curriculum Grading System: Grades earned on course assignments are based on individual course grading systems. Final course grades earn quality points based on a four-point system used to calculate grade point averages (GPA). Final grades consist of the following options:

A	Excellent	4 quality points per credit hour
B	Good	3 quality points per credit hour
C	Average	2 quality points per credit hour
F	Failure	0 quality points per credit hour (must repeat course)
I	Incomplete	Will carry hours attempted and will be computed in GPA. Incomplete grades will be changed to an "F" grade on the first date of the next term, if course requirements are not met.
P	Pass	Hours are not included in determining GPA
R	Repeat	Hours are not included in determining GPA
NA	Never Attended	Hours are not included in determining GPA
W	Withdrawal	Hours are not included in determining GPA
AU	Audited	Hours are not included in determining GPA
SA	Satisfactory	Hours are not included in determining GPA
UN	Unsatisfactory	0 quality points per credit hour
PE	Credit Received by passing a proficiency exam	Hours are not included in determining GPA
AP	Advance Placement	Hours are not included in determining GPA
CE	Credit by Examination	Hours are not included in determining GPA
TC	Transfer Credit	Hours are not included in determining GPA
TP1	Transfer Transition Course Grade	Hours are not included in determining GPA
TP2	Transfer Transition Course Grade	Hours are not included in determining GPA
TP3	Transfer Transition Course Grade	Hours are not included in determining GPA
SR	Senior Audit	Hours are not included in determining GPA
IE	Incomplete – Emergency (For COVID-19 in 2020)	Hours are not included in determining GPA
WE	Incomplete – Emergency (For COVID-19 in 2020)	Hours are not included in determining GPA

Due to the States of Emergency enacted by the President of the United States, the Governor of North Carolina, and governors of other states in March 2020, transfer courses completed during the 2020 Spring, 2020 Summer, and 2020 Fall semesters only, a grade of "P" or "S" will be accepted as equivalent to a grade of "C" or better for course transfer evaluation.

2. College and Career Readiness Grading System: College and Career Readiness (CCR) encompasses several different programs with unique grading systems. English as a Second Language (ESL) and Adult Basic Education (ABE) do not provide grades. The High School Equivalence Program (HSE) provides grades based solely on the high school equivalence tests in Mathematical Reasoning, Reasoning through Language Arts, Science, and Social Studies. A minimum of 150 on each test is required, and a combined score of 600 is necessary for a student to earn his/her high school equivalency. The Adult High School Program (AHS) provides daily progress reports on the quality and completion of the student's work. The AHS grading system: Students must have a 77 average for course completion. (The average is calculated with the final counting for 20% and the chapter tests/assignments counting for 80%. Students need to achieve a minimum of 70% on the final exam before

a course can be considered to be completed.) Upon completion of the course, the student will receive a grade of "NG." The grading system for Human Resource Development (HRD) classes follows the Occupational Extension Grading System described in Section 3 below.

3. Occupational Extension Grading System: Occupational Extension (OE) grades are earned based on attendance and/or other course unique criteria with final grades consisting of the following options:

I	Incomplete	
S	Satisfactory	≥ 80% Attendance and meets course-specific criteria, when applicable
U	Unsatisfactory	< 80% Attendance or does not meet course-specific criteria, when applicable
W	Withdrawn	
P	Pass	
AU	Audit	No Credit Earned
SR	Senior Audit	No Tuition Charged/No Credit Earned
WE	Withdrawn (Emergency)	
IE	Incomplete (Emergency)	

4. Incomplete Grades: An incomplete grade is a temporary grade of "I" that is given at the discretion of the instructor for incomplete course work in curriculum or occupational extension due to extenuating circumstances. Program heads/coordinators will finalize the incomplete procedure given by an adjunct faculty. It is the student's responsibility to contact the instructor regarding work to be completed for the removal of the "I" grade. Program heads/coordinators will sign the instructor's Incomplete Grade Request for Approval form which specifies the required work to be completed. A copy of the form must be submitted to the Office of Enrollment Management to be attached to the final grade roster. A student receiving a grade of "Incomplete" in a given course must contact the instructor of that course to create a plan to complete the required work by the first day of the following term or the incomplete grade will be changed to an "F," "U," or "UN" grade. An incomplete grade is computed as an "F" grade in the curriculum student's grade point average until completion of course work. An incomplete grade cannot be changed to a "W" under any circumstances except as described below. If the class receiving the 'I' grade is a prerequisite course needed to register for a course in the following term, the student must earn a grade of "C" or better in order to register for the following course. The College reserves the right to extend the deadline for completion of an 'I' grade beyond the first day of the following term in the event of a declared state of emergency by federal, state, or local government officials or for other extreme circumstances as determined by the College's Executive Leadership Team.

5. The deadline for completion of an "IE" (Incomplete - Emergency) grade will be for no longer than one year after the end of the term of the course for which the "IE" (Incomplete - Emergency) grade was awarded. The College will assign a grade of "IE" (Incomplete - Emergency) to note that this incomplete is the result of the COVID-19 state of emergency. Under those same circumstances, the College also reserves the right to allow Incomplete grades to be changed to a "W" or "WE" (Withdraw – Emergency) if the required course work cannot be successfully completed as the result of the COVID-19 state of emergency.

6. Course Auditing: Students must request if they desire to audit a course. Students who wish to audit courses shall be admitted on a space-available basis, shall not displace a credit-seeking student, and will be registered within the first 3 meeting dates, but no later than the census date of the course section. No credit is awarded, and no examinations are required. Local fees and Self-Supporting course costs are the responsibility of the student for audited courses. Students who pay regular tuition for an audited course section will receive a grade of "AU". A student 65 years or older may audit a course section without payment of any required tuition or registration fee, thus earning a grade of "SR". Students earning a grade of "SR" will not be counted in the computation of enrollment.

7. Students auditing classes must adhere to the same attendance policy as other students. Students may not change from audit status or to audit status after the first 3 meeting dates, but no later than the census date of the course section. Students receiving financial aid, veterans' benefits, and/or other federally funded program benefits may not change to audit status after the third day of class. Courses in Health Sciences programs may not be audited without the permission of the program head and/or the associate dean. Courses containing clinical, field experience, or work based learning components are not eligible to be audited. Students wishing to audit a course must meet all pre-requisites and registration requirements for that course. A "Course Repeat/Audit Form" should be completed, approved and submitted to the Office of Enrollment Management.

8. Grade Reports and Transcript Requests: All final grades will be posted to the student's account at the end of the grading period. Transcripts of coursework completed are the private property of the student and are protected under FERPA (Family Educational Rights and Privacy Act) regulations. Stanly Community College insures that these records are not released unless official authorization is granted by the student or they are subpoenaed by an agent of the court. Official authorization is defined as a written request signed by the student and mailed or faxed to the Office of Enrollment Management (FAX: 704-991-0225). Transcript requests may also be made through the student's account. Every effort will be made to honor the request within 72 hours after receipt of the request. An official copy of the student transcript will be mailed to other colleges, employers, or the student provided all financial obligations to the college are satisfied. All requests should include a complete mailing address of the party to whom the transcript is to be mailed. Official transcripts will not be faxed.

9. Curriculum Grade Forgiveness: Students who have experienced a lapse of enrollment at the College for a period of three consecutive academic years may, upon reenrollment, make a request with the Office of Enrollment Management to have prior course work forgiven. The following criteria must be met:

a. The student must first complete at least 12 semester hours of credit with a 2.00 grade point average as calculated after the enrollment lapse before requesting grade forgiveness.

b. The request must be made during the subsequent semester (excluding the summer session) after the 12 semester hours have been completed.

c. Prior course work must be at least three years old.

d. Only prior courses with grades below a "C" will be eligible for grade forgiveness.

e. The student must complete a Grade Forgiveness Request form, which is available in the Office of Enrollment Management.

f. Only one grade forgiveness request for a maximum of five courses will be accepted per student. If the request is approved, the record of the earlier course work affected remains on the student's transcript but is not calculated in the cumulative grade point average. Eligibility for student financial aid and/or veterans' benefits is subject to satisfactory academic progress requirements based upon all academic work attempted, regardless of the College's grade forgiveness.

10. End-of-Course Grade Appeals: If a student disputes an assigned end-of-course grade, students must follow the Student Grievance Policy for filing a formal appeal.

11. Grade Change: All grades assigned to a student are considered final. To change a grade after the grade report is submitted to the Office of Enrollment Management requires an authorization for the change initiated by the instructor, recommended by the program head, and approved by the Associate VP of the School in which the course falls within. The change form must be submitted to the Office of Enrollment Management.

12. Curriculum Course Substitution: A student may request to substitute a course required in his or her program of study based on particular occupational goals. Action upon such substitutions must be initiated by the student's academic advisor/program head, who will forward the Request for Course Substitution form to the Associate VP of the School in which the course falls within. A substitution must be in the same area of study or should be appropriate in meeting the requirements of the curriculum standards. Notification of approval of course substitutions must be submitted to the Office of Enrollment Management.

13. Curriculum Course Repeat: Curriculum students may repeat classes in which they have earned a grade below a "C" or a grade of "U". The higher of the grades will be used as the grade in computing the cumulative GPA, the hours, and the quality points for the course. Both grades will be recorded on the student's transcript.

14. Students wishing to repeat a course for credit in which a grade of "C" or higher, or a grade of "S", has been earned may do so with the approval of the advisor, program head, or appropriate associate dean. A "Course Repeat/Audit Form" should be completed, approved and submitted to the Office of Enrollment Management. Students not wishing to receive credit for the repeated course will receive an audit grade.

15. Students who receive financial aid and/or veterans' benefits may repeat courses in which a grade was earned; however, the repeated course may not be covered a second time by those benefits. Students will be responsible for any tuition not covered by financial aid and/or veterans' benefits.

References: 1D SBCCC 700.1 Audited Courses

Revisions: 04-16-2018 (procedures), 04/27/2020 (procedures)

MISSION AND STRATEGIC DIRECTION

Mission

Stanly Community College values students, effective teaching, partnerships, and life-long learning for Stanly County residents and students in other states and other countries. The College enhances the economic, social, and cultural life of the communities we serve by providing face-to-face and virtual learner-centered environments that encourage access, success, and completion.

Vision

Stanly Community College will be the gateway for higher education and a positive catalyst for change in all the communities we serve by

- providing quality instruction in every delivery method;
- being a committed economic development partner; and
- offering an outstanding customer service experience.

Values

STUDENT SUCCESS is the foundation of all our values. SCC exists to create a well-rounded education for our students. We seek to equip them so that they may enrich their lives, serve our community, and be productive citizens.

COMMUNITY is essential to the College's mission. The College strives to reflect our community's demographics in the student body, faculty, and staff. We pursue relationships with local industries, other learning institutions, and government and civic organizations to provide educational and training resources to meet the needs of the local community.

EQUITY is fairness in action. Meeting students where they are and providing the needed resources to help students from all backgrounds achieve their individual goals. The College firmly believes students can attain success no matter the socioeconomic factors in the community.

INNOVATION in all of our efforts puts us at the forefront of exciting new initiatives and technologies. Changing industry and educational standards require SCC to stay vigilant in seeking better ways to provide effective student and community support.

EXCELLENCE is our commitment. We demonstrate excellence in our teaching, our partnerships, our services, and our planning to provide our faculty, staff, and partners with the training, motivation, and opportunities necessary to accomplish our mission. We continuously improve through data-informed decisions.

Click here to view Stanly Community College's 2021-2024 Strategic Plan (https://www.stanly.edu/sites/default/files/pdf/2021/strategic_plan_21-24.pdf).

CURRICULUM PROGRAMS OF STUDY

Accounting and Finance

Contact(s): Dalton Reeder (https://www.stanly.edu/directory/?id=1349)

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

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

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

Learning Outcomes

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

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

Accounting and Finance - Associate in Applied Science - A25800

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ACC 120	Principles of Financial Accounting	4
BUS 110	Introduction to Business	3
CIS 110	Introduction to Computers	3
ENG 111	Writing and Inquiry	3
	Credit Hours	14

Spring		
ACC 121	Principles of Managerial Accounting	4
BUS 137	Principles of Management	3
ECO 251 or ECO 252	Principles of Microeconomics or Principles of Macroeconomics	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3-4
	Credit Hours	16-17
Summer		
Humanities Elective *		3
Social/Behavioral Science Elective *		3
	Credit Hours	6
Second Year		
Fall		
ACC 131	Federal Income Taxes	3
ACC 149	Introduction to Accounting Spreadsheets	2
BUS 115	Business Law I	3
BUS 125	Personal Finance	3
BUS 240	Business Ethics	3
MKT 120	Principles of Marketing	3
	Credit Hours	17
Spring		
ACC 140	Payroll Accounting	2
ACC 150	Accounting Software Applications	2
ACC 220	Intermediate Accounting I	4
BUS 151	People Skills	3
BUS 260	Business Communication	3
	Credit Hours	14
	Total Credit Hours	67-68

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157*).*

Accounting and Finance Diploma Option - D25800

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25800.pdf)

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ACC 120	Principles of Financial Accounting	4
ACC 131	Federal Income Taxes	3
BUS 110	Introduction to Business	3
BUS 125	Personal Finance	3
BUS 240	Business Ethics	3
	Credit Hours	17
Spring		
ACC 121	Principles of Managerial Accounting	4
BUS 137	Principles of Management	3
BUS 151	People Skills	3
ECO 251 or ECO 252	Principles of Microeconomics or Principles of Macroeconomics	3
ENG 111	Writing and Inquiry	3
	Credit Hours	16
Summer		
CIS 110	Introduction to Computers	3
Social/Behavioral Science Elective *		3
	Credit Hours	6
	Total Credit Hours	39

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157*).*

Accounting and Finance Certificate Option - C258800

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC258800.pdf)

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ACC 120	Principles of Financial Accounting	4
ACC 131	Federal Income Taxes	3
BUS 110	Introduction to Business	3
	Credit Hours	11
Spring		
ACC 140	Payroll Accounting	2
ACC 150	Accounting Software Applications	2
BUS 137	Principles of Management	3
	Credit Hours	7
	Total Credit Hours	18

Advertising & Graphic Design

Contact(s): Josh Gooch (https://www.stanly.edu/college-information/directory/?id=1065)

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

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets,

preparation of art for printing, lettering and typography, photography, and electronic media.

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

Learning Outcomes

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

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

Advertising and Graphic Design – Associate in Applied Science – A30100

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
DES 125	Visual Presentation I	2
DES 135	Principles and Elements of Design I	4
ENG 111	Writing and Inquiry	3
GRD 110	Typography I	3
	Credit Hours	16
Spring		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
GRD 131 or GRD 230	Illustration I or Technical Illustration	2
GRD 141	Graphic Design I	4
GRD 151	Computer Design Basics	3
WEB 111	Introduction to Web Graphics	3
	Credit Hours	15
Summer		
ART 111	Art Appreciation	3
Technical Elective		3
	Credit Hours	6
Second Year		
Fall		
GRA 121	Graphic Arts I	4
GRD 142	Graphic Design II	4
GRD 152	Computer Design Techniques I	3
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3
Social Science Elective *		3
	Credit Hours	17
Spring		
GRD 241	Graphic Design III	4
GRD 280	Portfolio Design	4
WBL 111	Work-Based Learning I	1
Technical Elective		6
	Credit Hours	15
	Total Credit Hours	69

Technical Electives

Code	Title	Credit Hours
BUS 110	Introduction to Business	3
CET 111	Computer Upgrade/Repair I	3
CTS 115	Information Systems Business Concepts	3
CTS 120	Hardware/Software Support	3
CTS 125	Presentation Graphics	3
GRD 167	Photographic Imaging I	3
MKT 120	Principles of Marketing	3
NOS 110	Operating Systems Concepts	3
SGD 114	3D Modeling	3
SGD 161	Simulation and Game Animation	3
SGD 162	Simulation and Game 3-D Animation	3
SGD 164	Simulation and Game Audio and Video	3
WEB 110	Internet/Web Fundamentals	3
WEB 120	Introduction to Internet Multimedia	3

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage *(p. 157).*

Advertising and Graphic Design Diploma Option – D30100

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED30100.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110 or CIS 111	Introduction to Computers or Basic PC Literacy	3
DES 125	Visual Presentation I	2
DES 135	Principles and Elements of Design I	4

GRA 121	Graphic Arts I	4
GRD 110	Typography I	3
	Credit Hours	17
Spring		
GRD 131	Illustration I	2
GRD 141	Graphic Design I	4
GRD 142	Graphic Design II	4
GRD 151	Computer Design Basics	3
WEB 111	Introduction to Web Graphics	3
	Credit Hours	16
Summer		
ENG 111	Writing and Inquiry	3
Humanities Elective *		3
	Credit Hours	6
	Total Credit Hours	39

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157)*.*

Advertising and Graphic Design Web Design Diploma Option - D30100W

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED30100W.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
DES 125	Visual Presentation I	2
GRD 152	Computer Design Techniques I	3
MKT 120	Principles of Marketing	3
WEB 110	Internet/Web Fundamentals	3
	Credit Hours	15
Spring		
GRD 141	Graphic Design I	4
GRD 151	Computer Design Basics	3
WEB 111	Introduction to Web Graphics	3
WEB 115	Web Markup and Scripting	3
WEB 140	Web Development Tools	3
	Credit Hours	16
Summer		
ART 111	Art Appreciation	3
ENG 111	Writing and Inquiry	3
	Credit Hours	6
	Total Credit Hours	37

Advertising and Graphic Design Certificate Option – C30100

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC30100.pdf)

Course	Title	Credit Hours
First Year		
ACA 111	College Student Success	1
DES 125	Visual Presentation I	2
DES 135	Principles and Elements of Design I	4
GRD 110	Typography I	3
GRD 131	Illustration I	2
GRD 141	Graphic Design I	4
	Credit Hours	16
	Total Credit Hours	16

Advertising and Graphic Design CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
DES 125	Visual Presentation I	2
DES 135	Principles and Elements of Design I	4
GRD 110	Typography I	3
GRD 131	Illustration I	2
GRD 141	Graphic Design I	4
Total Credit Hours		15

View Our Video (https://youtu.be/cPN5V-LvhDE/)

Agribusiness Technology

Contact(s): Alaina Finney (https://www.stanly.edu/college-information/directory/?id=1430)

This curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices.

Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.

Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education.

Agribusiness Technology: A program that prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Potential course work includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and other managerial responsibilities.

Agribusiness Technology - Associate in Applied Science - A15100

Course	Title	Credit Hours
First Year		
Fall		
ACA 111 or ACA 122	College Student Success or College Transfer Success	1
AGR 139	Introduction to Sustainable Agriculture	3
AGR 214	Agricultural Marketing	3
ENG 111	Writing and Inquiry	3
ANS 110	Animal Science	3
MAT 171 or MAT 143	Precalculus Algebra or Quantitative Literacy	3-4
	Credit Hours	16-17
Spring		
AGR 170	Soil Science	3
AGR 121	Biological Pest Management	3
AGR 212	Farm Business Management	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
CHM 151	General Chemistry I	4
WBL 111	Work-Based Learning I	1
	Credit Hours	17
Summer		
Humanities Elective *		3
Social/Behavioral Science Elective *		3
	Credit Hours	6
Second Year		
Fall		
BIO 111	General Biology I	4
AGR 110	Agricultural Economics	3
AGR 140	Agricultural Chemicals	3
AGR 112 or ACC 120	Agri Records & Accounting or Principles of Financial Accounting	3-4
CIS 110	Introduction to Computers	3
	Credit Hours	16-17
Spring		
BIO 112	General Biology II	4
AGR 130	Alternative Ag Production	3
ECO 251 or ECO 252	Principles of Microeconomics or Principles of Macroeconomics	3
AGR 213	Agricultural Law & Finance	3
AGR 160	Plant Science	3
ETR 210	Introduction to Entrepreneurship	3
	Credit Hours	19
	Total Credit Hours	74-76

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157*).*

Agribusiness Technology Diploma – D15100

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED15100.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
AGR 139	Introduction to Sustainable Agriculture	3
AGR 214	Agricultural Marketing	3
ANS 110	Animal Science	3
ENG 111	Writing and Inquiry	3
ECO 251	Principles of Microeconomics	3
	Credit Hours	16
Spring		
AGR 170	Soil Science	3
AGR 121	Biological Pest Management	3
AGR 212	Farm Business Management	3
CHM 151	General Chemistry I	4
ENG 112	Writing and Research in the Disciplines	3
	Credit Hours	16
Summer		
CIS 110	Introduction to Computers	3
ECO 252	Principles of Macroeconomics	3
	Credit Hours	6
	Total Credit Hours	38

Agribusiness Technology Work Diploma - D15100W

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED15100W.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
AGR 139	Introduction to Sustainable Agriculture	3
AGR 214	Agricultural Marketing	3
ANS 110	Animal Science	3
ENG 111	Writing and Inquiry	3
BUS 151	People Skills	3
	Credit Hours	16

Spring		
ACC 120	Principles of Financial Accounting	4
AGR 170	Soil Science	3
AGR 121	Biological Pest Management	3
AGR 212	Farm Business Management	3
MAT 143	Quantitative Literacy	3
	Credit Hours	16
Summer		
BUS 110	Introduction to Business	3
BUS 137	Principles of Management	3
	Credit Hours	6
	Total Credit Hours	38

Agribusiness Technology Certificate – C15100

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC15100.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
AGR 139	Introduction to Sustainable Agriculture	3
AGR 214 or ANS 110	Agricultural Marketing or Animal Science	3
	Credit Hours	7
Spring		
AGR 170	Soil Science	3
AGR 121	Biological Pest Management	3
AGR 212	Farm Business Management	3
	Credit Hours	9
	Total Credit Hours	16

Agribusiness Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
AGR 139	Introduction to Sustainable Agriculture	3
AGR 170	Soil Science	3
AGR 214	Agricultural Marketing	3
ANS 110	Animal Science	3
AGR 121	Biological Pest Management	3
AGR 212	Farm Business Management	3
Total Credit Hours		18

View Our Video (https://www.youtube.com/watch/?v=eoNTVAd2q2I)

Air Conditioning, Heating, and Refrigeration Technology

Contact(s): Devin Baucom (https://www.stanly.edu/college-information/directory/?id=1318)

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

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

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

Learning Outcomes

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

- Analyze and evaluate a broad variety of AHR technologies
- Exhibit industry standard skills and competencies
- Exhibit industry standards and competencies for Air Conditioning, Heating and Refrigeration design technologies

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- Air Conditioning, Heating and Refrigeration Technology - Diploma (p. 96)
- Basic HVACR Certificate (p. 97)
- Intermediate HVACR Certificate (p. 97)
- Air Conditioning, Heating and Refrigeration Technology - CCP (p. 97)

Air Conditioning, Heating and Refrigeration Technology Diploma – D35100

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED35100.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
AHR 110	Introduction to Refrigeration	5
AHR 112	Heating Technology	4
AHR 111	HVACR Electricity	3
ENG 101 or ENG 111	Applied Communications I or Writing and Inquiry	3
	Credit Hours	16
Spring		
MAT 110	Mathematical Measurement and Literacy	3
AHR 113	Comfort Cooling	4
AHR 114	Heat Pump Technology	4
AHR 133	HVAC Servicing	4

AHR 160	Refrigerant Certification	1
WBL 110 or WBL 111	World of Work or Work-Based Learning I	1
	Credit Hours	17
Summer		
AHR 130	HVAC Controls	3
AHR 212	Advanced Comfort Systems	4
AHR 250	Heating, Ventilating, and Air Conditioning Diagnostics	2
	Credit Hours	9
	Total Credit Hours	42

Basic HVACR Certificate – C35100B

Course	Title	Credit Hours
First Year		
Fall		
AHR 110	Introduction to Refrigeration	5
AHR 112	Heating Technology	4
AHR 111	HVACR Electricity	3
AHR 160	Refrigerant Certification	1
ACA 111	College Student Success	1
	Credit Hours	14
	Total Credit Hours	14

Intermediate HVACR Certificate – C35100I

Course	Title	Credit Hours
First Year		
Spring		
AHR 113	Comfort Cooling	4
AHR 114	Heat Pump Technology	4
AHR 133	HVAC Servicing	4
AHR 160	Refrigerant Certification	1
	Credit Hours	13
Summer		
AHR 130	HVAC Controls	3
AHR 212	Advanced Comfort Systems	4
AHR 250	Heating, Ventilating, and Air Conditioning Diagnostics	2
	Credit Hours	9
	Total Credit Hours	22

Air Conditioning, Heating & Refrigeration – CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Course	Title	Credit Hours
First Year		
Fall		
AHR 110	Introduction to Refrigeration	5
AHR 111	HVACR Electricity	3
ACA 111	College Student Success	1
	Credit Hours	9
Spring		
AHR 160	Refrigerant Certification	1
AHR 113	Comfort Cooling	4
AHR 114	Heat Pump Technology	4
	Credit Hours	9
	Total Credit Hours	18

View Our Video (https://www.youtube.com/watch/?v=43a6aoSnlgQ)

Associate in Arts (University Transfer)

AA - A10100

SCC offers two *fully* transferable degrees:

- **Associate in Arts (AA) and**
- **Associate in Science (AS).**

Contact(s): John Bowman (https://www.stanly.edu/directory/?id=1389)

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

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

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

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

University Transfer - Program Student Learning Outcomes

Upon completion of the University Transfer Program:

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

- Associate in Arts (p. 98)
- Associate in Arts - CCP (p. 98)

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

Total semester hours: 61

Associate in Arts Degree – Program of Study

Universal General Education Transfer Component

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

Code	Title	Credit Hours
English Composition (6 SHC)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
Communications/Humanities/Fine Arts (9 SHC)		
Select three of the following from at least two different disciplines:		9
ART 111	Art Appreciation	
ART 115	Art History Survey II	
COM 120	Intro to Interpersonal Communication	
COM 231	Public Speaking	
DRA 111	Theatre Appreciation	
ENG 231	American Literature I	
ENG 232	American Literature II	
ENG 241	British Literature I	
ENG 242	British Literature II	
MUS 110	Music Appreciation	
MUS 112	Introduction to Jazz	
PHI 215	Philosophical Issues	
PHI 240	Introduction to Ethics	
Social/Behavioral Sciences (9 SHC)		
Select three of the following from at least two different discplines:		9
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	
Math (3-4 SHC)		
Select one of the following:		3-4
MAT 143	Quantitative Literacy	
MAT 152	Statistical Methods I	
MAT 171	Precalculus Algebra	
Natural Sciences (4 SHC)		
Select one of the following:		4
BIO 110	Principles of Biology	
BIO 111	General Biology I	
CHM 151	General Chemistry I	
PHY 110 & 110A	Conceptual Physics and Conceptual Physics Lab	
Additional General Education Hours (14 SHC)		
Select an additional 14 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		14
Academic Transition (1 SHC)		
ACA 122	College Transfer Success (Take first semester)	1
Other Required Hours (14 SHC)		
Select an additional 14 SHC of courses from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		14
Total Credit Hours		60-61

Total SHC in program: 60-61

Associate in Arts - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
English Composition (6 SHC)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
Humanities/Fine Arts (9 SHC)		
Select three of the following from at least two different disciplines:		9
ART 111	Art Appreciation	
ART 115	Art History Survey II	
COM 120	Intro to Interpersonal Communication	
COM 231	Public Speaking	
DRA 111	Theatre Appreciation	
ENG 231	American Literature I	
ENG 232	American Literature II	
ENG 241	British Literature I	
ENG 242	British Literature II	
MUS 110	Music Appreciation	
MUS 112	Introduction to Jazz	
PHI 215	Philosophical Issues	
PHI 240	Introduction to Ethics	
Social/Behavioral Science (9 SHC)		
Select three of the following from at least two different disciplines:		9
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	
Math (3-4 SHC)		
Select one of the following:		3-4
MAT 143	Quantitative Literacy	
MAT 152	Statistical Methods I	
MAT 171	Precalculus Algebra	
Natural Sciences (4 SHC)		
Select one of the following:		4
BIO 110	Principles of Biology	
BIO 111	General Biology I	
CHM 151	General Chemistry I	
PHY 110 & 110A	Conceptual Physics and Conceptual Physics Lab	
Academic Transition (1 SHC)		
ACA 122	College Transfer Success	1
Total Credit Hours		32-33

Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work/)

Associate in Science (University Transfer)

AS - A10400

SCC offers two *fully* transferable degrees:

- **Associate in Arts (AA) and**
- **Associate in Science (AS).**

Contact(s): John Bowman (https://www.stanly.edu/directory/?id=1389)

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

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

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

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

University Transfer - Program Student Learning Outcomes

Upon completion of the University Transfer Program:

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

Students must complete a total of 60 semester hours (SH) to receive the Associate in Science degree (see program outline below). Students must earn a "C" or better in all transferable courses. Please consult an advisor, review the Associate in Arts and Associate in Science Transfer Course List (p. 160)**or see the *Course Descriptions* to ensure course transferability when selecting elective courses. The last sentence in the course description will indicate if the course is transferable.**

Total semester hours: 61

Associate in Science Degree – Program of Study

Universal General Education Transfer Component

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

Code	Title	Credit Hours
English Composition (6 SHC)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
Communications/Humanities/Fine Arts (6 SHC)		
Select two of the following from at least two difference disciplines:		6
ART 111	Art Appreciation	
ART 115	Art History Survey II	
COM 120	Intro to Interpersonal Communication	
COM 231	Public Speaking	
DRA 111	Theatre Appreciation	
ENG 231	American Literature I	
ENG 232	American Literature II	
MUS 110	Music Appreciation	
ENG 241	British Literature I	
ENG 242	British Literature II	
MUS 112	Introduction to Jazz	
PHI 215	Philosophical Issues	
PHI 240	Introduction to Ethics	
Social and Behavioral Science (6 SHC)		
Select two of the following from at least two difference disciplines:		6
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	
Math (8 SHC)		
Select two of the following:		8
MAT 171	Precalculus Algebra	
MAT 172	Precalculus Trigonometry	
MAT 263	Brief Calculus	
MAT 271	Calculus I	
MAT 272	Calculus II	
Natural Sciences (8 SHC)		
Select 8 SHC from the following:		8
BIO 110	Principles of Biology	
BIO 111 & BIO 112	General Biology I and General Biology II	
CHM 151 & CHM 152	General Chemistry I and General Chemistry II	
PHY 110 & 110A	Conceptual Physics and Conceptual Physics Lab	
PHY 151 & PHY 152	College Physics I and College Physics II	
Additional General Education Hours (11 SHC)		
Select an additional 11 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		11
Academic Transition (1 SHC)		
ACA 122	College Transfer Success (Take first semester)	1
Other Required Hours (14 SHC)		
Select an additional 14 SHC from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		14
Total Credit Hours		60

Total SHC in program: 60

Associate in Science - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
English Composition (6 SHC)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
Humanities/Fine Arts (6 SHC)		
Select two of the following from two different disciplines:		6
ART 111	Art Appreciation	
ART 115	Art History Survey II	
COM 120	Intro to Interpersonal Communication	
COM 231	Public Speaking	
DRA 111	Theatre Appreciation	
ENG 231	American Literature I	
ENG 232	American Literature II	
ENG 241	British Literature I	
ENG 242	British Literature II	
MUS 110	Music Appreciation	
PHI 215	Philosophical Issues	
Social/Behavioral Sciences		

Select 2 of the following from different disciplines:		6
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	
Math (8 SHC)		
Select two of the following:		8
MAT 171	Precalculus Algebra	
MAT 172	Precalculus Trigonometry	
MAT 263	Brief Calculus	
MAT 271	Calculus I	
MAT 272	Calculus II	
Natural Sciences (8 SHC)		
Select 8 credits from the following:		8
BIO 111 & BIO 112	General Biology I and General Biology II	
CHM 151 & CHM 152	General Chemistry I and General Chemistry II	
PHY 110 & 110A & BIO 110	Conceptual Physics and Conceptual Physics Lab and Principles of Biology	
PHY 151 & PHY 152	College Physics I and College Physics II	
Academic Transition (1 SHC)		
ACA 122	College Transfer Success	1
Total Credit Hours		35

Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work/)

Basic Law Enforcement Training

Contact(s): Christi Buchanan (https://www.stanly.edu/college-information/directory/?id=1006)

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

This program utilizes state commission mandated topics and methods of instruction. General subjects include but are not limited to criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs Education and Training Standards Commission.

BLET at SCC allows students to obtain entry level employment as law enforcement officers in North Carolina, including Sheriff's Offices, police departments, NC Wildlife, NC State Highway Patrol, State Bureau of Investigations, Department Motor Vehicles and Alcohol Law Enforcement.

Learning Outcomes

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

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

Basic Law Enforcement Technology - Certificate – C55120

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55120.pdf)

Code	Title	Credit Hours
CJC 110	Basic Law Enforcement BLET	20

Criminal Justice Degree (http://catalog.stanly.edu/curriculum-programs-study/criminal-justice-technology/)

Law Enforcement In-Service Training (https://www.stanly.edu/future-students/continuing-education/law-enforcement/)

B.S. in Criminal Justice + BLET training = Jobs for new Pfeiffer grads (http://www.pfeiffer.edu/news/bs-criminal-justice-blet-training-jobs-new-pfeiffer-grads/)

NCDOJ (http://www.ncdoj.gov/getdoc/082c4314-b82d-4cd0-bb91-104e0f9d2bbd/Basic-Law-Enforcement-Training.aspx)

- The day program will begin August 2020.
- The AB rotation program will begin August 2020.
- The CD rotation program will begin August 2020.

Please visit this link to get the BLET checklist:
https://www.stanly.edu/sites/default/files/pdf/blet_checklist_2020.pdf

Biomedical Equipment Technology

Contact(s): Steven Eury (https://www.stanly.edu/college-information/directory/?id=1418)

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

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

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

Learning Outcomes

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

- Identify and properly document an equipment initial inspection for database entry
- Demonstrate competency in biomedical equipment technician knowledge and skills on a mock ICC Certification Exam
- Demonstrate networking skills by successfully connecting and testing a bedside patient monitoring system
- Perform the duties of a Biomedical Equipment Technician while serving in an intern position in a hospital Biomedical Department

Additional Information

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

Background Checks / Drug Screening

Applicants accepted for admission to health services programs at Stanly Community College are required to complete a criminal background check, drug screening, and possibly a fingerprint 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.

Biomedical Equipment Technology - Associate in Applied Science - A50100

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
BMT 111	Introduction to Biomedical Field	2
CIS 110	Introduction to Computers	3
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
	Credit Hours	16
Spring		
ELN 131	Analog Electronics I	4
ELN 133	Digital Electronics	4
ENG 111	Writing and Inquiry	3
CTS 120	Hardware/Software Support	3
	Credit Hours	14
Summer		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
BMT 112	Hospital Safety Standards	3
Social Science Elective *		3
	Credit Hours	9
Second Year		
Fall		
BMT 212	BMET Instrumentation I	6
BMT 223	Imaging Techniques/Laser Fundamentals	4
CTI 120 or NET 125	Network and Security Foundation or Introduction to Networks	3
MAT 171	Precalculus Algebra	4
	Credit Hours	17
Spring		
BMT 213	BMET Instrumentation II	3
BMT 225	Biomedical Trouble Shooting	3
WBL 112	Work-Based Learning I	2
WBL 115	Work-Based Learning Seminar I	1
Humanities Elective *		3
	Credit Hours	12
	Total Credit Hours	68

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage *(p. 157).*

Biomedical Equipment - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Course	Title	Credit Hours
First Year		
Fall		
BMT 111	Introduction to Biomedical Field	2
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
	Credit Hours	7
Spring		
ELN 133	Digital Electronics	4
CTS 120	Hardware/Software Support	3
	Credit Hours	7
Second Year		
Fall		
BMT 223	Imaging Techniques/Laser Fundamentals	4
	Credit Hours	4
	Total Credit Hours	18

View Our Videos (https://www.youtube.com/watch/?v=iLsP0Vt_W3E)

Business Administration

Contact(s): Lorie Narolewski (https://www.stanly.edu/directory/?id=1439)

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

Coursework includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.
Through these skills, students will have a sound business education base for lifelong learning.

Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Learning Outcomes

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

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

- Business Administration - Associate in Applied Science (p. 103)
- Business Administration - Diploma Option (p. 104)
- Business Administration - Certificate Option (p. 104)
- Business Administration - Small Business Entrepreneurship (p. 104)
- Business Administration - Marketing Certificate Option (p. 104)
- Business Administration - CCP (p. 104)

Business Administration – Associate in Applied Science – A25120

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ACC 120	Principles of Financial Accounting	4
BUS 110	Introduction to Business	3
CIS 110	Introduction to Computers	3
ENG 111	Writing and Inquiry	3
	Credit Hours	14
Spring		
ACC 121	Principles of Managerial Accounting	4
BUS 137	Principles of Management	3
ECO 251 or ECO 252	Principles of Microeconomics or Principles of Macroeconomics	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3-4
	Credit Hours	16-17
Summer		
Humanities Elective *		3
Social/Behavioral Science Elective *		3
	Credit Hours	6
Second Year		
Fall		
ACC 149	Introduction to Accounting Spreadsheets	2
BUS 115	Business Law I	3
BUS 125	Personal Finance	3
BUS 240	Business Ethics	3
MKT 120	Principles of Marketing	3
PMT 110	Introduction to Project Management	3
	Credit Hours	17
Spring		
ACC 150	Accounting Software Applications	2
BUS 151	People Skills	3
BUS 153	Human Resource Management	3
BUS 260	Business Communication	3
ETR 210	Introduction to Entrepreneurship	3
	Credit Hours	14
	Total Credit Hours	67-68

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157).

Business Administration Diploma Option – D25120

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25120.pdf)

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ACC 120	Principles of Financial Accounting	4
BUS 115	Business Law I	3
BUS 125	Personal Finance	3
BUS 240	Business Ethics	3
MKT 120	Principles of Marketing	3
	Credit Hours	17
Spring		
BUS 151	People Skills	3
BUS 153	Human Resource Management	3
BUS 137	Principles of Management	3
ECO 251 or ECO 252	Principles of Microeconomics or Principles of Macroeconomics	3
ENG 111	Writing and Inquiry	3
	Credit Hours	15
Summer		
CIS 110	Introduction to Computers	3
Social/Behavioral Science Elective *		3
	Credit Hours	6
	Total Credit Hours	38

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157*).*

Business Administration Certificate Option – C25120

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25120.pdf)

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
BUS 110	Introduction to Business	3
BUS 240	Business Ethics	3
	Credit Hours	7
Spring		
BUS 137	Principles of Management	3
BUS 151	People Skills	3
ETR 210	Introduction to Entrepreneurship	3
	Credit Hours	9
	Total Credit Hours	16

Business Administration Small Business Entrepreneurship – C25120E

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25120E.pdf)

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
MKT 120	Principles of Marketing	3
PMT 110	Introduction to Project Management	3
	Credit Hours	7
Spring		
BUS 137	Principles of Management	3
BUS 151	People Skills	3
ETR 210	Introduction to Entrepreneurship	3
	Credit Hours	9
	Total Credit Hours	16

Business Administration Marketing Certificate Option – C25120M

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25120M.pdf)

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
BUS 110	Introduction to Business	3
MKT 120	Principles of Marketing	3
	Credit Hours	7
Spring		
BUS 137	Principles of Management	3
BUS 151	People Skills	3
ETR 210	Introduction to Entrepreneurship	3
	Credit Hours	9
	Total Credit Hours	16

Business Administration - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
ACA 111	College Student Success	1
MKT 120	Principles of Marketing	3
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
Total Credit Hours		13

Collision Repair & Refinishing Technology

Contact(s): Billy Huneycutt (https://www.stanly.edu/college-information/directory/?id=1302)

The Collision Repair and Refinishing Technology program prepares individuals to apply technical knowledge and skills to repair, reconstruct and refinish vehicle both before and after a collision.

Coursework provides a strong foundation in structural and body damage analysis & estimating, damage repair both non-structural and structural in steel & aluminum. This program also includes the repair of plastics, fiberglass, carbon fiber, and use of adhesives for plastic & steel; welding with MIG & STRSW as well as plastic, and paint & refinishing techniques for solvent-borne & waterborne paints systems.

Graduates of this program will be prepared to take industry third-party credentialing which correspond with program & industry standards. Graduates will be prepared to enter careers as entry-level technicians in the collision repair & refinishing industry.

Students completing the Collision Repair and Refinishing Technology will have the opportunity to earn the following I-CAR certifications:

- I-CAR ProLevel 1 – Non-Structural Technician
- I-CAR ProLevel 1 – Refinish Technician

The I-CAR Professional Development Program (PDP) is an industry recognized program for training collision repair professionals in essential role-relevant knowledge and skills.

See www.i-car.com (http://www.i-car.com) for more information.

Learning Outcomes

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

- Demonstrate the knowledge and skills necessary to be a Refinish Technician
- Demonstrate the knowledge and skills necessary to be a Non-Structural Technician
- Perform 10 different welds on thick & thin steel coupons
- Repair a damaged vehicle frame based on damage identification derived from computerized frame measurements
- Write a complete computerized estimate of repairs using the CCOne Estimating Software

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Current member of the Carolinas Collision Association (https://carolinascollisionassociation.com/)

- Collision Repair & Refinishing Technology Diploma (p. 105)
- Collision Repair - Structural & Non-Structural Damage Repair Certificate (p. 106)
- Collision Repair - Painting and Refinishing Certificate (p. 106)
- Collision Repair & Refinishing Technology - CCP (p. 106)

Collision Repair & Refinishing Technology Diploma – D60130

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED60130.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ENG 111 or ENG 101	Writing and Inquiry or Applied Communications I	3
AUB 121	Non-Structural Damage I	3
AUB 122	Non-Structural Damage II	4
AUB 136	Plastics & Adhesives	3
TRN 110	Introduction to Transport Technology	2
TRN 180	Basic Welding for Transportation	3
	Credit Hours	19
Spring		
MAT 110	Mathematical Measurement and Literacy	3
AUB 111	Painting & Refinishing I	4
AUB 112	Painting & Refinishing II	4
AUB 150	Automotive Detailing	2
AUB 114	Special Finishes	2

AUB 160	Body Shop Operations	1
	Credit Hours	16
Summer		
AUB 131	Structural Damage I	4
AUB 162	Autobody Estimating	2
	Credit Hours	6
	Total Credit Hours	41

Collision Repair - Structural & Non-Structural Damage Repair Certificate – C60130DR

Course	Title	Credit Hours
First Year		
Summer		
ACA 111	College Student Success	1
AUB 131	Structural Damage I	4
AUB 162	Autobody Estimating	2
	Credit Hours	7
Second Year		
Fall		
AUB 121	Non-Structural Damage I	3
AUB 122	Non-Structural Damage II	4
AUB 136	Plastics & Adhesives	3
	Credit Hours	10
	Total Credit Hours	17

Collision Repair - Painting and Refinishing Certificate – C60130PR

Course	Title	Credit Hours
First Year		
Spring		
AUB 111	Painting & Refinishing I	4
AUB 112	Painting & Refinishing II	4
AUB 114	Special Finishes	2
AUB 150	Automotive Detailing	2
AUB 160	Body Shop Operations	1
	Credit Hours	13
	Total Credit Hours	13

Collision Repair & Refinishing Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
TRN 110	Introduction to Transport Technology	2
AUB 111	Painting & Refinishing I	4
AUB 112	Painting & Refinishing II	4
AUB 121	Non-Structural Damage I	3
AUB 122	Non-Structural Damage II	4
ACA 111	College Student Success	1
Total Credit Hours		18

View Our Videos (https://www.stanly.edu/future-students/continuing-education/automotive-program/view-our-videos/)

Computer Engineering Technology

Contact(s): Jeff Swaringen (https://www.stanly.edu/college-information/directory/?id=1290)

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

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

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

Learning Outcomes

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

- Integrate computer hardware and operating systems to create a functional computer.
- Install and configure a printer on a computer.
- Identify the Basic Methodology of the steps in troubleshooting a network.

- Computer Engineering Technology - Associate in Applied Science (p. 106)
- Computer Engineering Technology -Basic Electronics Certificate (p. 107)
- Computer Engineering Technology - Hardware/Software Certificate (p. 107)
- Computer Engineering Technology - CCP (p. 107)

Computer Engineering Technology – Associate in Applied Science – A40160

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1

DFT 151	CAD I	3
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
NOS 110	Operating Systems Concepts	3
SEC 110	Security Concepts	3
	Credit Hours	15
Spring		
CIS 110	Introduction to Computers	3
ELN 131	Analog Electronics I	4
ELN 133	Digital Electronics	4
NOS 130	Windows Single User	3
MAT 171 or MAT 121	Precalculus Algebra or Algebra/Trigonometry I	3-4
	Credit Hours	17-18
Summer		
ELN 232	Introduction to Microprocessors	4
ENG 111	Writing and Inquiry	3
	Credit Hours	7
Second Year		
Fall		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
CTS 120	Hardware/Software Support	3
NET 125	Introduction to Networks	3
NET 126	Routing Basics	3
Humanities Elective *		3
	Credit Hours	15
Spring		
CSC 134	C++ Programming	3
CTS 220	Advanced Hardware/Software Support	3
NET 225	Routing & Switching I	3
CTI 141	Cloud and Storage Concepts	3
Social/Behavioral Science Elective *		3
	Credit Hours	15
	Total Credit Hours	69-70

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157)*.*

Computer Engineering Technology -Basic Electronics Certificate - C40160BE

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
DFT 151	CAD I	3
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
	Credit Hours	9
Spring		
ELN 131	Analog Electronics I	4
ELN 133	Digital Electronics	4
	Credit Hours	8
	Total Credit Hours	17

Computer Engineering Technology - Hardware/Software Certificate - C40160HS

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
CTS 120	Hardware/Software Support	3
	Credit Hours	9
Spring		
CTS 220	Advanced Hardware/Software Support	3
NOS 110	Operating Systems Concepts	3
SEC 110	Security Concepts	3
	Credit Hours	9
	Total Credit Hours	18

Computer Engineering Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
CTS 120	Hardware/Software Support	3
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
ELN 133	Digital Electronics	4
NOS 110	Operating Systems Concepts	3
Total Credit Hours		15

View our Videos (https://www.youtube.com/watch/?v=KMdf7dbatkc)

Computer-Integrated Machining

Contact(s): Ryan Love (https://www.stanly.edu/college-information/directory/?id=1366)

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

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

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid prototyping and rapid-manufacturing

industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

Learning Outcomes

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

- The student will be able to interpret blueprints
- The student will be able to create a working assembly of manufactured parts
- The student will be able to apply general principles of mathematics and programming to CNC machine programming and CNC graphics programming
- The student will be able to setup and operate a CNC machine

- Computer-Integrated Machining - Associate in Applied Science (p. 108)
- Computer-Integrated Machining - Diploma (p. 108)
- Computer-Integrated Machining - CNC Turning & Milling Certificate (p. 109)
- Computer-Integrated Machining - Manual Machining Certificate (p. 109)
- Computer-Integrated Machining - Manual/CNC Machine Operator Certificate (p. 109)
- Computer-Integrated Machining - CCP (p. 109)

Computer-Integrated Machining – Associate in Applied Science – A50210

Course	Title	Credit Hours
First Year		
Fall		
ENG 111	Writing and Inquiry	3
MAC 114	Introduction to Metrology	2
MAC 141	Machining Applications I	4
MAC 131	Blueprint Reading-Machining I	2
CIS 110	Introduction to Computers	3
ACA 111	College Student Success	1
	Credit Hours	15
Spring		
DFT 151	CAD I	3
ISC 112	Industrial Safety	2
MAC 142	Machining Applications II	4
MAC 152	Advanced Machining Calculations	2
MAC 121	Introduction to CNC	2
MAC 247	Production Tooling	2
MAT 110	Mathematical Measurement and Literacy	3
	Credit Hours	18
Summer		
MAC 231	Cam: Computer Numerical Control Turning	3
MAC 232	CAM: Computer Numerical Control Milling	3
	Credit Hours	6
Second Year		
Fall		
MAC 122	CNC Turning	2
MAC 241	Jigs & Fixtures I	4
MAC 124	CNC Milling	2
MAC 143	Machining Applications III	4
ACA 121	Managing a Team	1
Social Science Elective *		3
	Credit Hours	16
Spring		
MAC 228	Advanced CNC Processes	3
MAC 222	Advanced CNC Turning	2
MAC 224	Advanced CNC Milling	2
ENG 114 or ENG 112	Professional Research & Reporting or Writing and Research in the Disciplines	3
WBL 110 or WBL 111	World of Work or Work-Based Learning I	1
Humanities Elective *		3
	Credit Hours	14
	Total Credit Hours	69

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157).

Computer-Integrated Machining Diploma – D50210

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED50210.pdf)

Course	Title	Credit Hours
First Year		
Fall		
MAC 131	Blueprint Reading-Machining I	2
ACA 111	College Student Success	1
MAC 141	Machining Applications I	4
CIS 110	Introduction to Computers	3
	Credit Hours	10
Spring		
DFT 151	CAD I	3
MAC 121	Introduction to CNC	2

MAC 142	Machining Applications II	4
MAC 152	Advanced Machining Calculations	2
MAC 247	Production Tooling	2
MAT 110	Mathematical Measurement and Literacy	3
	Credit Hours	16
Summer		
MAC 231	Cam: Computer Numerical Control Turning	3
MAC 232	CAM: Computer Numerical Control Milling	3
	Credit Hours	6
Second Year		
Fall		
ENG 111	Writing and Inquiry	3
MAC 122	CNC Turning	2
MAC 124	CNC Milling	2
MAC 143	Machining Applications III	4
	Credit Hours	11
	Total Credit Hours	43

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

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC50210C.pdf)

Course	Title	Credit Hours
First Year		
Fall		
MAC 131	Blueprint Reading-Machining I	2
MAC 122	CNC Turning	2
MAC 114	Introduction to Metrology	2
MAC 124	CNC Milling	2
	Credit Hours	8
Spring		
MAC 222	Advanced CNC Turning	2
MAC 224	Advanced CNC Milling	2
	Credit Hours	4
Summer		
MAC 231	Cam: Computer Numerical Control Turning	3
MAC 232	CAM: Computer Numerical Control Milling	3
	Credit Hours	6
	Total Credit Hours	18

Computer-Integrated Machining – Manual Machining Certificate – C50210M

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC50210M.pdf)

Course	Title	Credit Hours
First Year		
Fall		
MAC 131	Blueprint Reading-Machining I	2
MAC 114	Introduction to Metrology	2
MAC 141	Machining Applications I	4
	Credit Hours	8
Spring		
MAC 142	Machining Applications II	4
MAC 152	Advanced Machining Calculations	2
MAC 247	Production Tooling	2
	Credit Hours	8
	Total Credit Hours	16

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

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC50210MC.pdf)

Course	Title	Credit Hours
First Year		
Fall		
MAC 121	Introduction to CNC	2
MAC 141	Machining Applications I	4
	Credit Hours	6
Spring		
MAC 142	Machining Applications II	4
MAC 124	CNC Milling	2
	Credit Hours	6
Summer		
MAC 122	CNC Turning	2
	Credit Hours	2
	Total Credit Hours	14

Computer-Integrated Machining - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
MAC 131	Blueprint Reading-Machining I	2
MAC 141	Machining Applications I	4
MAC 142	Machining Applications II	4
MAC 152	Advanced Machining Calculations	2
MAC 121	Introduction to CNC	2
MAC 143	Machining Applications III	4
Total Credit Hours		18

View our video! (https://www.youtube.com/watch/?v=rgTh8gnNiYg)

Cosmetology

Contact(s): David Smith (https://www.stanly.edu/college-information/directory/?id=1183)

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals

associated with the cosmetology industry. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

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

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

Learning Outcomes

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

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

Beginner's Department

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

Advanced Department

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

Transfer Students

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

- Cosmetology - Associate in Applied Science (p. 110)
- Cosmetology Diploma (p. 111)
- Cosmetology Certificate (p. 111)
- Cosmetology - CCP (p. 111)
- Cosmetology Instructor Certificate Option (p. 111)

Cosmetology Associate in Applied Science Degree – A55140

66 semester hours and 1,500 cosmetology contact hours

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
ENG 111	Writing and Inquiry	3
COS 111	Cosmetology Concepts I	4
COS 112	Salon I	8
Elective		3
Humanities Elective *		3
	Credit Hours	25
Spring		
ENG 114	Professional Research & Reporting	3
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3-4
COS 113	Cosmetology Concepts II	4
COS 114	Salon II	8
Elective		3
Social/Behavioral Science elective *		3
	Credit Hours	24-25
Summer		
COS 115	Cosmetology Concepts III	4
COS 116	Salon III	4
	Credit Hours	8
Second Year		
Fall		
COS 117	Cosmetology Concepts IV	2
COS 118	Salon IV	7
	Credit Hours	9
	Total Credit Hours	66-67

Electives

Code	Title	Credit Hours
BUS 151	People Skills	3
BUS 230	Small Business Management	3
BUS 270	Professional Development	3
COS 223	Contemp Hair Coloring	2
COS 240	Contemporary Design	2
COS 250	Computerized Salon Ops	1
WBL 111	Work-Based Learning I	1
WBL 112	Work-Based Learning I	2
WBL 122	Work-Based Learning II	2

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

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

Cosmetology 1,500-Hour Diploma Program – D55140

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED55140.pdf)

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

Code	Title	Credit Hours
COS 111	Cosmetology Concepts I	4
COS 112	Salon I	8
COS 113	Cosmetology Concepts II	4
COS 114	Salon II	8
COS 115	Cosmetology Concepts III	4
COS 116	Salon III	4
COS 117	Cosmetology Concepts IV	2
COS 118	Salon IV	7
ENG 111	Writing and Inquiry	3
COS 223	Contemp Hair Coloring	2
or COS 240	Contemporary Design	
MAT 143	Quantitative Literacy	3-4
or MAT 171	Precalculus Algebra	
ACA 111	College Student Success	1
Total Credit Hours		50-51

Cosmetology Certificate Course Requirements 1,200 Hours – C55140

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55140.pdf)

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

Code	Title	Credit Hours
COS 111	Cosmetology Concepts I	4
COS 112	Salon I	8
COS 113	Cosmetology Concepts II	4
COS 114	Salon II	8
COS 115	Cosmetology Concepts III	4
COS 116	Salon III	4
COS 223	Contemp Hair Coloring	2
or COS 240	Contemporary Design	
ACA 111	College Student Success	1
Total Credit Hours		35

Cosmetology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
COS 111	Cosmetology Concepts I	4
COS 112	Salon I	8
COS 113	Cosmetology Concepts II	4
COS 114	Salon II	8
COS 115	Cosmetology Concepts III	4
COS 116	Salon III	4
COS 117	Cosmetology Concepts IV	2
COS 118	Salon IV	7
COS 223	Contemp Hair Coloring	2
COS 240	Contemporary Design	2
Total Credit Hours		45

Cosmetology Instructor Certificate Option – C55160

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55160.pdf)

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

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

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

Learning Outcomes

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

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

Code	Title	Credit Hours
COS 271	Instructor Concepts I	5
COS 272	Instructor Practicum I	7

COS 273	Instructor Concepts II	5
COS 274	Instructor Practicum II	7
Total Credit Hours		24

Morton-Moffitt Salon Services Price List (https://www.stanly.edu/cosmetology-salon-services/)

View Our Video (https://www.youtube.com/watch/?v=pNPOsUBbq_0)

SCC 2017 Cosmetology Spring Hair Show Video

Manicurist Technician (https://www.stanly.edu/future-students/continuing-education/manicurist-technician/)

Balayage (https://www.stanly.edu/future-students/continuing-education/cosmetology-continuing-education-units-ceus/balayage/)

Criminal Justice Technology

Contact(s): Kim Hammett (https://www.stanly.edu/college-information/directory/?id=1072)

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

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

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

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

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

Carolina University
Gardner-Webb University
Fayetteville State University
Norwich University
Liberty University
Lees-McRae College
Pfeiffer University
UNC-Charlotte
Western Carolina University
Fort Hays State University
Winston-Salem State University

Learning Outcomes

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

1. Apply criminal investigative techniques.
2. Analyze constitutional law and proper court procedures.
3. Apply criminological theories.
4. Compose effective written communication related to criminal justice issues.
5. Evaluate an ethical decision-making process in the context of a criminal justice dilemma related to social change, values, norms, cultural diversity, or citizen involvement.

- Criminal Justice Technology - Associate in Applied Science (p. 112)
- Criminal Justice Technology - Diploma (p. 113)
- Criminal Justice Technology - Certificate (p. 113)
- Criminal Justice Technology Career Pathway (p. 113)

Criminal Justice Technology – Associate in Applied Science – A55180

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CJC 111	Introduction to Criminal Justice	3
CJC 113	Juvenile Justice	3
CJC 131	Criminal Law	3
ENG 111	Writing and Inquiry	3
PSY 150	General Psychology	3
	Credit Hours	16
Spring		
CJC 225	Crisis Intervention	3
CJC 112	Criminology	3
CJC 141	Corrections	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
MAT 143 or MAT 152	Quantitative Literacy or Statistical Methods I	3-4
	Credit Hours	15-16
Summer		
CJC 222	Criminalistics	3
SOC 210 or POL 120 or CIS 110 or COM 231	Introduction to Sociology or American Government or Introduction to Computers or Public Speaking	3
	Credit Hours	6
Second Year		
Fall		
CJC 132	Court Procedure & Evidence	3
CJC 212	Ethics & Community Relations	3
CJC 215	Organization & Administration	3
CJC 231	Constitutional Law	3
	Credit Hours	12
Spring		
CJC 213	Substance Abuse	3
CJC 221	Investigative Principles	4
PSY 281 or PSY 231	Abnormal Psychology or Forensic Psychology	3

Humanities Elective *		3
Major Elective		3
	Credit Hours	16
	Total Credit Hours	65-66

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Major Electives

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

Code	Title	Credit Hours
CCT 121	Computer Crime Investigation	4
CET 111	Computer Upgrade/Repair I	3
CTS 120	Hardware/Software Support	3
CJC 121	Law Enforcement Operations	3
CJC 232	Civil Liability	3
WBL 111	Work-Based Learning I	1
WBL 112	Work-Based Learning I	2
WBL 113	Work-Based Learning I	3
WBL 121	Work-Based Learning II	1
WBL 122	Work-Based Learning II	2
WBL 131	Work-Based Learning III	1

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

Criminal Justice Technology - Diploma – D55180

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED55180.pdf)

Code	Title	Credit Hours
ACA 111	College Student Success	1
CJC 111	Introduction to Criminal Justice	3
CJC 112	Criminology	3
CJC 113	Juvenile Justice	3
CJC 121	Law Enforcement Operations	3
CJC 131	Criminal Law	3
CJC 132	Court Procedure & Evidence	3
CJC 141	Corrections	3
CJC 212	Ethics & Community Relations	3
CJC 213	Substance Abuse	3
CJC 221	Investigative Principles	4
CJC 225	Crisis Intervention	3
CJC 231	Constitutional Law	3
ENG 111	Writing and Inquiry	3
PSY 150	General Psychology	3
Total Credit Hours		44

Criminal Justice Technology - Certificate C55180CJ

Code	Title	Credit Hours
CJC 111	Introduction to Criminal Justice	3
CJC 112	Criminology	3
CJC 113	Juvenile Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
CJC 212	Ethics & Community Relations	3
Total Credit Hours		18

Criminal Justice Technology Career Pathway

Code	Title	Credit Hours
CJC 111	Introduction to Criminal Justice	3
CJC 112	Criminology	3
CJC 113	Juvenile Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
CJC 212	Ethics & Community Relations	3
Total Credit Hours		18

Law Enforcement In-Service Training (https://www.stanly.edu/future-students/continuing-education/law-enforcement/)

Military Programs (https://www.stanly.edu/military-services/)

Admission Requirements

1. Submit a properly completed Application for Admission to the Admissions Office at Stanly Community College.
2. Submit all official transcripts to the Admissions Office at SCC; 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. An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be submitted to the Admissions Office at SCC if the applicant wishes to be considered for transfer credit.
3. Complete the placement test (ASSET or COMPASS). Applicants who have previously completed and may be exempt from placement testing. Applicants presenting ASSET or COMPASS scores older than five years will be required to retest.

Criteria for Progressions

Students are recommended to follow the course sequence in their progression toward graduation. Students are encouraged to take all Developmental Courses prior to beginning Criminal Justice Technology courses.

Grading scales for students are as follows:

- A = 90 - 100 (Exceeding Expectations);
- B = 80 - 89 (Meeting Expectations);

- C = 70 - 79 (Approaching Expectations);
- F = 0 - 69 (Does Not Meet Expectations);
- S = Satisfactory Passing.

To progress in the Criminal Justice Technology program, all students must make a grade of C or higher or S in all courses. Students earning less than a C in any course must repeat the course as soon as possible.

Criteria for Graduation

To be eligible for graduation a student must:

1. Complete all course requirements, earning a grade of C or higher.
2. Complete an Application for Graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of credits required for a degree, diploma, or certificate from SCC.
5. Fulfill all financial obligations to the College

Withdrawing from Classes

Instructors will enforce the SCC withdrawal policy if a student:

1. requests withdrawal, or
2. has two consecutive weeks of absences, regardless of contact, for a 16 week (full-semester) or one week of absence, regardless of contact, for an 8 week, or
3. is not meeting the requirements of the course. The student may withdraw or drop the course by the date as published in the Academic Calendar for each semester. Students will be assigned a W (Withdrawn) by the Records and Registration Office.

Students will not be allowed to withdraw from the course during the last two weeks of the semester. 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 the SCC catalog.

Early Childhood Education

Contact(s): Christy Hopkins (https://www.stanly.edu/college-information/directory/?id=1100), Cynthia Osborne (https://www.stanly.edu/college-information/directory/?id=1144), Jaime Shelton (https://www.stanly.edu/college-information/directory/?id=1174)

The Early Childhood Education curriculum prepares individuals to work with all children from infancy through middle childhood in diverse, inclusive learning environments.

Throughout the Early Childhood Education program, students will gain knowledge and understanding of foundational theories of child growth, development, and learning, observation and assessment, planning, domains of development, guidance, and ways to effectively communicate with parents, children, and other professionals in the field. Learning opportunities and course assignments provide students with a strong foundation in evidenced-based and current principles to work with children, families, and the community. Students will show competency in the program by integrating learned theories with practice in early childhood settings with young children under the supervision of qualified teachers.

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

Learning Outcomes

Upon successful completion of the Early Childhood Associate Degree, students will be able to:

1. Use multidimensional knowledge on the developmental period of early childhood, individual uniqueness variations for each child, and development and learning in cultural contexts to make evidence-based decisions that support each child.
2. Use community resources to support children's learning and development while supporting families, building partnerships between early learning settings, schools, and community organizations and agencies.
3. Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document progress and promote positive outcomes for each child by building partnerships with families and professional colleagues.
4. Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidenced-based teaching skills and strategies that reflect principles of universal design for learning.
5. Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
6. Use professional communication skills, including technology-mediated strategies, to effectively and ethically support young children's learning and development through reflective and intentional practice to work with families and colleagues.

Early Childhood Education Student Program Outcomes Data

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

A55220TL – Transfer B-K Licensure Track and A55220NL – Transfer Non-Licensure Track will transfer to the 12 public universities that offer the Early Childhood or Child and Family Development bachelor's degrees.

Additionally, we have articulation agreements with three private colleges/universities: Barton College, Catawba College and Gardner-Webb University to their Early Childhood bachelor's degree programs.

A55220CR – Career Ready Track is a non-transfer degree program.

Please work closely with your advisor to make sure you are in the right track to meet your future goals.

Accreditation

The Early Childhood Education Degree at Stanly Community College is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, www.naeyc.org (http://www.naeyc.org). *The accreditation term runs from March 2015 through March 2022.*

Early Childhood Education – Transfer B-K Licensure Track – A55220TL

Course	Title	Credit Hours
First Year		
Fall		
ACA 122	College Transfer Success	1
EDU 119	Introduction to Early Childhood Education	4
EDU 131	Child, Family, and Community	3
EDU 144	Child Development I	3
EDU 146	Child Guidance	3
ENG 111	Writing and Inquiry	3
	Credit Hours	17
Spring		
COM 231	Public Speaking	3
EDU 145	Child Development II	3
ART 111 or MUS 110	Art Appreciation or Music Appreciation	3
EDU 153	Health, Safety and Nutrition	3
MAT 143	Quantitative Literacy	3
EDU 234	Infants, Toddlers, and Twos	3
	Credit Hours	18
Summer		
PSY 150	General Psychology	3
EDU 151	Creative Activities	3
	Credit Hours	6
Second Year		
Fall		
EDU 184	Early Childhood Introductory Practicum	2
EDU 221	Children With Exceptionalities	3
EDU 250	Teacher Licensure Preparation	3
SOC 210	Introduction to Sociology	3
BIO 110	Principles of Biology	4
	Credit Hours	15
Spring		
EDU 280	Language and Literacy Experiences	3
EDU 284	Early Childhood Capstone Practicum	4
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
EDU 216	Foundations of Education	3
PHY 110	Conceptual Physics	3
PHY 110A	Conceptual Physics Lab	1
	Credit Hours	17
	Total Credit Hours	73

Early Childhood Education Transfer Non-Licensure Track - A55220NL

Course	Title	Credit Hours
First Year		
Fall		
ACA 122	College Transfer Success	1
EDU 119	Introduction to Early Childhood Education	4
EDU 131	Child, Family, and Community	3
EDU 144	Child Development I	3
EDU 146	Child Guidance	3
ENG 111	Writing and Inquiry	3
	Credit Hours	17
Spring		
COM 231	Public Speaking	3
EDU 145	Child Development II	3
ART 111 or MUS 110	Art Appreciation or Music Appreciation	3
EDU 153	Health, Safety and Nutrition	3
MAT 143	Quantitative Literacy	3
EDU 234	Infants, Toddlers, and Twos	3
	Credit Hours	18
Summer		
PSY 150	General Psychology	3
EDU 151	Creative Activities	3
	Credit Hours	6
Second Year		
Fall		
EDU 184	Early Childhood Introductory Practicum	2
EDU 221	Children With Exceptionalities	3
EDU 261	Early Childhood Administration I	3
SOC 210	Introduction to Sociology	3
BIO 110	Principles of Biology	4
	Credit Hours	15
Spring		
EDU 280	Language and Literacy Experiences	3
EDU 284	Early Childhood Capstone Practicum	4
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
EDU 262	Early Childhood Administration II	3
PHY 110	Conceptual Physics	3

PHY 110A	Conceptual Physics Lab	1
	Credit Hours	17
	Total Credit Hours	73

Early Childhood Education Career Ready Track - A55220CR

Course	Title	Credit Hours
First Year		
Fall		
ACA 122	College Transfer Success	1
EDU 119	Introduction to Early Childhood Education	4
EDU 131	Child, Family, and Community	3
EDU 144	Child Development I	3
EDU 146	Child Guidance	3
ENG 111	Writing and Inquiry	3
	Credit Hours	17
Spring		
COM 231	Public Speaking	3
EDU 145	Child Development II	3
ART 111 or MUS 110	Art Appreciation or Music Appreciation	3
EDU 153	Health, Safety and Nutrition	3
MAT 143	Quantitative Literacy	3
EDU 234	Infants, Toddlers, and Twos	3
	Credit Hours	18
Summer		
PSY 150	General Psychology	3
EDU 151	Creative Activities	3
	Credit Hours	6
Second Year		
Fall		
EDU 184	Early Childhood Introductory Practicum	2
EDU 221	Children With Exceptionalities	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
EDU Electives *		6
	Credit Hours	14
Spring		
EDU 280	Language and Literacy Experiences	3
EDU 284	Early Childhood Capstone Practicum	4
EDU Electives *		9
	Credit Hours	16
	Total Credit Hours	71

*EDU Electives

Code	Title	Credit Hours
EDU 157	Active Play	3
EDU 154	Social/Emotion/Behavior Development	3
EDU 216	Foundations of Education	3
EDU 235	School-Age Development and Programs	3
EDU 251	Exploration Activities	3
EDU 259	Curriculum Planning	3
EDU 261	Early Childhood Administration I	3
EDU 262	Early Childhood Administration II	3

Early Childhood Education Diploma Option – D55220

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED55220.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 122	College Transfer Success	1
EDU 119	Introduction to Early Childhood Education	4
EDU 131	Child, Family, and Community	3
EDU 144	Child Development I	3
ENG 111	Writing and Inquiry	3
	Credit Hours	14
Spring		
EDU 145	Child Development II	3
EDU 146	Child Guidance	3
EDU 234	Infants, Toddlers, and Twos	3
PSY 150	General Psychology	3
	Credit Hours	12
Summer		
EDU 151	Creative Activities	3
	Credit Hours	3
Second Year		
Fall		
EDU 184	Early Childhood Introductory Practicum	2
EDU 153	Health, Safety and Nutrition	3
EDU 221	Children With Exceptionalities	3
EDU 280	Language and Literacy Experiences	3
	Credit Hours	11
	Total Credit Hours	40

Early Childhood Education School Age Certificate Option – C55220SA

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55220SA.pdf)

Course	Title	Credit Hours
Fall		
EDU 131	Child, Family, and Community	3
EDU 145	Child Development II	3
EDU 153	Health, Safety and Nutrition	3
	Credit Hours	9

Spring		
EDU 146	Child Guidance	3
EDU 157	Active Play	3
EDU 235	School-Age Development and Programs	3
	Credit Hours	9
	Total Credit Hours	18

Early Childhood Education Social/ Emotional Development Certificate Option – C55220SE

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55220SE.pdf)

Course	Title	Credit Hours
Fall		
EDU 144	Child Development I	3
EDU 145	Child Development II	3
EDU 146	Child Guidance	3
	Credit Hours	9
Spring		
EDU 153	Health, Safety and Nutrition	3
EDU 154	Social/Emotion/Behavior Development	3
EDU 221	Children With Exceptionalities	3
	Credit Hours	9
	Total Credit Hours	18

Early Childhood Certificate Option – Infant/Toddler Care – C55290

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55290.pdf)

Code	Title	Credit Hours
EDU 119	Introduction to Early Childhood Education	4
EDU 131	Child, Family, and Community	3
EDU 144	Child Development I	3
EDU 153	Health, Safety and Nutrition	3
EDU 234	Infants, Toddlers, and Twos	3
Total Credit Hours		16

Early Childhood Infant/Toddler - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Program is available online.

Code	Title	Credit Hours
EDU 119	Introduction to Early Childhood Education	4
EDU 131	Child, Family, and Community	3
EDU 144	Child Development I	3
EDU 153	Health, Safety and Nutrition	3
EDU 234	Infants, Toddlers, and Twos	3
Total Credit Hours		16

Early Childhood Administration Certificate Option – C55850

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55850.pdf)

Course	Title	Credit Hours
Fall		
EDU 119	Introduction to Early Childhood Education	4
EDU 261	Early Childhood Administration I	3
	Credit Hours	7
Spring		
EDU 131	Child, Family, and Community	3
EDU 153	Health, Safety and Nutrition	3
EDU 262	Early Childhood Administration II	3
	Credit Hours	9
	Total Credit Hours	16

Early Childhood Preschool Certificate Option – C55860

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55860.pdf)

Course	Title	Credit Hours
Fall		
EDU 119	Introduction to Early Childhood Education	4
EDU 146	Child Guidance	3
	Credit Hours	7
Spring		
EDU 131	Child, Family, and Community	3
EDU 145	Child Development II	3
EDU 153	Health, Safety and Nutrition	3
	Credit Hours	9
	Total Credit Hours	16

Early Childhood Preschool - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Program is available online.

Course	Title	Credit Hours
Fall		
EDU 119	Introduction to Early Childhood Education	4
EDU 146	Child Guidance	3
	Credit Hours	7
Spring		
EDU 131	Child, Family, and Community	3
EDU 145	Child Development II	3
EDU 153	Health, Safety and Nutrition	3
	Credit Hours	9
	Total Credit Hours	16

The Early Childhood Education Degree at Stanly Community College is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, www.naeyc.org (http://www.naeyc.org)*. The accreditation term runs from March 2015 through March 2022.*

Mission/Conceptual Framework

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

The Conceptual Framework at Stanly Community College is what sets us apart and reinforces our values that observation, documentation, and assessment are central to inform planning through play and drive instruction. Appropriate Successful Strategies in Early Childhood Education using Standards to enhance Skills (**ASSESS**).

NAEYC Standards

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

All early childhood education associate degree graduates should be able to use skills and knowledge to:

1. Promote Child Development and Learning
   - Knowing and understanding young children's characteristics and needs
   - Knowing and understanding the multiple influences on development and learning
   - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments
2. Build Family & Community Relationships
   - Knowing about and understanding diverse family and community characteristics
   - Supporting and engaging families and communities through respectful, reciprocal relationships
   - Involving families and communities in their children's development and learning
3. Observe, Document and Assess to Support Young Children and Families
   - Understanding the goals, benefits, and uses of assessment
   - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
   - Understanding and practicing responsible assessment to promote positive outcomes for each child
   - Knowing about assessment partnerships with families and with professional colleagues
4. Use Developmentally Effective Approaches to Connect with Children and Families
   - Understanding positive relationships and supportive interactions as the foundation of their work with children
   - Knowing and understanding effective strategies and tools for early education
   - Using a broad repertoire of developmentally appropriate teaching/learning approaches
   - Reflecting on their own practice to promote positive outcomes for each child
5. Use Content Knowledge to Build Meaningful Curriculum
   - Understanding content knowledge and resources in academic disciplines
   - Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
   - Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.
6. Become A Professional
   - Identifying and involving oneself with the early childhood field
   - Knowing about and upholding ethical standards and other professional guidelines
   - Engaging in continuous, collaborative learning to inform practice
   - Integrating knowledgeable, reflective, and critical perspectives on early education
   - Engaging in informed advocacy for children and the profession
7. Early Childhood Field Experiences
   - Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3 – 5, 5 – 8)
   - Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start or equivalent programs)

The Early Childhood Department of SCC is accredited by NAEYC, which requires students to have field experiences in nearly every course. Field experiences will require students to complete one or more assignments in each course in a three-star or higher licensed child care facility. In NC, the Department of Health and Human Services (DHHS) Criminal Records Unit mandates a criminal records check for all individuals working with young children. Once the criminal records check has been completed eligible students will receive a “Qualifying Letter”. This process typically takes up to four to six weeks once the complete package is submitted. Therefore, applicants accepted for admission to the Early Childhood program at SCC, who are not already employed in a licensed child care facility, are strongly urged to complete a criminal records check. Students choosing not to complete the criminal records check may be refused entry by a child care facility, and will therefore be unable to complete course requirements. Child care facilities also have the right to require

immunization records, a TB test, and a drug screening. Students are advised to keep these records up to date.

When registering for the practicum courses, in the Early Childhood Associate Degree program, students not currently employed in an approved child care facility will be placed by the EDU practicum faculty. At this point, students will be required to have a "Qualifying Letter" from DHHS, a negative TB test result, immunization records, and a drug screening prior to placement. Additionally, students must meet sensory, strength, and mobility requirements necessary to work with children.

Students unable to obtain a "Qualifying Letter" from DHHS may not be eligible to work in licensed early childhood facilities, and may not be able to complete the Early Childhood program.

Electronics Engineering Technology - Automation & Control

Contact(s): Gary Hatley (https://www.stanly.edu/college-information/directory/?id=1287)

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

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

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

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

Learning Outcomes

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

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

- Electronics Engineering Technology - Automation and Control - Associate in Applied Science (p. 119)
- Electronics Engineering Technology - Mechatronics Certificate Option (p. 120)
- Electronics Engineering Technology - CCP (p. 120)

Electronics Engineering Technology – Automation and Control Associate in Applied Science – A40200

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
DFT 151	CAD I **	3
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
MAT 171	Precalculus Algebra	4
	Credit Hours	16
Spring		
ENG 111	Writing and Inquiry	3
ELN 131	Analog Electronics I	4
ELN 133	Digital Electronics	4
HYD 110	Hydraulics/Pneumatics I **	3
ISC 112	Industrial Safety **	2
	Credit Hours	16
Summer		
MEC 130	Mechanisms **	3
Social Science Elective *		3
	Credit Hours	6
Second Year		
Fall		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
ELN 132	Analog Electronics II	4
ELN 260	Prog Logic Controllers	4
ATR 212	Industrial Robots **	3
Humanities Elective *		3
	Credit Hours	17
Spring		
ATR 214	Advanced PLCs	4
CTS 120	Hardware/Software Support **	3
ELC 117	Motors and Controls	4
ELN 234	Communication Systems	4
	Credit Hours	15
	Total Credit Hours	70

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

***Students planning to transfer to UNCC's Bachelor of Science in Electrical Engineering Technology, should take MAT 172, MAT 271, PHY 151, CSC 134, and ELN 232 instead of the courses marked with **. Contact the program head or your success coach for more details.*

Electronics Engineering Technology – Mechatronics Certificate Option – C40200M

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC40200M.pdf)

Course	Title	Credit Hours
Fall		
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
ELN 260	Prog Logic Controllers	4
	Credit Hours	9
Spring		
ELC 117	Motors and Controls	4
HYD 110	Hydraulics/Pneumatics I	3
ISC 112	Industrial Safety	2
	Credit Hours	9
	Total Credit Hours	18

Electronics Engineering Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
ACA 111	College Student Success	1
ELC 131	Circuit Analysis I	4
ELC 131A	Circuit Analysis I Lab	1
ELN 131	Analog Electronics I	4
ELN 133	Digital Electronics	4
ELN 260	Prog Logic Controllers	4
Total Credit Hours		18

View our Videos (https://www.youtube.com/watch/?v=vq7Mt3K8-kk)

Emergency Medical Science

Contact(s): Scott Shew (https://www.stanly.edu/directory/?id=1429)

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

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

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

Admissions Checklist (https://www.stanly.edu/future-students/educational-offerings/emergency-medical-science/checklist/?cCat=189)

Paramedic Program Outcomes Data (https://www.stanly.edu/sites/default/files/2020/ems_website_outcomes_matrix2020.pdf)

Characteristics of Paramedics

Paramedics have fulfilled prescribed requirements by a credentialing agency to practice the art and science of out-of-hospital medicine in conjunction with medical direction. Through the performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting.

Paramedics possess the knowledge, skills and attitudes consistent with the expectations of the public and the profession. Paramedics recognize that they are an essential component of the continuum of care and serve as linkages among health resources.

Paramedics strive to maintain high quality, reasonable cost health care by delivering patients directly to appropriate facilities. As an advocate for patients, paramedics seek to be proactive in affecting long term health care by working in conjunction with other provider agencies, networks, and organizations. The emerging roles and responsibilities of the Paramedic include public education, health promotion, and participation in injury and illness prevention programs. As the scope of service continues to expand, the Paramedic will function as a facilitator of access to care, as well as an initial treatment provider.

Paramedics are responsible and accountable to medical direction, the public, and their peers. Paramedics recognize the importance of research and actively participate in the design, development, evaluation, and publication of research. Paramedics seek to take part in life-long professional development, peer evaluation and assume an active role in professional and community organizations.

Course work includes instruction in medical and trauma patient assessment, basic and advanced airway management, pathophysiology, pharmacology, cardiology and electrocardiography, medical emergencies, trauma emergencies, patients with special challenges, obstetrics, pediatrics, EMS management, and clinical and field internship rotations.

Employment opportunities include private, hospital-based, and third-party Emergency Medical Services.

Program Goal:

To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

Admission Requirements and Procedures

Applicants seeking admission in to the Emergency Medical Science Associate Degree program must complete steps 1 through 4 between **October 1, and July 31** in order to be considered for acceptance for the Fall Semester.

1. **Application:**
   a. Submit a completed application electronically for the Emergency Medical Science program (A45340) by the deadline prior to the Fall semester you wish to enroll by visiting the SCC homepage,

www.stanly.edu, and clicking the link "new students start here". Application submissions are free of charge.

b. If you wish to take general education courses for the EMS program prior to admission, then an additional application must be completed as an Associate in General Education (AGE) with Emergency Medical Science interest applicant for the term and year you plan to begin general education courses. Please note this does not take the place of an application for the Emergency Medical Science program, nor is it required to be enrolled in the Emergency Medical Science

c. For questions on completing an application, contact the Eagle's One Stop at 704-991-0123 or by emailing onestop@stanly.edu.

2. **Transcripts:**
   a. Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended.
   b. Applicants that obtained a GED/Adult High School diploma must submit an official GED/AHS transcript and a high school transcript even if you did not complete high school.
   c. To track your transcripts for processing view your WebAdvisor. For questions related to transfer credits call the records department at 704-991-0331.
3. **Prerequisites - Complete one course of high school (or better) Biology and Algebra, with a grade of "C" or higher:**
   a. Submit evidence of one unit of high school biology and algebra with a grade of "C" or higher ***or*** the equivalent at a post-secondary institution (BIO 090 or higher, MAT 070/DMA 040 or higher).
   b. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to ensure that the credits are acceptable.
   c. To determine if you received credit for these courses (biology and algebra), please contact your success coach.
4. **Prove college readiness:**
   a. Be eligible to enroll in ENG 111 and MAT 143 WITHOUT a co-requisite. The following links explain RISE (reinforce instruction for student excellence) https://www.stanly.edu/current-students/academic-planning/resources-rise (https://www.stanly.edu/current-students/academic-planning/resources-rise/) and provide a complete list of eligible placement tests https://www.stanly.edu/sites/default/files/pdf/2018/placement_testing_guide.pdf.
5. **Maintain 2.0 GPA:**
   a. For the applicant who has completed any college level courses taken with SCC prior to admission into the Emergency Medical Science program, a minimum cumulative GPA of 2.0 is required.

After conditional acceptance is granted by the admissions office, applicants must successfully complete the following:

1. **Medical Form, Background Check, and Drug Screen:**
   a. Submit a properly completed **SCC Medical Form.** The medical form is to be completed by a licensed physician, physician's assistant, or nurse practitioner by the given on the conditional acceptance letter.
   b. Submit to Criminal Background Check.
   c. Submit to a Drug Screen.
2. **CPR Certification:**

Submit current CPR certification for healthcare providers that is endorsed by the American Heart Association. Current CPR certification is required throughout the student's attendance in the EMS program.

Background Checks/Drug Screening

Applicants accepted for admission to health services programs at Stanly Community College are required to complete a criminal background check, drug screening, and possibly a fingerprint 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.

Acceptance Procedure

The Emergency Medical Science (EMS) program accepts a maximum of 20 students each year. Applicants are conditionally accepted based upon their completion of steps 1 through 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 apply to the EMS program after the 20 seats are filled will be placed on an alternate list in the order in which they completed all admission requirements. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the alternate 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 alternate 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).

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.

Readmission to the EMS program requires a waiting period of one full school year if you withdraw from the EMS program during the fall semester.

Readmission to the SCC EMS program has a time limit of 3 years from the semester of withdrawal for any continuing student*. (Example - if you withdraw in March, 2017, you must be readmitted by January, 2020 in order to attempt completion of the program**)

*student must successfully pass any reentry competencies

**any new admission guidelines will apply

Accreditation

The *Stanly Community College Emergency Medical Services – Paramedic Program* is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) (http://www.caahep.org) upon the recommendation of *Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).*

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763

727-210-2350
http://www.caahep.org

- Emergency Medical Science – Associate in Applied Science – A45340 (p. 122)
- Emergency Medical Technician Certificate - C45340 (p. 122)
- Emergency Medical Science CCP (p. 122)

Emergency Medical Science – Associate in Applied Science – A45340

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
EMS 110	EMT	9
ENG 111	Writing and Inquiry	3
	Credit Hours	18
Spring		
EMS 122	EMS Clinical Practicum I	1
EMS 130	Pharmacology	4
EMS 131	Advanced Airway Management	2
EMS 160	Cardiology I	3
MAT 143	Quantitative Literacy	3
MED 120	Survey of Medical Terminology	2
	Credit Hours	15
Summer		
EMS 210	Advanced Patient Assessment	2
EMS 220	Cardiology II	3
EMS 221	EMS Clinical Practicum II	2
PSY 150	General Psychology	3
	Credit Hours	10
Second Year		
Fall		
EMS 231	EMS Clinical Practicum III	3
EMS 240	Patients With Special Challenges	2
EMS 250	Medical Emergencies	4
EMS 260	Trauma Emergencies	2
EMS 270	Life Span Emergencies	4
	Credit Hours	15
Spring		
EMS 235	EMS Management	2
EMS 241	EMS Clinical Practicum IV	4
EMS 285	EMS Capstone	2
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
Humanities Elective *		3
	Credit Hours	14
	Total Credit Hours	72

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Emergency Medical Technician Certificate - C45340

Code	Title	Credit Hours
ACA 111	College Student Success	1
ENG 111	Writing and Inquiry	3
BIO 163	Basic Anatomy & Physiology	5
EMS 110	EMT	9
Total Credit Hours		18

Emergency Medical Science CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
ACA 111	College Student Success	1
ENG 111	Writing and Inquiry	3
BIO 163	Basic Anatomy & Physiology	5
EMS 110	EMT	9
Total Credit Hours		18

EMS Accreditation (https://www.stanly.edu/future-students/educational-offerings/emergency-medical-science/ems-accreditation/)

Paramedic Program Outcomes Data (https://www.stanly.edu/sites/default/files/2020/ems_website_outcomes_matrix2020.pdf)

Estimated Cost (https://www.stanly.edu/node/1219/?program=aaems)

Continuing Education Courses (https://www.stanly.edu/future-students/continuing-education/paramedic-program-continuing-education/)

EMT Program (https://www.stanly.edu/future-students/continuing-education/emergency-medical-technician-emt-program/)

NCOEMS (https://www.ncems.org/)

NREMT (https://www.nremt.org/rwd/public/)

CoAEMSP (http://www.coaemsp.org/)

The Emergency Medical Science AGE Pathway offers students a place to begin their journey toward a career in Emergency Medical Science. The AGE pathway gives students the opportunity to complete all of the general education courses required in the Emergency Medical Science program. After completion of these courses, students who choose to continue in to the degree program will be able to focus on Emergency Medical Science specific courses.

For more information, please contact: Melanie Alexander (https://www.stanly.edu/directory/?id=1449)

AGE Pathway

Code	Title	Credit Hours
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
CIS 110	Introduction to Computers	3
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
or ENG 114	Professional Research & Reporting	
MAT 143	Quantitative Literacy	3
PSY 150	General Psychology	3
Humanities *		3
Elective *		40
Total Credit Hours		64

*Humanities list

Code	Title	Credit Hours
Choose 3 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
DRA 111	Theatre Appreciation	3
ENG 125	Creative Writing I	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3

*Elective list

Code	Title	Credit Hours
Choose 40 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
ART 117	Non-Western Art History	3
BIO 110	Principles of Biology	4
BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 140	Environmental Biology	3
BIO 140A	Environmental Biology Lab	1
BIO 163	Basic Anatomy & Physiology	5
BIO 165	Anatomy and Physiology I	4
BIO 166	Anatomy and Physiology II	4
BIO 275	Microbiology	4
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
BUS 228	Business Statistics	3
CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
CHM 132	Organic and Biochemistry	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Introduction to Programming and Logic	3
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
COM 231	Public Speaking	3
CSC 134	C++ Programming	3
CSC 139	Visual BASIC Programming	3
CSC 151	JAVA Programming	3
CTS 115	Information Systems Business Concepts	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
EDU 216	Foundations of Education	3
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
ENG 113	Literature-Based Research	3
ENG 114	Professional Research & Reporting	3
ENG 125	Creative Writing I	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 233	Major American Writers	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 251	Western World Literature I	3
ENG 252	Western World Literature II	3
ENG 253	The Bible As Literature	3
HEA 110	Personal Health/Wellness	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HIS 236	North Carolina History	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3

HUM 160	Introduction to Film	3
HUM 180	International Cultural Exploration	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Precalculus Algebra	4
MAT 172	Precalculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
MAT 273	Calculus III	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
PED 111	Physical Fitness I	1
PED 113	Aerobics I	1
PED 120	Walking for Fitness	1
PED 121	Walk, Jog, Run	1
PED 125	Self-Defense: Beginning	1
PHI 215	Philosophical Issues	3
PHI 240	Introduction to Ethics	3
PHY 110	Conceptual Physics	3
PHY 110A	Conceptual Physics Lab	1
PHY 151	College Physics I	4
PHY 152	College Physics II	4
POL 120	American Government	3
POL 210	Comparative Government	3
PSY 150	General Psychology	3
PSY 237	Social Psychology	3
PSY 241	Developmental Psychology	3
PSY 263	Educational Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 111	Eastern Religions	3
REL 112	Western Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 232	Social Context of Aging	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 141	Culture and Civilization	3
SPA 161	Cultural Immersion	3
SPA 181	Spanish Lab 1	1
SPA 182	Spanish Lab 2	1
SPA 211	Intermediate Spanish I	3
SPA 212	Intermediate Spanish II	3
SPA 281	Spanish Lab 3	1
SPA 282	Spanish Lab 4	1

Emergency Medical Science Bridge

Contact(s): Scott Shew (https://www.stanly.edu/college-information/directory/?id=1429)

Emergency Medical Science Bridge (A45340B)

(Paramedic to Associate Degree Pathway)

The Emergency Medical Science Bridge Curriculum is designed to allow currently credentialed paramedics (North Carolina or National Registry) an opportunity to proceed from continuing education to earn an Associate in Applied Science (A.A.S.) degree in Emergency Medical Science.

Admission Requirements

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission to the Emergency Medical Science Bridge Program (A45340B).
2. Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended. Applicants that obtained a GED/Adult High School diploma must submit an official GED/AHS transcript and a high school transcript even if you did not complete high school.
3. Prove college readiness.

   • Be eligible to enroll in ENG 111 and MAT 143 WITHOUT a co-requisite. The following links explain RISE (reinforce instruction for student excellence) https://www.stanly.edu/current-students/academic-planning/resources-rise (https://www.stanly.edu/current-students/academic-planning/resources-rise/) and provide a complete list of eligible placement tests https://www.stanly.edu/sites/default/files/pdf/2018/placement_testing_guide.pdf.

   • If you have questions regarding your eligibility to enroll in ENG 111 and MAT 143, please contact your success coach:

   AGE-Emergency Medical Sciences Success Coach: Melanie Alexander. Email: malexander0134@stanly.edu Phone: (704) 991-0166

4. For the applicant that has completed any college level courses taken with SCC prior to admission into the Emergency Medical Science Bridge program, a minimum cumulative GPA of 2.0 is required.

After conditional acceptance is granted by the admissions office, applicants must provide the following:

1. Submit the following documentation to the Emergency Medical Science program director:
   a. Letter of recommendation from your EMS Director confirming:
      i. Member in good standing with the EMS service.
      ii. 1,000 hours of documented patient care at the Paramedic level.
   b. Copy of:
      i. State and/or National paramedic certification
      ii. BLS certification
      iii. ACLS certification

iv. PALS certification
v. ITLS or PHTLS certification

Acceptance Procedure

The Emergency Medical Science Bridge program accepts a maximum of 20 students for entry each fall semester. 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 the requirements. The first 20 applicants who complete steps 1 through 4 before July 1st of the year they wish to enter the program will have full acceptance into the Emergency Medical Science Bridge program pending completion of steps 5 and 6.

Applicants who apply to the Emergency Medical Science Bridge program after the 20 seats are filled will be placed on an alternate list after completing 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 alternate 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 alternate list is not afforded an opportunity to begin classes during the year in which he or she 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 granted acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.

Accreditation

The *Stanly Community College Emergency Medical Services – Paramedic Program* is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) (http://www.caahep.org) upon the recommendation of *Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).*

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763
727-210-2350
http://www.caahep.org

Emergency Medical Science Bridge – Associate in Applied Science – A45340B

The Emergency Medical Science Bridge Program is designed to allow currently credentialed non-degree paramedics (North Carolina or National Registry) to earn an Associate in Applied Science (A.A.S.) degree in Emergency Medical Science.

*For more information on admission procedures, see the **Admissions Checklist** on our website.*

Curriculum Credit Awarded for Current NC or National Registry Paramedic Credential*

Code	Title	Credit Hours
EMS 110	EMT	9
EMS 122	EMS Clinical Practicum I	1
EMS 130	Pharmacology	4
EMS 131	Advanced Airway Management	2
EMS 160	Cardiology I	3
EMS 220	Cardiology II	3
EMS 221	EMS Clinical Practicum II	2
EMS 231	EMS Clinical Practicum III	3
EMS 240	Patients With Special Challenges	2
EMS 241	EMS Clinical Practicum IV	4
EMS 250	Medical Emergencies	4
EMS 260	Trauma Emergencies	2
EMS 270	Life Span Emergencies	4
EMS 285	EMS Capstone	2
Total Credit Hours		45

*Upon verification of current NC or NR Paramedic Certification, up to 45 applicable curriculum credits may be awarded and applied toward the Associate Degree.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ENG 111	Writing and Inquiry	3
MAT 143	Quantitative Literacy	3
BIO 163	Basic Anatomy & Physiology	5
EMS 235	EMS Management	2
	Credit Hours	14
Spring		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
PSY 150	General Psychology	3
EMS 280	EMS Bridging Course	3
Humanities Elective *		3
	Credit Hours	12
	Total Credit Hours	26

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

EMS Accreditation (https://www.stanly.edu/future-students/educational-offerings/emergency-medical-science/ems-accreditation/)

Estimated Costs (https://www.stanly.edu/node/1219/?program=emsb)

Paramedic Program (https://www.stanly.edu/future-students/continuing-education/paramedic-program-continuing-education/)

Emergency Medical Technician (EMT) Program (https://www.stanly.edu/future-students/continuing-education/emergency-medical-technician-emt-program/)

NCOEMS (https://www.ncems.org/)

NREMT (https://www.nremt.org/rwd/public/)

CoAEMSP (http://www.coaemsp.org/)

Heavy Equipment Operations

Contact(s): Joshua Aldridge (https://www.stanly.edu/college-information/directory/?id=1270)

The Heavy Equipment Operator curriculum prepares students to efficiently operate heavy equipment such as dozers, loaders, scrapers, and graders and to perform basic preventive maintenance on most types of heavy equipment.

Coursework includes construction safety, property equipment operation, grades, drawings, environmental concerns, heavy equipment design characteristics and features, equipment maintenance, and common equipment systems.

Graduates of this program may find employment with state and local government agencies and private contractors engaged in highway or other construction activities.

Learning Outcomes

Upon completion of this program:

- The student will be able to determine the safety level of heavy equipment machinery.
- Given dimension and elevation specifications, the student will be able to lay out level pad sites.
- Given site layout and elevation grade, the student will be able to grade a dirt pad.

Note:

To enroll in HEO 111, students must be:

1. High school graduates accepted into the heavy equipment program,

   OR

2. CCP students who have completed the Heavy Equipment Operator – CCP pathway AND who will turn 18 before the beginning of the 25% point of the HEO 111 course (normally the 4th week for a 16 week course.

Heavy Equipment Operations Diploma – D35340

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED35240.pdf)

Course	Title	Credit Hours
First Year		
Fall		
HEO 111	Heavy Equipment Operations I	12
ISC 115	Construction Safety	2
ISC 121	Environmental Health & Safety	3
ACA 111	College Student Success	1
ENG 101 or ENG 111	Applied Communications I or Writing and Inquiry	3
	Credit Hours	21
Spring		
HEO 112	Heavy Equipment Operations II	12
HEO 113	Grades and Drawings	3
MAT 110 or MAT 143	Mathematical Measurement and Literacy or Quantitative Literacy	3
	Credit Hours	18
	Total Credit Hours	39

Basic Operational Techniques Certificate – C35340B

Course	Title	Credit Hours
First Year		
Fall		
HEO 111	Heavy Equipment Operations I	12
ISC 115	Construction Safety	2
ISC 121	Environmental Health & Safety	3
	Credit Hours	17
	Total Credit Hours	17

Heavy Equipment Introduction to Operations in Construction - C35340C

Course	Title	Credit Hours
Fall		
ACA 111	College Student Success	1
ISC 115	Construction Safety	2
ISC 121	Environmental Health & Safety	3
ENG 101 or ENG 111	Applied Communications I or Writing and Inquiry	3
	Credit Hours	9
Spring		
HEO 113	Grades and Drawings	3

MAT 110	Mathematical Measurement and Literacy	3
	Credit Hours	6
	Total Credit Hours	15

Intermediate Operational Techniques Certificate – C35340I

Course	Title	Credit Hours
Fall		
ISC 115	Construction Safety	2
	Credit Hours	2
Spring		
HEO 112	Heavy Equipment Operations II	12
HEO 113	Grades and Drawings	3
	Credit Hours	15
	Total Credit Hours	17

Heavy Equipment Operator - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Course	Title	Credit Hours
Fall		
ACA 111	College Student Success	1
ISC 115	Construction Safety	2
ISC 121	Environmental Health & Safety	3
ENG 101	Applied Communications I	3
	Credit Hours	9
Spring		
HEO 113	Grades and Drawings	3
MAT 110	Mathematical Measurement and Literacy	3
	Credit Hours	6
	Total Credit Hours	15

View our video! (https://www.youtube.com/watch/?v=luNC0rR3dFc)

Human Services Technology

Contact(s): Kara Finch (https://www.stanly.edu/college-information/directory/?id=1399)

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

Learning Outcomes

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

- Develop proper documentation skills.
- Apply counseling skills to volunteer experiences with clients.
- Describe various treatment modalities and their appropriate applications.
- Develop therapeutic communication techniques such as empathy and active listening.

Human Services Technology – Associate in Applied Science – A45380

Program is available online.

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ENG 111	Writing and Inquiry	3
SWK 110	Intro to Social Work	3
HSE 110	Introduction to Human Services	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3
	Credit Hours	16
Spring		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
HSE 112	Group Process I	2
HSE 123	Interviewing Techniques	3
PSY 241	Developmental Psychology	3
SOC 213	Sociology of the Family	3
	Credit Hours	14
Summer		
HSE 227	Children & Adolescents in Crisis	3
DDT 110	Developmental Disabilities	3
	Credit Hours	6
Second Year		
Fall		
WBL 111	Work-Based Learning I	1

WBL 115	Work-Based Learning Seminar I	1
HSE 125	Counseling	3
HSE 225	Crisis Intervention	3
PSY 281	Abnormal Psychology	3
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3
SAB 110	Substance Abuse Overview	3
	Credit Hours	17
Spring		
HSE 210	Human Services Issues	2
SOC 232	Social Context of Aging	3
SWK 113	Working With Diversity	3
Electives		6
Humanities Elective *		3
	Credit Hours	17
	Total Credit Hours	70

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Electives

Code	Title	Credit Hours
Take 6 credits from the following courses:		
SAB 125	SA Case Management	3
SAB 135	Addictive Process	3
SAB 137	Co-Dependency	3
SAB 210	Sub Abuse Counseling	3

Human Services Technology Diploma Option – D45380

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED45380.pdf)

Course	Title	Credit Hours
Fall		
ACA 111	College Student Success	1
ENG 111	Writing and Inquiry	3
SWK 110	Intro to Social Work	3
HSE 110	Introduction to Human Services	3
PSY 150	General Psychology	3
Elective		3
	Credit Hours	16
Spring		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
HSE 123	Interviewing Techniques	3
HSE 225	Crisis Intervention	3
PSY 241	Developmental Psychology	3
SOC 210	Introduction to Sociology	3
Elective		3
	Credit Hours	18
Summer		
DDT 110	Developmental Disabilities	3
SOC 213	Sociology of the Family	3
Elective		3
	Credit Hours	9
	Total Credit Hours	43

Electives

Code	Title	Credit Hours
Take 9 credits from the following courses:		
HSE 125	Counseling	3
HSE 227	Children & Adolescents in Crisis	3
SAB 110	Substance Abuse Overview	3
SAB 125	SA Case Management	3
SAB 135	Addictive Process	3
SAB 137	Co-Dependency	3
SAB 210	Sub Abuse Counseling	3
SWK 113	Working With Diversity	3

Human Services Technology Certificate – Substance Abuse Emphasis – C45380S

Code	Title	Credit Hours
HSE 225	Crisis Intervention	3
SAB 110	Substance Abuse Overview	3
SAB 137	Co-Dependency	3
SAB 210	Sub Abuse Counseling	3
Total Credit Hours		12

Human Services Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
HSE 110	Introduction to Human Services	3
HSE 123	Interviewing Techniques	3
HSE 125	Counseling	3
HSE 225	Crisis Intervention	3
Total Credit Hours		12

Human Services Substance Abuse - Associate in Applied Science - A4538E

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ENG 111	Writing and Inquiry	3
SWK 110	Intro to Social Work	3

HSE 110	Introduction to Human Services	3
PSY 150	General Psychology	3
SAB 110	Substance Abuse Overview	3
	Credit Hours	16
Spring		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
HSE 123	Interviewing Techniques	3
HSE 125	Counseling	3
MAT 143 or MAT 152 or MAT 171	Quantitative Literacy or Statistical Methods I or Precalculus Algebra	3,4
PSY 281	Abnormal Psychology	3
	Credit Hours	15-16
Summer		
HSE 225	Crisis Intervention	3
SAB 137	Co-Dependency	3
	Credit Hours	6
Second Year		
Fall		
HSE 210	Human Services Issues	2
SAB 125	SA Case Management	3
SAB 210	Sub Abuse Counseling	3
SOC 210	Introduction to Sociology	3
WBL 111	Work-Based Learning I	1
WBL 115	Work-Based Learning Seminar I	1
Humanities *		3
	Credit Hours	16
Spring		
HSE 112	Group Process I	2
SAB 120	Intake and Assessment	3
SAB 135	Addictive Process	3
SAB 240	Sab Issues in Client Serv	3
SOC 213	Sociology of the Family	3
SWK 113	Working With Diversity	3
	Credit Hours	17
	Total Credit Hours	70-71

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Human Services Substance Abuse - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Course	Title	Credit Hours
First Year		
Fall		
HSE 110	Introduction to Human Services	3
SAB 110	Substance Abuse Overview	3
SWK 110	Intro to Social Work	3
	Credit Hours	9
Spring		
HSE 225	Crisis Intervention	3
SAB 125	SA Case Management	3
SWK 113	Working With Diversity	3
	Credit Hours	9
	Total Credit Hours	18

Information Technology - Business Support

Contact: Adam Carriker (https://www.stanly.edu/directory/?id=1274)

The IT Business Support curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet the community's needs for Information Technology.

Coursework will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, Microsoft applications, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies that rely on computer systems to manage information, whether working at a desk or in an IT position. Graduates should be prepared to sit for industry-recognized certification exams.

Learning Outcomes

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

- Demonstrate knowledge of advanced computer skills when preparing and presenting the final PowerPoint presentation
- Identify critical paths, cost management, and problem-solving skills when completing a final IT project utilizing “Microsoft Project” software
- Integrate computer hardware and operating systems to create a functional computer
- Use basic programming skills in a presented project.
- Show understanding of Microsoft *Windows*

- Information Technology - Business Support Associate in Applied Science (p. 130)
- IT - MS Applications and Business Accounting Diploma Option (p. 130)
- IT - Microsoft Applications Diploma Option (p. 130)
- IT - Technical Business Accounting Certificate Option (p. 131)
- IT - Microsoft Applications Certificate Option (p. 131)
- IT - Business Support CCP (p. 131)

Information Technology - Business Support Associate in Applied Science – A25590B

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
CTI 110	Web, Programming, and Database Foundation	3
CTS 115	Information Systems Business Concepts	3
NOS 110	Operating Systems Concepts	3
WEB 110	Internet/Web Fundamentals	3
	Credit Hours	16
Spring		
CTI 120	Network and Security Foundation	3
CTS 120	Hardware/Software Support	3
CTS 130	Spreadsheet	3
DBA 110	Database Concepts	3
OST 136	Word Processing (Word)	3
	Credit Hours	15
Summer		
CTS 125	Presentation Graphics (PowerPoint)	3
Social Science Elective *		3
	Credit Hours	6
Second Year		
Fall		
CIS 115	Introduction to Programming and Logic	3
BUS 137 or ACC 120	Principles of Management or Principles of Financial Accounting	3-4
ENG 111	Writing and Inquiry	3
SEC 110	Security Concepts	3
Humanities Elective *		3
	Credit Hours	15-16
Spring		
BUS 260	Business Communication	3
CTS 240	Project Management	3
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
NOS 130 or ACC 150	Windows Single User or Accounting Software Applications	2-3
	Credit Hours	14-15
	Total Credit Hours	66-68

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

MS Applications and Business Accounting Diploma Option – D25590A

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25590A.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ACC 120	Principles of Financial Accounting	4
CIS 110	Introduction to Computers	3
CTI 110	Web, Programming, and Database Foundation	3
NOS 110	Operating Systems Concepts	3
CTS 115	Information Systems Business Concepts	3
	Credit Hours	17
Spring		
ACC 150	Accounting Software Applications	2
CTI 120	Network and Security Foundation	3
CTS 120	Hardware/Software Support	3
CTS 130	Spreadsheet	3
DBA 110	Database Concepts	3
ENG 111	Writing and Inquiry	3
OST 136	Word Processing	3
	Credit Hours	20
Summer		
CTS 125	Presentation Graphics	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
	Credit Hours	6
	Total Credit Hours	43

IT - Microsoft Applications Diploma Option – D25590M

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25590M.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
CTI 110	Web, Programming, and Database Foundation	3
CTS 115	Information Systems Business Concepts	3
NOS 110	Operating Systems Concepts	3
WEB 110	Internet/Web Fundamentals	3
	Credit Hours	16
Spring		
CTI 120	Network and Security Foundation	3
CTS 120	Hardware/Software Support	3

CTS 130	Spreadsheet (Excel)	3
DBA 110	Database Concepts	3
ENG 111	Writing and Inquiry	3
OST 136	Word Processing (Word)	3
	Credit Hours	18
Summer		
CTS 125	Presentation Graphics (PowerPoint)	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
	Credit Hours	6
	Total Credit Hours	40

IT - Technical Business Accounting Certificate Option – C25500BA

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25500BA.pdf)

Code	Title	Credit Hours
ACA 111	College Student Success	1
ACC 120	Principles of Financial Accounting	4
ACC 150	Accounting Software Applications	2
CIS 110	Introduction to Computers	3
CTS 130	Spreadsheet (Excel)	3
OST 136	Word Processing (Word)	3
Total Credit Hours		16

IT - Microsoft Applications Certificate Option – C25500MS

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25590MS.pdf)

Code	Title	Credit Hours
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
CTS 125	Presentation Graphics (PowerPoint)	3
CTS 130	Spreadsheet (Excel)	3
DBA 110	Database Concepts (Access)	3
OST 136	Word Processing (Word)	3
Total Credit Hours		16

IT - Business Support CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
CTS 125	Presentation Graphics	3
CTS 130	Spreadsheet	3
DBA 110	Database Concepts	3
OST 136	Word Processing	3
Total Credit Hours		16

Information Technology - Cybersecurity

Contact: Gonda Watson (https://www.stanly.edu/college-information/directory/?id=1207)

The Information Technology Cybersecurity Curriculum is designed to prepare graduates for employment in Information Technology related areas such as network security, digital forensics, and ethical hacking.

Coursework in this program will include network and security foundation, data recovery techniques, network vulnerability assessments, as well as windows and security administrations. Linux, Microsoft and Apple operating systems will be used intensively during students' enrollment.

Graduates should qualify for employment in entry-level positions as cybersecurity specialists, cybersecurity analysts, cyber incident responders and information assurance specialists. Graduates will be well positioned to obtain the following industry standard certifications: Security +, Cyberops, CySA+ (Cyber Security Analyst) and CEH (Certified Ethical Hacker).

Learning Outcomes

Students will learn the following skill set:

- Identify common cybersecurity threats
- Use cyber technology to develop protective measures for systems
- Configure, manage and secure network equipment and services
- Configure and manage client/server operating systems
- Design, coordinate, evaluate and deliver cybersecurity solutions
- Demonstrate advanced software skills in industry-specific software
- Utilize security tools and processes to perform an investigation
- Apply cryptography to cybersecurity models and methods

- Information Technology - Cybersecurity Associate in Applied Science - A25590CS (p. 131)
- Information Technology - Cybersecurity Certificate - C25590CS (p. 132)
- Information Technology - Cybersecurity Pathway (C25590SP) (p. 132)

Information Technology - Cybersecurity Associate in Applied Science - A25590CS

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
CTI 110	Web, Programming, and Database Foundation	3
NET 125	Introduction to Networks	3
NET 126	Routing Basics	3

SEC 110	Security Concepts	3
	Credit Hours	16
Spring		
CCT 110	Introduction to Cyber Crime	3
CCT 121	Computer Crime Investigation	4
CTI 120	Network and Security Foundation	3
CTS 120	Hardware/Software Support	3
NOS 130	Windows Single User	3
	Credit Hours	16
Summer		
Social Science Elective *		3
Humanities Elective *		3
	Credit Hours	6
Second Year		
Fall		
CCT 240	Data Recovery Techniques	3
CCT 250	Network Vulnerabilities I	3
CTS 115	Information Systems Business Concepts	3
ENG 111	Writing and Inquiry	3
NOS 120	Linux/UNIX Single User	3
	Credit Hours	15
Spring		
CCT 251	Network Vulnerabilities II	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3-4
NOS 230	Windows Administration I	3
SEC 160	Security Administration I	3
	Credit Hours	15-16
	Total Credit Hours	68-69

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Information Technology - Cybersecurity Certificate - C25590CS

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25590CS.pdf)

Code	Title	Credit Hours
CCT 110	Introduction to Cyber Crime	3
CCT 121	Computer Crime Investigation	4
CCT 250	Network Vulnerabilities I	3
CCT 251	Network Vulnerabilities II	3
SEC 110	Security Concepts	3
Total Credit Hours		16

Information Technology - Cybersecurity Pathway (C25590SP)

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
ACA 111	College Student Success	1
CCT 110	Introduction to Cyber Crime	3
CTI 120	Network and Security Foundation	3
CTS 115	Information Systems Business Concepts	3
CTS 120	Hardware/Software Support	3
SEC 110	Security Concepts	3
Total Credit Hours		16

Information Technology - Network Management

Contact(s): Brian Crump (https://www.stanly.edu/college-information/directory/?id=1276)

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

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

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

Learning Outcomes

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

- Design an addressing scheme for a small to medium TCP/IP network.
- Configure, manage, and secure network equipment and services.
- Configure and manage client/server operating systems and related programs.
- Configure and manage virtual machine environments.
- Evaluate industry standard security practices

- Information Technology - Network Management - Associate in Applied Science (p. 133)
- IT - Network Management Diploma Option (p. 133)
- IT - CISCO Technologies Certificate Option (p. 133)
- IT - Microsoft Technologies Certificate Option (p. 133)

- IT - CISCO CCP (p. 134)
- IT - Microsoft CCP (p. 134)

Information Technology - Network Management – Associate in Applied Science – A25590N

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
CTI 110	Web, Programming, and Database Foundation	3
NOS 110	Operating Systems Concepts	3
NET 125	Introduction to Networks (1st 8 weeks)	3
NET 126	Routing Basics (2nd 8 weeks)	3
	Credit Hours	16
Spring		
CTI 120	Network and Security Foundation	3
NOS 130	Windows Single User	3
NOS 230	Windows Administration I	3
NET 225	Routing & Switching I (1st 8 weeks)	3
	Credit Hours	12
Summer		
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3
Social Science Elective *		3
	Credit Hours	6
Second Year		
Fall		
CTS 115	Information Systems Business Concepts	3
ENG 111	Writing and Inquiry	3
NOS 120	Linux/UNIX Single User	3
NOS 231	Windows Administration II	3
SEC 110	Security Concepts	3
	Credit Hours	15
Spring		
NOS 232	Windows Administration III	3
CTI 289	Computer Technology Integration Capstone Project	3
CTS 120	Hardware/Software Support	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
SEC 160	Security Administration I	3
Humanities/Fine Arts Elective *		3
	Credit Hours	18
	Total Credit Hours	67

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

IT - Network Management – Diploma Option – D25590N

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25590N.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CTI 110	Web, Programming, and Database Foundation	3
CTS 115	Information Systems Business Concepts	3
NOS 110	Operating Systems Concepts	3
NET 125	Introduction to Networks (1st 8 weeks)	3
NET 126	Routing Basics (2nd 8 weeks)	3
	Credit Hours	16
Spring		
CTI 120	Network and Security Foundation	3
NOS 130	Windows Single User	3
NOS 230	Windows Administration I	3
NET 225	Routing & Switching I (1st 8 weeks)	3
ENG 111	Writing and Inquiry	3
	Credit Hours	15
Summer		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
CIS 110	Introduction to Computers	3
	Credit Hours	6
	Total Credit Hours	37

IT - CISCO Technologies Certificate – C25590DC

Code	Title	Credit Hours
NET 125	Introduction to Networks	3
NET 126	Routing Basics	3
NET 225	Routing & Switching I	3
CTS 120	Hardware/Software Support	3
Total Credit Hours		12

IT - Microsoft Technologies Certificate – C25590DM

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25590DM.pdf)

Code	Title	Credit Hours
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
NET 125	Introduction to Networks	3
NOS 110	Operating Systems Concepts	3

NOS 130	Windows Single User	3
NOS 230	Windows Administration I	3
Total Credit Hours		16

IT - CISCO Career Pathway

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
NET 125	Introduction to Networks	3
NET 126	Routing Basics	3
CIS 110	Introduction to Computers	3
NOS 110	Operating Systems Concepts	3
NOS 130	Windows Single User	3
Total Credit Hours		15

IT - Microsoft CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
NET 125	Introduction to Networks	3
NOS 110	Operating Systems Concepts	3
NOS 130	Windows Single User	3
NOS 230	Windows Administration I	3
Total Credit Hours		16

Manicuring

Contact(s): David Smith (https://www.stanly.edu/college-information/directory/?id=1183)

Manicuring/Nail Technology

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics. Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, and in related businesses.

Learning Outcomes

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

- Demonstrate and perform the proper practices of manicuring and pedicuring, artificial nail enhancements, nail art, nail decorating, proper sanitation and disinfection procedures.
- In a clinical setting on the Mock State Board exam, recall and perform the knowledge and skills learned.

- Manicuring/Nail Technology - CCP (p. 134)
- Manicuring Instructor Certificate (p. 134)

Manicuring/Nail Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
COS 121	Manicure/Nail Technology I	6
COS 222	Manicure/Nail Tech. II	6
BUS 151	People Skills	3
CIS 110	Introduction to Computers	3
Total Credit Hours		18

Manicuring Instructor Certificate – C55380

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

Learning Outcomes

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

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

Code	Title	Credit Hours
ACA 111	College Student Success	1
COS 251	Manicure Instructional Concepts	8
COS 252	Manicure Instructional Practicum	5
Total Credit Hours		14

Medical Assisting

Contact(s): Starra Herring (https://www.stanly.edu/college-information/directory/?id=1162)

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Coursework includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals. If possible, individuals desiring a career in medical assisting should take biology, mathematics, and typing courses prior to entering the program. Students are admitted to the Medical Assisting program during the fall semester.

Learning Outcomes

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

- Perform the skills of a medical assistant under the guidance of a supervising physician.
- Demonstrate knowledge of medical assistant responsibilities in office management and patient care.
- Interpret verbal and written communication relevant to safe and effective medical office and patient care practices.
- Comply with ethical, legal, and professional guidelines as a member of a health service profession.
- Use computer programs to perform office clerical skills.
- Demonstrate critical thinking skills and problem solving abilities in the performance of entry-level medical assisting.
- Perform entry level Competencies/Psychomotor (skills), Cognitive (knowledge) and Affective (behavior) for a Medical Assistants as developed and published by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in cooperation with the Medical Assisting Education Review Board (MAERB).
- Perform all administrative and clinical procedures, which are assigned by a supervising medical assistant with a high degree of technical skill, effectiveness, efficiency and safety as an entry-level medical assistant.

Accreditation

The Medical Assisting Diploma Program, at Stanly Community College is awarded a 1 + 1 program, which means that all AAS graduates also receive the Diploma and is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org (http://www.caahep.org)) upon the recommendation of Medical Assisting Education Review Board (MAERB).

The Medical Assisting Program at Stanly Community College Diploma Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org (http://www.caahep.org)) upon the recommendation of the Medical Assisting Education Review Board (www.maerb.org (http://www.maerb.org/)) (MAERB).

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
9355 - 113th St. N, #7709
Seminole, FL 33775
(727) 210-2350
www.caahep.org (http://www.caahep.org)

Graduates of CAAHEP accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants.

American Association of Medical Assisting (AAMA)
Assisting Endowment
20 N. Wacker Dr.
Suite 1575
Chicago, IL 60606
(312) 899-1500
www.aama-ntl.org (http://www.aama-ntl.org)

The Medical Assisting program accepts a maximum of 30 students for entry each fall semester.

Minimum Expectations

"To prepare competent entry level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains."

Program Goals

1. To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Perform the skills of a Medical Assistant under the guidance of a supervising physician as evaluated by successfully completing a clinical practicum with a grade of 78 or higher.
3. Demonstrate knowledge of medical assistant responsibilities in office management and patient care as demonstrated by a grade of 78 or above on mock CMA Certification exam.
4. Interpret verbal and written communication relevant to safe and effective medical office and patient care practices as demonstrated by a grade of 78 or above on the exam for "Therapeutic Communication Skills" in MED 260.
5. Comply with ethical, legal and professional guidelines as a member of a health service profession as demonstrated by successful completion on exam "Medical Law and Ethics" with a grade of 78 or above in MED 260.
6. Use computer programs to perform office clerical skills as demonstrated by successful completion of administrative practicum with a grade of 78 or above.

- Medical Assisting - Associate in Applied Science (p. 136)
- Medical Assisting - Diploma Option (p. 136)
- Medical Assisting - Certificate Option (p. 136)
- Medical Billing & Coding - Certificate Option (p. 137)
- Medical Assisting - CCP (p. 137)

Medical Assisting – Associate in Applied Science – A45400

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
MED 110	Orientation to Medical Assisting	1
MED 272	Drug Therapy	3
MED 118	Medical Law and Ethics	2
MED 121	Medical Terminology I	3
MED 122	Medical Terminology II	3
MED 130	Administrative Office Procedures I	2
	Credit Hours	20
Spring		
ENG 111	Writing and Inquiry	3
MED 131	Administrative Office Procedures II	2
MED 140	Examining Room Procedures I	5
MED 150	Laboratory Procedures I	5
MED 240	Examining Room Procedures II	5
PSY 150	General Psychology	3
	Credit Hours	23
Summer		
MED 260	MED Clinical Practicum	5
	Credit Hours	5
Second Year		
Fall		
BUS 137	Principles of Management	3
MAT 143	Quantitative Literacy	3
MED 264 or MED 232	Medical Assisting Overview or Medical Insurance Coding	2
MED 270	Symptomatology	3
	Credit Hours	11
Spring		
CIS 110	Introduction to Computers	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
Humanities Elective *		3
	Credit Hours	9
	Total Credit Hours	68

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Medical Assisting Diploma Option – D45400

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED45400.pdf)

Medical Assisting Diploma Outcomes (https://www.stanly.edu/website-publication-outcomes/)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
MED 110	Orientation to Medical Assisting	1
MED 272	Drug Therapy	3
MED 118	Medical Law and Ethics	2
MED 121	Medical Terminology I	3
MED 122	Medical Terminology II	3
MED 130	Administrative Office Procedures I	2
	Credit Hours	20
Spring		
ENG 111	Writing and Inquiry	3
MED 131	Administrative Office Procedures II	2
MED 140	Examining Room Procedures I	5
MED 150	Laboratory Procedures I	5
MED 240	Examining Room Procedures II	5
PSY 150	General Psychology	3
	Credit Hours	23
Summer		
MED 260	MED Clinical Practicum	5
	Credit Hours	5
	Total Credit Hours	48

Medical Assisting Certificate Option – C45400

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC45400.pdf)

Course	Title	Credit Hours
First Year		
Fall		
CIS 110	Introduction to Computers	3
MED 110	Orientation to Medical Assisting	1
MED 121	Medical Terminology I	3
MED 122	Medical Terminology II	3
MED 130	Administrative Office Procedures I	2
	Credit Hours	12
Spring		
MED 131	Administrative Office Procedures II	2
MED 232	Medical Insurance Coding	2
MED 118	Medical Law and Ethics (may be taken Fall or Spring)	2
	Credit Hours	6
	Total Credit Hours	18

Medical Billing & Coding Certificate Option - C45400M

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC45400M.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
MED 121	Medical Terminology I	3
MED 122	Medical Terminology II	3
	Credit Hours	12
Spring		
MED 118	Medical Law and Ethics	2
MED 131	Administrative Office Procedures II	2
MED 232	Medical Insurance Coding	2
	Credit Hours	6
	Total Credit Hours	18

Medical Assisting - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
CIS 110	Introduction to Computers	3
MED 110	Orientation to Medical Assisting	1
MED 118	Medical Law and Ethics	2
MED 121	Medical Terminology I	3
MED 122	Medical Terminology II	3
MED 130	Administrative Office Procedures I	2
MED 131	Administrative Office Procedures II	2
MED 232	Medical Insurance Coding	2
Total Credit Hours		18

The Medical Assisting AGE Pathway offers students a place to begin their journey toward a career in Medical Assisting. The AGE pathway gives students the opportunity to complete all of the general education courses required in the Medical Assisting program. After completion of these courses, students who choose to continue in to the degree program will be able to focus on Medical Assisting specific courses.

For more information, please contact: Melanie Alexander (https://www.stanly.edu/directory/?id=1449)

AGE Pathway

Code	Title	Credit Hours
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
BUS 137	Principles of Management	3
CIS 110	Introduction to Computers	3
ENG 111	Writing and Inquiry	3
ENG 112 or ENG 114	Writing and Research in the Disciplines Professional Research & Reporting	3
MAT 143	Quantitative Literacy	3
PSY 150	General Psychology	3
Humanities *		3
Elective *		37
Total Credit Hours		64

*Humanities list

Code	Title	Credit Hours
Choose 3 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
DRA 111	Theatre Appreciation	3
ENG 125	Creative Writing I	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3

*Elective list

Code	Title	Credit Hours
Choose 37 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
ART 117	Non-Western Art History	3
BIO 110	Principles of Biology	4
BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 140	Environmental Biology	3
BIO 140A	Environmental Biology Lab	1
BIO 163	Basic Anatomy & Physiology	5
BIO 165	Anatomy and Physiology I	4
BIO 166	Anatomy and Physiology II	4
BIO 275	Microbiology	4
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
BUS 228	Business Statistics	3

CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
CHM 132	Organic and Biochemistry	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Introduction to Programming and Logic	3
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
COM 231	Public Speaking	3
CSC 134	C++ Programming	3
CSC 139	Visual BASIC Programming	3
CSC 151	JAVA Programming	3
CTS 115	Information Systems Business Concepts	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
EDU 216	Foundations of Education	3
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
ENG 113	Literature-Based Research	3
ENG 114	Professional Research & Reporting	3
ENG 125	Creative Writing I	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 233	Major American Writers	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 251	Western World Literature I	3
ENG 252	Western World Literature II	3
ENG 253	The Bible As Literature	3
HEA 110	Personal Health/Wellness	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HIS 236	North Carolina History	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
HUM 180	International Cultural Exploration	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Precalculus Algebra	4
MAT 172	Precalculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
MAT 273	Calculus III	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
PED 111	Physical Fitness I	1
PED 113	Aerobics I	1
PED 120	Walking for Fitness	1
PED 121	Walk, Jog, Run	1
PED 125	Self-Defense: Beginning	1
PHI 215	Philosophical Issues	3
PHI 240	Introduction to Ethics	3
PHY 110	Conceptual Physics	3
PHY 110A	Conceptual Physics Lab	1
PHY 151	College Physics I	4
PHY 152	College Physics II	4
POL 120	American Government	3
POL 210	Comparative Government	3
PSY 150	General Psychology	3
PSY 237	Social Psychology	3
PSY 241	Developmental Psychology	3
PSY 263	Educational Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 111	Eastern Religions	3
REL 112	Western Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 232	Social Context of Aging	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 141	Culture and Civilization	3
SPA 161	Cultural Immersion	3
SPA 181	Spanish Lab 1	1
SPA 182	Spanish Lab 2	1
SPA 211	Intermediate Spanish I	3
SPA 212	Intermediate Spanish II	3
SPA 281	Spanish Lab 3	1
SPA 282	Spanish Lab 4	1

Medical Laboratory Technology

Contact(s): Dadrienne Johnson (https://www.stanly.edu/directory/?id=1499)

The mission of Stanly Community College's Medical Laboratory Technology program is to train laboratory professionals who will make

a positive impact in healthcare through leadership that will assure excellence in the practice of laboratory medicine.

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and Immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease. Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance and reporting/recording and interpreting findings involving tissues, blood, and body fluids.

Students who successfully complete the program are eligible to take the national certification examination administered by the Board of Registry of American Society for Clinical Pathology and become a certified Medical Laboratory Technician (MLT) (ASCP). With additional education and/or technical experience, graduates may also advance in the field to become a technologist, research specialist, manager, or educator. The Medical Laboratory/Clinical Laboratory Science field allows students to advance to a BS in Laboratory Science, a Master's degree in Molecular Diagnostics, and a doctorate degree as a DCLS (Doctorate in Clinical Laboratory Science).

Employment opportunities for graduates include laboratories in hospitals, medical offices, industry, and research facilities.

Learning Outcomes

- Collect, prepare and evaluate biological specimens and other substances for analysis used in the diagnosis and treatment of patients.
- Discriminate and properly document the accuracy and validity of laboratory information.
- Appraise principles and practices of quality assessment.
- Interpret clinical signs, specimen types, and results of culture.
- Perform critical thinking, problem solving, and troubleshooting techniques.
- Demonstrate communication skills sufficient to serve the needs of the patient, the public, and members of the healthcare team and technical ability sufficient to train new employees.
- Recall and apply concepts and skills necessary to perform as a medical laboratory technician.

Accreditation

The SCC Medical Laboratory Technology Program is accredited by:

National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Rd. Suite 720
Rosemont, IL 60018-5119
(847) 939-3597
(773) 714-8880
(773) 714-8886 (FAX)
info@naacls.org
www.naacls.org (http://www.naacls.org)

Medical Laboratory Technology – Associate in Applied Science – A45420

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
MLT 110	Introduction to Mlt	3
MLT 126	Immunology and Serology	2
MLT 127	Transfusion Medicine	3
	Credit Hours	18
Spring		
CHM 132	Organic and Biochemistry	4
CIS 110	Introduction to Computers	3
MED 120	Survey of Medical Terminology	2
MLT 120	Hematology/Hemostasis I	4
MLT 140	Introduction to Microbiology	3
MLT 111	Urinalysis & Body Fluids	2
	Credit Hours	18
Summer		
ENG 111	Writing and Inquiry	3
MLT 220	Hematology/Hemostasis II	3
MLT 253	MLT Practicum I	3
	Credit Hours	9
Second Year		
Fall		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
MAT 152	Statistical Methods I	4
MLT 130	Clinical Chemistry I	4
MLT 240	Special Clinical Microbiology	3
MLT 265	MLT Practicum II	5
	Credit Hours	19
Spring		
MLT 217	Professional Issues	1
MLT 275	MLT Practicum III	5
Elective (Humanities or Social Science) *		3
Elective (Humanities or Social Science) *		3
	Credit Hours	12
	Total Credit Hours	76

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

- MLT Clinical Handbook (https://www.stanly.edu/sites/default/files/pdfs/mlt_clinical_handbook_2020-2021.pdf)
- MLT Student Handbook (https://www.stanly.edu/sites/default/files/pdfs/mlt_student_handbook_2018-2019.pdf)
- MLT Admissions Checklist (https://www.stanly.edu/sites/default/files/pdfs/mlt_admissions_checklist.pdf)

- MLT Outcome Measures (https://www.stanly.edu/sites/default/files/pdfs/mlt_outcome_measures-retention_placement_certification_pass_rates.pdf)
- General Allied Health Handbook (https://www.stanly.edu/sites/default/files/pdf/2020/health_science_handbook_2020_21.pdf)

The Medical Laboratory Technology AGE Pathway offers students a place to begin their journey toward a career in Medical Laboratory Technology. The AGE pathway gives students the opportunity to complete all of the general education courses required in the Medical Laboratory Technology program. After completion of these courses, students who choose to continue in to the degree program will be able to focus on Medical Laboratory Technology specific courses.

For more information, please contact: Melanie Alexander (https://www.stanly.edu/directory/?id=1449)

AGE Pathway

Code	Title	Credit Hours
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
or BIO 168 & BIO 169	Anatomy and Physiology I and Anatomy and Physiology II	
or BIO 165 & BIO 166	Anatomy and Physiology I and Anatomy and Physiology II	
CHM 131 & 131A & CHM 132	Introduction to Chemistry and Introduction to Chemistry Lab and Organic and Biochemistry	8
or CHM 151 & CHM 152	General Chemistry I and General Chemistry II	
CIS 110	Introduction to Computers	3
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
or ENG 114	Professional Research & Reporting	
MAT 152	Statistical Methods I	4
Humanities *		3
Social/Behavioral Science *		3
Elective *		31
Total Credit Hours		64

*Humanities List

Code	Title	Credit Hours
Choose 3 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
DRA 111	Theatre Appreciation	3
ENG 125	Creative Writing I	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3

*Social/Behavioral Science list

Code	Title	Credit Hours
Choose 3 credits from the following:		
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 131	American History I	3
HIS 132	American History II	3
POL 120	American Government	3
POL 210	Comparative Government	3
POL 220	International Relations	3
PSY 150	General Psychology	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3
SOC 232	Social Context of Aging	3

*Elective list

Code	Title	Credit Hours
Choose 31 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
ART 117	Non-Western Art History	3
BIO 110	Principles of Biology	4
BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 140	Environmental Biology	3
BIO 140A	Environmental Biology Lab	1
BIO 163	Basic Anatomy & Physiology	5
BIO 165	Anatomy and Physiology I	4
BIO 166	Anatomy and Physiology II	4
BIO 275	Microbiology	4
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
BUS 228	Business Statistics	3
CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
CHM 132	Organic and Biochemistry	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4

CIS 110	Introduction to Computers	3
CIS 115	Introduction to Programming and Logic	3
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
COM 231	Public Speaking	3
CSC 134	C++ Programming	3
CSC 139	Visual BASIC Programming	3
CSC 151	JAVA Programming	3
CTS 115	Information Systems Business Concepts	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
EDU 216	Foundations of Education	3
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
ENG 113	Literature-Based Research	3
ENG 114	Professional Research & Reporting	3
ENG 125	Creative Writing I	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 233	Major American Writers	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 251	Western World Literature I	3
ENG 252	Western World Literature II	3
ENG 253	The Bible As Literature	3
HEA 110	Personal Health/Wellness	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HIS 236	North Carolina History	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
HUM 180	International Cultural Exploration	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Precalculus Algebra	4
MAT 172	Precalculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
MAT 273	Calculus III	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
PED 111	Physical Fitness I	1
PED 113	Aerobics I	1
PED 120	Walking for Fitness	1
PED 121	Walk, Jog, Run	1
PED 125	Self-Defense: Beginning	1
PHI 215	Philosophical Issues	3
PHI 240	Introduction to Ethics	3
PHY 110	Conceptual Physics	3
PHY 110A	Conceptual Physics Lab	1
PHY 151	College Physics I	4
PHY 152	College Physics II	4
POL 120	American Government	3
POL 210	Comparative Government	3
PSY 150	General Psychology	3
PSY 237	Social Psychology	3
PSY 241	Developmental Psychology	3
PSY 263	Educational Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 111	Eastern Religions	3
REL 112	Western Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 232	Social Context of Aging	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 141	Culture and Civilization	3
SPA 161	Cultural Immersion	3
SPA 181	Spanish Lab 1	1
SPA 182	Spanish Lab 2	1
SPA 211	Intermediate Spanish I	3
SPA 212	Intermediate Spanish II	3
SPA 281	Spanish Lab 3	1
SPA 282	Spanish Lab 4	1

Nurse Aide

Contact(s): Anissa Chapman (https://www.stanly.edu/directory/?id=1506)

Nurse Aide (Certificate)

The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may

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

Nurse Aide (Certificate) - CCP - C45840CP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
NAS 101	Nurse Aide I	6
NAS 102	Nurse Aide II	6
NAS 106	Geriatric Aide	6
Total Credit Hours		18

Nursing

Contact(s): Jesse Martin (https://www.stanly.edu/directory/?id=1515)
Allison Wise (https://www.stanly.edu/directory/?id=1515)
Check out our video (https://youtu.be/PvXBKXUUMrg/)!

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

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

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

Learning Outcomes

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

- Establish safe, professional nursing behaviors including accountability for entry-level nursing competence as demonstrated by a passing score* on the NCLEX-RN licensure exam as delineated by the rules and regulations of the North Carolina Board of Nursing.

  *=NCLEX-RN does not award numerical scores. Reports only include a pass or fail.

- Communicate with individuals, significant support person(s), and members of the interdisciplinary healthcare team as demonstrated by a grade of “pass” on the summative clinical evaluation tool described under the nursing domain.
- Formulate holistic assessments to identify the needs of the individual in order to provide culturally competent client-centered care as demonstrated by a grade of “satisfactory” on the complex patient comprehensive assessment on the clinical prep tool.
- Utilize healthcare informatics to apply research to practice for evidence-based practice, clinical judgments, and management decisions as demonstrated by a score of “satisfactory” on the evidence-based practice project completed in the capstone course.
- Create nursing plans of care for clients across the life-span as demonstrated by cognitive proficiency on the nursing caremap in the clinical setting.
- Incorporate teaching and learning principles into nursing practice as demonstrated by completing a capstone teaching project with a passing score of 80% or above.
- Manage healthcare for clients by utilizing cost-effective nursing strategies, quality improvement processes, and legal/ethical awareness to promote quality outcomes as demonstrated by a “passing” graded clinical performance to prove cognitive and behavioral proficiency of the healthcare domain as described on the clinical summary.

Approval

Location

North Carolina Board of Nursing
4516 Lake Boone Trail
Raleigh, NC 27607
(919) 782-3211

Mailing Address

North Carolina Board of Nursing
Post Office Box 2129
Raleigh, North Carolina 27602-2129

Phone/Fax

Phone: (919) 782-3211
Fax: (919) 781-9461

Accreditation

The Stanly Community College Associate Degree in Nursing program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC, 20032, 202-909-2526.

Stanly Community College Associate Degree in Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037 (202) 909-2526

- Associate Degree Nursing (p. 143)
- Nursing Pathway (p. 143)

Nursing - Associate in Applied Science – A45110

Course	Title	Credit Hours
First Year		
Summer		
HUM 115	Critical Thinking	3
	Credit Hours	3
Second Year		
Fall		
NUR 111	Introduction to Health Concepts	8
BIO 168	Anatomy and Physiology I	4
PSY 150	General Psychology	3
ACA 122	College Transfer Success	1
	Credit Hours	16
Spring		
NUR 112	Health-Illness Concepts	5
NUR 212	Health System Concepts	5
NUR 117	Pharmacology	2
BIO 169	Anatomy and Physiology II	4
PSY 241	Developmental Psychology	3
	Credit Hours	19
Summer		
NUR 113	Family Health Concepts	5
	Credit Hours	5
Third Year		
Fall		
NUR 211	Health Care Concepts	5
ENG 111	Writing and Inquiry	3
NUR 114	Holistic Health Concepts	5
	Credit Hours	13
Spring		
NUR 213	Complex Health Concepts	10
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
	Credit Hours	13
	Total Credit Hours	69

After satisfactory completion of NUR 112, students are eligible to apply for Nurse Assistant II with the State Board of Nursing. Note: English and pharmacology courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

Nursing Pathway

Code	Title	Credit Hours
ENG 111	Writing and Inquiry	3
ENG 112 or ENG 114	Writing and Research in the Disciplines Professional Research & Reporting	3
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
BIO 169	Anatomy and Physiology II	4
ACA 122	College Transfer Success	1
Humanities *		3
Total Credit Hours		20

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage *(p. 157).*

General Allied Health Handbook (https://www.stanly.edu/sites/default/files/pdf/2020/health_science_handbook_2020_21.pdf)

ADN Student Handbook (https://www.stanly.edu/sites/default/files/pdf/2020/adn_student_handbook_2020_21.pdf)

Nursing FAQ (https://www.stanly.edu/sites/default/files/pdf/2020/nursing_faqs_apr2020.pdf)

Student Achievement and Demographic Data (https://www.stanly.edu/sites/default/files/2020/Student_achievement_and_demographic_data_2020.pdf)

Disclosures (https://www.stanly.edu/associate-degree-nursing-disclosure/)

Are you ready for nursing school? (https://www.stanly.edu/sites/default/files/pdf/2021/are_you_ready_for_nursing.pdf)

Annie Ruth Kelley Associate Degree Nursing – *Associate in Applied Science*

The Annie Ruth Kelley Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings. Courses will include content related to the nurse's role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

Admission Procedure

Applications are open from January 16th through January 15th each year.

Applicants seeking admission into the Associate Degree Nursing program must complete steps 1 through 5 in its entirety by

January 15, 2022 at 5:00pm, in order to be considered for acceptance for the Fall Semester 2022.

Print this admission procedure for your records to track completion of all steps. Refer to the frequently asked questions document found on the College website and your Success Coach for assistance in the application process.

Step 1: Application _____ (date completed)

- Submit a completed CFNC SCC Application by choosing the "Allied Health Applicants" enrollment term and "Nursing" as the program of study. You can access the electronic application from the SCC homepage, www.stanly.edu (http://www.stanly.edu) and selecting the "New Students Start Here" link. Please note this does **NOT** take the place of an intent to apply for the nursing program, but it will promote communication and advising with a Success Coach. Application submissions are free of charge.

- Submit an intent to apply to the nursing program (A45110) for the fall you wish to enroll. Click here (https://eforms.stanly.edu/Forms_Server/fs/?form=AD-New_Allied_Health) to access this form. Students are responsible to submit their A45110 intent to apply to be TEAS eligible.

For questions on completing an application or intent to apply form, contact Jesse Martin (704)991-0246 if your last name begins with any letter between A through S or contact Allison Wise (704)991-0223 if your last name begins with any letter between T-Z.

Step 2: Transcripts _____ (date completed)

- Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended. Applicants who obtained a GED/Adult High School diploma must submit an official GED/AHS transcript *and* a high school transcript even if the applicant did not complete high school.
- Official transcripts must be received in the SCC Admissions Office by the January 15th deadline. Credit will be given for BIO taken within the last 10 years. There are no other time limits on transfer courses within the ADN program of study currently.
- After the Enrollment Management Office has received and evaluated other college transcripts, applicants may view transfer credit awarded by
  viewing "*My Progress"* within Student Planning of Self-Service.
  For questions related to transfer credits, contact the Enrollment Management Office at 704-991-0212.

Step 3: Complete one course of Biology (BIO 168), Math (MAT 143 or higher), and Chemistry (CHM 090 or higher) with a grade of "C" or higher. _____ (date completed)

- Submit evidence of biology, math, and chemistry with a grade of "C" or higher.
- It is recommended to use the BIO, MAT and CHEM courses approved by the general UNC articulation agreement. Success Coaches have access to courses which transfer because of this articulation agreement. Contact with your Success Coach is paramount.
- Applicants wishing to complete these credits at other colleges should contact the Enrollment Management Office (704-991-0212) at Stanly Community College to ensure that the credits are acceptable.
- To determine if credit was awarded for these courses, view the "*My Progress"* within Student Planning of Self-Service or contact your Success Coach.

Step 4: Prove college readiness.

- Be eligible to enroll in ENG 111 and MAT 143 WITHOUT a co-requisite. The following links explain RISE (Reinforce Instruction for Student Excellence) https://www.stanly.edu/current-students/academic-planning/resources-rise (https://www.stanly.edu/current-students/academic-planning/resources-rise/) and provide a complete list of eligible placement tests https://www.stanly.edu/sites/default/files/pdf/2018/placement_testing_guide.pdf.
- Note: Not all transcripts have placement scores listed, so placement scores from outside of SCC must be obtained and submitted by the deadline to be considered.
- If you have questions regarding your eligibility to enroll in ENG 111 and MAT 143, please contact your Success Coach:

  AGE-Allied Health Success Coaches:
  Contact Jesse Martin at jmartin1164@stanly.edu, or (704)991-0246 for students with the last name beginning with A-S.
  Or contact Allison Wise at awise8922@stanly.edu or (704)991-0223 for students with the last name beginning with T-Z.

Step 5: Maintain GPA (ongoing)

- For the applicant that has completed any college level courses taken with SCC prior to admission into the ADN program, a minimum cumulative GPA of 2.0 is required.

Requirements 1 through 5 must be completed no later than January 15, 2022 to be considered for acceptance into the ADN program.

Step 6: TEAS Testing _____ (date completed and score)

- Take the standardized nurse entrance exam, Test of Essential Academic Skills (TEAS). Only those applicants who successfully complete steps 1 & 4 above will be eligible to take the TEAS exam. Applicants eligible to take the TEAS exam will be notified through their SCC student email account by the Admissions Office regarding TEAS registration. This email will include steps for signing up for the exam. Students are responsible for checking their SCC student email often to meet TEAS registration deadlines. There is a minimal fee for the exam, and it must be taken at SCC. Test scores are valid for a period of two years and must be valid at the time applications are evaluated by admissions.
- The minimum required score for the TEAS test is 650. It is used as a ranking tool for applicants.

TEAS scores ranges are as follows:

Admission Year	TEAS low range	TEAS high range
2021	640	853
2020	667	887
2019	653	833
2018	627	893

- TEAS prep courses are periodically offered through SCC's continuing education division. Contact Rita Love at 704-991-0328 or rlove9827@stanly.edu for upcoming prep course offerings.
- TEAS scores are not accepted from other colleges/universities.
- All eligible applicants must take the most current version of TEAS offered at SCC.
- Students are only allowed to take the TEAS test once for each round of testing. Refer to your TEAS invitation from admissions for available testing rounds offered.
- The top 60 TEAS scores who have met steps 1-5 will be offered conditional acceptance into the program.

After conditional acceptance is granted by the admissions office, applicants must provide successful completion of the following:

- Successful completion of HUM 115 (Critical Thinking) course at SCC the summer prior to fall admission.
- Submit a completed **SCC medical form**. The medical form will be mailed to applicants who are conditionally accepted to the ADN program, and must be completed by a physician, physician's assistant, or a nurse practitioner by the date given on the conditionally accepted letter.
- Submit evidence of current certification in **CPR** for the Healthcare Provider endorsed by the American Heart Association.
- Information about the medical form, CPR and how to submit these documents will be covered in a nursing orientation session.
- Submit *a **certificate of satisfactory completion** from a DHSR (Division of Health Service Regulation) approved Nurse Aide, Level I program, **and current unrestricted certification in Nurse Aide, Level I as listed on the NC Nurse Aide registry** (www.ncnar.org). If an applicant is currently employed as a Nurse Aide Level I but cannot produce a certificate from a DHSR (Division of Health Service Regulation) approved Nurse Aide, Level I program, documentation from the applicant's current employer that the applicant has spent at least 240 hours providing patient care at the bedside may be submitted for consideration. NOTE: Applicants need to verify the NA program can award the certification. Some one-day programs do not offer this certification; therefore, the course needs to be taken in its entirety. The option to challenge the exam is no longer available.*
- Attend **Nursing Orientation** held by the nursing faculty. Information regarding the dates for the nursing orientation will be in the mailed acceptance letter.
- **BACKGROUND CHECKS/DRUG SCREENING**

Applicants accepted for admission to health services programs at Stanly Community College are required to complete a criminal background check and drug screening after notification of acceptance and prior to participation in on-site clinical training. Based on the results of the checks, 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.

SELECTION PROCESS

Applicants seeking admission to the Associate Degree Nursing program will be ranked based on TEAS scores and admitted based on rank order. Applicants accepted for admission must complete all admission requirements by the date specified in their acceptance letter. Applicants who fail to complete all admission requirements for the ADN program will be removed from the acceptance list and replaced by applicants on the alternate list.

ALTERNATE LIST

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. Applicants must apply each year they wish to be considered for admission into the nursing program. Alternate numbers are not shared with students. Any concerns about acceptance should be directed to the Director of Admissions or the student's Success Coach.

ADDITIONAL INFORMATION

Applicants to the nursing 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/she is encouraged to contact the SCC Admissions Office or his/her Success Coach for clarification. Note: Admission requirements are subject to change. Please contact the SCC Admissions Office, Success Coach staff or the website for a current list of requirements for your intended year of entry.

CRITERIA FOR PROGRESSION

Progression policies specific to the nursing program are in the Associate Degree Nursing Student Handbook.

ADVANCED STANDING POLICY (for previously enrolled SCC nursing students only)

Advanced standing policies are in the Associate Degree Nursing Student Handbook. Contact the Director of Nursing through email (cspeight-washbur7545@stanly.edu) for advising.

CRITERIA FOR GRADUATION https://www.stanly.edu/future-students/college-catalog/academic-regulations/graduation-requirements (https://www.stanly.edu/future-students/college-catalog/academic-regulations/graduation-requirements/)

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 can 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.

RECOMMENDED SEQUENCE OF COURSES FOR ASSOCIATE DEGREE NURSING CURRICULUM

General education courses may be taken earlier than listed within the recommended sequence, except HUM 115. HUM 115 is a course offered only to conditionally accepted students into the nursing program. Courses with the NUR prefix are required within their respective semesters only as demonstrated below.

http://catalog.stanly.edu/curriculum-programs-study/nursing/#programrequirementstext

Last updated: 2/4/21

The Nursing AGE Pathway offers students a place to begin their journey toward a career in Nursing. The AGE pathway gives students the opportunity to complete all of the general education courses required in the Nursing program. After completion of these courses, students

who choose to continue into the degree program will be able to focus on Nursing specific courses.

AGE Pathway

Code	Title	Credit Hours
ACA 122	College Transfer Success	1
BIO 168	Anatomy and Physiology I	4
BIO 169	Anatomy and Physiology II	4
BIO 275	Microbiology	4
CHM 131 & 131A	Introduction to Chemistry and Introduction to Chemistry Lab	4
or CHM 151	General Chemistry I	
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
or ENG 114	Professional Research & Reporting	
ENG 231	American Literature I	3
or ENG 232	American Literature II	
HIS 111	World Civilizations I	3
or HIS 112	World Civilizations II	
or HIS 131	American History I	
or HIS 132	American History II	
MAT 143	Quantitative Literacy	3
or MAT 171	Precalculus Algebra	
MAT 152	Statistical Methods I	4
PSY 150	General Psychology	3
PSY 241	Developmental Psychology	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
or SOC 220	Social Problems	
Humanities *		6
Elective *		6
Total Credit Hours		60

*Humanities list

Code	Title	Credit Hours
Choose 6 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
PHI 215	Philosophical Issues	3
PHI 240	Introduction to Ethics	3

*Electives list

Code	Title	Credit Hours
Choose 6 credits from the following:		
CIS 110	Introduction to Computers	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
POL 120	American Government	3

Nursing-LPN-ADN

Contact(s): Advisor/Success Coach - M (https://www.stanly.edu/college-information/directory/?id=1291)elanie Alexander (https://www.stanly.edu/directory/?id=1449)

Check out our video (https://youtu.be/PvXBKXUUMrg/)!

Nursing – LPN-ADN Associate in Applied Science – A45110R

The Annie Ruth Kelley Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings.

Courses will include content related to the nurse's role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

Learning Outcomes

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

- Establish safe, professional nursing behaviors including accountability for entry-level nursing competence as demonstrated by a passing score* on the NCLEX-RN licensure exam as delineated by the rules and regulations of the North Carolina Board of Nursing.

  *=NCLEX-RN does not award numerical scores. Reports only include a pass or fail.

- Communicate with individuals, significant support person(s), and members of the interdisciplinary healthcare team as demonstrated by a grade of “pass” on the summative clinical evaluation tool described under the nursing domain.
- Formulate holistic assessments to identify the needs of the individual in order to provide culturally competent client-centered care as demonstrated by a grade of “satisfactory” on the complex patient comprehensive assessment on the clinical prep tool.
- Utilize healthcare informatics to apply research to practice for evidence-based practice, clinical judgments, and management decisions as demonstrated by a score of “satisfactory” on the evidence-based practice project completed in the capstone course.
- Create nursing plans of care for clients across the life-span as demonstrated by cognitive proficiency on the nursing caremap in the clinical setting.
- Incorporate teaching and learning principles into nursing practice as demonstrated by completing a capstone teaching project with a passing score of 80% or above.
- Manage healthcare for clients by utilizing cost-effective nursing strategies, quality improvement processes, and legal/ethical awareness to promote quality outcomes as demonstrated by a “passing” graded clinical performance to prove cognitive and

behavioral proficiency of the healthcare domain as described on the clinical summary.

Approval

Location

North Carolina Board of Nursing
4516 Lake Boone Trail
Raleigh, NC 27607
(919) 782-3211

Mailing Address

North Carolina Board of Nursing
Post Office Box 2129
Raleigh, North Carolina 27602-2129

Phone/Fax

Phone: (919) 782-3211
Fax: (919) 781-9461

Accreditation

The Stanly Community College Associate Degree in Nursing program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC, 20032, 202-909-2526.

Stanly Community College Associate Degree in Nursing Program is accredited by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037 (202) 909-2526

Nursing - LPN-ADN
Associate in Applied Science - A45110R

Course	Title	Credit Hours
First Year		
Summer		
ACA 122	College Transfer Success	1
BIO 169	Anatomy and Physiology II	4
PSY 241	Developmental Psychology	3
NUR 214	Nsg Transition Concepts	4
	Credit Hours	12
Second Year		
Fall		
NUR 117	Pharmacology	2
NUR 221	LPN to ADN Concepts I	9
ENG 111	Writing and Inquiry	3
	Credit Hours	14
Spring		
NUR 223	LPN to ADN Concepts II	9
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
Humanities Elective *		3
	Credit Hours	15
	Total Credit Hours	41

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors* webpage (p. 157*).*

General Allied Health Handbook (https://www.stanly.edu/sites/default/files/pdf/2020/health_science_handbook_2020_21.pdf)

ADN Student Handbook (https://www.stanly.edu/sites/default/files/pdf/2020/adn_student_handbook_2020_21.pdf)

LPN-ADN Frequently Asked Questions (https://www.stanly.edu/sites/default/files/pdfs/lpn_rn_faq.pdf)

Student Achievement and Demographic Data (https://www.stanly.edu/sites/default/files/2020/Student_achievement_and_demographic_data_2020.pdf)

Disclosures (https://www.stanly.edu/associate-degree-nursing-disclosure/)

Stanly Community College

Annie Ruth Kelley Associate Degree Nursing – LPN-ADN *Associate in Applied Science*

The Annie Ruth Kelley Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings. Courses will include content related to the nurse's role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

Applications are open from January 16th through January 15th.

Applicants seeking admission into the Associate Degree Nursing program must complete steps 1 through 4 in entirety by January 15, 2022 at 5:00pm in order to be considered for acceptance for the Summer Semester 2022.

Print this admission procedure for your records to track completion of all steps.

Step 1: Application _____ (date completed)

- Submit a completed CFNC SCC Application "Allied Health Applicants" for the enrollment term and "Nursing – LPN-ADN" for the program of study. You will find the application by visiting the SCC homepage, www.stanly.edu, and clicking the link "New Students Start Here" link. Please note this does NOT take the place of an "Intent to Apply"

for the nursing program, but it will promote communication and advising with your Success Coach. Application submissions are free of charge. *While it is not required to complete all general education courses prior to the program, you may wish to take ENG 111 and 112 or 114, BIO 168 and 169, PSY 150 and 241, and a Humanities elective (anything that does not start with NUR).

- Submit a New Allied Health Intent Application electronically for the LPN-ADN program (A45110R) of the summer semester you wish to enroll. This application must be submitted in order to be TEAS eligible.
- For questions on completing an application, contact your Success Coach, Melanie Alexander via email at malexander0134@stanly.edu

Step 2: Transcripts and LPN License _____ (date completed)

- Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended. Applicants that obtained a GED/Adult High School diploma must submit an official GED/AHS transcript *and* a high school transcript even if you did not complete high school.
- To track your transcripts for processing, view your Self-Service account. For questions related to transcripts or transfer credits, call the records department at 704-991-0331.
- Transcripts will only be accepted from regionally accredited institutions. Institutions must have been accredited at the time of attendance. Thirty hours of course credit will be given for the LPN degree from a regionally accredited institution. If the Admissions Department is unable to verify the degree, the Associate Director of Nursing will make the final decision with the approval of the Associate Vice President of Health Sciences and Human Services. The student is responsible for verifying the degree acceptance with the Success Coach.
- Applicants are to submit a current, unrestricted LPN license per the NCBON requirements. The LPN license must be a North Carolina or compact/multi-state license. Work experience is not required but is recommended by the nursing faculty.

Step 3: Complete one course of high school (or better) Biology, Algebra, and Chemistry with a grade of "C" or higher. _____ (date completed)

- Submit evidence of one unit of high school biology, algebra, and chemistry with a grade of "C" or higher ***or*** the equivalent at a post-secondary institution (BIO 090 or higher, MAT 070/DMA 040 or higher, CHEM 090 or higher). Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to ensure that the credits are acceptable.
- To determine if you received credit for these courses (Biology, Algebra, and Chemistry), view your Self-Service account or contact your academic advisor.

Step 4: Complete Specified General Education courses with GPA 2.8 or higher

- **Required courses**: Complete general education courses ENG 111, BIO 168, Humanities elective, and PSY 150 with a minimum GPA of 2.8 by the required application deadline.
- If general education courses are completed at institutions other than Stanly Community College, official transcripts must be received in the SCC Admissions Office by the January 15th deadline. Transfer credit will be given for BIO 168/169 taken within the last 10 years. There are no other time limits on transfer courses at this time.
- If you have questions concerning your GPA, contact your Success Coach Melanie Alexander, at malexander0134@stanly.edu or 704-991-0166.

Requirements 1 through 4 must be completed no later than January 15, 2022 at 5:00pm

to be considered for acceptance into the ADN program as an LPN-ADN student. Once you have completed steps 1-4, proceed to steps below.

Step 5: TEAS Testing _____ (date completed and score)

- Only those applicants who successfully complete Steps 1-4 will be eligible to take the TEAS exam. Admissions will notify eligible applicants through their **student email** account, which will include steps for signing up for the exam. Applicants may test as often as the exam is offered. There is a minimal fee for the exam, and it must be taken at SCC. Test scores are valid for a period of two years. The student must take the most current version, which is ATI TEAS.
- There are no required scores for the ATI TEAS test. It is strictly a ranking tool for the top 16 applicants. TEAS prep courses are periodically offered through SCC's continuing education division. Contact Rita Love at RLove9827@stanly.edu for upcoming prep courses offerings.
- No TEAS scores will be accepted from other facilities.

Step 6: Maintain GPA

- For the applicant that has completed any college level courses at SCC prior to admission into the ADN program, a minimum cumulative GPA of 2.0 in SCC courses is required.

Step 7: Seek academic advising (ongoing) Early academic advising is imperative.

After conditional acceptance is granted by the admissions office, applicants must provide successful completion of the following:

- Submit **SCC medical form**. The medical form will be mailed to applicants who are conditionally accepted to the ADN program, and must be completed by a physician, physician's assistant, or a nurse practitioner by the date given on the conditionally accepted letter.
- Submit evidence of current certification in **CPR** covering infant, child, adult, and AED or CPR for the Healthcare Provider endorsed by the American Heart Association.
- **Background Checks and Drug Screening**- Candidates accepted for admission to health services programs at SCC are required to complete a criminal background check and drug screening. 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.
- **Attend Nursing Orientation** held by the nursing faculty. Information will be relayed through your school email after arranged by nursing faculty. This is different from and in addition to the required New Student Orientation requirement by all students of Stanly Community College.

SELECTION PROCESS

Applicants seeking admission to the Associate Degree Nursing program will be ranked and accepted to the program based on TEAS scores. If there is a tie in TEAS scores, ranking will be based on the GPA from Step 4. Conditional acceptances will be awarded in March each year. Applicants accepted for admission must complete all admission requirements by the date specified in their acceptance letter. Applicants who fail to complete all admission requirements for the ADN program will forfeit their acceptance to the next available candidate on the rank list.

ALTERNATE LIST

The applicants on the alternate list are ranked by TEAS scores and are notified of their position. The top ten will receive a letter in the mail, and the remaining applicants will receive an email to notify them of their status. 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.

CRITERIA FOR PROGRESSION

- Progression policies specific to the nursing program can be located in the Associate Degree Nursing Student Handbook.

ADVANCED STANDING POLICY

Contact the Associate Director of Nursing for the Advanced Standing Policy through email (ehuneycutt-whitl9286@stanly.edu)

CRITERIA FOR GRADUATION

https://www.stanly.edu/future-students/college-catalog/academic-regulations/graduation-requirements (https://www.stanly.edu/future-students/college-catalog/academic-regulations/graduation-requirements/)

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.

RECOMMENDED SEQUENCE OF COURSES FOR ASSOCIATE DEGREE NURSING CURRICULUM

General education courses may be taken earlier than listed within the recommended sequence. Courses with the NUR prefix are required within their respective semesters only as demonstrated below.

http://catalog.stanly.edu/curriculum-programs-study/nursing_lpn/#requirementstext

Last updated: 2/12/21

Notice of Nondiscrimination

Stanly Community College is an equal opportunity educational institution and employer. The College does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, gender, age, or disability consistent with the Assurance of Compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and the Americans With Disabilities Act of 1992. Full policy can be accessed at https://www.stanly.edu/college-inform

Radiography

Contact(s): Tiffany Barbee (https://www.stanly.edu/college-information/directory/?id=1317)

The Radiography curriculum prepares the graduate to be a radiographer, a skilled healthcare professional who uses radiation to produce images of the human body.

Coursework includes clinical rotations to area healthcare facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

Learning Outcomes

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

- Accurately position patients for routine and non-routine exams.
- Comply with radiation safety principles.
- Evaluate radiographic images to determine diagnostic quality.
- Implement critical thinking skills during non-routine exams.
- Demonstrate the knowledge, skills, and abilities necessary for employment as a radiologic technologist.

Accreditation

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

In 2018, the program was awarded accreditation by the JRCERT for a period of 8 years, and the program remains in good standing.

JRCERT standards for accreditation of radiography programs are located on the JRCERT website at http://www.JRCERT.org (http://www.jrcert.org/). If a student feels the Radiography Program at Stanly Community College is not in compliance with the standards set forth by the JRCERT, the student has the right to pursue allegations of non-compliance. The student should first report the allegations to the appropriate college personnel. If the allegations are not resolved,

the student may follow the appropriate procedures for reporting non-compliance to the JRCERT. This procedure is located on the JRCERT website at http://www.JRCERT.org (http://www.jrcert.org/).

The Joint Review Committee on Education in Radiologic Technology

20 North Wacker Drive, Suite 2850

Chicago, Illinois 60606-3182

312-704-5300

mail@jrcert.org

Radiography – Associate in Applied Science – A45700

Course	Title	Credit Hours
First Year		
Fall		
BIO 163	Basic Anatomy & Physiology	5
MAT 143	Quantitative Literacy	3
RAD 110	Rad Intro & Patient Care	3
RAD 111	RAD Procedures I	4
RAD 151	RAD Clinical Ed I	2
	Credit Hours	17
Spring		
CIS 110	Introduction to Computers	3
PSY 150	General Psychology	3
RAD 112	RAD Procedures II	4
RAD 121	Image Production I	3
RAD 161	RAD Clinical Ed II	5
	Credit Hours	18
Summer		
RAD 122	Image Production II	2
RAD 171	RAD Clinical Ed III	3
RAD 141	Radiation Safety	2
	Credit Hours	7
Second Year		
Fall		
ENG 111	Writing and Inquiry	3
RAD 211	Radiographic Procedures III	3
RAD 231	Image Production III	2
RAD 251	RAD Clinical Ed IV	7
	Credit Hours	15
Spring		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
RAD 261	Radiographic Clinical Education V	7
RAD 271	Radiography Capstone	3
Humanities Elective *		3
	Credit Hours	16
	Total Credit Hours	73

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Admissions Checklist (https://www.stanly.edu/future-students/educational-offerings/radiography/checklist/?cCat=69)

Mission Statement & Goals (https://www.stanly.edu/future-students/educational-offerings/radiography/mission-statement-goals/)

Radiography Program Effectiveness (https://www.stanly.edu/future-students/educational-offerings/radiography/program-effectiveness/)

Radiography FAQ (https://www.stanly.edu/future-students/educational-offerings/radiography/radiography-faq/)

Health Sciences Student Handbook (https://www.stanly.edu/sites/default/files/pdf/health_sciences_student_handbook.pdf)

Radiography Student Handbook (https://www.stanly.edu/sites/default/files/pdf/rad_handbook.pdf)

JRCERT Accreditation Standards (https://www.stanly.edu/sites/default/files/pdf/jrcert_standards.pdf)

Readmission Policy (https://www.stanly.edu/sites/default/files/pdf/readmission_admission_advance_standing.pdf)

Continuing Education Opportunities:

Computed Tomography (CT) (https://www.stanly.edu/future-students/continuing-education/health-occupations/computed-tomography-ct/)

Magnetic Resonance (MRI) (https://www.stanly.edu/future-students/continuing-education/health-occupations/magnetic-resonance-imaging-mri/)

The Radiography AGE Pathway offers students a place to begin their journey toward a career in Radiography. The AGE pathway gives students the opportunity to complete all of the general education courses required in the Radiography program. After completion of these courses, students who choose to continue in to the degree program will be able to focus on Radiography specific courses.

For more information, please contact: Melanie Alexander (https://www.stanly.edu/directory/?id=1449)

AGE Pathway

Code	Title	Credit Hours
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
CIS 110	Introduction to Computers	3
ENG 111	Writing and Inquiry	3
ENG 112 or ENG 114	Writing and Research in the Disciplines Professional Research & Reporting	3
MAT 143	Quantitative Literacy	3
PSY 150	General Psychology	3
Humanities *		3
Elective *		40
Total Credit Hours		64

*Humanities list

Code	Title	Credit Hours
Choose 3 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
DRA 111	Theatre Appreciation	3
ENG 125	Creative Writing I	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3

*Elective list

Code	Title	Credit Hours
Choose 40 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
ART 117	Non-Western Art History	3
BIO 110	Principles of Biology	4
BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 140	Environmental Biology	3
BIO 140A	Environmental Biology Lab	1
BIO 163	Basic Anatomy & Physiology	5
BIO 165	Anatomy and Physiology I	4
BIO 166	Anatomy and Physiology II	4
BIO 275	Microbiology	4
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
BUS 228	Business Statistics	3
CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
CHM 132	Organic and Biochemistry	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Introduction to Programming and Logic	3
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3
CJC 141	Corrections	3
COM 231	Public Speaking	3
CSC 134	C++ Programming	3
CSC 139	Visual BASIC Programming	3
CSC 151	JAVA Programming	3
CTS 115	Information Systems Business Concepts	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
EDU 216	Foundations of Education	3
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
ENG 113	Literature-Based Research	3
ENG 114	Professional Research & Reporting	3
ENG 125	Creative Writing I	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 233	Major American Writers	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 251	Western World Literature I	3
ENG 252	Western World Literature II	3
ENG 253	The Bible As Literature	3
HEA 110	Personal Health/Wellness	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HIS 236	North Carolina History	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
HUM 180	International Cultural Exploration	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Precalculus Algebra	4
MAT 172	Precalculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
MAT 273	Calculus III	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
PED 111	Physical Fitness I	1
PED 113	Aerobics I	1

PED 120	Walking for Fitness	1
PED 121	Walk, Jog, Run	1
PED 125	Self-Defense: Beginning	1
PHI 215	Philosophical Issues	3
PHI 240	Introduction to Ethics	3
PHY 110	Conceptual Physics	3
PHY 110A	Conceptual Physics Lab	1
PHY 151	College Physics I	4
PHY 152	College Physics II	4
POL 120	American Government	3
POL 210	Comparative Government	3
PSY 150	General Psychology	3
PSY 237	Social Psychology	3
PSY 241	Developmental Psychology	3
PSY 263	Educational Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 111	Eastern Religions	3
REL 112	Western Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 232	Social Context of Aging	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 141	Culture and Civilization	3
SPA 161	Cultural Immersion	3
SPA 181	Spanish Lab 1	1
SPA 182	Spanish Lab 2	1
SPA 211	Intermediate Spanish I	3
SPA 212	Intermediate Spanish II	3
SPA 281	Spanish Lab 3	1
SPA 282	Spanish Lab 4	1

Respiratory Therapy

Contact(s): Tina Lewman (https://www.stanly.edu/college-information/directory/?id=1387)

The Respiratory Therapy curriculum offers career education for respiratory therapists, who specialize in the application of scientific knowledge and theory to clinical problems of respiratory care.

Respiratory therapists perform diagnostic testing, treatments, and management of patients with heart and lung diseases. The respiratory therapist is qualified to assume primary clinical responsibility for all respiratory care modalities and is frequently required to exercise considerable independent, clinical judgment in the respiratory care of patients under the direct or indirect supervision of a physician.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include ventilator management and monitoring, drug administration, and treatment of patients of all ages in a variety of settings. Graduates may be employed in wide variety of health-related areas including hospitals, clinics, skilled nursing care facilities, home care agencies, rehabilitation centers, industrial and educational institutions.

Upon completion of all required course work, the student will be awarded an Associate in Applied Science degree in Respiratory Therapy. Graduates of the Respiratory Therapy program are eligible to take the Therapist Multiple Choice exam from the National Board for Respiratory Care (NBRC), which will also allow them to apply for licensure in most states. (Licensure requirements vary by state.) Respiratory Therapy program graduates may also be eligible to take Advanced Practitioner examinations from the NBRC.

Learning Outcomes

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

- Perform specialized therapeutic and diagnostic procedures in clinical practice required for a respiratory therapist entering the profession.
- Create problem-solving strategies for therapeutic and life-supporting procedures based upon patient assessment.
- Develop therapeutic goals and respiratory care plans for patients with cardiopulmonary disease.
- Defend written and oral case studies with regards to evidence-based practice guidelines.
- Effectively employ interpersonal and communication skills to promote cardiopulmonary wellness and disease management given diverse population groups.
- Exhibit ethical decision making and professional responsibility according to the AARC Statement of Ethics and Professional Conduct.

Accreditation

The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (http://www.coarc.com/) and is a 2021, 2020, 2019 and 2018 recipient of the CoARC Distinguished RRT Credentialing Success Award.

Stanly Community College is CoARC program #200315.

Respiratory Therapy – Associate in Applied Science – A45720

Course	Title	Credit Hours
First Year		
Fall		
BIO 163	Basic Anatomy & Physiology	5
MAT 143	Quantitative Literacy	3
RCP 114	C-P Anatomy & Physiology	3
RCP 110	Intro to Respiratory Care	4
RCP 115	C-P Pathophysiology	2
RCP 122	Special Practice Lab	1
	Credit Hours	18
Spring		
RCP 111	Therapeutics/Diagnostics	5
RCP 113	RCP Pharmacology	2

RCP 123	Special Practice Lab	1
RCP 145	RCP Clinical Practice II	5
	Credit Hours	13
Summer		
RCP 112	Patient Management	4
RCP 154	RCP Clinical Practice III	4
	Credit Hours	8
Second Year		
Fall		
ENG 111	Writing and Inquiry	3
RCP 210	Critical Care Concepts	4
RCP 213	Neonatal/Ped's Concepts	2
RCP 222	Special Practice Lab	1
RCP 234	RCP Clinical Practice IV	4
PSY 150	General Psychology	3
	Credit Hours	17
Spring		
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
RCP 211	Adv Monitoring/Procedures	4
RCP 215	Career Preparation	1
RCP 245	RCP Clinical Practice V	5
Humanities Elective *		3
	Credit Hours	16
	Total Credit Hours	72

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Respiratory FAQs (https://www.stanly.edu/future-students/educational-offerings/respiratory-therapy/respiratory-therapy-faq/)

RESPIRATORY THERAPY ADMISSION PROCEDURE

Applications are open from March 16 through March 15 each year. Applicants seeking admission in to the Respiratory Therapy program must complete steps 1 through 5 by March 16, 2022 by 5:00 p.m. in order for consideration of acceptance for the fall semester, 2022.

Print this admission procedure for your records to track completion of all steps.

Step 1: Application _____ (date completed)

- Submit a completed CFNC SCC Application by choosing the "Allied Health Applicants" enrollment term and "Respiratory Therapy" as the program of study. You can access the electronic application from the SCC homepage; www.stanly.edu and selecting the "New Students Start Here" link. Please note this does NOT take the place of an intent to apply for the Respiratory Therapy program, but it will promote communication and advising with a Success Coach. Application submissions are free of charge.
- Submit an intent to apply to the Respiratory Therapy program (A45720) for the fall you wish to enroll. Click here to access this form. Students are responsible to submit their Respiratory Therapy intent form.
- For questions on completing an application or intent to apply form, contact Allison Wise (704) 991-0223.

Step 2: Transcripts _____ (date completed)

- Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended. Applicants that obtained a GED/Adult High School diploma must submit an official GED/AHS transcript and a high school transcript even if you did not complete high school.
- After the Admissions Office has received and evaluated other college transcripts, you may view transfer credit awarded by clicking the My Documents tab in Web Advisor. For questions related to transfer credits, call the records department at 704-991-0331.

Step 3: Complete one course of Biology, Algebra/Integrated Math I, and Chemistry with a grade of "C" or better. _____ (date completed)

- Submit evidence of successful completion of one unit of biology, high school algebra, and high school chemistry with a grade of "C" or higher or the equivalent at a post-secondary institution (BIO 090 or higher, MAT 070/DMA 040/ Tiers 1 and 2 or higher, CHEM 090 or higher).
- Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to ensure that the credits are acceptable.
- To determine if you are awarded credit for these required courses, view the My Documents tab in your Web Advisor account or contact your academic advisor.

Step 4: Prove college readiness

- Be eligible to enroll in ENG-111 and MAT-143 WITHOUT a co-requisite. The following links explain RISE (reinforce instruction for student excellence) https://www.stanly.edu/current-students/academic-planning/resources-rise and provide a complete list of eligible placement tests https://www.stanly.edu/sites/default/files/pdf/2018/placement_testing_guide.pdf.

Step 5: Maintain 2.0 GPA (ongoing)

- For the applicant who has completed any college level courses taken with SCC prior to admission into the RCP program, a minimum cumulative GPA of 2.0 is required.
- After conditional acceptance is granted by the admissions office, applicants must provide successful completion of the following:

Step 6: Electronically submit a completed medical form. A licensed physician, physician's assistant, or nurse practitioner should sign the medical form.

Step 7: Successful completion of HSC 110 (Introduction to Health Careers) course at SCC the summer prior to fall admission.

ACCEPTANCE PROCEDURE

- Applicants are conditionally accepted based upon their completion of steps 1 through 5 of the admission requirements until seats are filled. The applicants will be ranked in order by the date applied and by their completion of these steps. If any of the conditionally accepted applicants forfeit their acceptance, applicants on the alternate list will be offered a seat in the order their application was completed & submitted. If an applicant whose name appears on the alternate 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). 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.

- Readmission to the respiratory therapy program has a time limit of 3 years from the semester of withdrawal for any continuing student*. (Example - if you withdraw in March, 2020, you must be readmitted by January, 2023 in order to attempt completion of the program as a continuing student**)

*student must successfully pass any reentry competencies
**any new admission guidelines will apply

Notice of Nondiscrimination
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Full policy can be accessed at https://www.stanly.edu/college-information/notice-nondiscrimination

Last updated 8/6/21

The Respiratory AGE Pathway offers students a place to begin their journey toward a career in Respiratory. The AGE pathway gives students the opportunity to complete all of the general education courses required in the Respiratory program. After completion of these courses, students who choose to continue in to the degree program will be able to focus on Respiratory specific courses.

For more information, please contact: Melanie Alexander (https://www.stanly.edu/directory/?id=1449)

AGE Pathway

Code	Title	Credit Hours
ACA 111	College Student Success	1
BIO 163	Basic Anatomy & Physiology	5
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
or ENG 114	Professional Research & Reporting	
MAT 143	Quantitative Literacy	3
HSC 110	Orientation to Health Careers	1
PSY 150	General Psychology	3
Humanities *		3
Elective *		42
Total Credit Hours		64

*Humanities list

Code	Title	Credit Hours
Choose 3 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
DRA 111	Theatre Appreciation	3
ENG 125	Creative Writing I	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3

*Elective list

Code	Title	Credit Hours
Choose 42 credits from the following:		
ART 111	Art Appreciation	3
ART 114	Art History Survey I	3
ART 115	Art History Survey II	3
ART 116	Survey of American Art	3
ART 117	Non-Western Art History	3
BIO 110	Principles of Biology	4
BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 140	Environmental Biology	3
BIO 140A	Environmental Biology Lab	1
BIO 163	Basic Anatomy & Physiology	5
BIO 165	Anatomy and Physiology I	4
BIO 166	Anatomy and Physiology II	4
BIO 275	Microbiology	4
BUS 110	Introduction to Business	3
BUS 115	Business Law I	3
BUS 137	Principles of Management	3
BUS 228	Business Statistics	3
CHM 131	Introduction to Chemistry	3
CHM 131A	Introduction to Chemistry Lab	1
CHM 132	Organic and Biochemistry	4
CHM 151	General Chemistry I	4
CHM 152	General Chemistry II	4
CIS 110	Introduction to Computers	3
CIS 115	Introduction to Programming and Logic	3
CJC 111	Introduction to Criminal Justice	3
CJC 121	Law Enforcement Operations	3

CJC 141	Corrections	3
COM 231	Public Speaking	3
CSC 134	C++ Programming	3
CSC 139	Visual BASIC Programming	3
CSC 151	JAVA Programming	3
CTS 115	Information Systems Business Concepts	3
ECO 251	Principles of Microeconomics	3
ECO 252	Principles of Macroeconomics	3
EDU 216	Foundations of Education	3
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
ENG 113	Literature-Based Research	3
ENG 114	Professional Research & Reporting	3
ENG 125	Creative Writing I	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 233	Major American Writers	3
ENG 241	British Literature I	3
ENG 242	British Literature II	3
ENG 251	Western World Literature I	3
ENG 252	Western World Literature II	3
ENG 253	The Bible As Literature	3
HEA 110	Personal Health/Wellness	3
HIS 111	World Civilizations I	3
HIS 112	World Civilizations II	3
HIS 121	Western Civilization I	3
HIS 122	Western Civilization II	3
HIS 131	American History I	3
HIS 132	American History II	3
HIS 236	North Carolina History	3
HUM 110	Technology and Society	3
HUM 115	Critical Thinking	3
HUM 120	Cultural Studies	3
HUM 121	The Nature of America	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
HUM 180	International Cultural Exploration	3
MAT 143	Quantitative Literacy	3
MAT 152	Statistical Methods I	4
MAT 171	Precalculus Algebra	4
MAT 172	Precalculus Trigonometry	4
MAT 263	Brief Calculus	4
MAT 271	Calculus I	4
MAT 272	Calculus II	4
MAT 273	Calculus III	4
MUS 110	Music Appreciation	3
MUS 112	Introduction to Jazz	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
PED 111	Physical Fitness I	1
PED 113	Aerobics I	1
PED 120	Walking for Fitness	1
PED 121	Walk, Jog, Run	1
PED 125	Self-Defense: Beginning	1
PHI 215	Philosophical Issues	3
PHI 240	Introduction to Ethics	3
PHY 110	Conceptual Physics	3
PHY 110A	Conceptual Physics Lab	1
PHY 151	College Physics I	4
PHY 152	College Physics II	4
POL 120	American Government	3
POL 210	Comparative Government	3
PSY 150	General Psychology	3
PSY 237	Social Psychology	3
PSY 241	Developmental Psychology	3
PSY 263	Educational Psychology	3
PSY 281	Abnormal Psychology	3
REL 110	World Religions	3
REL 111	Eastern Religions	3
REL 112	Western Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3
SOC 210	Introduction to Sociology	3
SOC 213	Sociology of the Family	3
SOC 232	Social Context of Aging	3
SPA 111	Elementary Spanish I	3
SPA 112	Elementary Spanish II	3
SPA 141	Culture and Civilization	3
SPA 161	Cultural Immersion	3
SPA 181	Spanish Lab 1	1
SPA 182	Spanish Lab 2	1
SPA 211	Intermediate Spanish I	3
SPA 212	Intermediate Spanish II	3
SPA 281	Spanish Lab 3	1
SPA 282	Spanish Lab 4	1

Program Director – Tina Lewman, M.A.Ed., RRT-NPS, RCP

Director of Clinical Education – Amy Witschey, BS, RRT-ACCS, RCP

Lab Instructor – Ashlyn Isenhour, BS, RRT, RCP

Medical Director – William Miles, MD

Simulation and Game Development

Contact(s): Adam Carriker (https://www.stanly.edu/college-information/directory/?id=1274)

The Simulation and Game Development curriculum provides a broad background in simulation and game development with practical applications in creative arts, visual arts, audio/video technology, creative writing, modeling, design, programming, and management.

Students will receive hands-on training in design, 3D modeling, and programming for the purpose of creating simulations and games.

Graduates should qualify for employment as designers, artists, animators, programmers, testers, quality assurance analysts, engineers, and administrators in the entertainment industry, healthcare, education, and government organizations.

Learning Outcomes

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

- Demonstrate advanced skill in one specialty area of simulation and game development.
- Design and plan an advanced simulation or game.
- Construct a playable simulation or game level.
- Create an animation for a simulation or game.
- Demonstrate proficiency in game programming.
- Generate cinematic sequences.
- Model a simulation or game object.

- Simulation and Game Development - Associate in Applied Science (p. 156)
- Simulation and Game Development Novice Game Design Certificate (p. 156)
- Simulation and Game Development Advanced Game Design Certificate (p. 157)
- Simulation and Game Development Expert Game Design Certificate (p. 157)
- Simulation and Game Development - CCP (p. 157)

Simulation and Game Development – Associate in Applied Science – A25450

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
CIS 110	Introduction to Computers	3
SGD 111	Introduction to Simulation and Game Development	3
SGD 116	Graphic Design Tools	3
SGD 114	3D Modeling	3
ENG 111	Writing and Inquiry	3
	Credit Hours	16
Spring		
MAT 143 or MAT 171	Quantitative Literacy or Precalculus Algebra	3-4
SGD 214	3D Modeling II	3
SGD 112	Simulation and Game Development Design	3
SGD 165	Simulation and Game Character Development	3
	Credit Hours	12-13
Summer		
Humanities Elective *		3
Social Science Elective *		3
	Credit Hours	6
Second Year		
Fall		
CTS 115	Information Systems Business Concepts	3
SGD 161	Simulation and Game Animation	3
ENG 112 or ENG 114	Writing and Research in the Disciplines or Professional Research & Reporting	3
SGD 212	Simulation and Game Development Design II	3
CIS 115	Introduction to Programming and Logic	3
	Credit Hours	15
Spring		
SGD 162	Simulation and Game 3-D Animation	3
SGD 289	Simulation and Game Development Project	3
SGD 244	3D Modeling III	3
CSC 134	C++ Programming	3
Technical Elective		3
	Credit Hours	15
	Total Credit Hours	64-65

Technical Electives

Code	Title	Credit Hours
Take 3 credits from the following:		
DES 125	Visual Presentation I	2
DES 135	Principles and Elements of Design I	4
DFT 151	CAD I	3
GRD 141	Graphic Design I	4
GRD 151	Computer Design Basics	3
NET 110	Networking Concepts	3
NET 125	Introduction to Networks	3
NOS 110	Operating Systems Concepts	3
SGD 116	Graphic Design Tools	3
SGD 165	Simulation and Game Character Development	3
WEB 110	Internet/Web Fundamentals	3
WEB 111	Introduction to Web Graphics	3
WEB 120	Introduction to Internet Multimedia	3

**Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

Simulation and Game Development Novice Game Design Certificate - C25450NG

Code	Title	Credit Hours
ACA 111	College Student Success	1
SGD 111	Introduction to Simulation and Game Development	3
SGD 114	3D Modeling	3
SGD 116	Graphic Design Tools	3
CIS 110	Introduction to Computers	3
Total Credit Hours		13

Simulation and Game Development Advanced Game Design Certificate - C25450AG

Code	Title	Credit Hours
ACA 111	College Student Success	1
SGD 112	Simulation and Game Development Design	3
SGD 214	3D Modeling II	3
SGD 165	Simulation and Game Character Development	3
SGD 161	Simulation and Game Animation	3
Total Credit Hours		13

Simulation and Game Development Expert Game Design Certificate - C25450EG

Code	Title	Credit Hours
ACA 111	College Student Success	1
CSC 134	C++ Programming	3
SGD 162	Simulation and Game 3-D Animation	3
SGD 212	Simulation and Game Development Design II	3
SGD 244	3D Modeling III	3
Total Credit Hours		13

Simulation and Game Development - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
SGD 111	Introduction to Simulation and Game Development	3
SGD 112	Simulation and Game Development Design	3
SGD 114	3D Modeling	3
CSC 134	C++ Programming	3
Total Credit Hours		12

View Our Video (https://www.youtube.com/watch/?v=eJonwCId0z4)

Student Projects (https://www.stanly.edu/future-students/educational-offerings/simulation-and-game-development/student-projects-sgd/)

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

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

Note: All classes listed below are not offered every semester. Please see the appropriate semester course schedule when planning your classes.

Previous credits from any of the subjects listed below not appearing on the list may be considered for substitution.

Humanities Electives

Code	Title	Credit Hours
ART 111	Art Appreciation [1]	3
ART 114	Art History Survey I [1]	3
ART 115	Art History Survey II [1]	3
DRA 111	Theatre Appreciation	3
ENG 125	Creative Writing I	3
HUM 120	Cultural Studies	3
HUM 122	Southern Culture	3
HUM 150	American Women's Studies	3
HUM 160	Introduction to Film	3
MUS 110	Music Appreciation [1]	3
MUS 112	Introduction to Jazz [1]	3
MUS 113	American Music	3
MUS 210	History of Rock Music	3
REL 110	World Religions	3
REL 211	Introduction to Old Testament	3
REL 212	Introduction to New Testament	3
REL 221	Religion in America	3

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

Social/Behavioral Science Electives

Code	Title	Credit Hours
ECO 251	Principles of Microeconomics [1]	3
ECO 252	Principles of Macroeconomics [1]	3
HIS 111	World Civilizations I [1]	3
HIS 112	World Civilizations II [1]	3
HIS 131	American History I [1]	3
HIS 132	American History II [1]	3
POL 120	American Government [1]	3
POL 210	Comparative Government	3
POL 220	International Relations	3
PSY 150	General Psychology [1]	3
SOC 210	Introduction to Sociology [1]	3
SOC 213	Sociology of the Family	3
SOC 220	Social Problems	3
SOC 232	Social Context of Aging	3

[1] Courses are **UGETC** courses and will transfer to universities as course-for-course credit. Other social/behavioral science courses may transfer as elective credit only.

University Transfer

SCC'S University Transfer Degrees Transition You To The University Of Your Dreams

The Associate in Arts (AA) (p. 97) and Associate in Science (AS) (p. 99) degrees at SCC are the only fully transferable degrees that can be your bridges to the university. With an AA or AS degree, you can easily transition to NC universities and most private colleges to achieve your professional dreams.

You can earn freshman and sophomore-level general education credits towards your bachelor's degree. At SCC, you can take university-equivalent courses taught by qualified, caring faculty and save a lot of money (https://www.stanly.edu/sites/default/files/pdfs/utbreakdown.pdf)! Additionally, class sizes are small and friendly; you won't be just a number at SCC. Classes are offered in seated and online formats, so you can fit a transfer degree into your busy schedule. Our advisors and faculty care about your success and are ready to help you achieve your dreams.

What is University Transfer and how does a transfer degree work?
Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work/)

How do I know what to major in?
Transfer center (https://www.stanly.edu/current-students/counseling/transfer-center/)

How do I know what classes to take?
Associate in Arts - Overview and (p. 97) Course sequence (p. 97)
Associate in Science - Overview and (p. 99) Course sequence (p. 99)
University Pathways (https://www.stanly.edu/future-students/educational-offerings/transfer-student-degree-plans/)

How do I transfer?
College Foundation of North Carolina Transfer Navigator (http://www.cfnc.org/planner/student_transfer_navigator/tn_landing.jsp)
Transfer student checklist (https://www.stanly.edu/current-students/counseling/transfer-center/transfer-student-checklist/)
FAQ (https://www.stanly.edu/current-students/counseling/transfer-center/frequently-asked-transfer-questions/)

How do I get involved?
Events (https://www.stanly.edu/current-students/counseling/transfer-center/transfer-events/)
Transfer Club (https://www.stanly.edu/current-students/counseling/transfer-center/transfer-events/)
Other Clubs (https://www.stanly.edu/current-students/student-activities/student-clubs/)

The transfer of credits between a NC community college or NC university to SCC is governed by a Comprehensive Articulation Agreement (http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements/) (CAA). If you believe the terms of the CAA have not been honored by SCC you may appeal our decision through the CAA Transfer Credit Appeal Procedure.

- Appendix E of the agreement (http://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/caa_tac_08.2016.pdf) discusses appeal procedures.

Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work/)

Associate in Arts (University Transfer)

AA - A10100

SCC offers two *fully* transferable degrees:

- **Associate in Arts (AA) and**
- **Associate in Science (AS).**

Contact(s): John Bowman (https://www.stanly.edu/directory/?id=1389)

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

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

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

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

University Transfer - Program Student Learning Outcomes

Upon completion of the University Transfer Program:

- PO.1 Students should be able to demonstrate effective research skills including all required elements as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the research skills rubric.
- PO.2 Students should be able to demonstrate global and cultural literacy as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the global/cultural literacy rubric.

- PO.3 Students will be able to analyze concepts of individuals and people within social and historical contexts as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the social/behavioral contexts rubric.
- PO.4: Students will be able to use critical thinking skills to solve problems as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the critical thinking skills rubric.
- PO.5: Students will be able to apply scientific principles to the natural and physical world as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the scientific principles rubric.

- Associate in Arts (p. 98)
- Associate in Arts - CCP (p. 98)

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

Total semester hours: 61

Associate in Arts Degree – Program of Study

Universal General Education Transfer Component

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

Code	Title	Credit Hours
English Composition (6 SHC)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
Communications/Humanities/Fine Arts (9 SHC)		
Select three of the following from at least two different disciplines:		9
ART 111	Art Appreciation	
ART 115	Art History Survey II	
COM 120	Intro to Interpersonal Communication	
COM 231	Public Speaking	
DRA 111	Theatre Appreciation	
ENG 231	American Literature I	
ENG 232	American Literature II	
ENG 241	British Literature I	
ENG 242	British Literature II	
MUS 110	Music Appreciation	
MUS 112	Introduction to Jazz	
PHI 215	Philosophical Issues	
PHI 240	Introduction to Ethics	
Social/Behavioral Sciences (9 SHC)		
Select three of the following from at least two different discplines:		9
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	
Math (3-4 SHC)		
Select one of the following:		3-4
MAT 143	Quantitative Literacy	
MAT 152	Statistical Methods I	
MAT 171	Precalculus Algebra	
Natural Sciences (4 SHC)		
Select one of the following:		4
BIO 110	Principles of Biology	
BIO 111	General Biology I	
CHM 151	General Chemistry I	
PHY 110 & 110A	Conceptual Physics and Conceptual Physics Lab	
Additional General Education Hours (14 SHC)		
Select an additional 14 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		14
Academic Transition (1 SHC)		
ACA 122	College Transfer Success (Take first semester)	1
Other Required Hours (14 SHC)		
Select an additional 14 SHC of courses from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		14
Total Credit Hours		60-61

Total SHC in program: 60-61

Associate in Arts - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
English Composition (6 SHC)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
Humanities/Fine Arts (9 SHC)		
Select three of the following from at least two different disciplines:		9
ART 111	Art Appreciation	
ART 115	Art History Survey II	
COM 120	Intro to Interpersonal Communication	
COM 231	Public Speaking	
DRA 111	Theatre Appreciation	
ENG 231	American Literature I	
ENG 232	American Literature II	

ENG 241	British Literature I	
ENG 242	British Literature II	
MUS 110	Music Appreciation	
MUS 112	Introduction to Jazz	
PHI 215	Philosophical Issues	
PHI 240	Introduction to Ethics	
Social/Behavioral Science (9 SHC)		
Select three of the following from at least two different disciplines:		9
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	
Math (3-4 SHC)		
Select one of the following:		3-4
MAT 143	Quantitative Literacy	
MAT 152	Statistical Methods I	
MAT 171	Precalculus Algebra	
Natural Sciences (4 SHC)		
Select one of the following:		4
BIO 110	Principles of Biology	
BIO 111	General Biology I	
CHM 151	General Chemistry I	
PHY 110 & 110A	Conceptual Physics and Conceptual Physics Lab	
Academic Transition (1 SHC)		
ACA 122	College Transfer Success	1
Total Credit Hours		32-33

Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work/)

Associate in Arts and Associate in Science Transfer Course List

From the COMPREHENSIVE ARTICULATION AGREEMENT

Community College Course Transfer Designation

Code	Title	Credit Hours
ACA 122	College Transfer Success (AA/AS Required Course) [1]	1
ACC 120	Principles of Financial Accounting	4
ACC 121	Principles of Managerial Accounting	4
ART 111	Art Appreciation (Humanities/Fine Arts - AA/AS) [1]	3
ART 115	Art History Survey II (Humanities/Fine Arts - AA/AS) [1]	3
BIO 110	Principles of Biology (Natural Science - AA/AS) [1]	4
BIO 111	General Biology I (Natural Science - AA/AS) [1]	4
BIO 112	General Biology II (Natural Science - AS) [1]	4
BIO 163	Basic Anatomy & Physiology (Pre-Major/Elective)	5
BIO 168	Anatomy and Physiology I (Pre-Major/Elective)	4
BIO 169	Anatomy and Physiology II (Pre-Major/Elective)	4
BIO 275	Microbiology (Pre-Major/Elective)	4
BUS 110	Introduction to Business (Pre-Major/Elective)	3
BUS 115	Business Law I (Pre-Major/Elective)	3
BUS 137	Principles of Management (Pre-Major/Elective)	3
CHM 131	Introduction to Chemistry (GEN ED: Natural Science)	3
CHM 131A	Introduction to Chemistry Lab (GEN ED: Natural Science)	1
CHM 132	Organic and Biochemistry (GEN ED: Natural Science)	4
CHM 151	General Chemistry I (Natural Sciences - AA/AS) [1]	4
CHM 152	General Chemistry II (Natural Sciences - AS) [1]	4
CHM 251	Organic Chemistry I	4
CHM 252	Organic Chemistry II	4
CIS 110	Introduction to Computers (GEN ED: Math)	3
CIS 115	Introduction to Programming and Logic (GEN ED: Math)	3
CJC 111	Introduction to Criminal Justice (Pre-Major/Elective)	3
CJC 121	Law Enforcement Operations (Pre-Major/Elective)	3
CJC 141	Corrections (Pre-Major/Elective)	3
COM 110	Introduction to Communication	3
COM 120	Intro to Interpersonal Communication [1]	3
COM 231	Public Speaking (Humanities/Fine Arts - AA/AS) [1]	3
CSC 134	C++ Programming (Pre-Major/Elective)	3
CSC 139	Visual BASIC Programming (Pre-Major/Elective)	3
CSC 151	JAVA Programming (Pre-Major/Elective)	3
CTS 115	Information Systems Business Concepts (Pre-Major/Elective)	3
ECO 251	Principles of Microeconomics (Social/Behavioral Sci - AA/AS) [1]	3
DRA 111	Theatre Appreciation [1]	3
ECO 252	Principles of Macroeconomics (Social/ Behavioral Sci - AA/AS) [1]	3
ENG 111	Writing and Inquiry (English Comp - AA/AS) [1]	3
ENG 112	Writing and Research in the Disciplines (English Comp - AA/AS) [1]	3
ENG 114	Professional Research & Reporting (GEN ED: English Comp)	3
ENG 125	Creative Writing I (Pre-Major/Elective)	3
ENG 231	American Literature I (Humanities/Fine Arts - AA/AS) [1]	3
ENG 232	American Literature II (Humanities/Fine Arts - AA/AS) [1]	3
ENG 241	British Literature I (Humanities/Fine Arts - AA/AS) [1]	3
ENG 242	British Literature II (Humanities/Fine Arts - AA/AS) [1]	3
FRE 111	Elementary French I	3
FRE 112	Elementary French II	3

FRE 181	French Lab 1	1
FRE 182	French Lab 2	1
HEA 110	Personal Health/Wellness (Pre-Major/Elective)	3
HIS 111	World Civilizations I (Social/Behavioral Sci - AA/AS) [1]	3
HIS 112	World Civilizations II (Social/Behavioral Sci - AA/AS) [1]	3
HIS 131	American History I (Social/Behavioral Sci - AA/AS) [1]	3
HIS 132	American History II (Social/Behavioral Sci - AA/AS) [1]	3
HIS 236	North Carolina History (Pre-Major/Elective)	3
HUM 110	Technology and Society	3
HUM 120	Cultural Studies (Humanities/Fine Arts)	3
HUM 122	Southern Culture (Humanities/Fine Arts)	3
HUM 150	American Women's Studies (Humanities/Fine Arts)	3
HUM 160	Introduction to Film (Humanities/Fine Arts)	3
HUM 180	International Cultural Exploration (GEN ED: Humanities/Fine Arts)	3
MAT 143	Quantitative Literacy (Math - AA) [1]	3
MAT 152	Statistical Methods I (Math - AA) [1]	4
MAT 171	Precalculus Algebra (Math - AA/AS) [1]	4
MAT 172	Precalculus Trigonometry (Math - AA/AS)	4
MAT 263	Brief Calculus (Math - AS) [1]	4
MAT 271	Calculus I (Math - AA) [1]	4
MAT 272	Calculus II (Math - AS) [1]	4
MAT 273	Calculus III (GEN ED: Math)	4
MUS 110	Music Appreciation (Humanities/Fine Arts - AA/AS) [1]	3
MUS 112	Introduction to Jazz (Humanities/Fine Arts - AA/AS) [1]	3
MUS 113	American Music (Humanities/Fine Arts)	3
MUS 210	History of Rock Music (Humanities/Fine Arts)	3
PED 110	Fit and Well for Life (Pre-Major/Elective)	2
PED 111	Physical Fitness I (Pre-Major/Elective)	1
PED 113	Aerobics I (Pre-Major/Elective)	1
PED 120	Walking for Fitness (Pre-Major/Elective)	1
PED 122	Yoga I (Pre-Major/Elective)	1
PED 125	Self-Defense: Beginning (Pre-Major/Elective)	1
PED 142	Lifetime Sports	1
PHI 215	Philosophical Issues (Humanities/Fine Arts) [1]	3
PHI 240	Introduction to Ethics (Humanities/Fine Arts)	3
PHY 110	Conceptual Physics (Natural Sciences - AA/AS) [1]	3
PHY 110A	Conceptual Physics Lab (Natural Sciences - AA/AS) [1]	1
PHY 152	College Physics II (Natural Sciences - AS) [1]	4
POL 120	American Government (Social/Behavioral Sci - AA/AS) [1]	3
POL 220	International Relations (GEN ED:Social/Behavioral Sci)	3
PSY 150	General Psychology (Social/Behavioral Sci - AA/AS) [1]	3
PSY 231	Forensic Psychology (Pre-Major/Elective)	3
PSY 237	Social Psychology (GEN ED: Social/Behavioral Science)	3
PSY 241	Developmental Psychology (GEN ED: Social/Behavioral Science)	3
PSY 263	Educational Psychology (Pre-Major/Elective)	3
PSY 281	Abnormal Psychology (GEN ED: Social/Behavioral Science)	3
REL 110	World Religions (GEN ED: Humanities/Fine Arts)	3
REL 211	Introduction to Old Testament (GEN ED: Humanities/Fine Arts)	3
REL 212	Introduction to New Testament (GEN ED: Humanities/Fine Arts)	3
REL 221	Religion in America (GEN ED: Humanities/Fine Arts)	3
SOC 210	Introduction to Sociology (Social/Behavioral Sci - AA/AS) [1]	3
SOC 213	Sociology of the Family (GEN ED: Social/Behavioral Science)	3
SOC 220	Social Problems (GEN ED: Social/Behavioral Science)	3
SOC 232	Social Context of Aging (Pre-Major Elective)	3
SPA 111	Elementary Spanish I (GEN ED: Humanities/Fine Arts)	3
SPA 112	Elementary Spanish II (GEN ED: Humanities/Fine Arts)	3
SPA 181	Spanish Lab 1 (Pre-Major/Elective)	1
SPA 182	Spanish Lab 2 (Pre-Major/Elective)	1

[1] Indicates a Universal General Education Transfer Component Course

Associate in Science (University Transfer)

AS - A10400

SCC offers two *fully* transferable degrees:

- **Associate in Arts (AA) and**
- **Associate in Science (AS).**

Contact(s): John Bowman (https://www.stanly.edu/directory/?id=1389)

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

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

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

with their advisors when registering for courses and planning their futures.

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

University Transfer - Program Student Learning Outcomes

Upon completion of the University Transfer Program:

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

- Associate in Science (p. 100)
- Associate in Science - CCP (p. 100)

Students must complete a total of 60 semester hours (SH) to receive the Associate in Science degree (see program outline below). Students must earn a "C" or better in all transferable courses. Please consult an advisor, review the Associate in Arts and Associate in Science Transfer Course List (p. 160)**or see the *Course Descriptions* to ensure course transferability when selecting elective courses. The last sentence in the course description will indicate if the course is transferable.**

Total semester hours: 61

Associate in Science Degree – Program of Study

Universal General Education Transfer Component

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

Code	Title	Credit Hours
English Composition (6 SHC)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
Communications/Humanities/Fine Arts (6 SHC)		
Select two of the following from at least two difference disciplines:		6
ART 111	Art Appreciation	
ART 115	Art History Survey II	
COM 120	Intro to Interpersonal Communication	
COM 231	Public Speaking	
DRA 111	Theatre Appreciation	
ENG 231	American Literature I	
ENG 232	American Literature II	
MUS 110	Music Appreciation	
ENG 241	British Literature I	
ENG 242	British Literature II	
MUS 112	Introduction to Jazz	
PHI 215	Philosophical Issues	
PHI 240	Introduction to Ethics	
Social and Behavioral Science (6 SHC)		
Select two of the following from at least two difference disciplines:		6
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	
Math (8 SHC)		
Select two of the following:		8
MAT 171	Precalculus Algebra	
MAT 172	Precalculus Trigonometry	
MAT 263	Brief Calculus	
MAT 271	Calculus I	
MAT 272	Calculus II	
Natural Sciences (8 SHC)		
Select 8 SHC from the following:		8
BIO 110	Principles of Biology	
BIO 111 & BIO 112	General Biology I and General Biology II	
CHM 151 & CHM 152	General Chemistry I and General Chemistry II	
PHY 110 & 110A	Conceptual Physics and Conceptual Physics Lab	
PHY 151 & PHY 152	College Physics I and College Physics II	
Additional General Education Hours (11 SHC)		
Select an additional 11 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.		11
Academic Transition (1 SHC)		
ACA 122	College Transfer Success (Take first semester)	1
Other Required Hours (14 SHC)		

Select an additional 14 SHC from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.	14
Total Credit Hours	60

Total SHC in program: 60

Associate in Science - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school juniors and seniors)

Code	Title	Credit Hours
English Composition (6 SHC)		
ENG 111	Writing and Inquiry	3
ENG 112	Writing and Research in the Disciplines	3
Humanities/Fine Arts (6 SHC)		
Select two of the following from two different disciplines:		6
ART 111	Art Appreciation	
ART 115	Art History Survey II	
COM 120	Intro to Interpersonal Communication	
COM 231	Public Speaking	
DRA 111	Theatre Appreciation	
ENG 231	American Literature I	
ENG 232	American Literature II	
ENG 241	British Literature I	
ENG 242	British Literature II	
MUS 110	Music Appreciation	
PHI 215	Philosophical Issues	
Social/Behavioral Sciences		
Select 2 of the following from different disciplines:		6
ECO 251	Principles of Microeconomics	
ECO 252	Principles of Macroeconomics	
HIS 111	World Civilizations I	
HIS 112	World Civilizations II	
HIS 131	American History I	
HIS 132	American History II	
POL 120	American Government	
PSY 150	General Psychology	
SOC 210	Introduction to Sociology	
Math (8 SHC)		
Select two of the following:		8
MAT 171	Precalculus Algebra	
MAT 172	Precalculus Trigonometry	
MAT 263	Brief Calculus	
MAT 271	Calculus I	
MAT 272	Calculus II	
Natural Sciences (8 SHC)		
Select 8 credits from the following:		8
BIO 111 & BIO 112	General Biology I and General Biology II	
CHM 151 & CHM 152	General Chemistry I and General Chemistry II	
PHY 110 & 110A & BIO 110	Conceptual Physics and Conceptual Physics Lab and Principles of Biology	
PHY 151 & PHY 152	College Physics I and College Physics II	
Academic Transition (1 SHC)		
ACA 122	College Transfer Success	1
Total Credit Hours		35

Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work/)

Welding Technology

Contact(s): William Beaver (https://www.stanly.edu/college-information/directory/?id=1321)

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Learning Outcomes

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

- Fabricate metal structures based on blueprints while safely utilizing metal cutting and welding skills
- Perform SMAW fillet and groove welds in flat, horizontal, vertical and overhead positions in plate and 2G, 3G, 4G and 6G in pipe, in accordance with AWS code
- Perform GMAW/FCAW fillet and groove welds in flat, horizontal, vertical and overhead positions in plate and 2G, 3G, 4G and 6G in pipe, in accordance with AWS code
- Perform GTAW fillet and groove welds in flat, horizontal, vertical and overhead positions in plate and 2G, 3G, 4G and 6G in pipe, in accordance with AWS code

Welding Technology Diploma – D50420

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED50420.pdf)

Course	Title	Credit Hours
First Year		
Fall		
ACA 111	College Student Success	1
ENG 101 or ENG 111	Applied Communications I or Writing and Inquiry	3
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 121	GMAW (MIG) FCAW/Plate	4
WLD 141	Symbols and Specifications	3
	Credit Hours	18
Spring		
MAT 110	Mathematical Measurement and Literacy	3
ISC 112	Industrial Safety	2
WLD 116	SMAW (stick) Plate/Pipe	4
WLD 265	Automated Welding/Cutting	4
WLD 131	GTAW (TIG) Plate	4
WBL 110 or WBL 111	World of Work or Work-Based Learning I	1
	Credit Hours	18
Summer		
WLD 132	GTAW (TIG) Plate/Pipe	3
WLD 151	Fabrication I	4
	Credit Hours	7
	Total Credit Hours	43

Basic Welding Certificate – C50420BW

Course	Title	Credit Hours
Fall		
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 121	GMAW (MIG) FCAW/Plate	4
	Credit Hours	11
Spring		
ISC 112	Industrial Safety	2
WLD 131	GTAW (TIG) Plate	4
	Credit Hours	6
	Total Credit Hours	17

Intermediate Welding Certificate – C50420IW

Course	Title	Credit Hours
Spring		
WLD 116	SMAW (stick) Plate/Pipe	4
WLD 265	Automated Welding/Cutting	4
ISC 112	Industrial Safety	2
ACA 111	College Student Success	1
	Credit Hours	11
Summer		
WLD 132	GTAW (TIG) Plate/Pipe	3
WLD 151	Fabrication I	4
	Credit Hours	7
	Total Credit Hours	18

Welding - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise/) (high school students)

Code	Title	Credit Hours
ACA 111	College Student Success	1
ISC 112	Industrial Safety	2
WLD 110	Cutting Processes	2
WLD 115	SMAW (Stick) Plate	5
WLD 121	GMAW (MIG) FCAW/Plate	4
WLD 131	GTAW (TIG) Plate	4
Total Credit Hours		18

Continuing Education Options (https://www.stanly.edu/future-students/continuing-education/welding/)

View Our Video (https://www.youtube.com/watch/?v=AS3oRff1VPg)s (https://www.stanly.edu/future-students/continuing-education/welding/view-our-videos/)

REFUND POLICY

Curriculum Refund Policy

Approved By and Date: Board of Trustees 02-11-2016
Executive Leadership Team 12-09-2015
ICORE 12-09-2015

It is the policy of Stanly Community College (SCC) to refund curriculum tuition and/or fee payments when established criteria are met. Please note that the criteria is different for tuition refunds and fee refunds. Stanly Community College will issue tuition and/or fee refunds as prescribed by the State Board of Community Colleges Code Section 1E 900.1, unless otherwise required by law.

Curriculum Refund Procedures

Approved By and Date: Executive Leadership Team 05-12-2020
ICORE 05-04-2020

1. On-cycle course sections are those courses that **begin within the first 7 days** of the academic term:

    1. SCC will provide a 100 percent refund of tuition and fees if the student officially drops, or is officially dropped by the college, prior to the first day of the academic period as noted on the college calendar.

    2. SCC will provide a 100 percent refund of tuition and fees to the student if the college cancels the course section in which the student is registered.

    3. After an on-cycle course section begins, SCC will provide a 75 percent refund of tuition only if the student officially drops, or is officially dropped by the college from the course section prior to or on the 10 percent point of the academic period, as indicated on the college calendar.No refund of fees will be made.

2. Off-cycle course sections are those courses that have a **start date after the first 7 days** of the academic term:

    1. SCC will provide a 100 percent refund of tuition and fees if the student drops or is officially dropped by the college prior to the first day of the off-cycle course section.

    2. SCC will provide a 100 percent refund of tuition and fees if the college cancels the course section in which the student is registered.

    3. After an off-cycle course section begins, SCC will provide a 75 percent refund of tuition only if the student officially drops or is officially dropped by the college from the course section prior to or on the 10 percent point of the course section.No refund of fees will be made.

3. Non-regularly scheduled course sections must meet the definition as found in 1G SBCCC 200.93(c), but are generally described as courses that can be self-paced, held in a learning lab setting, and/or have no definitive start and end times:

    1. SCC will provide a 100 percent refund of tuition and fees if the student officially drops or is officially dropped by the college prior to the first day of the non-regularly scheduled course section.

    2. SCC will provide a 100 percent refund of tuition and fees if the college cancels the course section in which the student is registered.

    3. After a non-regularly scheduled course section begins, SCC will provide a 75 percent refund of tuition only if the student officially drops or is officially dropped by the college from the non-regularly scheduled course section prior to or on the 10th calendar day after the start of the course section.No refund of fees will be made.

4. When a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the college the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

5. North Carolina Residency Status:

    a. If the State Education Assistance Authority makes a final validation determination prior to the 10 percent point of the course section or academic term, as determined by the local college policy and noted on the college calendar, a college shall provide a 100 percent using State funds if all of the following conditions apply:

        1. At the time of the student's registration, the State Education Assistance Authority made an initial determination that the student was a resident for tuition purposes, as defined in G.S. 116-143.1(a).

        2. After validation of the information provided in the student's residency application, the State Education Assistance Authority subsequently determines that the student was a nonresident for tuition purposes, as defined in G.S. 116-143.1(a).

        3. The student officially withdraws from the course section within 10 calendar days of the college notifying the student of the change in residency status.

    b. If the State Education Assistance Authority makes a final validation determination that a student is a nonresident for tuition purposes, as defined in G.S. 116-143.1(a), after the 10 percent point of the course section or academic term, as determined by local college policy and noted on the college calendar, the college shall apply the nonresident tuition determination to the following term.

Reference: N.C. Gen. Stat. 116-143.1(a)

Revision: 12/09/2015

STANLY EARLY COLLEGE

Stanly & Stanly STEM Early College is a unique and innovative educational opportunity for entering high school freshmen. Selected students will enroll as ninth graders and complete high school and college graduation requirements concurrently. Those who successfully complete the program will be awarded a high school diploma and a Stanly Community College associate degree after five years of study. All coursework for Stanly Early College is completed on the Albemarle campus of Stanly Community College. All coursework for Stanly STEM Early College is completed on the Albemarle High School Campus. Early College students have access to all services and programs available through the College. Students who wish to be considered for Early College should speak with their school counselor or principal early in their eighth grade year about the requirements for participation in the program.

For additional information, contact:

For students from outside of Stanly County and homeschool students, contact Tracie Carpenter, Precollege Coordinator/Liaison at (704) 991-0189 or tcarpenter6341@stanly.edu. For students at Stanly County High Schools and Stanly Academy, contact Steve Cumming at (704) 991-0139 or scumming0450@stanly.edu.

STEPS TO GETTING STARTED

1. Apply for Admission

Go to www.stanly.edu (http://www.stanly.edu). Select the New Students Start Here button. Use your CFNC account to complete your NC Residency Determination FIRST and then complete the SCC Undergraduate application. Please allow 24-48 hours for your application to be processed. For assistance or questions about your admissions application, please contact the Eagle's 1 Stop at 704-991-0123 or email at onestop@stanly.edu.

2. Apply for Financial Aid

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

3. Apply for Scholarships

SCC offers a variety of scholarships. To apply for a scholarship, you must have completed an application for admission. The scholarship application can be completed by visiting the Financial Aid page at https://www.stanly.edu/future-students/financial-aid (https://www.stanly.edu/future-students/financial-aid/) and clicking on Scholarships on the right side of the page. The Eagle's 1 Stop and Financial Aid staff are available to assist students in completing this application.

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

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

5. Satisfy Placement Test Requirements (if needed)

Placement testing may be satisfied by one of the following criteria:

1. You graduated from a US high school within the last 10 years, and have a valid unweighted GPA,

2. You earned or transferred college-level or developmental English or Math coursework,

3. You have completed an eligible placement test within the last 10 years,

4. You have earned an Associate or Bachelor's Degree from a regionally accredited institution.

If you have not satisfied one of the above criteria and your program requires a math and/or English course, you will need to complete a placement test prior to registering for classes. Placement tests should be taken seriously as your scores impact how long it will take you to finish your program or earn your degree.

6. Activate SCC Student Accounts

Students can access each of these accounts using the same SCC Username and Password.

Self Service: Students can access their financial aid, make a payment, search for courses, plan their terms, and schedule and register for classes.

Email: All students are given an SCC email account. This is how we will communicate with you.

Canvas: SCC's Online Learning Management System

MyPage: Your MyPage account will give you user information such as your name, program of study, student ID number, and SCC username. It will also identify your Success Coach, with contact information and a link to schedule an appointment. Your MyPage will also display any holds or alerts, what actions you need to take, and important information on registration.

WebAdvisor: Update address and view My Documents.

7. Check SCC Email Account (Your Student Email Account)

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

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

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

9. Register for Classes

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

10. Pay Tuition and Fees

After you have registered, you are encouraged to pay your tuition and any other financial obligations at that time or before the posted payment deadlines to refrain from being dropped from your classes. The College offers tuition deferment (payment plan), financial aid/scholarships, and sponsorships.

11. Purchase Books and Supplies

You can find your required textbooks by visiting the SCC bookstore or online (https://bookstore.stanly.edu/).

12. Get Student ID Badge (Check with Success Coach to see if required for program)

Student ID badges are created on the Albemarle Campus in the Student Life Office at any time and at the Crutchfield Education Center during advertised times of the year or by appointment. ID badges are not

required for all programs. Please check with your Success Coach to see if an ID badge is required for your program of study.

13. Go to Class/Login to Canvas

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

Limited Enrollment Programs

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

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

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

- Basic Law Enforcement Training (p. 101)
- Emergency Medical Science (p.)
- Medical Assisting (p. 135)
- Medical Laboratory Technology (p. 138)
- Nursing-Returning LPN (p. 142)
- Radiography (p. 149)
- Respiratory Therapy (p. 152)

Nursing (p. 142), Radiography (p. 149), and LPN-RN (p. 142) are Limited Enrollment Programs with additional selection criteria. Once applicants have met the requirements for admission, they are then ranked greatest to least based on their score achieved on the TEAS® test. Admissions staff, AGE advisors and Retention Specialists are available to assist students in the admission process for these programs.

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

STUDENT SUPPORT SERVICES

Academic Support Center

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

Writing Center

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

Counseling Services

Counseling Services

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

- Personal counseling for students enrolled in classes.
- Academic counseling in the areas of time management, test taking strategies, study skills, and more.
- Career counseling through interest inventories, career exploration, and planning.
- Assistance with apply to and transferring to a four-year college or university.
- Support for students with documented disabilities including physical, psychological, and other health concerns

Career Counseling/Testing Services

The Counselors at Stanly Community College offer a variety of career services to students including career counseling, interest testing, an educational and career information library, computerized guidance software programs, and career planning services. The goal of the Counselors is to provide services that will assist students in making appropriate academic and career decisions. A career counselor is available for confidential conferences. These conferences are designed to assist the student with career exploration and self-exploration. There is no charge to students for these career testing services.

Disability Services (ADA)

The Disability Services Office provides assistance to applicants and currently enrolled students with documented disabilities. The Director of Counseling and Special Services is located in Patterson 120 and will arrange accommodations for students who provide the appropriate documentation.

Confidentiality

The College will not share specific disability related information with anyone, including faculty, without your permission. This is the law and ethical counseling practice. Each student is asked to sign a release that allows the Disability Services Office to exchange information regarding your disability as needed to provide appropriate educational services.

A student has the right not to disclose specific information about his or her disability to instructors. However, the Disability Services Office encourages students to talk to their instructors about their disability when it is appropriate.

Admission to Stanly Community College

Persons with disabilities apply and are considered for admission in the same manner as any other applicant. There is no preadmission inquiry regarding disability and no exception to admission policy is made based on any disability.

Qualifying for Disability Support Services

Students with disabilities must contact the Director of Counseling and Special Services to initiate the accommodation process. Students with disabilities must complete an intake form and provide appropriate documentation before accommodations can be provided. It is the responsibility of the student to ensure that the documentation is current, comprehensive, and provided in time for Stanly Community College to arrange for reasonable accommodations. Documentation guidelines can be found on the SCC website under "Current Students" followed by "Disability Services."

Examples of post-secondary accommodations include:

- Extra test taking time
- Testing in a distraction reduced area
- Read-aloud
- Adaptive software and equipment
- Use of a recorder for lectures

Testing Services

Stanly Community College offers a variety testing services depending on the student's needs. Below is a comprehensive listing of testing services offered by the College. After determining the specific test they need, students should contact the appropriate department and obtain more information regarding that particular test.

Placement Testing
Placement testing may be needed if the student does not meet any of the following criteria:

- Graduated from a US High School within the last 10 years.
- Has earned developmental course credit, or has successfully completed a college-level English or Math course.
- Has completed an eligible placement test within the last 10 years.
- Has an Associates or Bachelor's degree from a regionally accredited institution.

TEAS
Test of Essential Academic Skills
TEAS tests are required for admission to the Nursing and Radiography programs and offered by invitation only.
Curriculum Testing
Curriculum testing is proctored testing for online and seated students. The testing center can also be used for students with disability accommodations for their curriculum exams.

CLEP
College Level Examination Program
SCC offers CLEP to anyone desiring to quickly earn credit for what they already know at a fraction of the cost of a college course.

Eagle's 1 Stop

The Eagle's 1 Stop is an advising center where trained mentors can assist students with filling out admissions applications, submitting financial aid applications, assisting with course registration, and much more. For more information, visit our website at www.stanly.edu (http://www.stanly.edu).

Job Placement

The Career Planning & Placement Service of Stanly Community College exists to serve the employment needs of both current and former students of the College. As they approach graduation, students of SCC are encouraged to contact the Career Planning & Placement Service for any assistance they may need in locating suitable employment. Placement services available include job referrals, resume preparation, cover letters and mock or practice interviews. Please visit SCC Career Connect (https://www.stanly.edu/current-students/career-services/scc-career-connect/) to create a profile, upload your resume, search for employment and much more.Currently enrolled students in search of part-time employment may find local job opportunities with flexible hours.

While the College can make no guarantee that each graduate will be placed immediately in a job of his or her choosing, the Career Planning & Placement Service can be an excellent source of job leads and tips that may prove to be helpful in the job search.

Library Overview

The library contains over 20,000 books and audiovisual materials, and a wide-variety of journal and newspaper subscriptions. The library provides 20 Internet-accessible computers and three study rooms. Students, faculty, and staff have access to nearly 100 online databases, including Ovid Nursing and Allied Health journal and eBooks, ProQuest Central, Learning Express/PrepStep, and OverDrive eBooks and eAudiobooks. These databases offer access to more than 24,000 journal, newspaper, and magazine articles. There are also over 280,000 eBooks that users have access to through the library. The library's online catalog provides access to the physical resources of most other North Carolina community colleges. Students, faculty, and community members may request materials be sent to them through Interlibrary Loan. Students can also check out a Chromebook or Wi-Fi Hotspot for a semester at a time to take home and use for classes. Library staff are available from 7:30 a.m. -8:00 p.m. Monday – Thursday, and 7:30 a.m. -3:00 p.m. on Fridays.

Parking and Traffic

All drivers are expected to drive carefully, courteously, and to obey all state and College traffic regulations while on the campus. These include:

- Observing a speed limit not to exceed 5 miles per hour in campus parking lot areas and the posted speed limit on College Drive.
- Obeying rules regarding "Handicapped Only" parking. These spaces are to be used by persons who display a properly handicap registered vehicle deemed by the state of North Carolina.

College parking fines are $5 and may be paid in the Business Office, which is located in Room 125 of the Patterson Building. If you believe you have received a parking ticket in error and wish to appeal, you may contact the Chief Financial Officer or the Director of Security.

The College does not guarantee the safety of parked vehicles or their contents and is not responsible for the loss of or damage to any parked automobile or its contents.

When convenient to do so, campus officers will assist with jump-starting vehicle batteries. Due to liability issues, officers do not unlock car doors.

Student Clubs and Activities

Webb Student Center

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

Activities

Socials, cookouts, intramurals and other leisure activities are planned for day, evening and online students by the Student Government Association. Each Wednesday from 12 noon until 1 p.m. is blocked for activity hour. Students are encouraged to participate in SGA and/or other clubs and organizations. Students enrolled full-time during the fall and spring semesters get a free membership to the local YMCA.

Student Government Association

The Student Government Association is composed of all curriculum students who are enrolled at Stanly Community College. Members are encouraged to be active participants in student affairs and to voice opinions and thoughts through their representatives. All extracurricular activities are coordinated through the Student Government Association. During the spring term the president and other Student Government Association executive officers are elected. One representative is also elected from each campus club. An administrative advisor and faculty advisors serve to assist the Student Government Association with its activities. The Student Government Association sponsors activities that enhance student campus life. Students are involved in school affairs with active participation on various advisory and standing committees.

The President of the Student Government Association serves as an ex-officio member of the Board of Trustees. The Stanly Community College Student Government Association actively participates in the North Carolina Comprehensive Community College Student Government Association (N4CSGA).

Clubs and Organizations

Student clubs and organizations are chartered under the umbrella of the Student Government Association and represent a large number of students with diverse interests who are active on campus.

Phi Theta Kappa

Phi Theta Kappa is an honor society that was founded to recognize and encourage scholarship among two-year college students. The society awards numerous scholarships and presents opportunities for students to demonstrate excellence in a variety of formats, such as Phi Theta Kappa's Honors Programs, leadership conferences, and annual conventions. In addition, each member will wear the Phi Theta Kappa gold stole and tassel during graduation ceremonies, will have the gold seal on diplomas, and will receive notation of membership applied to the student transcript. Membership in Phi Theta Kappa is a highly coveted honor that will enrich the student's life while attending Stanly Community College and will remain a prestigious part of his or her professional life as further education and/or career goals are pursued. Students must earn a 3.75 cumulative GPA, must maintain a 3.50 GPA, and must have

completed 15 semester hours of credit at SCC toward an associate degree to be invited to join Phi Theta Kappa.

Food Services

The SCC Cafe, located in the Webb Student Center, provides a wide variety of breakfast and lunch items cooked to order. There are also vending machines located in each building on campus. Please see the Food Policy for more details.

Health Services/First Aid

The College maintains no health facilities other than first aid kits. The kits may be found in all buildings on campus.

Veteran's Services

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

TRANSFER POLICY

Transfer of Credit from Other Institutions for Curriculum Policy

Approved By and Date: Board of Trustees 11-10-2011
Executive Leadership Team 10-24-2011
ICORE 10-05-2011

The Records and Registration Office will review post-secondary transcripts of applicants for admission once official transcripts are received by Stanly Community College. Transfer credit will be granted for courses having a "C" or better and meeting both of the following qualifications: Course content closely parallels the course content of the SCC course for which credit is granted. Course credit hours match the credit hours of the SCC course for which is granted.

Transfer of Credit from Other Institutions for Curriculum Procedures

Approved By and Date: Executive Leadership Team 05-03-2021
ICORE 04-19-2021

1. Some courses with a technical or skill content may be denied acceptance. The College reserves the right to accept or reject credits. Courses not approved for transfer may be reconsidered by completing an Appeal Form with the Records and Registration Office. The Records and Registration Office will address the appeal with the appropriate Associate Dean. The Associate Dean will return the appeal outcome to the Records and Registration Office within five business days. The Associate Dean's decision will be final. Some programs may require competencies for specific courses regardless of course age. (Please see particular program of study information.) The College will accept transfer credits only from accredited institutions or internationally accredited foreign colleges. See number 6 below.

2. At least one-fourth of the credits required for a degree, diploma, or certificate must be earned from Stanly Community College. Students who re-enter the College after two continuous semester absences must do so under the current operating catalog.

3. The College is using the following GAAP (Generally Accepted Accrediting Principles) criteria in recognizing accrediting agencies:

a. Recognized by the Council on Higher Education Accreditation in Washington, D.C.
b. Recognized by the U.S. Department of Education
c. Recognized by (or more commonly, a part of) their relevant national education agency
d. Schools they accredit are routinely listed in one or more of the following publications: the International Handbook of Universities (a UNESCO publication), the Commonwealth Universities Yearbook, the World Education Series, published by PIER, or the Countries Series, published by NOOSR in Australia

4. As such, the following regional accrediting agencies are accepted, including any previous form of the agency's title:

1. Accrediting Commission for Community and Junior Colleges (ACCJC) Western Association of Schools and Colleges
2. Higher Learning Commission (HLC)
3. Middle States Commission on Higher Education (MSCHE)
4. New England Commission on Higher Education (NECHE)
5. Northwest Commission on Colleges and Universities (NWCCU)
6. Southern Association on Colleges and Schools Commission on Colleges (SACSCOC)
7. WASC Senior College and University Commission (WSCUC)

5. The following national accrediting agencies are accepted:

1. Accrediting Council for Independent Colleges and Schools (ACICS)
2. Distance Education and Training Council (DETC)

6. Students that have attended an educational institution outside of the US, and wish to receive credit, will need to have their secondary and/or post-secondary transcripts translated and evaluated by a National Association of Credential Evaluation Services (NACES) recognized organization. NACES membership must be current or was current at the time the evaluation was conducted. More information regarding recognized NACES organizations may be found at https://www.naces.org/. Send certified transcripts along with the official translation, still in a sealed envelope by the evaluation service to:

Stanly Community College

Enrollment Management Department—Transcripts

141 College Drive

Albemarle, NC 28001

Or electronically at transcripts@stanly.edu.

7. In order to receive credit for program specific courses for readmission or admission with transfer credit, the applicant must successfully complete a competency exam and/or audit selected classes as designated by the program director. The competency exam will test the applicant's knowledge of material covered in classes that were successfully completed up to the point of withdrawal. Audits and/or competencies must be successfully completed in order to be considered for readmission or admission with transfer credit. Applicants will be given one opportunity to complete the competency exam(s) and/or audit(s) successfully.

*** Due to the States of Emergency enacted by the President of the United States, the Governor of North Carolina, and governors of other states in March 2020, transfer courses completed during the 2020 Spring, 2020 Summer, and 2020 Fall semesters only, a grade of "P" or "S" will be accepted as equivalent to a grade of "C" or better for course transfer evaluation.**

Revision: 10-24-2011 (procedures); 04-27-2020 (procedures)

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