2015-2016

SURRY COMMUNITY COLLEGE ACADEMIC CATALOG









SURRY Community College™

Serving Surry and Yadkin Counties

www.surry.edu

SURRY COMMUNITY COLLEGE

CATALOG

2015-2016

SURRY COMMUNITY COLLEGE IS ACCREDITED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES TO AWARD ASSOCIATE DEGREES, DIPLOMAS, AND CERTIFICATES. CONTACT THE COMMISSION ON COLLEGES AT 1866 SOUTHERN LANE, DECATUR, GA 30033-4097 OR CALL 404-679-4500 FOR QUESTIONS ABOUT THE ACCREDITATION OF SURRY COMMUNITY COLLEGE.

The provisions of this publication are not to be regarded as an irrevocable contract between the student and Surry Community College. The College reserves the right to make changes in the regulations, courses, fees, and other matters of policy and procedures as deemed necessary. The College further reserves the right, at any time, to request a student to withdraw when such action is considered to be in the best interest of the College.

Inquiries should be addressed to

Surry Community College

Director, Marketing and Public Information

630 South Main Street

Dobson, NC 27017-8432

Telephone (336) 386-3452

Fax (336) 386-3693

www.surry.edu

Surry Community College provides educational and employment opportunities without regard to race, religion, national origin, age, gender, or disability. For additional information, contact the Vice President of Student Services or the Vice President of Finance at (336) 386-8121.

Surry Community College is a certified drug-free workplace, an equal opportunity/affirmative action employer, and an ADA compliant institution.

Mission Statement

The mission of Surry Community College is to promote personal growth and community development to a diverse population through excellence in teaching, learning, and service.

TABLE OF CONTENTS

Message from the President 1
Purpose of the Catalog 2
Campus Map/Legend 3
Academic Calendar 2015-2016 5
Hours of Operation 6
Functional Directory 8
About the College 10
- Institutional Description 10
- College Mission 10
- Institutional Goals 10
- Values 10
- Learning College Philosophy 11
- Quality Enhancement Plan (QEP) 11
- Performance Measures and Standards 12

Enrollment Information 14
- Admissions 14
  - Career and College Promise for High School Students 14
  - The Early College Application Process 14
  - International and Undocumented Student Admissions 15
  - General Admissions Procedures 15
  - Placement Testing 16
  - Readmission Policy/Procedures 16
  - Availability of programs based on educational preparation 17
- Nursing Programs Admission Procedures (ADN and PNE) 18
- Medical Assisting Program Admission Procedures 23
- Physical Therapist Assistant Program Admission Procedures 25
- Academic Advising 28
- Registration and Class Scheduling 28
- Auditing Courses 28
- Course Overload Policy 28
- Course Repetition 29
- Course Substitution 29
- Independent Study 30
- Change of Program/Major 30
- Class Cancellation 30
- Schedule Adjustment Policy (Add/Drop/Withdrawal) 30
  - Add Policy 30
  - Drop Policy 30
  - Withdrawal Policy 30
  - Administrative Withdrawal 31
  - Distance Education Withdrawals 31
  - ACA Course Withdrawals 31
- Course Syllabus 31

Class Attendance Policy 32
Tuition and Fees 32
Tuition Refund Policy 34
College Bookstore 35
Student Financial Aid 36
Veteran's Administration Educational Benefits 42
Surry Community College Foundation, Inc. 43
Student Records Policy 44
Transcript Requests 48
Credit Measurement 48
Student Classification 48
Grade Definitions 49
Final Grades 49
Grade Point Average 49
Incomplete Grade Policy 50
Academic Honors 50
Academic Progress Policy 51
Academic Warning 51
Academic Probation 52
Academic Suspension 52
Academic Re-Instatement 52
Academic Forgiveness 52
Credit by Proficiency 53
Transfer Credit 54
Accredited Colleges and Universities 54
College Tech Prep Articulation 54
Military Credit 58
Advanced Placement (AP) Examination 58
College Level Examination Program (CLEP) 60
International Transcripts 62
Graduation Requirements 62
Student Support Services 64
Academic Assistance 64
Academic Support Center 64
Career Services 64
Computer Resources 64
Cosmetology Services 65
Counseling Services 65
Disability Support Services (ADA) 65
Educational Opportunity Center Services 66
Food Services 66
Health Services 66
Library 67
Lockers 67
Student Life 67
Student Services 67
Testing Center 68
Upward Bound Program 69
Veteran's Services 69
Voter Registration 69

College Policies 70
Statement of College Policy 70
Students' Role in Decision-Making 70
Student Responsibilities 71
Student Code of Conduct 71
Academic Appeals 76
Athletic Policy 77
Bulletin Boards Policy 78
Campus Police/Security Policy 79
Cheating and Plagiarism Policy 80
Children on Campus 81
Communicable Disease Policy 81
Copyright Infringement 81
Drug and Alcohol Abuse Policy 84
Electronic Signature Policy 85
Free Speech and Public Assembly Policy 86
Gender-Based and Sexual Misconduct Policy 88
Graduation Rate Disclosure 100
Harassment and Discrimination Policy 100
Inclement Weather Policy 103
Information Technology Acceptable Use Policy 104
Parking and Traffic 107
Public Records Policy 107
Release of Students' Pictures 108
Religious and Non-Religious Observance Policy 108
Respect for Property 108
Student and Employee Grievance Policy 109
Student Safety 112
Tobacco-free School Policy 112
Corporate and Continuing Education Programs 115
Occupational Extension 115
College and Career Readiness (Basic Skills) 115
Human Resources Development 116
Career Readiness Certificate 116
Small Business Center (SBC) 116
Customized Industry Training 116
Personal Enrichment and Self-Supporting programs 117
Emergency Services Training Center 117
Tuition, Fees, and Refunds 117
Registration and Attendance 118
Continuing Education Units 118
Continuing Education Transcripts 118
Continuing Education Course Listing 119
Curriculum Programs 131
Degrees 131
General Education Competency Requirements 132
Diplomas 132
Certificates 133
Developmental Studies 133
Online Learning 133

Work-Based Learning (formerly Cooperative Education) 135
College Transfer Programs 137
Students Planning to Transfer to a Four-Year Institution 137
Comprehensive Articulation Agreement 137
Students Earning the AA or AS Degree 138
Students Transferring Before Completing the AA or AS Degrees 139
Degree Selections 139
Minimum Course Requirements (MCR) 140
NC Career and College Promise Transfer Pathways 141
Associate in Arts 143
Associate in Science 145
Associate in Fine Arts 147
Transfer Course List 148
Associate in General Education Degree 153
Programs of Study 154
Associate in Applied Science Programs 154
Diploma Programs 155
Certificate Programs 155
Elective Options 156
Work-Based Learning Options 157
Writing Intensive Courses 158
PROGRAMS 160
Accounting 160
Advertising & Graphic Design 161
Air Conditioning, Heating & Refrigeration Technology 163
Automotive Systems Technology 165
Business Administration 167
Collision Repair and Refinishing Technology 168
Community Spanish Interpreter 169
Computer Information Technology 170
Computer Programming 171
Information Systems Security 171
Networking Technologies 171
Web Technologies 171
Computer-Integrated Machining 172
Construction Management Technology 174
Construction Technology: Carpentry 175
Cosmetology 176
Criminal Justice Technology 178
Criminal Justice Technology: Latent Evidence Concentration 179
Digital Media Technology 180
Early Childhood Associate 181
Infant/Toddler Care 182
Electrical Systems Technology – Electrical Track 183
Electrical Systems Technology – Photovoltaic Track 185
Electronics Engineering Technology 187
Engineering Design Technology 188
Horticulture - Sustainable Horticulture 189
Mechatronics Engineering Technology 190
Medical Assisting Technology 192

Medical Office Administration 192
Nursing: Associate Degree Nursing (ADN) 195
Nursing: Associate Degree Nursing (LPN-ADN) *For Licensed Practical Nurses Only* 196
Nursing: Practical Nursing (PN) 197
Nursing Aide 198
Office Administration 199
Paralegal Technology 201
Physical Therapist Assistant 202
Viticulture & Enology 203
Welding Technology 206
Course Descriptions 208

A MESSAGE FROM THE PRESIDENT



Surry Community College is a comprehensive community college, offering associate degrees, diplomas, and certificates, as well as a variety of educational opportunities and services through our corporate and continuing education division. We have a wonderful team of faculty, staff, and trustees unified by our mission of promoting personal growth and community development to a diverse population through excellence in teaching, learning, and service. When you enroll at Surry Community College, you will find people helpful and eager to assist you. We provide relevant programs and services for students in a positive learning environment utilizing emerging technologies. It is with great pride that I serve as President of Surry Community College.

I am delighted to work with the faculty and staff to enable students to reach their educational goals. We are proud of our past and look forward to our future as we provide lifelong learning opportunities. The college was recently named one of the top 150 community colleges in the nation by the Aspen Institute College Excellence Program, the nation's signature recognition of high achievement and performance among America's community colleges. In fact, Surry was the only North Carolina community college to be selected in 2011 and 2015. In addition, Surry is rated an exceptional college by the North Carolina Community College System.

To meet the economic and workforce development needs of our service area, we offer customized, skills- related training in both curriculum and corporate and continuing education. We strive to build strong partnerships with business and industry, educational institutions, healthcare providers, economic development agencies, and local, state, and federal governments to ensure continuous improvement of student-focused programs and services.

A community college education provides the skills and knowledge one needs to successfully compete in the workforce. Whether you are starting a new career or looking to improve job skills, Surry Community College stands ready to assist you.

Dr. David R. Shockley

PURPOSE OF THE CATALOG

The purpose of this catalog is to provide a general description of Surry Community College and its various programs and services. Its provisions do not constitute an offer for a contract which may be accepted by students through registration and enrollment in the College. Surry Community College reserves the right to change without notice any fee, provision, offering, or requirements for admission or graduation.

The student's catalog of record will be the catalog that is in effect on the date of his or her first enrollment in a specific degree program as long as his or her enrollment is continuous. If the student changes programs or stays out of classes for one or more semesters, the catalog of record will be that in effect when the student re-enrolls.

CAMPUS MAP & LEGEND

A
- BUSINESS OFFICE/CASHIER
- CAREER OPPORTUNITIES & WORKFORCE ADVANCEMENT CENER CENTER
- EDUCATIONAL OPPORTUNITY CENTER
- HUMAN RESOURCES
- KNIGHTS' GRILL
- POLICE DEPARTMENT
- STUDENT SERVICES
- TESTING CENTER/DISABILITY SERVICES
- UPWARD BOUND

B
- COLLISION REPAIR

C
- BOOKSTORE
- ENGLISH/COMMUNICATIONS
- PRINT SHOP/MAIL ROOM
- TECHNOLOGY SERVICES

E
- CERAMICS/POTTERY LAB
- COMPUTER INFORMATION TECHNOLOGIES
- ENGINEERING TECHNOLOGIES
- ONLINE LEARNING
- STUDENT TECHNOLOGY CENTER
- TECHNOLOGY SERVICES

F
- EMERGENCY SERVICES TRAINING

G
- GREENHOUSE

H
- COSMETOLOGY
- HEALTH SCIENCES
- INSTRUCTIONAL ADMINISTRATION
- MATHEMATICS
- PRESIDENT'S OFFICE

I
- INDUSTRIAL TRAINING CENTER
- ENGINEERING TECHNOLOGIES

J
- CORPORATE & CONTINUING EDUCATION
- HIGH SCHOOL EDUCATION (GED/AHS)
- LEARNING CENTER
- FINE ARTS & HUMANITIES
- SOCIAL SCIENCES

K
- ENGINEERING TECHNOLOGIES

M
- HORTICULTURE

P
- PHYSICAL EDUCATION
- GYM & FITNESS CENTER

R
- ACADEMIC SUPPORT CENTER
- LEARNING RESOURCES CENTER (Library)

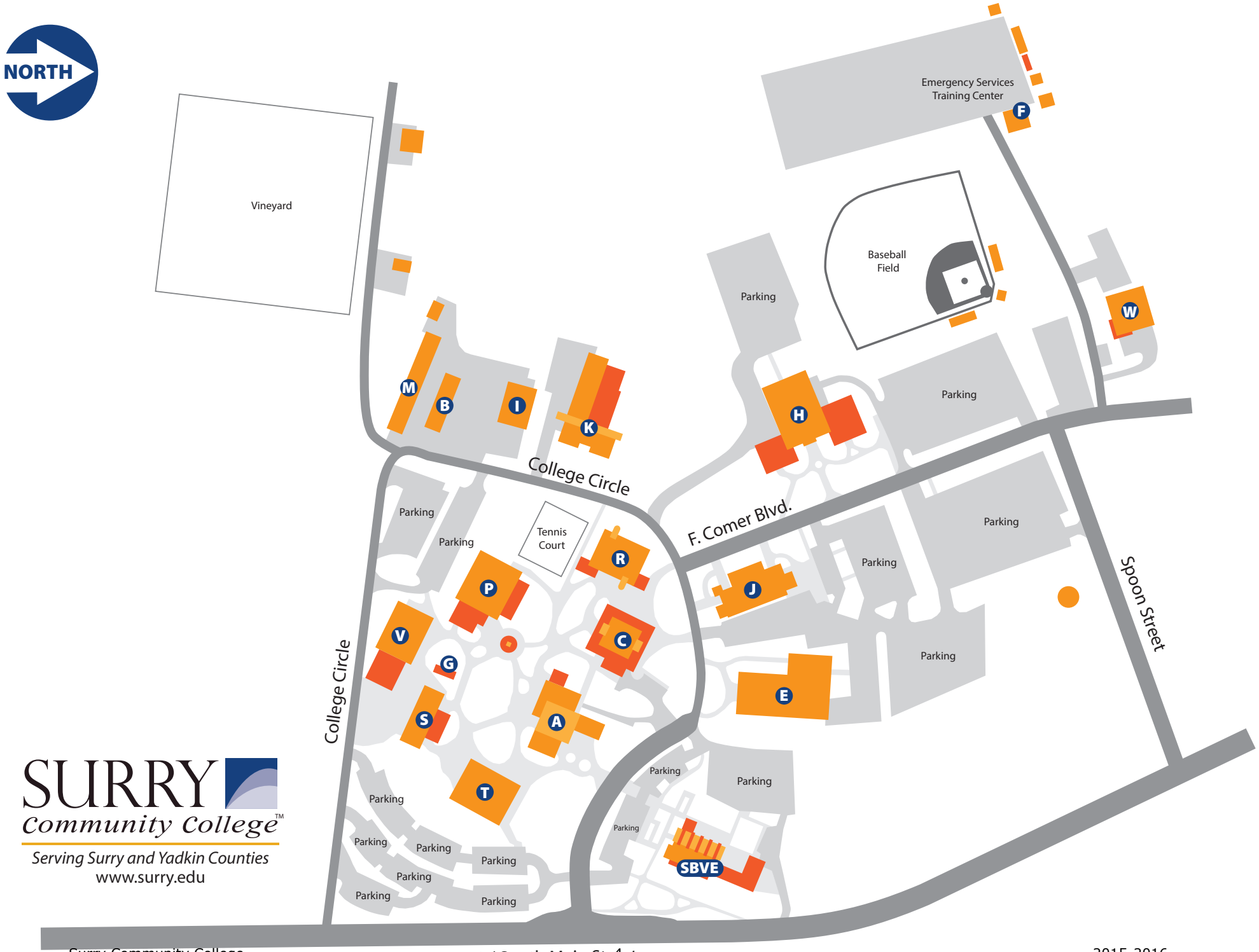
S
- WELDING

SBVE
- SHELTON-BADGETT NORTH CAROLINA VITICULTURE AND ENOLOGY CENTER

T
- EARLY COLLEGE HIGH SCHOOL OF DESIGN SCIENCES

V
- AUTOMOTIVE SYSTEMS TECHNOLOGY
- BUSINESS TECHNOLOGIES

W
- WAREHOUSE MAINTENANCE FACILITY


NORTH
Vineyard
Emergency Services Training Center
F
Baseball Field
Parking
W
M
B
I
K
H
Parking
College Circle
F. Comer Blvd.
Parking
Tennis Court
R
P
J
Parking
Spoon Street
V
C
G
Parking
S
A
E
Parking
College Circle
Parking
Parking
T
Parking
Parking
Parking
Parking
Parking
Parking
Parking
SBVE
SURRY
Community College™
Serving Surry and Yadkin Counties
www.surry.edu
U.S. Business 601 / South Main Street

ACADEMIC CALENDAR 2015-2016

Fall 2015

Faculty Workdays……Thursday and Friday, August 13th and 14th
First Day of Class ……Monday, August 17th
Labor Day Holiday ……Monday, September 7th
Fall Break ……..Thursday and Friday, October 15th and 16th
Veterans Day Observance……..Wednesday, November 11th
Thanksgiving Holidays ……Wednesday, Thursday and Friday
November 25th, 26th, 27th
Last day of Class ……Friday, December 11th
Exam Days ……..Monday, Tuesday, Wednesday, and Thursday
December 14th, 15th, 16th, 17th

Spring 2016

Faculty Workdays ……Monday and Tuesday, January 4th and 5th
First Day of Class ……Wednesday, January 6th
Dr. Martin Luther King Jr Holiday ……Monday, January 18th
Spring Break ……...Monday – Sunday, March 7th – March 13th
Easter Holiday ……..Friday, March 25th
Last Day of Classes ……Friday, May 6th
Exam Days ……..Monday, Tuesday, Wednesday, and Thursday
May 9th, 10th, 11th, and 12th

Summer 2016

First Day of Summer Session and Full Summer Session ……..Monday, May 23rd
Memorial Day Observance ……..Monday, May 30th
End of First Summer Session ……..Monday, June 27th
First Day of Second Summer Session ……Tuesday, June 28th
Fourth of July Holiday ……Monday – Sunday, July 4th – July 10th
Last Day of Second Summer Session and Full Summer Session ……Monday, August 8th

Approved by the Board of Trustees June 9, 2014

HOURS OF OPERATION

ACADEMIC SUPPORT CENTER

Monday-Thursday 7:30 am-4:30 pm; Friday 7:30 am-2:30 pm

BOOKSTORE

Monday-Thursday 7:30 am-6:00 pm; Friday 7:30 am-3:00 pm

BUSINESS AND CASHIER'S OFFICES

Monday-Thursday 7:30 am-6:00 pm, Friday 7:30 am-3:00 pm

CAREER OPPORTUNITIES AND WORKFORCE DEVELOPMENT CENTER

Monday-Thursday 7:30 am-6:00 pm; Friday 7:30 am to 3:00 pm

CORPORATE AND CONTINUING EDUCATION

Continuing Education programs/classes on campus and at all centers follow the regular college schedule.

MAIN CAMPUS (336-386-3398):

Office Hours: Monday-Thursday 7:30 am-6:00 pm; Friday 7:30 am-3:00 pm

Learning Center Hours: Monday-Thursday 8:00 am-3:30 pm; Tuesday/Thursday 6:00 pm-9:00 pm; Friday 8:30 am-12:30 pm

ELKIN CENTER (336-386-3605):

Office Hours: Monday - Thursday 8:00 am-9:00 pm, Friday 8:00 am-3:00 pm

Learning Center Hours: Monday-Thursday 8:00 am-2:30 pm; Tuesday & Thursday 6:00 pm-9:00 pm

PILOT CENTER (336-386-3618):

Office Hours: Monday - Thursday 8:00 am-9:00 pm, Friday 8:00 am-3:00 pm

Learning Center Hours: Tuesday, Wednesday, Thursday 5:30 pm-9:30 pm

CENTER FOR PUBLIC SAFETY, MT. AIRY (336-386-3680):

Office Hours: Monday - Thursday 8:00 am-9:00 pm, Friday 8:00 am-3:00pm Jones Family Resource Center, Mt. Airy (336-786-1071)

Learning Center Hours: Monday-Thursday 8:00 am-3:30 pm; 6:00 pm-9:00 pm; Friday 8:00 am-12:00 pm

YADKIN CENTER (336-386-3580 OR 336-679-4600):

Office Hours: Monday - Thursday 7:30 am-9:00 pm; Friday 7:30 am-3:00 pm

Learning Center Hours: Monday-Thursday 8:00 am-1:00 pm; Tuesday & Thursday 5:00 pm-9:00 pm

COSMETOLOGY

Cosmetology hours vary by semester. Call 336-386-3383 for current hours.

INFORMATION DESK (Main Campus)

Monday-Thursday 7:30 am-10:00 pm; Friday 7:30 am-3:00 pm; Saturday 8:00 am-1:00 pm

KNIGHTS' GRILL (CAFETERIA)

Monday-Thursday 7:30 am-2:00 pm and
Friday 7:30 am-1:30 pm (Closed on Fridays during Summer Semester)

LIBRARY

Monday-Thursday 7:30 am-9:00 pm; Friday 7:30 am-3:00 pm *(fall and spring semesters only)*
Open 7:30 am-4:30 pm during fall/spring break and between semesters.

STUDENT SERVICES OFFICES

Monday-Thursday 7:30 am-6:00 pm; Friday 7:30 am-3:00 pm

STUDENT TECHNOLOGY CENTER (E148)

Monday-Thursday 7:30 am-9:00 pm; Friday 7:30 am-3:00 pm *(fall and spring semesters only)*
Open 7:30 am-4:30 pm during fall/spring break and between semesters.

FUNCTIONAL DIRECTORY

Surry Community College Telephone (336) 386-8121

	Office (Location)	Phone Ext.
Advising and Course Selection	Faculty Advisor or Student Services (A building)	3264
Academic Honors	Student Services (A building)	3264
Academic Probation	Curriculum (H building)	3226
Academic Support Center	Tutoring (2nd floor, R building)	3460
Add a course	Student Services (A building)	3264
Admissions	Student Services (A building)	3218
Americans with Disabilities Act	Office of Disability Services (A building)	3443
Attendance Policy	Instructor's Syllabus	3276
Books and Supplies	Campus Bookstore (C building)	3249
Business and Industry Services	Continuing Education	3211
Campus Police	Information Center (A building)	0
Career Services	Student Services (A building)	3291
Certification/Licensure Courses	Continuing Education	3398
Change Name/Address	Student Services (A building)	3264
Change Program/Major	Student Services (A building)	3264
Clubs and Organizations	Student Services (A building)	3264, 3246
Drop a course	Student Services (A building)	3264
Emergencies	Campus Police/Information Center (A building)	0 or 911
Exam Schedule	Website or Curriculum Office (H building)	3250
Tuition and Fees	Business Office (A building)	3381
Financial Aid	Student Services (A building)	3465, 3529
Grading System	Instructor's Syllabus or Student Services	3595
Graduation	Student Services (A building)	3264
High School Completion	Continuing Education	3243
Insurance (Student)	Business Office (A building)	3231
Library	R building	3259
Lost and Found	Information Center (A building)	0
Moodle	Technology Services (E building)	3434
Online Learning	Technology Services (E building)	3382
Parking Permits & Regulations	Business Office (A building)	3208, 3381
Placement Testing	Student Services (A building)	3443
Registration	Student Services (A building)	3264
Telephones (pay phone)	A building	0
Transcripts	Student Services (A building)	3264
Transfer Information	Student Services (A building)	3264

Surry Community College Telephone (336) 386-8121

	Office (Location)	Phone Ext.
Tutoring	Academic Support Center (R building)	3460
Veterans Assistance	Student Services (A building)	3245
Voter Registration Information	Student Services (A building)	3443
Work-Based Learning	Student Services (A building)	3291

You may reach any of these extensions directly by dialing 386 in front of the extension number.

ABOUT THE COLLEGE

INSTITUTIONAL DESCRIPTION

Surry Community College is a public, community-centered, comprehensive community college with an open-door admissions policy. It is a member institution of the North Carolina Community College System. Its primary service area consists of Surry and Yadkin counties. The College offers educational programs which lead to associate degrees, diplomas, and certificates. It also offers a variety of learning opportunities and services through continuing education offerings.

COLLEGE MISSION

The mission of Surry Community College is to promote personal growth and community development to a diverse population through excellence in teaching, learning, and service.

Approved by the SCC Board of Trustees on March 10, 2014.

INSTITUTIONAL GOALS

To fulfill its mission, Surry Community College will:

1. Increase student enrollment, retention, and goal completion.
2. Improve and expand student learning through excellence in academic programs and support services.
3. Support the educational and economic development of our community.
4. Secure and manage resources to ensure growth and success.
5. Promote and enhance diversity.

Approved by the SCC Board of Trustees on August 9, 2010.

VALUES

In planning and implementing activities to accomplish its mission, the College affirms the following values.

1. The College is committed to excellence in teaching and learning through an emphasis on critical thinking.
2. The College is committed to a culture of collaboration, cooperation, and caring among students, faculty, staff, and community stakeholders.
3. The College is committed to developing students' sense of personal responsibility.
4. The College is committed to using emerging technologies to enhance students' learning and to increase institutional effectiveness.
5. The College is committed to continuous improvement and research-driven decision making.

LEARNING COLLEGE PHILOSOPHY

Surry Community College faculty subscribe to the following "learning college" principles:

1. The learning college creates substantive change in individual learners.
2. The learning college engages learners in the learning process as full partners, assuming primary responsibility for their own choices.
3. The learning college creates and offers as many options for learning as possible.
4. The learning college assists learners to form and participate in collaborative learning activities.
5. The learning college defines the roles of its learning facilitators by the needs of the learners.
6. The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.

To achieve meaningful, lasting learning, students must be intellectually engaged. In order to take responsibility for making their own choices, learners must become good decision makers. The faculty seek to improve the thinking skills of learners through activities and assignments that require intellectual engagement and higher-order thinking. The College has adopted the Paul and Elder model of critical thinking, a model that gives students tools to think effectively about any subject. The model consists of the Elements of Thought to analyze thinking, the Intellectual Standards to evaluate thinking, and the Intellectual Traits to improve thinking.

The Elements of Thought represent the essential components of reasoning. All reasoning has a purpose, is an attempt to figure something out or solve some problem, is done from a point of view, is based on information, is expressed through concepts and ideas, is based on assumptions, contains inferences and conclusions, and leads somewhere or has implications and consequences. Learners analyze thinking by identifying and explaining its elements.

The Intellectual Standards are applied to thinking to ensure its quality. Good reasoning is clear, accurate, precise, relevant, with the appropriate amount of depth and breadth, and is logical, focused on significant issues, and fair. Learners evaluate thinking by comparing it to these standards.

The Intellectual Traits exemplify the attitudes or values of critical thinkers. Skilled thinkers are ethical thinkers, are confident that they can think their way to a reasonable answer, and do not claim to know more than they actually do. Skilled thinkers are able to persevere through confusion and questions to achieve understanding and hold themselves to the same standards to which they hold others.

Terry O'Banion, ***Creating More Learning-Centered Community Colleges***, League for Innovation in the Community College (1977).

Richard Paul and Linda Elder, ***The Miniature Guide to Critical Thinking Concepts and Tools***, Foundation for Critical Thinking (2009).

QUALITY ENHANCEMENT PLAN

Recognizing the importance of good communication skills for all college graduates, Surry Community College has created a plan to improve the quality of instruction and student learning in the area of written communication. The five-year plan, started in 2014, is called "The *Write* Choice for Success," and focuses on developing a culture in which students improve their writing in four key areas using the writing process.

The College seeks to improve student writing in these four areas:

1. **Clarity and precision** – using specific details to communicate effectively
2. **Accuracy and correctness** – representing sources fairly and conforming to the conventions of documentation, grammar, punctuation, spelling, and usage
3. **Depth** – addressing the complexities of a significant topic

4. **Organization** – writing in focused and coherent sentences and demonstrating appropriate organization and formatting for audience and purpose

Students will use the stages of the writing process to improve their writing:

- Prewriting
- Drafting
- Revising
- Editing

Since the only way to improve writing is to write, instructors will assign both formal and informal writing assignments in all classes. The Academic Support Center Writing Lab provides one-on-one tutoring and group workshops in written communication to help students manage the increase in writing assignments.

In addition to grades at the course level, student performance will be tracked through institution-wide assessments such as the standardized ETS Proficiency Profile test and general education artifact assessment.

PERFORMANCE MEASURES AND STANDARDS

Beginning with the 1999-2000 fiscal year, the North Carolina Community College System initiated a new process to ensure public accountability for state monies spent. The system consists of eight performance measures. While these measures do not reflect all aspects of Surry Community College's mission, they do reflect many of the key elements of our mission. The faculty and staff of Surry Community College welcome the opportunity to document for the communities we serve our performance on these measures. We are committed to continuous assessment and improvement of the programs and services we offer.

The following table indicates how Surry Community College rated on each measure for 2012-2013. Questions may be addressed to the SCC Office of Institutional Effectiveness at 336-386-3451.

Performance Measures and Standards 2015 Report
(For Fiscal Year 2013-14)

#	Measure	State-Wide College Mean	System Goal	SCC Results	Met Goal	Colleges Achieving
1.	**Basic Skills Student Progress**	45.1%	51.2%	**42.1%**	No	14
2.	**GED Pass Rate**	79.4%	82.0%	**92.9%**	**Yes**	22
3.	**Developmental English Subsequent Success**	62.4%	74.9%	**72.3%**	No	5
4.	**Developmental Math Subsequent Success**	63.6%	75.4%	**69.5%**	No	6
5.	**First Year Progression**	67.1%	74.6%	**76.5%**	**Yes**	7
6.	**Completion Rate**	43.6%	45.6%	**47.4%**	**Yes**	17
7.	**Licensure Pass Rate**	83.3%	91.7%	**89.5%**	No	6
8.	**Transfer Performance**	87.7%	93.8%	**92.5%**	No	4

*Performance is based on the precise percentages and not the rounded percentage that is displayed.

Measure	Performance
Met or Exceeded Goal	2, 5, 6
Below Goal, Above College Average	3, 4, 7, 8
Below College Average, Above Baseline	1
Below Baseline	0

-updated May 2, 2015

ENROLLMENT INFORMATION

ADMISSIONS

Admission to Surry Community College is open to any U. S. citizen who is eighteen years of age or older. Although this open-door admission policy allows access to college courses for virtually anyone, immediate admission to some degree/diploma programs is dependent on the following factors:

1. Students admitted to all associate degree programs must have earned a high school diploma from an accredited secondary school or have earned either a High School Equivalency or Adult High School Diploma.
2. Students enrolling in a degree, diploma or certificate program or planning to enroll in select courses are required to take the College Placement Test (CPT). Results of the testing are used to ensure students' ability to succeed in certain programs or courses. If results indicate a lack of readiness to begin college-level work, students will be required to complete the appropriate developmental courses. CPT scores are valid for 5 years.
3. Students interested in pursuing courses at Surry Community College must follow the general admissions procedures outlined in the General Admissions Procedures section.
4. Students interested in pursuing a selective admissions program (Medical Assisting, Nursing, and Physical Therapist Assistant, etc.) must also follow additional admissions procedures.

Career and College Promise Program for High School Students

Session Law 2011-145, the Appropriations Act of 2011, authorizes the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. Surry Community College offers Career and College Promise pathways that align with the K-12 curriculum and career and college ready standards adopted by the State Board of Education.

For Career and College Promise program information and admissions requirements, current high school students should contact the SCC Representative at their high school, their high school guidance counselor, or the Career and College Promise admissions representative at SCC.

The Early College Application Process

Students interested in applying to Early College must:

1. Complete an Early College application through either the Surry County School (SCS) or Yadkin County School (YCS) System, depending upon their county of residence.
2. Complete the SCC application at the time/date indicated in your letter of acceptance from the Early College High School.
3. After SCC receives verification that the student has been accepted into the ECHS, the student's SCC application will be processed.

NOTE: The school systems (SCS and YCS) determine eligibility for their respective Early Colleges:

- Surry Early College High School of Design
- Yadkin Early College High School

International and Undocumented Student Admissions

International transcripts must be translated prior to admission to Surry Community College. Translators should be certified by the American Translators Association. For a complete list of members, visit *www.atanet.org* or the local chapter, Carolina Association of Translators and interpreters at *www.catiweb.org*.

Surry Community College is not authorized to issue the I-20 student VISA to international or foreign students.

In 2010, The State Board of Community Colleges amended 23 N.C.A.C. 02C .0301 as it pertains to admission requirements for undocumented immigrants. Surry Community College can now admit undocumented immigrants in accordance with all General Admissions Procedures and the following conditions:

1. The student attended and graduated from a United States public high school, private high school, or home school that operates in compliance with state or local law.
2. The student must comply with all federal and state laws concerning financial aid.
3. The student shall not be considered a North Carolina resident for tuition purposes and must be charged the out-of-state tuition rate.
4. The student understands that federal law prohibits states from granting professional licenses to undocumented immigrants, thus making the student ineligible to enroll in certain programs of study.
5. Students lawfully present in the United States shall have priority over any undocumented student in any class or program of study when capacity limitations exist.

General Admissions Procedures

The Office of Admissions is responsible for the administration and coordination of all admissions procedures.

1. Complete an Application for Admissions via www.surry.edu.
2. Submit an official high school transcript or High School Equivalency scores. Students providing proof of an earned associate degree or higher completion from **an accredited college or university** may request to waive this requirement. Home school graduates must provide proof of school's registration with the respective state's department of education.
3. Submit official transcripts of all postsecondary education. Official transcripts from high school and all colleges attended are required for:
    a. Financial Aid eligibility
    b. Transfer credit evaluation
    c. Special admissions programs
4. All students entering a degree, diploma, or certificate program **must** take the College Placement Test or show proof of meeting course pre-requisites. See information on Placement Testing below.

Placement Testing

The placement test assesses a student's skills in the areas of reading, English, and math. Students are required to take the placement test if they are planning to pursue a degree, diploma, or certificate or if they are planning to enroll in a course with a pre-requisite. Placement test scores are valid for five years. Students are encouraged to attend free remediation sessions before taking these tests.

Retaking the Placement Test

NCDAP Mathematics Placement Test
A student may retest the NCDAP math placement test one time within a calendar year, provided the student satisfies the following:

1) Successfully completes one or more remediation courses through the Academic Success Center. Successful completion of any remediation course is defined by the student making an 80 or better on the pre-diagnostic test given at the end of the remediation course.
2) Pays a retesting fee of $10.00.

Accuplacer Reading Comprehension and Sentence Skill Placement Test
Until the release of the new NCDAP English and Reading Placement Test (expected spring 2015), a student may retest their Accuplacer English and Reading placement test one time within a calendar year, as long as they pay the $10.00 retesting fee.

Once the student has enrolled in a developmental course (DMA, DRE) sequence, the student has no option for retesting.

-Approved by the Board of Trustees June 9, 2014

Placement Test/Pre-requisite Waivers

Surry Community College requires all students to follow course pre-requisites as outlined by the North Carolina Community College System. However, students who have evidence (transcripts, test scores, portfolios, etc.) to merit waiver consideration can present their case to the division chair who oversees the course in question. Only the division chair responsible for the pre-requisite course in question can provide students a waiver.

Readmission

Students who have withdrawn in good standing and/or who have not attended for a period of one year or more will need to **request readmission** status through the Office of Admissions. Applicants for readmission to limited admission programs must follow regular admissions procedures for those programs. Students who have been suspended for disciplinary reasons may request readmission after the term of suspension has expired. **These students will be required to consult with the Vice President of Student Services prior to registration.**

General Readmission Procedures

1. Complete an application for admission via www.surry.edu.
2. New official transcripts are required for students who have not enrolled at SCC for five years, students who applied and never attended, or students who have new information available on their previously submitted transcripts. (See General Admissions Procedures #2 and #3 for more information.)
3. New copies of placement test scores are not normally required unless test scores are no longer valid.
4. Persons with readmission status will resume or begin their program of study following the current academic catalog requirements.
5. Currently enrolled high school students (e.g. Early College, Career and College Promise students) must apply for readmission upon high school graduation.

AVAILABILITY OF PROGRAMS BASED ON EDUCATIONAL PREPARATION

Students who have a High School Diploma, GED, or Adult High School Diploma may enroll in ALL degree, diploma, or certificate programs.

Students who do not have a high school credential may enroll in the following programs:

- Air Conditioning, Heating, and Refrigeration Diploma
- Automotive Systems Diploma
- Automotive Systems Certificate
- Collision Repair & Refinishing Technology Diploma
- Collision Repair & Refinishing Technology Certificate
- Computer-Integrated Machining Certificate
- Construction Technology Diploma
- Construction Technology Certificate
- Electrical Systems-Electrical Track Certificate
- Electrical Systems-Electrical Track Diploma
- Electrical Systems-Photovoltaic Track Certificate
- Electrical Systems-Photovoltaic Track Diploma
- Engineering Design Certificate
- Mechatronics Engineering Technology Certificate
- Mechatronics Engineering Technology Diploma
- Medical Office Certificate
- Office Administration Certificate
- Viticulture & Enology Certificate
- Welding Diploma
- Welding Certificate

NOTE: In order to qualify for financial aid, a student must possess a high school diploma or GED.

NURSING PROGRAMS
ADMISSION PROCEDURES

A student's admission to the Associate Degree Nursing (ADN) and the Practical Nursing (PN) programs is based upon a comparison of grades and entrance test ranking with other applicants.

MINIMUM APPLICATION REQUIREMENTS

All materials listed below are due by:

- February 15, 2016, for ADN students who take the admission test in February
- May 15, 2016, for ADN students who take the admission test in May
- June 15, 2016, for PN and LPN-ADN students who take the admission test in June
- September 15, 2016, for PN and LPN-ADN students who take the admission test in September

STUDENTS MUST COMPLETE THE FOLLOWING TO APPLY TO THE NURSING PROGRAM

1. SCC General Admissions Application
2. Official Transcripts: Provide Surry Community College Admissions and Records Office with official transcripts from:
    a. High school or GED scores
    b. All colleges attended, if applicable
    c. Successful completion of a state approved program for Nurse Aide I training

    Official transcripts should be mailed from the institution(s) attended or be hand delivered by applicant in an envelope sealed by a representative of the school(s) attended.
3. Placement Test(s): Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites.
4. TEAS Test: Meet or exceed the benchmark score on the TEAS Test. The benchmark score set by Surry Community College is the ATI Academic Preparedness Level of "Proficient" or higher. Students should be aware that the numerical score corresponding to the level of "Proficient" fluctuates as the test is revised by ATI.
5. GPA: Achieve and maintain an overall GPA of 2.5 or higher in all college courses taken in the last 3 years. For high school students who have not completed any post-secondary courses, the student must have at least a 3.0 GPA in their high school courses.
6. Science Courses: Students who have not successfully completed BIO 168 (Anatomy & Physiology I) must have completed Biology and Chemistry with a grade of "C" or better in high school or BIO 111 and CHM 092 or CHM 131 (preferred) and associated lab component with a grade of "C" or better in order to take BIO 168 - Anatomy & Physiology I.

2016 TEAS Test Schedule

Fall 2016 ADN – March 3, 2016, and June 2, 2016

Spring 2017 PN and LPN-ADN - June 23, 2016, and September 22, 2016

PRE-NURSING COURSES

ADN Courses

Students applying for the Associate Degree Nursing (ADN) program (including the LPN-ADN program) should complete the following courses:

- ACA 111
- **BIO 168***
- **BIO 169***
- CIS 110
- COM 231
- **ENG 111***
- **ENG 114***
- **MAT 152***
- NAS 101
- PSY 150
- PSY 241

PN Courses

Students applying for the Practical Nursing (PN) program should complete the following courses:

- **BIO 163 (or BIO 168 and BIO 169)***
- **ENG 111***
- NAS 101
- **PSY 150***
- PSY 241

***Students earning a grade of B or higher in these courses will earn points toward admission.**

NURSING ADMISSION TESTING (TEAS)

Students who wish to take the TEAS should contact the Administrative Assistant for Health Sciences in H-314 (336-386-3275). Students must register for the TEAS no later than noon on the day prior to the scheduled test. The approximate cost of the test is $55.00 and is due at the time of registration.

The nursing entrance exam is one component of the admission process. Students taking the test on computer will receive their score at the conclusion of the test and will know if they met the benchmark score required for qualification as a possible candidate for admission into the nursing program.

Once the TEAS test has been completed, the Associate Dean of Health Sciences will provide Student Services with a list of students who have met the benchmark score on the TEAS. The Coordinator of Special Admissions will conduct an audit of each student's file to ensure all criteria for admission have been met.

- Students seeking admittance to nursing programs at Surry Community College are required to take Version V of the TEAS test. This test is offered by the college in February and May for ADN Candidates, and in June and September for PNE and LPN-ADN candidates.
- Students must score at or above the benchmark set for Surry Community College, which is an Academic Preparedness level of "Proficient" or higher.
- Students may take the TEAS test every 3 months to qualify for consideration into the program. Students should be aware that taking earlier versions of the test will be counted in the frequency of testing; however, there is no way to convert scores from earlier versions of the TEAS to the version required by Surry Community College. TEAS scores are valid for one year. Study guides and online practice tests for the TEAS may be purchased online at www.atitesting.com.
- Students may take the TEAS test at any location and have an official transcript from ATI transferred to Surry, Attn: Associate Dean of Health Sciences. Students should be aware that Surry Community

College requires students to take a different version of TEAS V every 3 months, and therefore it is recommended that all testing be completed at Surry.

COLLEGE PLACEMENT TEST SCORES

- To be considered for admission to the ADN, LPN-ADN, or PN program, all applicants must have completed all developmental prerequisites or met benchmark scores for exiting DMA 050, RED 090, and ENG 090 or DME 098 (new developmental course for Reading and English).
- If an applicant scores less than the minimum benchmark scores on the Placement Test, he/she will be required to complete the essential sequence of developmental courses. If the student successfully completes all of the required developmental courses (grade of "P") prior to the application deadline date and meets the other minimum requirements, he/she may be considered eligible to apply to the program.
- The Health Sciences Division follows the college placement testing policy of the college.
- If the college placement test has been taken at another community college (in the past five years), it is the student's responsibility to ensure that the scores are transferred to Surry Community College.

REQUIRED GRADES AND LENGTH OF TIME SINCE COMPLETING SCIENCE IF TAKEN PRIOR TO ADMISSION.

Students must have achieved at least a "C" in all required curriculum courses with no more than three attempts. BIO 168 & BIO 169 completion must have been within the last five years. (LPN-to-ADN students are exempt from this requirement.)

LPN-to-ADN APPLICANTS MUST HAVE AN UNRESTRICTED PRACTICAL NURSING LICENSE IN NORTH CAROLINA OR ONE OF THE COMPACT STATES.

CRITERIA FOR SELECTION OF NURSING STUDENTS

ADN STUDENTS (Including LPN-ADN) - Those student applicants who have the highest rank on their grades earned in BIO 168, BIO 169, ENG 111, ENG 112 or ENG 113 or 114 and MAT 152 (current high school students in top 15% of class receive ten points) and the Test of Essential Academic Skills (TEAS) will be admitted into the ADN program.

PN STUDENTS - Those student applicants who have the highest rank on their grades earned in BIO 163, ENG 111, and PSY 150 (current high school students in top 15% of class receive ten points) and the Test of Essential Academic Skills (TEAS) will be admitted into the PN program.

DECISION NOTIFICATION

- Early admission for the Fall ADN program will be offered in late April. Final admission for the Fall ADN program will be offered by late June. Students can expect to receive decisions regarding admission by mail.
- Early admission for the Spring PN and Spring LPN-ADN programs will be offered in late July with final admissions offered by late October. Students can expect to receive decisions regarding admission by mail.
- Acceptance cards and orientation information will be included in the acceptance packets. Students must return acceptance cards by the designated deadline in order to maintain their

admitted status. Final admission status is contingent upon completion of the required items (See the section on Additional Admission Requirements) by the dates requested.

NURSING ADMISSION TIMELINE

FALL SEMESTER START DATE

(ADN program)

College Application	Completion of Minimum Nursing Application Requirements	TEAS Test	Decision Notification
February 15, 2016	February 15, 2016	March 3, 2016	Late April, 2016 or Late June, 2016
May 15, 2016	May 15, 2016	June 2, 2016	

SPRING SEMESTER START DATE

(PN program or LPN to ADN)

College Application	Completion of Minimum Nursing Application Requirements	TEAS Test	Decision Notification
June 15, 2016	June 15, 2016	June 23, 2016	Late July, 2016 or Late October, 2016
September 15, 2016	September 15, 2016	September 22, 2016	

ADDITIONAL ADMISSION REQUIREMENTS

Admission into a nursing program is contingent upon completion of the following items by the dates requested. Prospective students must submit:

1. **Valid documentation** of current Nurse Aide I certification and any other current related certifications, licenses, etc. (LPN-to-ADN students are exempt from this requirement.) Student transcripts will be evaluated to ensure the student successfully completed a state approved program for Nurse Aide I training. Curriculum or Continuing Education Courses will suffice for this requirement. Completion of a state approved Nurse Aide I course is required for application to the nursing programs. LPN to ADN students are exempt from this requirement. Nurse Aide I certification must be valid by the first day of the semester that the student enters nursing classes for admission to occur. The Department of Nursing will verify certification from the NCNAR website.
2. **Completed medical form** with test results and the most recent dates of immunizations/proof of immunity, including a positive Hepatitis B titer, or a signed waiver; positive varicella (Chicken Pox) titer or recent immunization (history of having chicken pox is not acceptable proof of immunity); positive MMR titer or proof of 2 MMR vaccines; either a Td booster within the last five years, or a T-DAP vaccine; and 2-step TB screening. The medical form must be completed and submitted to the nursing department by the deadlines specified at the informational session required for students offered admission. Arrangements must be made by the student to have influenza vaccines each fall when they become available as these are highly recommended (or in some instances mandatory) by the clinical facilities.

3. **Valid CPR certification** through American Heart Association (Health Care Provider) that is valid by the first clinical day, and maintained through the end of the respective program.
4. **Evidence** of appropriate health and/or accident insurance (or can be purchased through school).
5. **Malpractice insurance** is included in tuition and fees for nursing students.
6. **Documentation** of one year of clinical experience as an LPN with direct patient care in a health care agency within the last three years or LPN licensure and graduation from a PNE program within one year. **(Required for LPN-to-ADN students only)**.

CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

In the health sciences programs, students are assigned clinical rotations in a number of participating agencies.

Various accrediting bodies, as well as state and federal mandates, regulate these agencies. The accrediting bodies or state and federal regulations may require that students, while practicing in a clinical setting, have a criminal background check or drug screening. The drug screening may be done once, before the student reports to the clinical agency, or randomly, during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs or for drugs in which a student cannot produce a valid prescription, the agency may refuse to allow the student to participate in the clinical experience.

The Surry Community College Nursing Department and Continuing Education Division are supportive of the clinical agencies that choose to perform drug tests and/or criminal background checks on these students. If a nursing student is prohibited from participating in a clinical agency for any reason, the student will be dismissed from the nursing program due to his/her inability to progress.

MEDICAL ASSISTING PROGRAM
ADMISSION PROCEDURES

The **Medical Assisting** program curriculum prepares graduates to perform entry-level administrative and clinical functions in the outpatient medical setting. Each entering class is limited to thirty full-time students.

*****ALL MATERIALS DUE BY FEBRUARY 15, 2016, FOR EARLY ADMISSION AND BY MAY 15, 2016, FOR FINAL ADMISSIONS FOR FALL 2016*****

MINIMUM ADMISSION REQUIREMENTS

STUDENTS MUST COMPLETE THE FOLLOWING TO APPLY TO THE MEDICAL ASSITING PROGRAM

1. SCC General Admissions Application
2. Official Transcripts: Provide Surry Community College Admissions and Records Office with official transcripts from:
    a. High school or GED scores
    b. All colleges attended, if applicable

    Official transcripts should be mailed from the institution(s) attended or be hand delivered by applicant in an envelope sealed by a representative of the school(s) attended.
3. Placement Test(s): Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites.
4. GPA: Achieve and maintain an overall GPA of 2.5 or higher in all college courses taken in the last 3 years. High School students must have at least a 3.0 GPA in their high school courses. High School GPA is used if candidate has less than 10 semester hours of college credits. College GPA will be used for students who have completed 10 or more semester hours of college credits. Weighted high school GPAs will be accepted.
5. MED Courses: Students who have taken MED prefix courses that are older than five years from the date of acceptance into the Medical Assisting program will be required to take an entrance exam given by the Medical Assisting Program Director. The student must score an "85" or better (7 point scale) on the exam in order for the courses to be acceptable for the Medical Assisting program.
6. CPR Certification: Students must present a valid CPR certification through the American Heart Association (Health Care Provider) and maintain their certification to the end of the program.

PRE-MEDICAL ASSISTING COURSES

Students applying for the Medical Assisting (MA) program should complete the following courses toward their degree and earn points considered for admission to the MA program:

- ACA 111
- **BIO 163***
- CIS 110
- **ENG 111***
- ENG 114
- MAT 110
- **MED 121***
- **PSY 150 or PSY 118***

***Students earning a grade of B or higher in these courses will earn points toward admission.**

Student Prohibition from a Clinical Setting

In the Medical Assisting Program, students are assigned externships in a number of participating clinical agencies. Various accrediting bodies, as well as state and federal mandates, regulate these agencies. The accrediting bodies or state and federal regulations may require that students, while practicing in a clinical setting, have a criminal background check or drug screening. The drug screening may be done once, before the student reports to the clinical agency, or randomly, during the clinical experience. If the student has a criminal conviction, tests positive for illicit drugs or for drugs that a student cannot produce a valid prescription for the agency may refuse to allow the student to participate in the clinical experience. The Surry Community College Medical Assisting program is supportive of the clinical agencies that choose to perform drug tests and/or criminal background checks on these students.

If a Medical Assisting student is prohibited from participating in a clinical agency for any reason, the student will be dismissed from the Medical Assisting program due to his/her inability to progress.

PHYSICAL THERAPIST ASSISTANT (PTA) PROGRAM ADMISSION PROCEDURES

*****ALL MATERIALS DUE BY FEBRUARY 15, 2016, FOR EARLY ADMISSION AND BY MAY 15, 2016, FOR FINAL ADMISSIONS FOR FALL 2016*****

MINIMUM APPLICATION REQUIREMENTS

STUDENTS MUST HAVE THE FOLLOWING COMPLETED IN ORDER TO APPLY TO THE PHYSICAL THERAPIST ASSISTANT PROGRAM. (This is compliant with CAPTE standards.)

1. SCC General Admissions Application
2. Official Transcripts: Provide Surry Community College Admissions Office with official transcripts from:
    a. High school or High School Equivalency scores
    b. All colleges attended, if applicable

    Official transcripts should be mailed from the institution(s) attended or be hand delivered by applicant in an envelope sealed by a representative of the school(s) attended.
3. Placement Test(s): Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites.
4. GPA: Achieve and maintain an overall GPA of 2.5 or higher in all college courses taken in the last 3 years. For high school students who have not completed any post-secondary courses, the student must have at least a 3.0 GPA in their high school courses.
5. Science Courses: Students who have not successfully completed BIO 168 (Anatomy & Physiology I) must have completed Biology and Chemistry with a grade of "C" or better in high school or BIO 111 and CHM 092 or CHM 131 (preferred) and associated lab component with a grade of "C" or better in order to take BIO 168 - Anatomy & Physiology I.
6. Experience: Complete a minimum of 20 observation/volunteer hours in a physical therapy clinical setting under the supervision of a licensed PT or PTA. These hours must be documented and signed off on by the PT or PTA. A form to document these clinical hours is available for download on the SCC PTA website.

PRE-PHYSICAL THERAPIST ASSISTANT COURSES

Students applying for the Physical Therapist Assistant (PTA) should complete the following courses toward their degree and earn points considered for admission to the PTA program:

- ACA 111
- **BIO 168***
- **BIO 169***
- **ENG 111***
- ENG 114
- **PHY 110***
- **PHY 110A***
- **PSY 150***
- PSY 241

***Students earning a grade of B or higher in these courses will earn points toward admission.**

COLLEGE PLACEMENT TEST SCORES

- If an applicant scores less than the minimum cutoff scores on the College Placement Test(s), he/she will be required to complete the essential sequence of developmental courses. If the student successfully completes all of the required developmental courses (grade of "P") prior to the application deadline date and meets the other minimum requirements, he/she may be considered eligible to apply to the program.
- The Health Sciences Division follows the college placement testing policy of the college.

REQUIRED GRADES AND LENGTH OF TIME SINCE COMPLETING ANATOMY AND PHYSIOLOGY I IF TAKEN PRIOR TO ADMISSION.

- Students must have achieved at least a "C" in all curriculum courses with no more than three attempts. BIO 168 & BIO 169 completion must have been within the last five years.

TEST FOR ESSENTIAL ACADEMIC SKILLS FOR ALLIED HEALTH (TEAS-V for Allied Health)

- Students should contact the Health Sciences Division Administrative Assistant (336-386-3275) in order to register for the test no later than noon on the day prior to the scheduled test.
- The cost of the test is approximately $45.00 and payment must be paid at the time of registration with cash, check, or money order made out to Surry Community College.
- Taking the TEAS-V for Allied Health does not necessarily qualify the student for admission to the PTA program.
- Students will receive their score at the conclusion of the test and will know if they have met the minimum score required to qualify for admission to the PTA program.
- Once the test has been completed, the Associate Dean of Health Sciences will provide Student Services with a list of students who have taken the TEAS-V for Allied Health and they will conduct an audit of the student's file to ensure all criteria for admission have been met.

CRITERIA FOR SELECTION TO THE PTA PROGRAM

- Phase I: Students will be ranked based on their GPA, grades earned in BIO 168, BIO 169, PHY 110, PHY 110A, ENG 111, and PSY 150, work experience as a Physical Therapy Aide/Tech or currently licensed Massage & Bodywork Therapist, bachelor's degree in allied health related field*, associate degree in allied health related field*, and TEAS-V for Allied Health score.
- Phase II: Applicants who have successfully completed Phase I will be selected to continue to Phase II, where they will be interviewed and required to write an essay.
- Final Admissions: Applicants who successfully complete Phase II will be eligible for the final admissions phase, where applicants are ranked according to their performance in phases I and II.

***Allied health related fields include: Exercise physiology, athletic training, orthotics, prosthetics, COTA, respiratory therapy, speech language pathology, etc. NOT included among "Allied Health" are certified nurse aides, personal trainers, etc.**

ADMISSION NOTIFICATION

- Students who are accepted for early admission into the PTA program will be notified by mail in late April. Medical forms, acceptance cards, and orientation information will be included in the acceptance packets.

- Students who are accepted for final admission into the PTA program will be notified by mail in late July. Medical forms, acceptance cards, and orientation information will be included in the acceptance packets.
- Students must return acceptance cards by the designated date in order to maintain their admitted status.
- Students who are not admitted into the PTA program who wish to be considered for the following year must reapply and retake the TEAS-V for Allied Health.
- Once all seats are filled, alternate students will be chosen by rank if an accepted student declines or is disqualified.
- Only one prior admission to the SCC PTA program will be permitted.
- Final admission status is contingent upon completion of the required items (see Additional Admission Requirements).

ADDITIONAL ADMISSION REQUIREMENTS

Admission into the PTA program is contingent upon completion of the following items by the dates requested. Prospective students must submit:

1. A **completed medical form** with test results and the most recent dates of immunizations/proof of immunity, including positive Hepatitis B titer or signed declination form; positive varicella (Chicken Pox) titer or recent immunization; positive MMR titer or proof of two vaccinations of MMR; and Tetanus booster within the last eight years. The completed medical form must be submitted to the Administrative Assistant for Health Sciences no later than the designated date for PTA students.
2. **Evidence** of appropriate health and/or accident insurance (or can be purchased through school).
3. **Malpractice insurance** dues must be paid by designated date and may be included in fees paid with tuition.

CRIMINAL BACKGROUND CHECK & DRUG SCREEN

Criminal background checks and drug screening are required by MOST clinical agencies. PTA students prohibited from participating in a clinical internship based on their criminal background check and/or drug screen will be dismissed from the PTA program due to their inability to progress.

The Physical Therapist Assistant program at Surry Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; Telephone: 703.706.3245; email: accreditation@apta.org; website: www.capteonline.org.

ACADEMIC ADVISING

Academic advising services are readily available to all students. Student Services staff and faculty advisors will work with students to plan a course of study to take them from where they are to where they want to be. From learning more about what a particular course is really like to making sure students are going to be ready to complete a degree when they want to, the staff will be there to help. For students interested in transferring, this staff will help make the transition a positive experience through such assistance as helping students find the right person to see at the senior college or guiding students through the application process.

REGISTRATION AND CLASS SCHEDULING

Curriculum classes at Surry Community College are normally scheduled for 16 weeks during the fall and spring semesters. The summer semester is scheduled for 10 weeks. At times, classes are offered in 12-week, 10-week, 8-week, and 5-week sessions.

In developing the curriculum class schedule each semester, Surry Community College tries to provide as broad a schedule as possible to allow for students' needs. Classes are generally available beginning at 8:00 a.m. on weekdays and continuing through the evening hours. Most curriculum classes are taught on the college campus in Dobson. Some are offered at the Center for Public Safety (Mount Airy), the Yadkin Center, the Pilot Center, the Elkin Center, and on the Internet.

Some daytime classes may meet only two or three days each week; others meet each day. Evening classes usually meet one or two evenings per week. In deciding upon a schedule, students need to remember that study time outside of classroom hours is an integral part of academic success.

AUDITING COURSES

A student wishing to attend a curriculum course without receiving formal credit may audit a course. Students are allowed to audit classes only on a space-available basis and for reasons acceptable to the appropriate academic division chair. The tuition and fees for auditing a course are the same as credit seeking students. Instructors may request of the Vice President for Curriculum Programs that an auditor be officially withdrawn from the course if the auditor is interfering with the learning process.

Permission from the appropriate division chair/instructor is required prior to registration and a final grade of audit "AU" will be assigned upon registration and will show up on the student's transcript.

An audited course cannot be changed to a credited course. It will not be included as hours attempted or hours earned, and it will not be considered in the calculation of grade point average. Financial aid and veteran's benefits do not cover audited courses.

COURSE OVERLOAD POLICY

A typical full-time academic load during fall and spring semesters is 15 to 18 credit hours. A maximum of 21 credit hours may be carried without special approval by the Vice President for Curriculum Programs. A typical summer load is 9 to 12 credit hours. A maximum of 16 credit hours may be carried during the summer without special approval by the Vice President for Curriculum Programs. Students should have a GPA of 3.0 or higher to receive approval and should submit the Course Overload Request form found in the My Knight Life portal.

COURSE REPETITION

Students may repeat a course for credit or audit only once if they have made a grade of "C" or higher or have previously audited the course within a five-year period. Students who do not successfully complete a course with a grade of "C" or better may repeat it as many times as necessary to be successful.

When curriculum courses are repeated, only the highest grade will be used in calculating grade point averages and hours toward graduation. Tuition and fees are charged each time a course is taken. All grades received will remain on the student's transcript.

Repeating a course may have implications for students receiving financial aid and/or Veterans benefits, and students should consult these offices to determine if repeating a course has a financial impact.

Students planning to transfer should note that the receiving institution may re-compute grade point averages and could include all grades in their calculations for admission decisions.

COURSE SUBSTITUTION

A course substitution is a course that takes the place of a required course in the student's program of study. SCC programs of study are reviewed regularly and represent the outcomes required for student success; therefore, substitutions should be rare.

Circumstances in which a substitution could be made include, but are not limited to, the following:

- A required course is canceled
- A program of study is changed
- A comparable course is taken at another institution

Substitutions will not be granted because of a student's failure to enroll in a required course. In addition, the following guidelines apply:

- No more than 15% of the total credit hours required in a degree, diploma or certificate program may be substituted.*
- Substitutions of core courses are discouraged.
- Courses must have comparable learning outcomes and contact hours.
- General education requirements are not substituted (for example, a Humanities requirement cannot be met with a Social Science course).
- A student must earn a "C" or better in the course that is being substituted.
- If the substituted course is from another college or university, it must be regionally accredited.

Students should complete substitution requests prior to enrolling in the course that they wish to substitute. In the event that students are seeking substitutions for courses previously taken (for example, when students change their program of study), the form should be routed as early as possible to avoid potential graduation delays if the substitutions are disapproved. Substitution requests will typically not be granted in the student's last semester, and students should not assume that approval is inevitable.

Any conversations about the possibility of a substitution between faculty members, success advisors, and students are non-binding, as the approval must be signed by the respective Division Chair, Dean, and Chief Academic Officer (CAO).

*In the event of major programmatic changes, the limitation may be waived.

INDEPENDENT STUDY

Degree-seeking students needing to complete a course to meet graduation requirements but are unable to take it as scheduled may request an independent study. This request is made through an instructor or division chairperson on an Application for Independent Study Form. The form must be signed by the student, instructor, division chairperson, and the appropriate dean. The completed form must be returned to the Student Services Office by the end of the drop/add period. Registration, tuition, and fees for independent study courses are the same as any other section of the same course.

CHANGE OF PROGRAM/MAJOR

Degree-seeking students wishing to change their program of study should complete a Data Change Form in the Student Services Office. Non-degree seeking students who decide to pursue a program of study must complete a Data Change Form and see the admissions staff to be sure required transcripts and other pertinent information are on file. Students receiving financial aid must contact the Financial Aid Office before changing their program of study.

CLASS CANCELLATION

It may become necessary for the college administration to cancel a class appearing on a schedule. Normally this is done only when the enrollment for this class is not sufficient to allow it to be taught as scheduled. When class cancellations are made, Student Services staff will work with students to find an acceptable alternative. Students are automatically dropped from cancelled classes and refunds are issued if they are due.

SCHEDULE ADJUSTMENT POLICY

Add Policy

A student may add a course until the first day that course meets. To add a course after the first meeting, the student must complete a Schedule Adjustment Form and obtain the signature of the Vice President of Curriculum Programs.

Drop Policy

A student may drop a course before the 10% date without a grade on his/her transcript. The student should discuss the drop with an academic advisor and then complete a Schedule Adjustment Form. A drop after the 10% date and before the 75% date is considered a withdrawal (see below).

A student who does not attend a class at least once, or submit an assignment for an online course, and who does not officially drop the course before the 10% date, will be dropped from the course.

Withdrawal Policy

A student may choose to withdraw from a course up to the 75% point of the semester. During that same period, an instructor may withdraw a student for excessive absences. If the student is not in good standing at the time of withdrawal, the instructor may elect to assign a grade of "WF." Withdrawals after the 75% point will be made at the instructor's discretion.

Administrative Withdrawal

A student can be withdrawn by faculty, staff, or administration, after consultation with the Behavioral Assessment Team, for the following reasons:

- Behavioral, emotional, or psychological factors that interfere with participation in an academic environment, or that pose danger to oneself or others.
- Substance abuse that requires extensive treatment or hospitalization.

An administrative withdrawal could result in a withdrawal from one or more course(s), or a complete withdrawal from all courses. If the student is in good academic standing, the withdrawal will result in a grade of "W" on the academic transcript; however, if the student is not in good academic standing, the instructor may elect to assign the student a grade of a "WF." Students who are administratively withdrawn from all courses may not seek counseling or other support services from the College. Tuition refunds for administrative withdrawals will be considered according to the College's refund policy.

-Approved by Board of Trustees, August 12, 2013

Distance Education Withdrawals

The withdrawal policy for distance education courses varies from the above policies as follows:

During the drop/add period

Students taking distance education courses can drop or add by contacting the Student Services Office in one of the following ways:

1. In person
    a. Complete a Schedule Adjustment Form in the Student Services Office.
2. By telephone
    a. Contact the Admissions and Records Office at 336-386-3595 or 336-386-3430.
3. By fax
    a. Complete a Schedule Adjustment Form and fax to 336-386-3690. This form can be obtained from the student's myKnightLife account by clicking on "Forms" under the main menu.

After the drop/add period

Students taking distance education courses should begin the withdrawal process by contacting the instructor.

ACA Withdrawals

ACA is required for all first-year, full-time, degree-seeking students. In addition to the procedures described above, the Schedule Adjustment Form must be signed by the appropriate dean. The ACA requirement is waived only by permission of the Dean.

COURSE SYLLABUS

At the beginning of each semester, instructors are required to give each student a course syllabus that explains all course requirements, the grading scale, and the attendance policy for that class. Students have a much better chance of being successful if they understand all the procedures and requirements for each class.

All instructors do not use the same grading scale or the same attendance policy. Given the diversity of courses taught within this college, students may find that a particular number grade may be awarded a different letter grade in another course. For example, a 90 may be a "B" in one course and an "A" in another course.

CLASS ATTENDANCE POLICY

Students are expected to attend at least 85% of scheduled hours in a given course. Online attendance is defined by active participation in online activities such as, but not limited to, chat rooms, discussion boards, emails, quizzes, tests, and group projects. If a student's absences exceed 15% of the scheduled class hours, the instructor may submit a Schedule Adjustment Form to officially withdraw the student from the course. Class attendance is calculated from the first officially scheduled class meeting through the last scheduled class meeting.

Some courses may follow a more rigid attendance policy because of regulations set by state and federal licensing agencies, or by third-party credentialing agencies. If the course attendance policy is different from the college-wide attendance policy, that difference will be spelled out in the course syllabus.

TUITION AND FEES

Surry Community College offers educational opportunities at minimal cost to students. Charges are set by the North Carolina State Legislature and are subject to change.

The tuition for in-state students is $72.00 per credit hour with a maximum tuition charge of $1,152.00 per semester. To qualify for in-state tuition, a legal resident must have maintained his or her domicile in North Carolina for at least the twelve months preceding the date of first enrollment or re-enrollment in the college. If questions arise concerning legal residency, students may contact the Vice President of Student Services.

For out-of-state students, tuition is $264.00 per credit hour with a maximum tuition charge of $4,224.00 per semester. Out-of-state students attending Surry Community College are eligible for in-state tuition rates if they are employed in North Carolina and the employer pays the tuition for the student employee with a company check. Also, a letter on company letterhead must be submitted to the Business Office stating that the student is an employee of the company. North Carolina residents age 65 and older may register for college classes up to 6 credit hours free of tuition, but must pay for fees associated with their class registration.

Tuition Payment Options

Payment of **tuition and fees** is due at the time of registration**.** Otherwise, student registration may be voided and enrollment cancelled. Options for payment are as follows:

1. Cash, check, or money order
2. Credit Card - VISA, MasterCard or Debit Card
3. Financial Aid - Financial aid approved and awarded by the Financial Aid Office prior to registration includes Pell Grant and scholarships which have been received by the Business Office.
4. Third Party Authorizations - Businesses, agencies, organizations, etc. may authorize payment for students' educational expenses. Authorization from the agency must be either on file or presented to the Business Office at the time of registration, stating the specific charges covered.

5. Nelnet Business Solutions – Students may apply for an installment plan through eCashier for payment of tuition and fees. Payments are set up at 0% interest with a $25 enrollment fee per semester. Payments will be drafted from the students' personal bank accounts. There will be a $30 fee imposed by Nelnet Business Solutions for any missed payment. Students must enroll for at least (3) semester hours and complete an application via the college website. For more information, contact the Business Office or visit the college website. Payment options are subject to change. ***Payment options are subject to change.***
6. Collection Costs - In the case that Surry Community College considers it necessary to refer all or part of the unpaid principal and/or interest for tuition and fees on a student's account to an attorney or collection agency for collection, students are liable for and must pay the college the attorney's fees and/or collection agency fees resulting from the referral. Students must pay all charges and other costs, including attorney's fees that are allowed by federal and state laws and regulations and that are necessary for the collection of these amounts.

Tuition Rate: Self-Supporting Classes

The College may choose to provide classes under a financially self-supporting method at any time. Tuition rates for self-supporting classes in both curriculum and continuing education will be set at a rate that permits recovery of instructional cost. Each student pays a pro-rata share of that cost. Under this course method, the **tuition rate may exceed the standard state-established tuition rate**.

Tuition and Fee Summary

CURRICULUM PROGRAMS: Tuition

TUITION RATES LISTED BELOW ARE CORRECT AT THE TIME THE CATALOG WAS PRINTED. THESE RATES ARE SUBJECT TO CHANGE AND WILL NOT BE FINAL UNTIL THE LEGISLATURE ADJOURNS AT THE END OF THE TERM.

Student Classification	**Rate Per Credit Hour**	**Maximum Tuition Charge** *(16 or more credit Hours per semester)*
Resident	$72.00	$1,152.00
Non-Resident	$264.00	$4,224.00

CURRICULUM PROGRAMS: Fees

While Surry Community College attempts to keep student costs as low as possible, some fees are necessary to maintain adequate services. Presented below are the fees currently applicable to curriculum students. These fees can be refunded only in cases of class cancellation. Any questions regarding these fees should be addressed to the Vice President of Student Services or the Vice President for Finance.

Type of Fee	**Basis**	**Applies To**	**Amount**
Parking (non-refundable)	Annual (Fall-Summer)	All Students (Day & Evening)	$5
Accident Insurance	Semester	All Students (Day & Evening)	$3

Type of Fee	Basis	Applies To	Amount
Student Activity	Fall & Spring Semester only (max: $32.50 fall/spring)	All Students (Day & Evening)	$3.25/Credit Hour (max: $32.50)
Technology	Semester (max: $16)	All Students (Day & Evening)	$1/Credit Hour
Distance Education	Course	Students registered for DE courses	$10/DE course
Placement Test Re-testing Fee	Each test	Students who choose to re-test	$10
Graduation (non-refundable)	Program	Students ordering diplomas	$20
Transcript (official) (non-refundable)	Upon Request	All students	$3 per official copy

CURRICULUM NURSING COURSES: Fees

These fees can be refunded only in cases of class cancellation. Any questions regarding these fees should be addressed to the Vice President of Student Services or the Vice President for Finance.

Type of Fee	Basis	Applies To	Amount
NCLEX Readiness	Course	NUR 111 students	$105
NCLEX Readiness	Course	NUR 112 students	$105
NCLEX Readiness	Course	NUR 113 students	$105
NCLEX Readiness	Course	NUR 114 students	$105
NCLEX Readiness	Course	NUR 211 students	$105
NCLEX Readiness	Course	NUR 212 students	$105
NCLEX Readiness	Course	NUR 213 students	$105
Clinical Preparation	Course	NAS 101 students	$69
Clinical Preparation	Course	NAS 102 students	$69

Tuition Refund Policy

Tuition refunds are made based upon Title 23 of the N.C. Administrative Code (23 NCAC) guidelines. A refund shall not be made except under the following circumstances:

1. A 100 percent refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also, a student is eligible for a 100 percent refund if the class the student is officially registered for fails to "make" due to insufficient enrollment.

2. A 75 percent refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10 percent point of the semester as noted in the college calendar. No tuition refunds will be made after the 10 percent point in the term.
3. Refund of fees will only be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar and/or if the class the student is officially registered for fails to "make" due to insufficient enrollment.

The above policy may differ for financial aid recipients. For example, refunds may not be made to students, but may be credited to the appropriate financial aid program. For a more detailed explanation, contact the Financial Aid Director.

In all refund cases, students must initiate the withdrawal process through the Registrar's Office. The Business Office will make the allowable refund only after the proper process has been handled through the Registrar's Office.

Students will be charged 25 percent of the cost of any course dropped through the 10 percent point of the semester as noted in the college calendar. The charge does not apply if a course with equal or more credit hours is added at the same time (in the same transaction). If a schedule change is needed on or before Registration Day, students must see their advisor to avoid paying the 25 percent charge. If a change is needed after the 10 percent point of the semester as noted in the college calendar, students are responsible for 100 percent of the costs of courses on their schedule. For more details, please contact the Registrar's Office.

COLLEGE BOOKSTORE

Required textbooks and supplies may be purchased at the campus Bookstore located in the C-Building during regular hours (Monday-Thursday, 7:30am-6:00pm, and Friday, 7:30am-3:00pm). Textbooks may also be purchased online through the SCC homepage at www.surry.edu by clicking the "Bookstore" link. In addition to required textbooks and supplies, the Bookstore carries a selection of reference materials, apparel, book bags, greeting cards, and other specialty items.

Refund Policy

- All refunds require the original register receipt.
- Refunds are made when classes are cancelled, dropped, or if the incorrect textbook is purchased.
- Refunds will not be given to students who purchase a new book and then find a used book. Students interested in buying used books should do so before purchasing books in the Bookstore.
- All textbooks must be in new condition--textbooks are non-returnable if shrink wrap is broken or the text is marked.
- All returns must be settled within two weeks after the drop/add period.

Book Buybacks

The Bookstore sponsors a book buyback at the end of each semester usually scheduled around exam days. Opening semester buys may also be scheduled throughout the year. Textbooks must be in good condition without excessive markings or highlights and all components must be with the book.

STUDENT FINANCIAL AID

The Student Financial Aid program is designed to assist eligible students in meeting the costs of attending Surry Community College. Financial assistance includes several types of aid: grants, private loans, scholarships, and student employment. Financial aid awards may include one or more types of aid. Only students who have been accepted for admission will be offered financial assistance. An enrolled student must reapply for aid for each new academic year that they return.

Anyone interested in financial aid information may contact the Financial Aid Office which is located in Student Services. Information is available which explains the opportunities and responsibilities in more detail. Financial assistance is awarded without regard to the student's race, religion, national origin, age, sex, or disability.

Financial Aid Application Procedure

Please note: The Financial Aid Office will no longer be able to provide copy services to students. Students should provide copies of documents that the Financial Aid office can keep. Students who need to make copies should use the copy services available in the Library (R building).

Students should:

1. Complete an Application to Surry Community College and provide all information required by the Admissions Office.
2. Complete the Free Application for Federal Student Aid, (FAFSA) online at www.fafsa.gov. Students must specify in the appropriate section that they will be attending Surry Community College, by entering the Title IV Federal School Code 002970. Students who do not have internet access at home should contact the Financial Aid Office for other options. These include, but are not limited to, completing the application on campus, requesting a hard copy of the application, or completing the form by phone. Once the FAFSA is processed by the Department of Education, the student will receive a Student Aid Report (SAR), which reports what their Expected Family Contribution (EFC) will be.
3. Once the FAFSA application is processed, the Financial Aid Office may send the student an email requesting additional documentation. Documentation should be returned to the Financial Aid office as soon as possible, as it will be used to complete the student's aid file.
4. When the aid office determines what types and amounts of aid students are eligible for, students will be notified via email or their Knight Life account.

To receive notification of eligibility, a student must have a completed aid application file on record in the Financial Aid Office by the following deadline dates:

- Fall Semester: June 1
- Spring Semester: October 1
- Summer Semester: March 1

Students with incomplete files will be required to use personal funds or apply for tuition assistance through the FACTS deferred tuition payment plan. Subsequent eligibility may allow for a late award of aid after the semester begins.

Federal Pell Grant Program

The Federal Pell Grant program is an aid program designed to provide financial assistance to those who need it to attend college. Award amounts are based on family size, income and assets. Federal Pell Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education. Students seeking financial assistance apply for this type of aid when completing the FAFSA.

Federal Supplemental Educational Opportunity Grants (FSEOG)

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is sponsored by the federal government and was authorized under the Higher Education Act of 1972. A limited number of these grants are available to students who have "exceptional financial need and are enrolled at least half-time (6 credit hours)." Students who complete the FAFSA and have a 0 EFC on the SAR are considered for this grant. Priority is given to early applicants.

Federal Work Study Program

Part-time jobs are available for students wishing to earn money to help pay for part of their college expenses. The jobs may be on- or off-campus with a public or private non-profit agency. The amount of work varies and is determined solely on need as determined by the Financial Aid Office. Students applying for work study must complete the full financial aid application process, as well as the Work Study Application, and must be enrolled at least half-time (6 credit hours). This type of aid is paid to the student in the form of monthly wages. There is no repayment. All work study related forms can be accessed from the website on the "Work Study" page or in hard copy in the Financial Aid Office.

Student Loan Program

In addition to completing the FAFSA, additional applications and paperwork will be required for those interested in applying for a loan. While Surry does not participate in the William D. Ford Direct Loan Program, students who qualify may apply for an alternative loan through one of our approved lenders. For additional information, students should contact the aid office or visit the website at www.surry.edu, select Financial Aid and click on the Student Loans link.

Other Scholarships

The Surry Community College Foundation, Inc., provides scholarships for students having financial need and meeting other specified criteria. This form of aid is made possible by businesses, industries, and individuals who have contributed to this non-profit organization. A number of local scholarships are provided by various clubs, organizations, businesses, and individuals.

Some of the recipients of these scholarships are chosen by the organization involved; other scholarships are administered through the Financial Aid Office. Interested students should contact the Financial Aid Office for application instructions or visit the website and view the Scholarships page.

Conditions of Financial Aid Awards

1. Awards are contingent upon the actual receipt of appropriate funds from the federal and/or state governments by Surry Community College.

2. The Financial Aid Office reserves the right to revise or cancel an award because of changes in the student's financial or academic status. NOTE: All Students receiving aid must maintain Satisfactory Progress as outlined in *Standards of Progress for All Aid Recipients at Surry Community College.*

3. All financial aid received from non-college sources are to be reported to the Financial Aid Office.

4. If an award includes the Federal Pell Grant, the amount shown is based on assumed full-time enrollment (12 hours), unless otherwise indicated. If a student enrolls for less than full-time, the grant will be reduced proportionately.

5. No financial aid will be paid for any AUDITED (AU) and/or CREDITED (CR) classes. If a student audits or credits a class for which he/she has received financial aid, he/she may have to repay a prorated amount to the Financial Aid Office. Retroactive aid will not pay for classes in which a student received a "W", "Inc", "Au", "Cr" or "NS."

6. If an award includes the Federal Work-Study Program, the amount given represents that maximum amount the student may expect to earn during the period of the award, with the hourly rate of pay being at least the current federal minimum wage. The award is contingent upon job availability, availability of funding, job performance of student, and at least half-time enrollment.

7. If an award includes the Federal Supplemental Educational Opportunity Grant, please note that this grant is equal to or less than one-half of the total aid offered. Since this grant may not exceed one-half of the total amount of financial aid awarded through the institution, the student may not accept the Federal SEOG only; SEOG is not available for less than half-time enrollment.

8. It is the policy of the Financial Aid Office to allow students access to their funds on registration day for each semester. Refund checks will be issued at designated times throughout the semester.

9. If the student WITHDRAWS AT ANY TIME during the semester, he/she MUST visit the Financial Aid Office so that the amount of his/her repayment can be determined. (See withdrawal calculation policy.)

10. Continuation of the aid is not automatic. To renew the aid for the following year, the student must complete a new financial aid application.

11. Failure to comply with the above conditions could result in the loss of financial assistance.

12. The information the student provides to the Financial Aid Office and the amount of the award received is confidential. The student's need for assistance in continuing his/her education and the amount of the money required are matters of private concern to the student. In order to share financial aid information with anyone other than the student, a signed release form must be on file with the Financial Aid Office.

13. The student must affirm that any funds received under the programs listed on the award letter will be used solely for expenses related to attendance at Surry Community College. He/she must also understand that he/she is responsible for repayment of a prorated amount of any funds which cannot reasonably be attributed to meeting educational expenses related to the attendance at Surry Community College.

Withdrawal Calculation Policy

Students receiving financial aid must follow official withdrawal procedures. Students may be required to repay a portion of aid funds used at the time they withdraw, or receive a late disbursement for time in attendance.

To comply with this policy, an aid recipient must:

1. Follow official school withdrawal procedures, which are found in the college catalog.

2. After obtaining "instructors' signatures" and "last date(s) of attendance" on the drop card, the card must be taken to the Financial Aid Office for a staff signature. The "last date of attendance" will be used to calculate the repayment/refund amount of aid due. Repayment/refund pertains only to students completely withdrawing from all classes or to those who have been paid incorrectly.

3. The school will calculate: the total amount of aid that the student received from the Pell Grant program, SEOG, and any other federal funds; the total amount of the same aid that was used for tuition, fees, books, and supplies (charged to the student's account); the total number of days the student attended classes, and compare this number to the total days in the semester. This calculation will give the College the percentage of the semester completed by the student. If the student has completed at least 60 percent of the semester, no further action is taken and the student will not be required to repay funds. The 60% dates for each semester are available on myKnightLife.

4. The school will apply the percentage of the semester completed to the amount of aid the student received to determine the amount of aid they are eligible to have for the days enrolled. If the student used more aid than he/she was eligible to receive, according to the days in attendance, the student must repay to the school an amount equal to "funds overspent x 50 percent." NOTE: If the student owes a repayment on federal funds, the money must be repaid in full to the school within 45 days, or the student will be ineligible for further aid. The student's account can be referred to the U.S. Department of Education for collection and can result in garnishment of wages and/or tax refunds.

**If a student does not officially withdraw, the Financial Aid Office will get the last date of attendance as reported by the instructor. In accordance with our attendance policy, this will be the last date attended in a seated course or the last date that an assignment was completed (NOT last date of login) for an online course. Any dispute with reported dates must be addressed with Academics.*

**If the student used less aid than he/she was entitled to receive according to the days in attendance, the school owes the student a "post-withdrawal disbursement." The school will notify the student of the amount and date of availability of the funds. Students must claim the funds within 14 days or the disbursement will be voided. A mathematical example showing the application of this policy is available upon request from the Financial Aid Office*.

STANDARDS OF ACADEMIC PROGRESS FOR ALL AID RECIPIENTS AT SCC

To receive financial aid, a student must maintain satisfactory academic progress toward a recognized program of study. This includes any student receiving grants, scholarships, work study, or any other type of financial assistance through Surry Community College. Such progress, according to the Office of Financial Aid and Veterans Affairs, is defined by two standards.

Grade Point Average (GPA) Standard

A minimum cumulative grade point average (GPA) of 2.0. This requirement applies to all degree, diploma and certificate programs.

Pace of Progression Standard

This standard involves two requirements:

1. Completion Rate Requirement - To meet the minimum requirement, a student must successfully complete 67% of the cumulative credit hours attempted. Example: if a student attempts 12 credit hours in a semester, he/she must successfully complete 8 credit hours (12 hours attempted x 67% = 8 hours). Successful completion is defined as earning a grade of "A," "B," "C," or "D." In some programs (e.g., Nursing), a "D" does not satisfy the course completion requirement.
2. Maximum Timeframe - The maximum timeframe for a student to complete a program is 150% of the published length of the program as outlined in the College catalog. Example: if a degree

requires 75 credit hours, the student may attempt a maximum of 113 credit hours before exceeding eligibility for financial aid (75 credit hour program x 150% = 113). The equivalent of one academic year of credit (30 hours) is allowed for required remedial coursework. If a student elects to pursue additional programs at Surry Community College (SCC), the Financial Aid Office will deduct the credit hours for the completed (graduated) program from their total attempted hours. This calculation prevents them from exceeding 150% on subsequent programs. In order for a student to pursue subsequent degrees without penalty the graduated program must be reflected on the transcript.

Procedures

Transcripts of all aid recipients will be reviewed at the end of each term by the Financial Aid Office. From this review, a determination will be made as to the satisfactory progress of each financial aid recipient. This review will include the student's total academic history at Surry Community College, including remedial or developmental classes. In order to receive aid, a student must be making satisfactory progress regardless of whether he or she has previously received aid.

The "Fresh Start/In-House Transfer" exclusion policy does not apply to the grade point or pace rate calculation used to qualify students for federal aid.

Eligibility Status

SATISFACTORY

Satisfactory status is achieved when the minimum standards (2.0 GPA and 67% Pass Rate) are met.

WARNING

Students will be placed on financial aid warning for one term if they fail to meet the required GPA and/or overall cumulative completed credits percentage standards. While on warning, students may still receive financial aid.

To be removed from financial aid warning status, students must attain the required cumulative GPA and/or cumulative completed credits percentage standards by the end of their warning period. Students will be suspended at the end of their warning term if they fail to attain the required standards.

SUSPENSION

If students do not attain the required cumulative GPA and/or cumulative completed credits percentage during their warning period, or exceed their maximum timeframe of 150 percent of the published degree credits required to complete their program, they will be placed on financial aid suspension. While on suspension students are not eligible for most financial aid programs. (Exceptions include some private loan programs. Students must check with private lenders to determine if they offer loans to students not meeting SAP requirements.) Students may attend SCC, at their own expense, until they attain the cumulative GPA and cumulative completed credits percentage requirement. To regain financial aid eligibility, the student's record must reflect that he/she has met these requirements. If a student failed to meet these standards due to unusual circumstances, he/she has the right to appeal his/her SAP suspension status.

PROBATION

Students will be placed on financial aid satisfactory progress probation if a satisfactory academic progress appeal is approved. Students are eligible for financial aid while on probation. During the probationary term, students must attain the required cumulative GPA and cumulative completed credits percentage or students must successfully follow the academic plan submitted with their SAP appeal. Students who are placed on a plan must attain a minimum 2.5 GPA and 75% Pass Rate for the term. Failure to attain the required GPA and/or cumulative completed credits percentage will result in Termination of financial aid eligibility. If a student does not attain the required GPA and/or cumulative

completed credits percentage but successfully follows the academic plan submitted with his/her SAP appeal, he/she will continue with the set plan and must meet with a Student Success Advisor each term.

WARNING NEAR MAXIMUM TIMEFRAME

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

MAXIMUM TIMEFRAME

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

TERMINATION

Students who have successfully appealed their SAP status but failed to meet the terms of their academic plan will be placed on Termination. A student that is terminated is unable to receive financial aid and must pay until they are deemed to be in satisfactory status as a result of meeting the minimum requirement of a 2.0 GPA and 67% Pass Rate for their program.

Treatment of Selected Grades

WITHDRAWALS

Credit hours for which a student receives a grade of "W" are counted as "attempted" but not "completed" hours. A withdrawal therefore hinders academic progress.

INCOMPLETES AND FAILING GRADES

Credit hours for which a student receives a grade of "I", "F" or "R" are counted as "attempted" but not "completed" hours. In addition, grades of "F" negatively affect GPA. "Incompletes" may also hinder academic progress.

TRANSFER CREDIT

Upon enrollment at SCC, transfer students are considered to be making satisfactory progress. Transfer credits factor into both the completion rate calculation and financial aid eligibility.

AUDIT AND NO SHOW

Grades for auditing ("AU") or "No Show" ("NS") do not denote "attempted" coursework. Consequently, neither designation is factored into the grade point average or completion rate. Moreover, a course showing either designation does not meet financial aid requirements.

PROFICIENCY (CREDIT BY EXAM)

Since "Credit by Exam" ("CR") involves no enrollment hours; it is not factored in an application for financial aid. However, proficiency credits are counted in each component of the Pace of Progression standard.

REPEAT COURSES

For financial aid purposes, all hours attempted, including hours for repeated courses, will factor into each component of a student's academic progress.

DEVELOPMENTAL COURSES

Grades for courses numbered less than 100 (e.g., ENG 080, DMA 010, RED 090, etc.) are excluded from GPA and Completion Rate calculations. In calculating the 150% Maximum Timeframe, the equivalent of

one academic year of credit (30 credit hours) is allowed for required developmental coursework.

Summer Session

Credit hours attempted during a summer session, as in the fall or winter semester, will be included in the calculation of satisfactory academic progress. Students must still enroll in 12 credit hours during the summer to be considered full-time.

Complete Academic Record

Progress toward a degree, diploma, or certificate must take into account a student's complete academic record at SCC, whether or not that student has received financial aid for the entire time of enrollment. Such a record includes courses taken through Career and College Promise (CCP), dual enrollment, the Huskins program, and the Early College High Schools. To be eligible for financial aid, a student completing course work in more than one program must meet college and financial aid academic progress standards for each.

Appeal Process

Students who have been suspended from receiving financial aid will be allowed one appeal process. To appeal a Satisfactory Academic Progress (SAP) decision, a student must explain in writing to the Financial Aid Office the reason why he/she did not meet satisfactory progress requirements and what has changed about their situation that will allow for successful completion. In addressing an appeal, SAP may take into consideration special circumstances such as accident, extreme hardship, illness, or death. Documentation to support the appeal is required.

The Director of Financial Aid will review the appeal and will communicate his/her decision to the student by email. If the appeal is approved, the student will be placed on probation for one term and be placed on an academic plan to help the student achieve satisfactory academic progress.

While on a plan, the student must meet with a Student Success Advisor in Student Services each term. The term(s) of that probation will require the student complete 75% of the classes in which he/she is enrolled, maintain a 2.5 GPA for the probationary term and any other suggested resolutions as determined by the advisor on a case by case basis. The advisor will continue to monitor the student's progress each term until the student returns to satisfactory academic standing or graduates from the active program. If the student fails to meet the requirements of probation or if the appeal is denied, the student must pay to attend until they are in satisfactory standing. The student may request a review at the end of each term to evaluate their progress toward satisfactory standing.

VETERAN'S ADMINISTRATION EDUCATIONAL BENEFITS

Specific rules required by the College and VA regulations are outlined in the complete Guide to Veteran's Administration Educational Benefits available in the Veterans Services Office. The School Certifying Official is not employed by the VA, but is responsible for providing benefits and program counseling, clarification of regulations, and enrollment certification for pay to the Department of Veterans Affairs Regional Office in Atlanta, Georgia.

Students eligible to receive VA educational benefits must select a program of study. Most programs of study offered at Surry CC are approved for students to receive educational benefits administered by the VA. Students who are eligible to receive VA educational benefits should contact the Veterans Services Office to find out if the program they are interested in is approved, and to complete an application and submit other required paperwork for VA educational benefits.

Certification will be made for only those courses that are required for graduation in the curriculum in which the student is approved and enrolled. Students receiving benefits are responsible for being familiar with the information found in the College Catalog and all VA information obtained from the Veterans Services Office.

Tuition and fees must be paid by students receiving VA educational benefits upon registering for class(es). Surry CC cannot postpone payments until students receive payment of their VA educational benefits. Benefits will be paid directly to the student at the end of each month after the claim is processed. The average time for the VA Regional Office to process a claim is 60 to 90 days from the date of certification, per their representatives. For additional information regarding eligibility or the application process, please contact a Veteran's Certifying Official in the Veterans Services Office.

Standards of Academic Progress for All Students Receiving GI Bill or Other Veteran's Administration Educational Benefits

The minimum grade point averages detailed in Sections I and II of the Standards of Academic Progress Policy previously described also pertain to students receiving veteran's benefits. In addition to these GPA requirements, the following conditions apply:

1. Only grades of A, B, C, D, and F will be used to calculate GPA as explained in the college catalog.
2. The Veterans Administration will not pay for audits, withdrawals, incompletes, or proficiency credits.
3. Students may contact the Veterans Certifying Official in the Veterans Services Office within Veterans Center for questions pertaining to veterans benefits.

SURRY COMMUNITY COLLEGE FOUNDATION, INC.

The Surry Community College Foundation was established in 1966 with guidance from the SCC Board of Trustees. Initial priorities for the Foundation were to provide funding for a student scholarship program, acquisition of property to benefit the growth of the campus, and support for programming that would enrich and enhance the regional educational experience.

The Foundation is a 501 (c) (3) non-profit organization. Through the generosity of donors, the SCC Foundation currently provides an annual scholarship program to a wide range of students based on financial need, program of study, academic excellence, community involvement, and other criteria as defined by scholarship agreements. In addition, the Foundation monitors the needs of the college through cooperation with the SCC President and Board of Trustees to provide resources which will enable Surry Community College to continue a tradition of excellence in providing educational opportunities for Surry and Yadkin counties.

Contributions to the SCC Foundation can be made online at www.surry.edu or mailed to:
Surry Community College Foundation
630 South Main Street
Dobson, NC 27017
(336)386-3269

SCC Foundation Board of Directors

George L. "Andy" Anderson, Jr., Treasurer ..... Yadkinville
Wayne Edmonds ..... Dobson
Lucy H. Chatham ..... Roaring Gap
Alice Connolly ..... Mount Airy
Dean Culler, Vice-Chairman ..... Mount Airy
George Thomas Fawcett, Jr. ..... Mount Airy
Phyllis Y. Harris ..... State Road
Stephen C. Motsinger ..... State Road
Kim H. Payne ..... Dobson
Joe A. Reid ..... Mount Airy
Susan H. Thomas ..... Mount Airy
John W. Willingham, Chairman ..... Yadkinville

Emeritus Directors

Johnny C. Bowman ..... Mount Airy
James N. Freeman, Jr. ..... Elkin
Jeanette C. Reid ..... Pilot Mountain
Jerry V. Venable ..... Siloam

The Ambassador Scholars Program

The Ambassador Scholars Program was originated by the Foundation in 1993. Ambassadors are students who are proven leaders and scholars. The Ambassadors are public relations representatives for the College and Foundation. They are chosen from a variety of curriculum areas and have differing educational and career goals. For more information, contact the Student Services Office at 386-3264.

STUDENT RECORDS POLICY (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that was enacted to protect the privacy of students and their educational records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of "educational information."

The Act provides for the right of eligible students:

- inspect and review their educational records
- request an amendment to records that are believed to be inaccurate
- require the school to obtain written consent prior to disclosure of personally identifiable information, except those items noted herein
- file a complaint with the US Dept. of Education concerning alleged failures by the college to comply with FERPA
    - Students may also call 800-USA-LEARN (800-872-5327) or visit
        - http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
        - http://www2.ed.gov/policy/gen/guid/fpco/index.html
    - Family Policy Compliance Office
      U.S. Department of Education
      400 Maryland Avenue. S.W.
      Washington, D.C. 20202-5920

Educational information refers to any record maintained by an educational institution, including files, documents, and materials of any type which contain information directly related to students, and which allows a student to be identified.

What is not considered Educational Information?

- Sole possession records or private notes held by educational personnel which are not accessible or released to other personnel
- Law enforcement or campus security records which are solely for law enforcement purposes
- Records related to individuals who are employed by the college
- Records related to treatment provided by a physician, psychiatrist, psychologist or other recognized professional
- Records of the college which contain only information about an individual obtained after that person is no longer a student at the college (i.e., alumni records)

Release of Educational Record

Who Is An Eligible Student Under FERPA and How Are They Protected?

Students become "eligible" and are protected under FERPA when they begin attendance at a higher education institution or have been previously enrolled and have an education record, regardless of age or status in regard to parental dependency. An individual is a student if he/she is/has attended a class and their information is in the Student Information System (SIS). FERPA rights continue after the student leaves the college and are only terminated upon the death of the student.

A student does not need to be enrolled in a program of study to be an eligible student. If a student attends any kind of course or program offered by the college, he/she is then considered an eligible student.

Students who have applied, but not attended the institution, and deceased students are not protected under FERPA guidelines.

Students' Rights Under FERPA

Eligible students have the right to inspect and review their educational records within 45 days of submitting a written request to Surry Community College. The student must submit the request to the Associate Dean for Enrollment Services and identify the records they wish to inspect. The Associate Dean for Enrollment Services will then make arrangements for access and notify the student of the time/place where the records may be inspected. The college is not required to supply copies of records unless for reasons such as great distance where it is impossible for the student to review the records.

A student may also ask the college to amend a record believed to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has a right to a formal hearing. If, after the hearing, the school still chooses not to amend the record, the eligible student has the right to place a statement with the record commenting on the contested information. This does not include grade appeals.

A student may formally request that Surry Community College not release Directory Information on their behalf by submitting a "FERPA Consent Form." Once this request has been made, every reasonable effort will be made to safeguard the confidentiality of directory information.

Once an official request of non-disclosure has been made, the student will not be permitted to request an official or unofficial transcript online in the college's student information system. The student will be required to submit written authorization, with proof of identity, to the Records Office before a transcript will be released. Additionally, Surry Community College staff will not respond to phone calls from potential employers to verify enrollment for students who have submitted an official request of non-disclosure without the student's written authorization. This request will remain in effect until the student submits a written notice to remove the restriction.

Surry Community College will make every reasonable effort to notify a student who is the subject of a subpoena or court order before complying.

Lastly, students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with FERPA.

Parents' Rights Under FERPA

Parents lose their FERPA rights when their child starts attending or taking classes in college (or any post-secondary institution) or turns 18, whichever happens first.

Under 20 USC 1232g(d) all rights of parents (including the right to inspect educational records and to consent to the disclosure of personally identifiable information) transfers to the student at the earlier of: 1) the attainment of age 18, or 2) attendance at an "institution of postsecondary education."

However, as stated later in this document, parents of a financially dependent student, defined by the Internal Revenue Service (IRS), may obtain their dependent student's records, after submitting proof of the student's dependency (via most recent federal tax form). Requested information will not be released prior to the submission of this documentation.

Students can authorize the release of their education information to a parent, spouse, or other third party by completing "FERPA Authorization Form."

Other than the financial dependent exception - which, again, requires documentation - the college may disclose non-directory information to a parent in these specific instances:

- When the student is under the age of 21 and violates college rules regarding the use of alcohol or controlled substances.
- In the case of a health or safety emergency, if the knowledge of the information is necessary to protect the health or safety of the student or others.

When is a student's consent not required?

There are several exceptions to releasing information without a student's written approval. Some examples are:

- school officials with "legitimate educational interests" (i.e. dual enrollment high schools);
- other schools to which a student is enrolled or seeking to transfer;
- parents (or Custodial Parents) of a dependent student (defined by the IRS). A parent may obtain their dependent student's records, but must submit proof of the student's dependency (via most recent federal tax form) prior to receiving requested information. This information must be updated yearly for the parent to continue to have access to their dependent student's records.
- specified officials for audit or evaluation purposes;
- appropriate parties in connection with financial aid;
- organizations conducting certain studies for or on behalf of the school;
- to comply with a judicial order or lawfully issued subpoena;
- to comply with the Solomon Amendment (An institution is obligated to release data included in the list of "student recruiting information," which may or may not match SCC's FERPA directory information list.);
- appropriate officials in cases of health and safety emergencies;
- State or local authorities auditing or evaluating federal or state supported education programs or enforcing federal laws which relate to those programs;
- state and local authorities, within a juvenile system, pursuant to specific State law; and
- parents of a student under the age of 21 who violates the college rules and/or federal/state or local laws regarding the use of alcohol or controlled substances.

Who Is Considered a "School Official"?

- a person employed by or under contract with the college in an administrative, supervisory, academic, or support staff position;
- a person serving on the Surry Community College Board of Trustees;
- a person or firm retained by the college to perform professional services, such as legal, accounting, or auditing services; or
- a person or company under contract with the college to manage or perform operations functions, such as the college bookstore.

What is "Legitimate Educational Interest"?

- Legitimate educational interest means a school official has a "need-to-know" regarding specific information in a student's record. It refers to any authorized interest or activity undertaken in the name of the college.
- Legitimate education interest exists when the school official is performing a task related to a student's education or is providing a service or benefit to the student.
- It exists when the school official is maintaining safety and security on campus.
- Access to an educational record must be necessary or appropriate to the operation of the college or to the proper performance of the educational mission of the college.

Disclosure of Education Information/Records

Directory Information

Disclosure means to permit access to or the release, transfer or other communication of personally identifiable information contained in education records by any means (oral, written, electronic, etc.), to any party except the party that provided or created the record.

Generally, the college must have written permission from a student before releasing information from the student's record. One exception to this rule is categorized as "Directory Information."

Directory Information is personally identifiable information which includes educational information/records that would not generally be considered harmful or an invasion of a student's privacy. This information may be disclosed to a third party without a student's written authorization. Although directory information may be disclosed, the college is in no way obligated to release such information.

Additionally, even though these items have been deemed Directory Information, it is the practice of the college to avoid releasing a student's address or telephone number without written authorization.

Surry Community College has classified the information listed below as Directory Information.

- Student name
- Address
- Telephone Number
- Dates of attendance
- Number of credit hours enrolled
- Grade level
- Major field of study
- Degrees received
- Awards and honors
- Photos
- Most Recent Educational Agency or Institution Attended
- Participation in Officially Recognized Activities and Sports
- Weight/height of members of athletic teams

Please Note: The college reserves the right to publish the names of students who receive academic honors.

Non-Directory Information

The following information does not fall into the category of Directory Information at Surry Community College. Outside of the exceptions listed below, this information cannot be disclosed without the student's written authorization:

- Grades or GPA
- Social Security# or Student ID#
- Student's Race or Gender

Questions regarding student records should be directed to the College's Student Records and Registration Office, located in the A-building, Student Services.

TRANSCRIPT REQUESTS

Transcripts are confidential documents maintained by the Records and Registration Office in Student Services. It is accessible only to the student and to those that the student permits to have copies. Surry Community College charges a $3.00 fee for each official transcript. There is no charge for "unofficial" transcripts. Students may obtain an unofficial transcript from the Student Services Office.

Official transcripts may be requested in one of the following ways:

1. In person: Students should go to the Information Desk in the Reeves (A) Building and pay the $3.00 per transcript fee (for official copies) to the cashier, and take the receipt to the Admissions and Records Office. This request will be processed immediately.
2. By mail: Students should complete the Transcript Request Form and follow the directions on the form to send it to the Admissions and Records Office by fax or postal service. The Transcript Request Form is available from the Admissions and Records Office or from the Surry Community College website by choosing "Why Surry", then "Campus Life", then "Curriculum Transcript Request."
3. Online: www.StudentClearingHouse.org

Transcript requests will not be processed if there are unpaid obligations to Surry Community College. The typical processing time is five business days, excluding mail time.

CREDIT MEASUREMENT

Credit for curriculum courses is measured in semester credit hours, defined as 1 credit hour for 1 contact hour of classwork, 2 contact hours of laboratory, or 3 contact hours of shop or clinical work per week for the 16 weeks of the semester or its equivalent. Contact hours are the actual number of clock hours that are scheduled for a class each week.

STUDENT CLASSIFICATION

A freshman is a student who has met regular admission requirements and has earned fewer than 30 semester hours of credit. A sophomore is a student who has earned 30 or more semester hours of credit with at least a 2.0 grade point average.

Full-time students are those who carry a minimum academic load of 12 or more credit hours per semester. Part-time students are those who carry fewer than 12 credit hours per semester. These hours may vary during the summer semester.

GRADE DEFINITIONS

The following grading system is used at Surry Community College.

Letter	Description	Quality Points
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Failing	0
I	Incomplete	0
W	Withdrawal	0
WF	Withdrawal Failing	0
AU	Audit	0
CR	Credit by Proficiency/Exam	0
NS	No Show	0
NC	No Credit	0
TR	Transfer Credit	0
S	Satisfactory	0
U	Unsatisfactory	0
P	Pass	0
R	Re-enroll	0

FINAL GRADES

Final grades for each class will be available to students as soon as possible at the end of each semester. Students can view their grades by logging into myKnightLife and viewing their transcript. A student's transcript will include information regarding transfer credits (if applicable), Surry Community College courses taken, grades received, credit hours earned, and GPA.

Students should review their transcript carefully to ensure that final grades for all classes are correct. Students should immediately contact the instructor of the class if they feel a grade has been incorrectly recorded on the transcript.

GRADE POINT AVERAGE

Student progress is measured by grade point average, or GPA. This average is sometimes called a quality point average, or QPA. Students can compute their GPA by dividing the number of credit hours they have taken into the number of grade points they have received. Grade points are assigned in this manner:

Grade	GPA Grade Points
A	4
B	3
C	2
D	1
F	0
WF	0

Grade Points Assigned for 3 Credit Hours

A	12
B	9
C	6
D	3
F	0
WF	0

*If students have taken 30 credit hours and have 90 grade points, their Grade Point Average is 3.0 (90 divided by 30 = 3.0, a "B" average). When courses are repeated, the lower grade is not counted toward the GPA.

*Courses below 100 level (i.e., DRE-098) are not included in the calculation of GPA or selection for academic honors (Dean's List or President's List).

INCOMPLETE GRADE POLICY

Incomplete grades are available to students with extenuating circumstances. Students who are assigned a grade of "I" on their transcript have one calendar year from the date the grade is issued to complete the work necessary to have the "I" changed to another grade. (In the event of an "I" grade earned at the end of the spring semester, students will have through the end of the subsequent fall semester to complete the requirements).

Students should work with the instructor to complete the requirements for the course. If the students are required to attend class in order to complete the course, they must register and pay the appropriate tuition and fees. If the necessary work is not completed by the end of the subsequent year, the "I" grade will be changed to a grade of "F". An incomplete grade cannot be changed to a grade of "W" at any time. Only under extreme extenuating circumstances will a student be allowed to petition an exception/extension of this policy to the Vice President for Curriculum Programs.

ACADEMIC HONORS

The Dean's and President's Lists are published to recognize full-time students who achieve true academic excellence in their college-level course work.

A student must carry a minimum of 12 credit hours of college-level course work to be considered for either academic honor. Courses below 100 level (i.e., DMA 010) are not considered part of the course load for selection for neither the Dean's List nor President's List.

The Dean's List

A student must maintain at least a 3.50 grade point average for the semester, and has no final grade lower than a "C" in any course taken for the semester.

The Dean's List is posted each semester on the College website and published in local newspapers.

The President's List

A student must maintain at least a 3.80 grade point average for the semester, and has no final grade lower than a "C" in any course taken for the semester.

The President's List is also posted each semester on the College website and published in local newspapers; however, to further document this accomplishment, each President's List student receives a congratulatory letter from the college president.

Honors Graduates

Graduation honors are based on the student's cumulative GPA. Students with a cumulative GPA of 3.50-3.79 will graduate with "Honors"; those students with a cumulative GPA of 3.80 or higher will graduate with "High Honors."

The academic honors achievement will be placed on the student's credential.

-Approved by Board of Trustees, April 08, 2013

Academic Progress: Warning, Probation, and Suspension

The policies governing academic progress at Surry Community College (SCC) are intended to assist students in successfully completing their programs of study. Procedures are designed to identify students experiencing academic difficulty and to ensure effective corrective action. These procedures are supported by both faculty and staff, who are committed to

1. informing all students of minimum academic standards and grading procedures
2. identifying and alerting students displaying signs of academic difficulty early in the semester through the SCC Early Alert Process
3. providing recommendations and opportunities for corrective actions to such students
4. notifying all students of their grade point average immediately following the end of the semester

Students enrolled in a degree, diploma, or certificate programs are expected to maintain satisfactory academic progress toward the completion of the requirements for their programs. A minimum grade point average (GPA) of at least 2.0 is required to graduate with a credential from SCC. Enrollment Services reviews each student's transcript at the end of each semester to determine if the student is satisfactorily progressing toward graduation.

Academic Warning

A student will be placed on academic warning after the first time the student's cumulative GPA falls below 2.0. Once a student is placed on academic warning, the student will receive written notification alerting him/her of his/her academic progress and possible interventions. An Academic Warning hold will be placed on the student's account.

The student may be required to meet with his/her Student Success Advisor and/or assigned faculty advisor to develop an Academic Improvement Plan. This plan may include the following interventions to assist the student with improving his/her GPA:

- Limiting the amount of courses in which the student may register in the subsequent semester.
- Repeating a course in which the student earned a low grade.
- Meeting with someone in the Academic Support Center, and attend appropriate student success seminars.

Academic Probation

A student will be placed on academic probation after the second consecutive time the student's cumulative GPA is below 2.0. Once a student is placed on academic probation, the student will receive written notification alerting him/her of his/her academic progress and possible interventions. An Academic Probation hold will be placed on the student's account.

The student may be required to meet with his/her Student Success Advisor and/or assigned faculty advisor to create, review, or update the student's Academic Improvement Plan. The updated plan may include the following interventions to assist the student with improving his/her GPA:

- Limiting the amount of courses in which the student may register in the subsequent semester. The student may not be allowed to register as student in full-time status.
- Repeating a course in which the student earned a low grade.
- Meeting with someone in the Academic Support Center, and attend appropriate student success seminars.

Academic Suspension

A student will be placed on academic suspension after the third consecutive time the student's cumulative GPA is below 2.0. Once a student is placed on academic probation, the student will receive an email and be notified in writing that he/she has been academically suspended from Surry Community College for a minimum of at least one semester, not including summer. An academic suspension hold will be placed in the student's account.

Academic Re-Instatement

Suspended students seeking readmission must petition for re-instatement to the Vice President of Curriculum Programs prior to the beginning of the semester. The petition is a written statement that should include the reasons he/she would like to be admitted, proposed course load, educational goals, his/her other time commitments, and any other information that might provide an explanation of the circumstances that led to the academic suspension.

The Vice President of Curriculum Programs will review the letter and any other supporting documentation submitted by the student and will make the decision. Re-instatement may be contingent on the student enrolling in specific courses or activities as required by the Vice President of Curriculum Programs.

-Pending approval by Board of Trustees, May 2015

ACADEMIC FORGIVENESS

Currently enrolled students that have returned to Surry Community College (SCC) after a period of three (3) years of non-enrollment may apply for academic forgiveness, as they make a fresh start in pursing educational goals. Academic forgiveness allows for "D", "F", or "WF" grades that were earned at the College three or more years prior to current enrollment to be eliminated from the student's cumulative GPA calculation.

To qualify for academic forgiveness, the following requirements must be met:

- The student has not been enrolled at SCC for a minimum of three (3) years prior to current enrollment, and must be currently enrolled in curriculum courses at SCC.
- Prior to applying for academic forgiveness, the student must demonstrate a renewed academic interest and effort by earning at least a 2.5 cumulative GPA in the first twelve (12) semester hours completed after re-enrollment. Developmental course credits will not count toward the first twelve (12) hours.

The following points apply regarding the consideration of academic forgiveness:

- Academic forgiveness is not reversible and may only be applied once during his/her academic career at SCC.
- Forgiven grades remain on the student's transcript with an "academic forgiveness" notation but are not calculated in the cumulative GPA.
- Courses that have been applied toward an awarded certificate, diploma, or degree at SCC are not eligible for academic forgiveness.
- Courses removed from the cumulative GPA calculation under academic forgiveness will still count toward satisfactory academic progress for students receiving financial aid and/or veteran's benefits.
- Since developmental course work does not count in the student's cumulative GPA, developmental course grades are not eligible for academic forgiveness.

Academic Forgiveness Process:

1. Students must meet with their Student Success Advisor and/or Faculty Advisor to determine if they are eligible for academic forgiveness.
2. If the determination is made that the student is eligible for academic forgiveness, then the student must complete the Application for Academic Forgiveness form and submit it to the Vice President of Student Services.
3. The Vice President of Student Services evaluates the academic record and determines the appropriate course(s) to be granted academic forgiveness.
4. Students will be notified of a decision through their SCC email.

Students planning to transfer to another college or university are cautioned that the receiving institution may use all grades earned in computing grade-point averages for admissions and/or other purposes.

CREDIT BY PROFICIENCY

Surry Community College recognizes that students gain knowledge and skills both inside and outside traditional classrooms. Therefore, students who can provide tangible evidence of preparation to successfully challenge a course may request credit by proficiency for that course. Students who are interested in pursuing credit by proficiency for a course must do the following:

- Register and pay for the course and attend class prior to requesting permission to take the proficiency examination.
- Initiate the request for demonstration of proficiency through the class instructor. Proficiency Examination Permission Forms are available from the Academic Deans and the Student Services Office.
- Provide tangible evidence of preparation to challenge the course.
- Obtain approval from the instructor, the division chair, and the appropriate dean.

A written, oral, and/or performance examination will be administered by the instructor in a manner pertinent to the content of the course. If the student exhibits satisfactory performance on the examination, the appropriate credit hours and proficiency credit grade will be placed on the student's transcript. The decision of the examining instructor will be final.

Additional considerations guiding the implementation of this policy include the following:

- Credit by proficiency must be requested and completed during the first ten percent (10%) of the class content.
- Some courses may not be appropriate for proficiency testing, and are excluded from this procedure.
- Students who earn less than a "C" on the proficiency exam receive no transcript notation and may complete the class for credit.

- Students who earn at least a "C" on the proficiency exam will receive the appropriate credit hours and proficiency grade (CR) on their transcripts.
- Students may attempt credit by proficiency only once for any given course.
- To ensure consistency in testing, each instructional department will develop a common proficiency exam for all eligible courses.
- Financial aid, veterans, and some third parties do not pay for credit by proficiency.
- No credit is given for experiential learning or training.

Please note that the "CR" grade assigned for proficiency may have implications for financial aid awards, and the credit may not be accepted by all transfer institutions.

TRANSFER CREDIT

Accredited Colleges/Universities

Students who transfer to Surry Community College from another accredited college or university will need to furnish official transcripts for evaluation. The college or university must be accredited by an entity recognized by the U. S. Department of Education. These transcripts are evaluated after a student's acceptance to Surry Community College. Only courses that are satisfactorily completed at other accredited institutions and apply to the student's current program of study will be transferred. Grades of "D" or below do not transfer.

Awarded transfer credits are placed on the student's transcript. These transcripts are available in Student Services upon request. Students receiving transfer credit toward an associate degree, diploma, or certificate must complete at least 25 percent of the semester hours in their program of study at Surry Community College in order to complete graduation requirements. These hours may not be earned by proficiency.

College Tech Prep Articulation

Through the statewide College Tech Prep Articulation agreement among high schools and community colleges and efforts of the SYSTEM (Surry Community College, Yadkin and Surry County Schools, and Elkin and Mt. Airy City Schools), students entering Surry Community College may receive college credit for a number of Career-Technical courses completed in high school. To receive credit, the high school must provide documentation that the student completed the course with a grade of "B" or better and scored at or above the mastery level (Score of 80) on the end-of-course VoCATS test, and the student must enroll in Surry Community College within two years of high school graduation. The current SCC College Tech Prep Articulation Agreement is shown below:

Surry Community College TECH PREP ARTICULATION AGREEMENT updated March 2015				
HS Program Area	**HS Course Number**	**HS Course Title**	**CC Course Number**	**CC Course Title**
Agricultural Education	AS32	Agricultural Mechanics II	WLD-112	Basic Welding Processes
Business and Information Technology Education	BD12	E-Commerce I	WEB-210	Web Design
Business and Information Technology Education	BM10 BM20	Microsoft Word, Power Point, Publisher AND Excel & Access	CIS-111	Basic PC Literacy
Business and Information Technology Education	BM10	Microsoft Word, Power Point, WITH MOS Certification in Word & PP	OST-136	Word Processing
Business and Information Technology Education	BD10	Multimedia and Webpage Design	WEB-120	Intro Internet Multimedia
Business and Information Technology Education	MU92	Strategic Marketing	MKT-120	Principles of Marketing
Business and Information Technology Education	MH31 AND MH32	Sports and Entertainment Marketing I AND Sports and Entertainment Marketing II	MKT-120	Principles of Marketing
Business and Information Technology Education	II11	Network Engineering I **(CISCO Semesters I & II)**	NET-125 AND NET-126	Networking Basics AND Routing Basics
Business and Information Technology Education	II12	Network Engineering II **(CISCO Semesters III & IV)**	NET-225 AND NET-226	Routing & Switching I AND Routing & Switching II
Business and Information Technology Education	II21	Computer Engineering Technology I	CTS-120	Hardware/Software Support
Business and Information Technology Education	II22	Computer Engineering Technology II	CTS-220	Advanced Hardware/Software Support
Business and Information Technology Education	ME11	Entrepreneurship I	ETR-220	Innovation and Creativity
Business and Information Technology Education	BF05	Personal Finance	BUS-125	Personal Finance
Business and Information Technology Education	BB30	Business Law	BUS-116	Business Law II

Surry Community College TECH PREP ARTICULATION AGREEMENT updated March 2015				
HS Program Area	**HS Course Number**	**HS Course Title**	**CC Course Number**	**CC Course Title**
Family and Consumer Science Education	FE11 AND FE12	Early Childhood Education I AND Early Childhood Education II	EDU-119	Intro to Early Childhood Education
Health Occupations Education	HU40	Health Science I	MED-121 AND MED-122	Medical Terminology I AND Medical Terminology II
Health Occupations Education	HN43	Nursing Fundamentals	NAS-101	Nursing Assistant I
Marketing Education	ME11	Entrepreneurship I	BUS-139	Entrepreneurship I
Marketing Education	MM51	Marketing	ETR-230 OR MKT-120	Entrepreneur Marketing OR Principles of Marketing
Trade and Industrial Education	IT12	Auto Brakes I	AUT-151	Brake Systems
Trade and Industrial Education	IT11	Auto Service	TRN-110	Intro to Transportation Technology
Trade and Industrial Education	IT14 & IT15	Automotive Electrical AND Automotive Electrical Advanced	TRN-120	Basic Transportation Electricity
Trade and Industrial Education	IC21	Carpentry I	CAR-110	Intro to Carpentry
Trade and Industrial Education	IC21 & IC22	Carpentry I AND Carpentry II	CAR-111	Carpentry I
Trade and Industrial Education	II21 & II22	Graphics I AND Graphics II	GRA-151	Computer Graphics I
Trade and Industrial Education	II31	Adobe Visual Design	DME-115	Graphic Design Tools
Trade and Industrial Education	IC61	Drafting I	DFT-111 AND DFT-111A	Technical Drafting I AND Technical Drafting I Lab
Trade and Industrial Education	IC61 & IV22	Drafting I AND Drafting II – Engineering	DFT-151	CAD I
Trade and Industrial Education	IV23	Drafting III - Engineering	DFT-112 AND DFT-112A	Technical Drafting II AND Technical Drafting II Lab

Surry Community College TECH PREP ARTICULATION AGREEMENT updated March 2015				
HS Program Area	**HS Course Number**	**HS Course Title**	**CC Course Number**	**CC Course Title**
Trade and Industrial Education	IM31 & IM32	Electronics I AND Electronics II	ELC-112 OR ELC-131	DC/AC Electricity OR DC/AC Circuit Analysis
Trade and Industrial Education	IC41	Electrical Trades I	ELC-113	Basic Wiring I
Trade and Industrial Education	IC42	Electrical Trades II	ELC-112	DC/AC Electricity
Trade and Industrial Education	IM61	Welding Technology I	WLD-110	Cutting Processes
Trade and Industrial Education	IM61 & IM62	Welding Technology I AND Welding Technology II	WLD-115	SMAW (Stick) Plate/Pipe
Trade and Industrial Education	TP12	Principles of Engineering	MNT-110	Intro to Maintenance Procedures
Trade and Industrial Education	TP11	Introduction to Engineering Design	DFT-151	CAD I
Trade and Industrial Education	7521	Collision Repair Technology I	AUB-131	Structural Damage I
Trade and Industrial Education	7522	Collision Repair Technology II	AUB-132	Structural Damage II
Trade and Industrial Education	IA32	Advanced Digital Media	DME-120	Intro to Multimedia Appl.
Trade and Industrial Education	IA31	Digital Media	DME-110	Intro to Digital Media
Trade and Industrial Education	TP22	Computer Integrated Manufacturing	MAC-121	Intro to CNC
Trade and Industrial Education	II33	Adobe Digital Video	DME-140	Intro to Audio/Video Media

CRITERIA TO AWARD ARTICULATED COLLEGE CREDIT

The following criteria shall be used to award college credit for courses identified above.

1. Grade of B or higher in the course and
2. A scale score of 93 or higher on the standardized Career and Technical Education (CTE) post-assessment. (*or 80 or above on the CISCO final exams or pass an industry standard certification.) In order to receive articulated credit, students must enroll at Surry Community College within two years of their high school graduation date.

HIGH SCHOOL CLASSES STARTED PRIOR TO JUNE 1, 2011, WILL FOLLOW THE FOLLOWING CRITERIA:

1. Grade of B or higher in the course and
2. A raw score of 80 or higher on the standardized Career and Technical Education (CTE) post-assessment. (*or 80 or above on the CISCO final exams or pass an industry standard certification.) In order to receive articulated credit, students must enroll at Surry Community College within two years of their high school graduation date.

The official high school transcript and all official standardized CTE post-assessment scores shall be required to verify that the criteria has been met to award credit for articulated course work. A community college advanced placement credit form must be attached to the front of the student's official high school transcript. This form is available to high school personnel upon request from Surry Community College. Once SCC receives transcript and form, credit will be awarded and a credit evaluation form will be mailed to the student. Students will receive the appropriate credit hours and a grade of "CR" on their transcripts.

Surry Community College officials shall have responsibility for verifying eligibility and acceptance of the articulated course on the high school transcript for college credit.

Military Credit

In some cases, transfer credit can be awarded for military training. The student must submit official military transcripts to be evaluated for credit. Only course credit recommended by American Council of Education guides is granted. No credit is given for experiential training or for courses taken at non-accredited schools.

Advanced Placement (AP) Examination

AP exams are usually taken by high school students enrolled in Advanced Placement classes. Students are responsible for having official AP test scores forwarded to the Surry Community College Admissions Office for transfer credit evaluation.

Surry Community College ADVANCED PLACEMENT CREDIT updated March 2015			
Subject Examination	**Minimum Score**	**Credit Hours Awarded**	**Course Credit Awarded**
Arts			
AP Art History	4	6	ART-114 & ART-115
AP Music Theory	3	3	MUS-110
AP Studio Art 2-D Design	3	3	ART-121
AP Studio Art 3-D Design	3	3	ART-122
AP Studio Art Drawing	3	3	ART-131
English			
AP English Language & Composition	4	3	ENG-111
AP English Literature & Composition	4	3	ENG-111
History & Social Sciences			
AP Comparative Government & Politics	-	-	-
AP European History	3	6	HIS-121 & HIS-122
AP Human Geography	-	-	-
AP Macroeconomics	3	3	ECO-252
AP Microeconomics	3	3	ECO-251
AP Psychology	3	3	PSY-150
AP United States Government & Politics	3	3	POL-120
AP United States History	3	6	HIS-131 & HIS-132
AP World History	-	-	-
STEM			
AP Biology	3	8	BIO-111 & BIO-112
AP Calculus AB	3	4	MAT-271
AP Calculus BC	3	4	MAT-271
AP Calculus BC	4	8	MAT-271 & MAT-272
AP Chemistry	3	8	CHM-151 & CHM-152
AP Computer Science A	3	3	CIS-110
AP Environmental Science	3	4	BIO-140 & BIO-140A
AP Physics 1 (NEW)	3	4	PHY-151

Surry Community College ADVANCED PLACEMENT CREDIT updated March 2015			
Subject Examination	**Minimum Score**	**Credit Hours Awarded**	**Course Credit Awarded**
AP Physics 2 (NEW)	3	4	PHY-152
AP Physics C: Electricity and Magnetism	3	4	PHY-252
AP Physics C: Mechanics	3	4	PHY-251
AP Statistics	4	4	MAT-152
World Languages & Cultures			
AP Chinese Language and Culture	-	-	-
AP French Language and Culture	-	-	-
AP German Language and Culture	-	-	-
AP Italian Language and Culture	-	-	-
AP Japanese Language and Culture	-	-	-
AP Latin	-	-	-
AP Spanish Language and Culture	3	6	SPA-211 & SPA-212
AP Spanish Literature and Culture	3	9	SPA-141, SPA-151, & SPA-212

College Level Examination Program (CLEP)

College course credit will be granted to students who participate in CLEP Subject Examinations and achieve the minimum passing score as recommended by the American Council on Education (ACE). Students must submit an official CLEP transcript to the Office of Student Services for consideration of granting college credit. Visit http://clep.collegeboard.org/ for more information on the specific CLEP exams and scores required for course credit at Surry Community College.

Surry Community College CLEP CREDIT updated March 2015			
Subject Examination	**Minimum Score**	**Credit Hours Awarded**	**Course Credit Awarded**
Composition and Literature			
American Literature	50	6	ENG-231 & ENG-232
Analyzing and Interpreting Literature	50	3	ENG-131
College Composition	-	-	NONE
College Composition Modular	-	-	NONE
English Literature	50	6	ENG-241 & ENG-242
Humanities	-	-	NONE
Foreign Languages			
French Language	-	-	NONE
German Language	-	-	NONE
Spanish Language	50	6	SPA-111 & SPA-112
History and Social Sciences			
American Government	50	3	POL-120
History of the United States I: Early Colonization to 1877	50	3	HIS-131
History of the United States II: 1865 to the Present	50	3	HIS-132
Human Growth and Development	50	3	PSY-241
Introduction to Educational Psychology	50	3	PSY-263
Principles of Macroeconomics	50	3	ECO-252
Principles of Microeconomics	50	3	ECO-251
Introductory Psychology	50	3	PSY-150
Introductory Sociology	50	3	SOC-210
Social Sciences and History	-	-	NONE
Western Civilization I: Ancient Near East to 1648	50	3	HIS-111
Western Civilization II: 1648 to the Present	50	3	HIS-112
Science and Mathematics			
Biology	50	8	BIO-111 & BIO-112

Surry Community College CLEP CREDIT updated March 2015			
Subject Examination	**Minimum Score**	**Credit Hours Awarded**	**Course Credit Awarded**
Calculus	50	4	MAT-271
Chemistry	50	8	CHM-151 & CHM-152
College Algebra	-	-	NONE
College Mathematics	-	-	NONE
Natural Sciences	-	-	NONE
Pre-calculus	-	-	NONE
Business			
Financial Accounting	-	-	NONE
Information Systems and Computer Applications	52	3	CIS-110
Introductory Business Law	51	3	BUS-115
Principles of Management	50	3	BUS-137
Principles of Marketing	50	3	MKT-120

International Transcripts

If transfer credit is desired, the transcripts must be evaluated by an "evaluation service" before transfer credit can be considered. Evaluation from one of these services does not guarantee that SCC will accept the credits. Evaluation services should be members of the National Association of Credential Evaluation Services. For a complete listing of members, visit *www.naces.org.*

NOTE: All transcripts and documents become property of Surry Community College and cannot be returned or re-issued.

GRADUATION REQUIREMENTS

In order to receive a degree, diploma, or certificate from Surry Community College, students must fulfill these requirements:

A. Complete all course work and credit hours required in the program.
   1. Minimum Grade Requirements
      a. Students graduating from a college transfer program (Associate in Arts, Associate in Science, or Associate in Fine Arts) must complete all credit hours with no grade below a "C."
      b. Students graduating from a Health Sciences program (Nursing, Physical Therapist Assistant, and Medical Assisting) must complete all credit hours with no grade below a "C."
      c. Students graduating with all other certificates, diplomas, or degrees must complete all credit hours with no grade below a "D."

2. Transfer Credit - All transfer credit must be evaluated by the Records Department and placed on an official transcript before it can be counted toward graduation.
3. Substitutions - All programs must be completed as stated in the catalog unless a substitution has been approved and filed in Student Services. Example: Substitute ENG 112 for ENG 114 in an A.A.S. program. This practice is acceptable, but it must be approved before the student registers for the course. The Course Substitution form is available from the division chairperson or in Student Services.

B. Have a minimum 2.0 Grade Point Average (GPA). Information regarding GPA is located in the Credit and Grading Issues section of the college catalog.
C. Complete at least 25 percent of the certificate, diploma, or degree credit hours at Surry Community College. This 25 percent of hours may not be earned by proficiency and must be in the student's program of study.
D. Submit a completed Application for Graduation to the Admissions and Records Office and pay any applicable graduation fees at the Business Office. This procedure is normally completed at the beginning of the semester in which the student will complete all coursework.

Catalog of Record

The student's catalog of record will be the catalog that is in effect on the date of his or her first enrollment in a specific degree program as long as his or her enrollment is continuous. If the student changes programs or does not enroll for one or more semesters (not including summer term), the student's catalog of record will be the catalog in effect at the time of re-enrollment.

STUDENT SUPPORT SERVICES

ACADEMIC ASSISTANCE

Degree-seeking students whose placement test scores indicate a need for more background preparation and other students who are looking for refresher courses are offered space in developmental studies classes. Participation in this program enables these students to gain the necessary skills to become successful college students. The Academic Support Center has student tutors and professional staff available for individualized instruction in reading, English, and mathematics.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC), located on the second floor of the library, offers free tutoring for students enrolled in at least one curriculum class at SCC. The Academic Support Center exists to improve and expand learning through student tutoring. The Center is committed to helping students take command of their learning by thinking through course material.

Students needing a tutor may sign up through the Academic Support Center webpage. Availabilities may vary depending on times and subject matter. Students may sign-up for one session or continual help during the semester. Online tutoring sessions are available for distance education students and students at the Center for Public Safety, the Elkin Center, the Pilot Center, or Yadkin Center. All sessions are provided free of charge. For assistance scheduling an appointment or for general information please call 386-3460 or visit the ASC.

Students wishing to become tutors must demonstrate proficiency in the subject area. They must also submit faculty referrals, complete an application and interview process, and pass a transcript review. Upon selection, tutors are given an orientation and are required to attend training sessions. Tutors are compensated for their services.

CAREER SERVICES

The Career Services Center offers a comprehensive career development program designed to assist students in setting career and educational goals and developing employability skills.

Services include career counseling, career assessments, career research and exploration, resume development and preparation for employment interviews. The Center provides students with quick and easy access to local, national, and international labor market data through current printed materials, internet sites, video and audio tapes, and face-to-face interview with area employers. The Center also provides leads for employment opportunities as listed by area employers. Services are available to current students and graduates. Opportunities for volunteerism, service learning, and cooperative education are also coordinated through the Career Services Center.

Located in the Reeves Building on the main college campus, the Center is open five days and four evenings per week. Individuals may learn more about the Center by calling 336-386-3388.

COMPUTER RESOURCES

Surry Community College has two computer labs that are available for use by students; E building, room 148 and the Learning Resources Center (Library, first floor). These labs are available for computer

classes, computer-related classes, and for computer-assisted instruction. Internet access is also available for class and research use.

COSMETOLOGY SERVICES

The Cosmetology Department is located on the lower level of the Richards Health Sciences (H) Building. Although the purpose of the department is to train students to gain employment in the beauty culture field, the department offers its services to SCC students, faculty/staff, and the general public. Services are administered on a first-come, first served basis.

COUNSELING SERVICES

If students need to talk with someone about any problem or concern, a qualified counselor is available to listen and help resolve problems in a confidential and relaxed setting. Students can talk through whatever is on their mind and quite often gain insight into how to solve the problem through this process.

DISABILITY SUPPORT SERVICES (ADA)

The Office of Disability Services provides equal access to programs and services and promotes equal opportunities for students with disabilities, through the provision of reasonable accommodations, resources and services. Disability Services is in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students may contact the Director of Disability Services at 336-386-3443 or brackenl@surry.edu.

Request Services

Surry Community College is committed to making the educational opportunities it offers reasonable and accessible to all qualified students with disabilities. Students seeking assistance or accommodations are responsible for making their disability known to the coordinator of Disability Services, in the office of Student Services. Students seeking disability services need to make their needs known in a timely manner, since it may take some time to acquire the necessary aids and notify the student's instructors. Reasonable accommodations are not retroactive and must be requested each semester. If the student hasn't made a request for services or reasonable accommodations in a timely manner prior to enrollment, SCC cannot assure that all appropriate accommodations can be accomplished prior to the first class.

Self-Advocacy

Students have the opportunity to voluntarily self-identify with the college as having a disability or special need. Students can self-identify to the Office of Disability Services located in A-building or contact the Student Services Office.

Note: Identifying yourself as having a disability, to an individual professor, school, friend or department other than the Student Services Office IS NOT considered an official notification to the College.

Documentation

Services of a disability or special need are provided based on documentation provided by the student. The student must provide information about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of the college life, in and/or out of the classroom. Acceptable documentation of a disability or special need may include: Medical report, physician's statement, psychological evaluation, psycho educational evaluation or other professional evaluations which verify the need for reasonable accommodations or modifications. The documentation should be current. IEP's and 504 Plans, although providing historical evidence of services and accommodations, are generally not considered sufficient to make a student eligible for services. Please note that students

will be evaluated on a case-by-case basis. If no current documentation is available, it is the responsibility of the student to have new documentation prepared.

Resources

When possible, SCC will rely on the resources available from community agencies such as the Division of Vocational Rehabilitation Services, Services for the Blind and Services for the Deaf and Hard of Hearing and others which provide educational auxiliary aids. The college is not required to, and cannot provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Disability Services Office is located in the A-Building in the Office of Student Services.

For additional information, the Disability Services Coordinator can be reached at (336-386-3443). Students with hearing difficulties may call 1-800-735-2962 (TTY) or 1-800-735-8262 (voice).

Service Animal Policy

Surry Community College seeks to accommodate persons with disabilities who demonstrate the necessity of a service animal. The College is also mindful of the health and safety interests of its general community. The SCC Service Animal Guidelines are aimed at meeting these concerns. The College's Office of Disability Services is responsible for implementing this policy. Success requires the cooperation of all students, staff and faculty. No animals are allowed in SCC buildings except those defined as Service Animals. For further information, please contact the Office of Disability Services at 386-3443.

EDUCATIONAL OPPORTUNITY CENTER

Funded by a grant from the US Department of Education, the Educational Opportunity Center (EOC) offers a wide range of services to first-generation college students from Surry, Yadkin, Davie, Stokes, and Rockingham counties. Some of these services include assistance with admissions, financial aid, career counseling, and referrals to other service agencies. Many of the students served locally by the EOC are displaced workers who decide to return to school for training in a new career field. Services provided by the Center staff often add the final touch of personal attention that helps students find success in their educational programs. For additional information about the services available, call 336-386-3328, or ask for the EOC in the Student Services Office.

FOOD SERVICES

The Knights' Grill, a full-service cafeteria, is located on the ground floor of the A-Building. A wide selection of sandwiches, soups, salads and full meals are prepared fresh daily. Hours of operation are Monday through Thursday 7:00 am until 2:00 pm. The Knights' Grill is closed on Fridays during the summer.

HEALTH SERVICES

First aid supplies are kept at various locations around campus such as Student Services, Administration Offices, Nursing Department, Physical Education Department (Gym), Maintenance Office & shop, as well as all technical and science lab areas.

In the event of any emergency, students should contact the Campus Police through the switchboard/information center window or dial 0. If further help is needed for the situation, Surry County Emergency Medical Services will be notified. Students will be transported to Northern Surry Hospital in Mt. Airy if deemed necessary by the EMS.

Copies of the Communicable Disease Policy and Alcohol & Drug Abuse Policy are available in the Student Services Offices.

A limited accident insurance policy is purchased upon registration. Because this is a limited policy, students must read carefully the brochure which is provided. If it becomes necessary to receive medical treatment under this policy, students must notify the Business Office within two days of the injury and complete the required forms.

LIBRARY

The Library, housed in the "R" Building, provides print and electronic materials to supplement classroom instruction and support lifelong learning in the Surry Community College service area. The collection includes approximately 30,000 printed books, 130,000 e-books, 2,400 audiovisual items, and 80 current print magazine and newspaper titles.

The Library web pages contain essential information, access to the Library catalog, and links to databases provided for student and faculty research through Surry Community College and NC Live. Any current student has access to the databases, either while on campus or by computer from home at any time day or night. The databases provide thousands of full-text magazine and newspaper titles. Research assistance and inter-library loan services are available at the Reference Desk on the main floor of the Library as well as through e-mail. Instructional sessions in using print and electronic resources are available for individuals, small groups, or classes.

Computers for student research are located on the main floor, and a local history and genealogy research collection is available on the second floor of the Library.

The Library is open from 7:30 a.m. to 9:00 p.m. Monday through Thursday, and from 7:30 a.m. to 2:30 p.m. on Friday when classes are in session. During summer sessions and between semesters the Library operates on a limited schedule. Check the Library website for exceptions to the normal hours. The Library is open to the general public. Local residents 16 years old and up may apply for a library card and receive limited borrowing privileges.

LOCKERS

A limited number of lockers are available for use on a first-come, first-served basis with the purchase of a lock. Personal locks are not allowed. Students should check in the bookstore for locker availability.

STUDENT LIFE

A well-balanced educational program includes some time for social, cultural, and recreational activities. Each year, the College provides a variety of such activities through student clubs and organizations. The SCC Inter Club Council coordinates many of these activities and the College encourages students to learn more about specific clubs. An intramural sports program is also offered if sufficient interest is demonstrated for those not-so-serious about formal sports, but still looking for exercise and fun.

STUDENT SERVICES

The Student Services Office is a place students may need to visit often. It is filled with competent, friendly staff whose sole purpose is to ensure that student experiences at SCC are the best to be found anywhere. This is the place where the SCC experience begins as students apply for admission, and if they're a degree/diploma/certificate student, it's where their SCC experience reaches its apex as they apply for graduation. Additionally, for all the days in between these events, it's the place to come for information and assistance, as well as to register for classes. Whether a student becomes a degree

student or a special credit student, he or she needs to take advantage of the help this staff is ready to give.

Student Services Office Availability

The Student Services office is located in the A building.

Regular office hours are **Monday-Thursday -** 7:30 a.m.-6:00 p.m.**; Friday -** 7:30 a.m.-3:00 p.m. **For more information, please check the website at www.surry.edu or call (336) 386-3264.**

TESTING CENTER

The Surry Community College Testing Center is located in the A-building on the main floor and provides college placement testing, exam proctoring, Microsoft Office Certification testing, make up exams, MSSC (Manufacturing Skill Standard Council) Certified Testing, GED Testing, reasonable accommodations testing and remote testing services at our off campus locations, Yadkin Center, Pilot Center, and Elkin Center (by appointment only).

Surry Community College administers the North Carolina Diagnostic and Placement (NC DAP) test. The NC DAP test is taken via computer and contains four components; WritePlacer Essay, Reading, Revising/Editing, and Math. A fifth component, College-Level Math, may be administered depending on your math score and eligibility will be determined by a Student Success Advisor. The WritePlacer is a timed test and students are allowed two hours to complete the test. All other placement test sections are untimed. The average testing time for all four sections is approximately three hours.

Surry Community College recommends that all students review prior to taking placement tests. Study guides are available from the Testing Center or the Office of Student Services. *(Note: All placement test review information is provided as a review only, without any warranty or guarantee that a student's test scores will improve. Surry Community College takes no responsibility in test scores as a result of using the online study guide or any link to a study guide.)*

Students must show a valid Photo ID on the day of the test for identification purposes. Knowledge of computers is not necessary to take placement tests. Testing Center staff will assist students who are unfamiliar with using a computer. Students should not bring calculators, cell phones or any other device to the Testing Center unless specified by the instructor. Pencils and paper will be provided for the math sections. **To insure adequate time for testing students must be inside the Testing Center two hours before closing. If students are not finished before closing, they will be asked to return the next day to complete the tests. Students should contact the Testing Director for further information.**

Services Provided

The Testing Center provides test proctoring service for both paper-based and computer-based tests. A picture ID is required for all testing. Students who fail to bring a picture ID will not be allowed to test that day. We also provide proctoring services for other colleges and universities in the UNC Online System. For more information our services provided contact the Testing Center at testingcenter@surry.edu. All tests must be started and finished in one session unless otherwise noted and must be turned in at least 10 minutes prior to closing. Testing hours may be different during semester breaks. Please call the Testing Center for more information at 336-386-3346 or 3443. The Testing Center will also be closed for all holidays recognized by Surry Community College and as indicated by inclement weather.

For Testing Center Hours, please contact the Testing Center at 336-386-3346. The Testing Center is located in A–building on the main campus in Dobson, NC.

UPWARD BOUND PROGRAM

The Upward Bound Program, funded through a grant from the U.S. Department of Education, assists local high school students by providing tutoring, instruction in computer applications, personal development, composition, literature, Spanish, ESL, math, and social studies. The program is designed to help young people develop the academic skills and motivation necessary for success in college. For additional information about Upward Bound, call (336) 386-3664 or (336) 386-3359, or ask for Upward Bound in the Student Services Office.

VETERANS SERVICES

If a student is a veteran of military service, serves in the Reserves or the N. C. National Guard, or is the spouse or child of someone disabled or killed during service, he or she will want to take advantage of the Veterans Services Office in the Veterans Center. The veterans certifying official will help students apply for any educational benefits available to them and will answer questions about these benefits. Students receiving veterans educational benefits must (1) follow the Standards of Progress for Financial Aid Recipients at Surry Community College; and (2) maintain regular satisfactory class attendance in order to continue receiving these benefits. State and federal laws require that all persons receiving veterans educational benefits attend class on a regular basis. Please see page 73 of the catalog for more information on Veteran's Administration Educational benefits.

VOTER REGISTRATION SERVICES

Throughout the academic year, voter registration opportunities will be made available in Student Services, A-Building. For additional information, contact the Director of Disability Services/Testing Center located in the Office of Student Services at 336-386-3443.

COLLEGE POLICIES

STATEMENT OF COLLEGE POLICY

Surry Community College is proud of its history, its faculty, and its student body. A statement at this time does not indicate any special concern in regard to possible activities on our campus such as have been witnessed on college campuses across the country. However, in view of the temper of the times, we believe it proper to reassure our students, faculty, alumni, and friends by a clear statement relative to the following items:

1. Surry Community College is a county-owned and state-operated and controlled community college. It has grown and expanded over the past few years with state and local funds. In accordance with state law, its management and control are the responsibility of the Board of Trustees.
2. Surry Community College proudly affirms its belief in and support of the philosophy of individual freedom and responsibility. Academic freedom is not academic license, and the right to criticize and protest is not the right to disrupt or interfere with the freedom of others. Surry Community College believes in a government of law and not of people. It is the right of any citizen to criticize, protest, and attempt to change the law in accordance with constitutional procedures. It is not the citizen's right, however, to disregard or disobey the law even under the excuse of his or her own conscience.
3. A student enters Surry Community College voluntarily. Students apply presumably because they wish to further their education and because they believe Surry Community College, with its traditions and reputation, is capable of advancing their intellectual development. Any student who is not in agreement with the rules and regulations, traditions, and policies of the college is always welcome to suggest changes in an orderly manner; however, having been accepted and having decided to enroll, he or she is expected to abide by the laws of our nation and comply with the rules and policies of Surry Community College until change is accomplished by proper procedure.
4. Moreover, the administration of the College pledges unequivocally to give full and prompt attention to proposals presented in a serious and orderly manner. The use of violence, disturbances, or force of any kind – whether by single students, a minority or a majority group – will not be tolerated.

Accordingly, the Board of Trustees formally announces this College offers no sanctuary to any individual or group which condones, advocates, or exercises the taking over or damaging of property or the use of intimidation or physical force. Any who engage in such activities will be held legally and individually responsible. Corrective steps may include suspension, expulsion, and/or prosecution in the courts of the State of North Carolina.

-Adopted by the Board of Trustees, SCC

STUDENTS' ROLE IN DECISION-MAKING

The college trustees, administrative staff, and faculty are involved constantly in making decisions which affect students. Because students' ideas and concerns are highly valued, every effort is made to solicit student input for the decision-making process. Student representatives are found on the SCC Foundation Board, Board of Trustees, and administrative standing committees. Guidelines for appointment to these groups can be found in the Inter-Club Council/Student Government Association Bylaws.

STUDENT RESPONSIBILITIES

All programs establish certain academic requirements that must be met before an academic award is granted. Advisors, department chairpersons, and deans are available to help the student understand and arrange to meet these requirements, but the student is responsible for fulfilling them. If at the end of a student's course of study, the requirements for graduation have not been satisfied, the respective certificate, degree, or diploma will not be granted. For this reason, it is important for each student to acquaint himself or herself with all academic requirements throughout his or her college career and to be responsible for completing all such requirements.

Students are responsible for:

1. Being aware of and abiding by institutional rules, regulations, and policies;
2. Maintaining individual honor in their academic pursuits by neither participating in nor condoning acts of academic dishonesty;
3. Maintaining the standards of academic performance established by each course in which they are enrolled;
4. Learning the content and demonstrating the competencies of any course of study in which they are enrolled;
5. Maintaining in each course the standard of classroom conduct deemed by the institution to be conducive to the learning process;
6. Complying with procedures governing tardies and absences explained in each course syllabus;
7. Reviewing periodically their institutional academic record for completeness and accuracy;
8. Conducting themselves in an appropriate manner while on campus or while functioning as a representative of Surry Community College;
9. Conducting the business of student clubs and associations in a fair and equitable manner; and
10. Adhering to and complying with prescribed institutional grievance procedures.

STUDENT CODE OF CONDUCT

Purpose

The purpose of the Student Code of Conduct is to outline the expectations regarding student behavior and to assist in the maintenance of a productive, safe educational environment.

When students violate college regulations, they are subject to disciplinary action by the college whether or not their conduct violates the law. If a student's behavior simultaneously violates both college regulations and the law, the college may take disciplinary action independent of that taken by legal authorities.

Student Rights

- **Legal Rights**
  All rights and privileges guaranteed to every citizen by the Constitution of the United States and by the state of North Carolina shall not be denied any student. Furthermore, SCC shall adhere to all of the statutes of the United States and the state of North Carolina.

- **Rights of the Learner**
  - Students have the right to freedom of expression, inquiry, and assembly without restraint or censorship subject to reasonable and nondiscriminatory rules and regulations regarding time, place, and manner.
  - Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

- Students have the right to inquire about and to propose improvements in policies, regulations and procedures affecting the welfare of students through established student government procedures, campus committees, and college offices.

- **Freedom of Association**
  Students are free to organize, to join an association or organized club, or propose the creation of new clubs and association to promote students' program or career interest.

- **Student Records**
  The Family Educational Rights and Privacy Act of 1974 (FERPA) provides safeguards regarding the confidentiality of, and access to, student records. FERPA policies are described in more detail in the Student Records Policy.

- **Due Process**
  Due process procedures are established to guarantee a student accused of a student code of conduct violation the right to a hearing, a presentation of charges, evidence for charges, the right to present evidence, the right to have witnesses on one's behalf and to hear witnesses on behalf of the accuser(s), the right to counsel, and the right of appeal. No disciplinary sanctions other than temporary removal from class or activity (only for duration of said activity) may be imposed upon any student without due process.

Student Code of Conduct

The following violations include, but not limited to the following conduct:

- **Academic Dishonesty, Cheating, and Plagiarism**
  For more information regarding cheating and plagiarism, please refer to the *Cheating and Plagiarism Policy.*

- **Damage, Destruction or Theft of College Property**
  Theft of, misuse of, or damage to college property, or theft of or damage to property of a member of the college community, or a campus visitor on college premises or at college functions; unauthorized entry upon the property of the college or into a college facility or a portion thereof which has been restricted in use and thereby placed off limits; unauthorized presence in a college facility after closing hours; occupation or seizure in any manner of college property, a college facility or any portion thereof for a use inconsistent with prescribed, customary or authorized use.

- **Alcohol on Campus**
  For more information regarding alcohol on campus, please refer to the *Drug and Alcohol Use/Abuse Policy*.

- **Drugs on Campus**
  Possession, use, or distribution of any illegal drugs, except as expressly permitted by law is prohibited. Any influence which may be attributed to the use of drugs shall not in any way limit the responsibility of the individual for the consequences of his/her actions. For more information regarding drugs on campus, please refer to the *Drug and Alcohol Use/Abuse Policy.*

- **Weapons on Campus**
  Possession or use of a weapon, as defined by State law, on College premises or at College-sponsored or College-supervised functions, as prohibited under North Carolina General Statute §14-269.2. This includes carrying a concealed weapon on campus or to a College-sponsored activity even though in possession of a valid permit. Exceptions may apply to on-duty law enforcement officers attending College classes or activities. This also includes unauthorized

use of any instrument designed to inflict serious bodily injury to any person.

- **Disruption and Disorderly Conduct**
  A student shall not engage directly or aid and abet in lewd or indecent conduct, including public physical or verbal action or distribution of obscene or libelous written material. Intentional obstruction or disruption of teaching, research, administration or disciplinary proceedings or other college activities, including public service functions and other duly authorized activities on college premises will not be tolerated. This also includes excessive use of profanity, obscene and offensive language and conduct. A student on campus shall promptly identify himself to a SCC official or campus police officer at all times upon reasonable request. Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive is a violation.

- **Verbal, Physical, and Emotional Abuse**
  A student shall not intentionally cause, or attempt to cause any verbal, physical, or emotional abuse of any person on college premises, at college sponsored, or college supervised functions. This includes any verbal or physical actions which threaten or endanger the health and safety of any such persons, the educational process, or which promote hatred or racial prejudice. This includes acts of bullying, hazing, and cyber-bullying.

  The North Carolina General Statute §14-35 defines hazing and the punishment set forth for hazing. The North Carolina General Statutes §14-458.1 defines cyber-bullying and the punishment set forth for cyber-bullying.

- **Gender-Based and Sexual Misconduct**
  Sexual misconduct or inappropriate sexual behavior, both consensual and non-consensual, including but not limited to inappropriate displays of affection, sending graphic or sexually explicit materials through electronic and digital media, explicit behavior, sexual violence, sexual harassment, sexual discrimination, domestic violence, intimate partner violence, dating violence, stalking, public sexual indecency, or indecent exposure on College property is prohibited. Any act, comment, or behavior which is of a sexually suggestive or harassing nature and which in any way interferes with a student's or an employee's performance or creates an intimidating, hostile or offensive environment is also prohibited. For more information regarding gender-based and sexual misconduct, please refer to the *Gender-Based and Sexual Misconduct Policy*.

- **Other Types of Harassment and Discrimination**
  For more information regarding other types of harassment and discrimination, please refer to the *Harassment and Discrimination Policy*.

- **Technology Usage**
  For more information regarding technology usage on campus, please refer to the *Information Technology Acceptable Use Policy*, *Electronic Signature Policy*, and *Copyright Infringement Policy*.

- **Free Speech and Public Assembly**
  Participating in or conducting an assembly, demonstration or gathering in a manner which threatens or causes injury to person or property; which interferes with free access to, ingress or egress of college facilities; or which is harmful, obstructive or disruptive to the educational process or institutional functions of the college; remaining at the scene of such an assembly after being asked to leave by a representative of the college staff. For more detailed information, please refer to the *Free Speech and Public Assembly Policy*.

- **Tampering with Fire Alarms and Emergency Equipment**
  Setting off a fire alarm, using, or tampering with any fire safety equipment, except with

reasonable belief in the need for such alarm or equipment is a violation. Using or tampering with an Automated External Defibrillator (AED) device, except with reasonable belief in the need for such alarm or equipment is also violation.

- **Tobacco Free Campus**
  No student, faculty, staff, or intuitional visitor is permitted to use any tobacco products on the College grounds and leased property. Tobacco products include cigarettes, cigars, blunts, bidis, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products. This prohibition also includes any electronic oral device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, or any other product name or designation. For more detailed information, please refer to the *100% Tobacco-Free School Policy*.

- **Parking Violations**
  Violation of college regulations regarding the operation and parking of motor vehicles.

- **Financial Responsibility**
  Fiscal irresponsibility such as failure to pay college levied fines, or the passing of worthless checks to college officials. The college will not accept checks from students who have written the college a check with insufficient funds.

- **State and Federal Laws**
  Violation of a local, state or federal criminal law on college premises may adversely affect the college community's pursuit of its proper educational purposes; therefore, a student should not violate any state or federal laws while on the campus of SCC, or while attending an SCC activity, function, or event off the ground of SCC.

- **Dress Code**
  Students may dress informally while at SCC, but cleanliness and neatness of appearance must be maintained. Shirts and shoes are required at all times while the student is on campus or at all times while such student is attending a SCC activity, function or event off SCC grounds. Clothing that has vulgarities, lewd acts or comments, incites racial or ethnical prejudice, or infringes on religious freedom should not be worn. Special technical or vocational credit programs, such as the health or technical programs, may require special attire for clinical, laboratory, or shop areas. A student shall not attend classes or laboratory work conducted in the clinical, laboratory, or shop areas if such student is in violation of the attire codes for such areas.

Violations of the Student Code of Conduct

IMMEDIATE DISMISSAL OF STUDENTS

If an act of misconduct threatens the health or well-being of any member of the academic community or seriously disrupts the function and good order of the college, an instructor, campus police, or administrator may direct students involved to cease and desist such conduct and advise them that failing to cease and desist could result in immediate dismissal from school. If the students fail to cease and desist, the instructor, campus police, or administrator may then dismiss them from the class or the college until a resolution of the matter can be made. Prior to dismissal, the student(s) shall be given the opportunity to explain his or her conduct to the instructor, campus police, or administrator.

An instructor, campus police, or administrator invoking such dismissal shall notify the Vice President of Student Services in writing of the individuals involved and the nature of the infraction as soon as possible, but no more than two (2) days following the incident. The Vice President of Student Services is responsible for reviewing the dismissal and implementing the student discipline procedures as outlined below.

DISCIPLINE ISSUES OCCURRING INSIDE THE CLASSROOM

Faculty members are responsible for classroom management. When students are disrupting the learning environment (talking during class, playing with phones or other devices, etc.), faculty members will address the situation at the lowest level possible. If the student continues the disruptive behavior, the faculty may refer the student to the Division Chair/Director of the program.

The Division Chair/Director may decide that the student's ongoing disruptive classroom behavior warrants removal from the course. If the Division Chair/Director recommends that the student should be removed from the course, the Division Chair/Director will file a written code of conduct charge against the student with the Vice President of Student Services. The Vice President of Student Services, in consultation with the Vice President of Curriculum Programs and/or the Vice President of Corporate and Continuing Education, will implement student discipline procedures as outlined below.

DISCIPLINE ISSUES UNRELATED TO THE CLASSROOM

Any administrative official, campus police officer, faculty member, staff member, or student may file charges with the Vice President of Student Services against any student or student organization for violations of college regulations.

Sanctions

When the accused is found to be in violation of this policy, sanctions will be issued to the accused to correct the behavior and to reasonably ensure that the actions will not be repeated. The Vice President of Student Services may apply the following sanctions as appropriate:

- **Verbal Warning** – A verbal warning which if the student continues or repeats a specific behavior/condition further disciplinary action will be taken.
- **Reprimand** - A written communication which gives official notice to the student that any subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.
- **General Probation** - An individual may be placed on General Probation when involved in a minor disciplinary offense. General Probation has two important implications: The individual is given a chance to show his/her capability and willingness to observe the Student Code of Conduct without further penalty; secondly, if he/she errs again, further action will be taken. This probation will be in effect for no more than two semesters.
- **Restrictive Probation** - Restrictive Probation results in loss of good standing and becomes a matter of record. Restrictive conditions may limit activity in the college community. Generally, the individual will not be eligible for initiation into any local or national organization and may not receive any college award or other honorary recognition. The individual may not occupy a position of leadership or responsibility with any college or student organization, publication, or activity. This probation will be in effect for not less than two semesters. Any violation of Restrictive Probation may result in immediate suspension.
- **Restitution** - The student must pay for damaging, misusing, destroying or losing property belonging to the college, college personnel, or students.
- **Interim Suspension** - Students will be excluded 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.
- **Loss of Academic Credit or Grade** - This punishment is imposed as a result of academic dishonesty as determined by the Academic Appeal Policy.
- **Withholding Transcript, Diploma, or Right to Register** - This sanction is imposed when financial obligations are not met.
- **Suspension** - The student is excluded from class or classes and/or all other privileges or activities of the college for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than probation or for repeated misconduct. Students who receive this sanction must get specific written permission from the Vice President of Student Services before returning to the college campus.

- **Expulsion** - The student is dismissed from campus for an indefinite period. The student loses his/her student status. The student may be readmitted to the college only with the approval of the President.
- **Group Probation** - This sanction is given to a college club or other organized group for a specified period of time. If group violations are repeated during the term of the sentence, the charter may be revoked or activities restricted.
- **Group Restriction** - A club or other organization is removed from college recognition during the semester in which the offense occurred or for a longer period (usually not more than one other semester). While under restriction, the group may not seek or add members, hold or sponsor events in the college community, or engage in other activities as specified.
- **Group Charter Revocation** - This sanction involves removal of college recognition for a group, club, society, or other organization for a minimum of two years. Re-charter after that time must be approved by the President.

Student Disciplinary Process

Surry Community College will use the Civil Rights Investigation Model to handle all grievance issues pertaining to student misconduct. This process will ensure a prompt, thorough, fair, and impartial investigation and resolution for all parties involved. For more information regarding the grievance process, please see the *Student and Employee Grievance Process Policy*.

-Adopted by the Board of Trustees, June 08, 2015

ACADEMIC APPEALS

In order to be fair and guarantee students due process, Surry Community College recognizes the need for an Academic Appeal Policy. The adoption of an Academic Appeal Policy does not relieve students of making every effort to resolve a complaint before an appeal to the next authority. Students should recognize that faculty members have the right and responsibility to determine the assessments and grading procedures for their classes using their professional judgment. Students have grounds for an appeal if they believe a grade has been awarded capriciously, arbitrarily, or prejudicially. This policy does not apply to allegations of harassment or discrimination. Such allegations are governed by the Harassment and Discrimination Policy. Disciplinary-related appeals are handled through the Disciplinary Appeal Policy.

Appeal Procedure

For any academic issue occurring in or otherwise related to the classroom, students are to implement the following procedure:

A. Schedule within five (5) days following the occurrence an appointment with the instructor to discuss the action in question.
B. If not resolved with the instructor, schedule within five (5) days of the appointment with the instructor an appointment with the respective division chair.
C. If the matter is not resolved, submit to the appropriate dean within five (5) days of the division chair appointment a written request for an appeal conference. This request should include a brief summary of the issues in question and the reasons for the appeal.
D. Within five (5) days of receiving the written request, the dean shall conduct an appeal conference with the student and the instructor. The dean shall determine in his/her sole discretion whether or not any other person(s) is (are) to be present at this conference. The dean may make and enforce such other procedural rules regarding this conference as he/she deems appropriate. The dean shall issue a written decision within five (5) days following completion of the conference. A copy of the decision shall be delivered to the student and the instructor and the original shall be filed with the Vice President for Curriculum Programs/Chief Academic Officer (CAO).
E. If a student is not satisfied with the decision from the appeal conference held with the dean, the student may appeal the decision to the Appeal Council. Written notice of appeal must be

submitted to the Vice President for Curriculum Programs/CAO within ten (10) days following receipt of the decision.

Academic Appeal Council

The Academic Appeal Council is composed of the Vice President for Curriculum Programs/CAO, the Vice President for Student Services, three (3) independent and unbiased faculty representatives selected on an ad hoc basis by the president or an officer of the Faculty Senate, and a student representative selected by the Vice President for Curriculum Programs/CAO.

Scheduling of the Appeal

The Academic Appeal Council shall conduct an appeal within ten (10) days following its receipt of the student's written request.

Notice of the Appeal

Written notice of the date, time, and place of the appeal shall be given to the student and the affected faculty member not less than three (3) days prior to the date of the appeal.

Appeal Proceedings

At the appeal the student and respondent may present evidence and arguments. The Academic Appeal Council shall determine whether or not other persons may participate in this appeal and shall announce and enforce such time limitations or other procedural rules regarding the conduct of the appeal as it deems appropriate. The committee will hold its deliberations in closed session in accordance with Open Meetings Law unless otherwise requested in writing by the student. Neither the college nor the student will be permitted to have legal representation during the grade appeal session. The decision of the Academic Appeal Council shall be based solely upon the evidence presented at the appeal. In the event of a split decision, the Vice President for Curriculum Programs/CAO will cast the deciding vote. The Academic Appeal Council shall issue its decision within ten (10) days following completion of the appeal. Notification of the need to extend this time period shall be given by the Academic Appeal Council to all parties.

The decision of the Academic Appeal Council is binding and may not be appealed.

Day; Time Limitations

For purposes of this policy, the term "day" is defined as a regularly scheduled working day and does not include weekends, holidays or other days in which the College is not open for regular business transactions. The time limitations specified in this policy may not be extended except for extraordinary cause not within the control of the party requesting the extension.

Prohibition Against Retaliation and Abuse of the Policy

Retaliation against any person who in good faith exercises his/her rights under this policy is strictly prohibited. Any complaint of retaliation is to be made to the Vice President for Curriculum Programs/CAO within ten (10) days from the act upon which the complaint is based. If the complaint of retaliation is against the Vice President for Curriculum Programs/CAO, it is to be filed with the President of the College.

-Adopted June 14, 1976; Amended August 19, 1996; Revised by the Board of Trustees, March 10, 2014

ATHLETIC POLICY

Surry Community College will strive to provide athletic programs as an integral part of the college's student services mission.

Students may contact the Athletic Director to begin the process of creating a new athletic program. New programs may be started as club teams. If significant long-term interest and adequate support can be

identified, National Junior College Athletic Association (NJCAA) teams will be sponsored. All teams will be financed with student activity funds, monies raised by the participants, donor funds, etc. Athletic scholarships may be funded by private donors through the Knights' Athletic Club or the SCC Foundation as well as unrestricted institutional funds. Final decisions on the selection of scholarship recipients shall be made jointly by the Director of Financial Aid and the Athletic Director.

Surry Community College sponsors all athletic programs without regard to race, religion, national origin, age, gender, veterans' status, or disability. Moreover, the College will operate all athletic programs in accordance with the NJCAA bylaws.

BULLETIN BOARDS POLICY

Campus bulletin boards are provided for use by recognized student organizations and by individual students for the sale of used books.

For purposes of this policy a "recognized student organization" is defined as an organized student group that is recognized by the Student Services Office. To attain this recognition, a student group must file with the Vice President of Student Services an application stating the names, addresses, and student identification numbers of at least ten students who are members of that group, the name and signature of a Surry Community College faculty member who has agreed to serve as advisor for the group, and a copy of the group's bylaws, constitution, or other document outlining its purpose or function.

Prior to posting, all materials must be presented to the Vice President of Student Services (or his or her designee) for verification of the group's recognized status. Neither the recognition of a student organization nor the authorization for its use of campus bulletin boards is the affirmation or acceptance by Surry Community College of the organization's purpose, philosophy, or objective.

The use of campus bulletin boards by recognized student organizations or by individual students for the sale of books is subject to the following general regulations:

- All materials posted on campus bulletin boards must be directly related to college programs.
- All posted materials must be clear and legible, must include the organization's name, and must provide current contact information.

Posted materials shall not include: (1) any commercial advertisement; (2) any endorsement of the use, sale, consumption, or distribution of alcohol, controlled substances, or illicit drugs; or (3) profanity, or other language that is offensive, discriminatory, or harassing.

No notice, advertisement, document, or signage of any kind may be affixed to any building, wall, window, door, street, sidewalk, traffic sign, campus signage, light post or pole, trash can, staircase, railing, tree or other vegetation, or any other part of the campus of Surry Community College. Campus bulletin boards are the sole designated location for posting of communication.

The use of campus bulletin boards to advertise the sale of used books is limited to current or former students of Surry Community College and limited to required or supplemental books used in courses offered through Surry Community College.

Any violation of this policy shall result in the immediate forfeiture of the privilege of using campus bulletin boards.

CAMPUS POLICE/SECURITY POLICY

Federal regulations require colleges to inform all students and employees about recent crime statistics and related concerns. This information can be viewed on the SCC homepage at www.surry.edu by following the Campus Police link, or a copy can be obtained in the Office of Student Services.

Surry Community College is a drug-free campus. Policies relating to this matter are available in their entirety in the Student Services Office, Building A-Room 108, and on the College website.

Reporting Criminal Activity

Students and staff are advised to report any emergency or crime to the SCC Police Department and to the switchboard as soon as possible**.** These staff will report any crime that takes place at SCC to the College Police Department. In cases of extreme emergency, telephones are conveniently located throughout the campus for "911" calls.

Orientation

Students are advised of security and safety regulations at SCC during orientation and in College Student Success classes. Students are also familiarized with the College drug and alcohol policy, and are advised to seek help in Student Services for any related problems. Student Services refers students to other community agencies for additional services when appropriate.

Safety Committee

SCC has an active safety committee chaired by the Chief of Campus Police. This committee monitors all aspects of campus safety and security. Reviews of lighting, visibility, parking lot security, and building security are made on a regular basis.

Campus Police

Surry Community College attempts to provide a safe environment in which to learn. The occurrence of crime on campus has been minimal throughout the history of the College. However, students are advised to keep up with books and other possessions and to lock their vehicles. Evening students are advised to walk to their cars with other students, especially if they stay late to complete a class or assignment. In general, SCC parking lots are close to the classroom buildings and are well lighted. The College is committed to providing a learning environment that is as safe and secure as possible.

The SCC Police Department is a certified law enforcement agency, and as such, employs sworn law enforcement officers to enhance the safety of students and staff while on campus. The police force patrols the campus on a regular basis. The officers are authorized to enforce federal, state, and local laws, as well as certain campus policies, and they do have full arrest powers. The SCC Police Department cooperates with federal, state, and local police agencies in law enforcement matters.

Programs and Seminars

SCC's Police Chief speaks to all orientation classes about campus security and explains current policies to all new students. SCC offers one seminar per year on sexual assault/date rape and drug/alcohol concerns. SCC registration forms inform students about the Drug and Alcohol Policy, Sexual Harassment Policy, prohibition of weapons on campus, unlawful demonstrations, violence or force, and campus security. This information is also available in the SCC catalog. All on-campus activities are designated as drug-free activities. SCC hosts an annual Health Fair where information is available regarding domestic violence and other personal issues. One SCC counselor in Student Services is assigned to advise students on alcohol/drug issues.

Publications

The annual campus security report is published on the SCC website. (www.surry.edu).

Security Awareness

The Chief of the SCC Police Department is responsible for collecting statistics on campus crime and for maintaining a daily public crime log. The Chief is also responsible for distributing the campus security report to all employees. The Student Services Office is responsible for distributing the report to students and for informing the campus community in a timely manner of certain crimes considered to represent a threat to students or employees.

-Approved September, 2000; President's Cabinet

CHEATING AND PLAGIARISM POLICY

Students at Surry Community College are expected to complete their course work without resorting to any form of cheating or plagiarism. SCC is a learning college committed to enhancing and improving student learning; when students cheat on assignments and tests, they rob themselves of the very learning opportunities they are paying for.

CHEATING

Cheating involves giving unauthorized help of any kind to another student on written assignments or tests. It also includes receiving such help from another student. Examples of cheating include possessing unauthorized notes during a test; assisting others to cheat; altering grade reports; giving test questions to students who have not taken the test; taking a test or writing an assignment for another person; and entering an instructor's office without authorization.

PLAGIARISM

Plagiarism is offering the work of another person as one's own without proper acknowledgment. Examples of plagiarism include copying a source (whether it is phrases, sentences, or paragraphs) verbatim without using quotation marks; quoting or paraphrasing a source without including a citation; failing to give credit for a source's ideas; inaccurately citing and listing bibliographic information; and purchasing papers on the Internet to submit (in part or in whole) under one's own name.

Any student who engages in these activities will be subject to academic penalties. Each faculty member at SCC outlines his/her policies on cheating and plagiarism in course syllabi. Students should be aware that there is no college-wide system of penalties for plagiarism and cheating and that individual instructor's policies are respected and followed. Students have the right to due process through the appeal policy.

STUDENT RESPONSIBILITY

It is the students' responsibility to provide proof that all written work is indeed their work. Students should copy all drafts, notes, revisions, and source material (e.g., note cards) to offer as proof of ownership if such proof is requested. Students should acknowledge any assistance they have received, including proofreading, and should decline any unauthorized assistance on assignments. Students should not submit the same assignment in more than one course unless they have received prior permission from both instructors. Students should avoid the appearance of cheating during tests by covering their answers, sitting away from friends, keeping their eyes on their own work, speaking only to the instructor, and clearing their work space of all unauthorized material.

CHILDREN ON CAMPUS

Parents and other students are not to bring young children to class. The college liability insurance will not cover anyone who is not officially registered for classes at SCC. State law requires that a person be 16 years old in order to register for a class. Also, a small child in class can be disconcerting to other students and the instructor. SCC provides supplemental financial support for students unable to afford day care for their children. Students who have daycare needs should contact the Financial Aid Office in Student Services.

COMMUNICABLE DISEASE POLICY

The communicable disease policy of Surry Community College is an effort to ensure the health and safety of all employees and students. This policy includes, but is not limited to, acquired immune deficiency syndrome (AIDS), chicken pox, hepatitis, measles, tuberculosis, meningitis, mononucleosis, and whooping cough.

Faculty, staff, students, and employees of contractors or contracted services infected with communicable disease have the responsibility of reporting this fact to the Vice President of Student Services, the Vice President of Administrative Services, or the Vice President of Curriculum Programs.

The College will support an ongoing program of educating and informing faculty, staff, and students about communicable diseases, warning signs, and protective measures through publications, seminars, and other appropriate means.

COPYRIGHT INFRINGEMENT

Surry Community College prohibits infringement of: copyright, trademark, patent, trade secret or other intellectual property. This prohibition applies to the use of copyrighted names, images, text, music, or literary or artistic works. It also applies to the sharing of pirated computer programs or links to such programs, as well as serial or registration numbers for software programs.

Those affiliated with the College may use copyrighted materials for instruction, research, or scholarship so long as that use is consistent with the "Fair Use" provision of copyright law.

The College's copyright infringement policy extends to the use of College computer systems, networks, Internet access, or storage media. These tools and resources may not be used to upload, download, transmit, distribute, or otherwise make available unauthorized duplications of copyrighted material. Accordingly, this policy also applies to the use of unlicensed or unauthorized peer-to-peer file service that would promote copyright infringement.

To promote compliance with its copyright infringement policy, Surry Community College reserves the right to monitor, at any time, its computer systems, networks and storage media. Additionally, the College reserves the right to delete from its computer systems and storage media—or restrict access to—any users who violate the College's infringement policy are subject to disciplinary. Such action may include termination, expulsion and other legal actions.

Source:

U.S. Copyright Office at www.copyright.gov, particularly its FAQ section at www.copyright.gov/help/faq.

Purpose

The purpose of a Copyright Infringement Policy is to ensure the College's compliance with copyright law in its computer systems and networks. The policy promotes compliance by emphasizing the seriousness, and possible consequences, of the unauthorized use of copyrighted material. It is illegal. For example, to download, upload, or otherwise access copyrighted materials (music, video, images, etc.) from peer-to-peer networks, storage media or networks.

Scope

This policy applies to those who use or subscribe to the Surry Community College Network (SCCNet). A "user" is defined as anyone with access to the SCCNet campus systems and workstations.

Procedures

Violation of the copyright infringement policy exposes the user and the Institution to civil and criminal liability .For questions or concerns related to copyright compliance and claimed copyright infringement, please contact the Vice President of Technology Services.

Claims

Claims of copyright infringement should be made, in writing, to the Vice President of Technology Services. In accordance with specifications of the U.S. Copyright Office, that claim must include the following information:

- Contact Information of the person making the claim: Complete name, mailing address, email address, phone and fax numbers
- Identification of the copyrighted work in question or representative listing of copyrighted works in question.
- A signed statement attesting to the accuracy of the information in the claim. The signature—either physical or electronic—may be that of the copyright owner or of a person authorized to act on behalf of the owner.
- Additional information supporting claim

College Designee

The College designates the Vice President of Technology Services as "Agent to Receive Notification of Claimed Copyright Infringement." This officer can be contacted as follows:

Vice President of Technology Services, Surry Community College, 630 South Main Street Dobson, North Carolina 27017

- (voice) 336-386-3382
- (FAX) 336-386-3504

Notice and Takedown Procedure

If the College learns of suspected or proven violations of copyright policy, it will quickly remove or disable access to the material in question.

Repeat Violation of Copyright Infringement Policy

At its discretion, the College may terminate the system of network accounts of a repeat offender.

Accommodation of Standard Technical Measures

It is the policy of the College to accommodate—i.e., not interfere—standard technical measures. Copyright owners use such measures to identify or protect copyrighted works. Such measure include those developed from a broad consensus of copyright owners and service providers. These measures

reflect multi-industry standards that ensure on the fair and reasonable availability of copyrighted works without imposing substantial costs on service providers or substantially burdening systems or networks.

Sources:

- U.S. Copyright Office, a part of the Library of Congress, 101 Independence Ave.
- S.E., Washington, D.C. 20559-6000 (phone) 202 707-3000
- Recording Industry Association of America, 1025 F Street N.W., 10th Floor, Washington, DC20004; (phone) 202.775.0101; www.riaa.com
- Motion Picture Association of America 1600 Eye Street, NW Washington, DC 20006; (phone) 202.293.1966; www.mpaa.org
- Surry Community College Technology Services Division 630 South Main Street, Dobson, NC 27017; (phone) 336.386.3382

Definitions

COPYRIGHT is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or electronic records;
- To prepare derivative works based upon the work;
- To distribute copies or phonographic records of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a digital audio transmission.

COPYRIGHT INFRINGEMENT is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Rights

In addition, certain authors of works of visual art have the rights of attribution and integrity as described in section 106A of the 1976 Copyright Act. For further information request Circular 40, Copyright Registration for Works of the Visual Arts.

Violation of Copyright

It is illegal for anyone to violate any of the rights provided by the copyright law to the owner of copyright. These rights, however, are not unlimited in scope. Sections 107 through 121 of the 1976 Copyright Act establish limitations on these rights. In some cases, these limitations are specified exemptions from copyright liability. One major limitation is the doctrine of 'fair use,' which is given a statutory basis in section 107 of the 1976 Copyright Act. In other instances, the limitation takes the form of a 'compulsory license' under which certain limited uses of copyrighted works are permitted upon payment of specified royalties and compliance with statutory conditions. For further information about the limitations of any of these rights, consult the copyright law or write to the U.S. Copyright Office (www.copyright.gov).

Digital Millennium Copyright Act (DMCA)

The Digital Millennium Copyright Act (H.R. 2281) was enacted into law on October 28, 1998. This act amended the copyright law to provide regulations for works cited via the World Wide Web (the Internet). On-line copy of this act http://www.copyright.gov/legislation/dmca.pdf

Alternative Resources for Sharing Copyrighted Material

Educause® maintains a comprehensive list of legal downloading resources. A link to this resource is available on various pages in myKnightLife. Members of the College community are encouraged to take advantage of these legitimate sources of digital content.

-ADOPTED BY THE BOARD OF TRUSTEES, MAY 11, 2015

DRUG AND ALCOHOL ABUSE POLICY

Surry Community College has become increasingly aware of the health risks associated with the use of illicit drugs and the abuse of alcohol, both immediate and long term. These substances can create both physical and psychological dependence. The harmful effects of drug abuse include hallucinations, heart problems, malnutrition, loss of coordination, coma, convulsion; damage to the lungs, brain, liver, and/or bone marrow; and risk of AIDS, hepatitis, or death. The harmful effects of alcohol abuse include alcoholism, damage to brain cells, malnutrition, blackouts, memory loss, personality disorders, degeneration of muscles and bones, and the increased risk of cirrhosis, ulcers, heart disease, heart attack, and cancers of the liver, mouth, throat, and stomach.

I. Drugs and alcohol are detrimental to the learning process and can endanger the safety of students, faculty and staff. Therefore, the unlawful use, possession, and/or distribution of drugs or alcohol on college grounds or at college functions by students, faculty, or staff will not be tolerated. Surry Community College will impose sanctions on students and employees consistent with local, state, and federal laws for such unlawful use, possession, and/or distribution. In addition, any student or employee suspected of unlawfully possessing or using a controlled substance or alcoholic beverage on college grounds or at a college function may be required to submit to drug or alcohol testing. Refusal to comply with this testing may subject the student or employee to disciplinary action, including expulsion or termination.

II. Students or employees who violate this policy shall be subject to disciplinary sanctions that include, but are not necessarily limited to, the following:

   A. First-time use: Counseling/suspension.
   B. Subsequent use: Expulsion/Termination.
   C. First-time possession: Expulsion/Termination.
   D. Any sale or distribution: Expulsion/Termination.

III. Information regarding national or local resources and services for drug/alcohol abuse prevention and treatment are available to both students and employees on a confidential basis. To obtain this information, students and employees should contact the following:

   A. Student Contact:
      Coordinator, Health, Wellness, and Development
      Office: (336) 386-3247
   B. Employee Contact:
      Director, Human Resources
      Office: (336) 386-3207

IV. Additional requirements for students enrolled in certain clinical, laboratory, and/or technology programs:

A. To ensure the safety of patients and other participants in clinical programs, it is imperative that no student possess, use, or be under the influence of any controlled substance or alcoholic beverage while on campus or at any clinical facility. Such possession or use shall be a basis for immediate suspension and for permanent dismissal from the applicable college program. Any student suspected of possessing or using any controlled substance or alcoholic beverage in violation of this policy shall be required to submit to appropriate testing. Refusal to submit to this testing requirement shall be deemed a violation of this policy.

B. Random or universal sampling of the students enrolled in the applicable college program may be conducted on occasion if deemed necessary by the Vice President for Student Services. Refusal to provide this sample within an appropriate time as requested shall be deemed a violation of this policy.

C. This section IV shall apply to such college programs of study as the President by Administrative Regulation may direct from time to time and to ensure the safety of students and staff and compliance with contractual agreements.

-Adopted by the Board of Trustees, May 11, 2015

ELECTRONIC SIGNATURE POLICY

Surry Community College defines an electronic signature as any electronic process signifying an approval to terms, and/or ensuring the integrity of the document, presented in electronic format. An electronic signature identifies and authenticates a particular person as the source of any electronic consent or process; the electronic signature indicates such person's approval of the information contained in the electronic consent.

Surry Community College maintains an administrative system and process for providing security measures that create and authenticate employee and student User ID and passwords. SCC does not permit school officials to access or view passwords. All passwords are maintained in a secure database in an encrypted manner that is not accessible to school officials or other parties.

SCC user accounts are to be used solely by SCC faculty, staff and students. Employees and students may not give other persons, including relatives or friends access to their accounts.

Students use electronic signatures to register, check financial aid awards, pay student bills, obtain unofficial transcripts, update contract information, log into campus computers, complete forms, submit class work, tests, etc.

Faculty and staff use electronic signatures for submitting grades, viewing personal payroll data, logging into campus computers, accessing protected data through the administrative computing system and custom web applications provided by the College, etc.

The College recognizes an electronic signature as a valid signature from faculty, staff, and students when they use their college-supplied user account in a college approved online system under the following conditions:

A. The College provides a student or employee with a user account ID;

B. The student or employee uses his/her current password; and

C. The student or employee logs into a secure site using both ID and password.

Once logged in, students or employees are responsible for any information they provide, update, or remove. Furthermore, users are responsible for logging out of all systems and exercising the necessary precautions when using publicly accessible computers. All employees and students are responsible for protecting the confidentiality of their user account ID and password and for adhering to the SCC Information Technology Acceptable Use Policy. This policy is in addition to all applicable federal and state statutes, policies, guidelines, and standards.

-Approved by the Board of Trustees, August 2011; Amended by the Board of Trustees, April 13, 2014

FREE SPEECH AND PUBLIC ASSEMBLY POLICY

Surry Community College encourages its community to exercise the right to freedom of speech granted by the First Amendment to the Constitution of the United States of America. This policy informs members of the College community and the public of the manner in which they may engage in constitutionally protected speech and expression at Surry Community College. It is intended to protect one's right to freedom of speech without interfering with the primary educational purpose of the College.

The College will protect the rights of freedom of speech, petition, and peaceful assembly. The right to restrict the time, place, and manner of expression is specifically reserved for the College. Any acts that are disruptive to the general operation of the College and/or its programs or events or which interfere with the rights of others will not be tolerated. Faculty, staff, and students engaging in disruptive activity may be subject to disciplinary action. Any participant in a disruptive activity may be subject to criminal charges.

Registration and Use of Designated Free Speech/Expression Areas

The College hereby designates the following areas as Free Speech/Expression Areas:

- Main Campus
- Library Courtyard
- Yadkin Campus
- West Courtyard

These areas shall be available for use by both members of the College community and members of the general public. However, events sponsored by members of the College community shall have first priority in using the Free Speech/Expression Areas. The College reserves the right to relocate any assembly to ensure that the activity does not interfere with the normal operation of the College or interfere with the rights of others.

Requests for Free Speech

Individuals or groups wishing to exercise their free speech should submit a written and signed request to the Vice President for Student Services at least three working days prior to the desired date. The following information must be included in this written request.

- Name of the person or organization submitting the request
- Address, email, and phone number
- Date and times requested
- List of planned activities (i.e., speech, signs, distribution of literature)
- Anticipated number of participants and attendance
- Signature of requestor

Approvals are for one day only for a maximum of three continuous hours, between 8:00 a.m. and 10:00 p.m. The Vice President for Student Services will notify the SCC Police Department of any approved Free Speech events.

Guidelines for Speech and Public Assembly

1. Amplification Systems: Because amplification systems pose a significant potential for disruption of College operation, public address and amplification systems may not be used. This includes, but is not limited to, megaphones and PA systems.

2. The Right to Dissent: The right to dissent is the complement of the right to speak, but these rights need not occupy the same forum at the same time. A speaker is entitled to communicate his or her message to the audience during the allotted time, and the audience is entitled to hear the message and see the speaker during that time.

   A dissenter must not substantially interfere with the speaker's ability to communicate or the audiences' ability to hear and see the speaker. Likewise the audience must respect the right to dissent.

3. Picketing and Distribution of Literature: Picketing in an orderly manner or distributing literature within the free speech area is acceptable when approved during the request process as coordinated and approved by the Vice President for Student Service.

   Picketing is not permitted inside College buildings.

4. Symbolic Protest: During a presentation, displaying a sign, gesturing, wearing symbolic clothing, or otherwise protesting silently is permissible so long as the symbolic protest does not unduly interfere with the ability of the person or entity reserving an area for free speech/expression to express themselves.

5. Marches: Campus marches are permitted on campus only with the approval of the Vice President for Student Services per coordination with the SCC Police Department.

   In order to ensure the safety of participants and bystanders and to minimize the disruption upon College classes and daily operations, this request must specify the desired march route and total/maximum number of participants.

   Pickets/marchers must march in single file, not abreast.

   Pickets shall not at any time nor in any way obstruct, interfere with, or block persons entering or existing vehicles; persons crossing streets or otherwise using the public way; the entrance or exit to any building or access to property abutting the street or sidewalk; or pedestrian or vehicular traffic.

Conduct and Manner

1. Those who exercise free speech as a part of this policy must not:
   - Threaten, intimidate, or harass passers-by.
   - Interfere with, impede, or cause blockage of the flow of vehicular or pedestrian traffic.
   - Interfere with or disrupt any other lawful activity in the same general location at the same time.
   - Commit any act likely to create an imminent safety or health hazard.

- Post materials on any buildings, walls, windows, doors, sidewalks, trees, power poles, or any other College property or equipment except in areas designated by the Director of Campus Life and Student Support.
- Carry signs or placards that exceed three feet by three feet promoting the objective of the activity or otherwise referencing the activity. They must not contain obscene language or words that would tend to incite violence.

2. Any public speech or activity that is likely to incite or produce imminent disruptive or unlawful action or that is either defamatory or obscene is prohibited. Any violations of the SCC Student Code of Conduct are prohibited.

3. Individuals who damage or destroy any College property (whether real or personal) shall be held responsible both civilly and criminally for such damage or destruction.

4. A request for use of a Free Speech/Expression Area will be denied if determined by College administration that the proposed speech/activity will constitute a clear and present danger to the orderly operation of the College.

5. All applicable College regulations, state and federal laws, and municipal ordinances apply when engaging in activities on College property. Failure to comply with such regulations, laws, and ordinances will result in immediate removal from College property and other appropriate action as deemed warranted by College officials and/or law enforcement authorities.

Interference with Free Speech or Public Assembly

Persons shall not interfere with the exercise of the rights of free speech or public assembly conducted in accordance with this policy. Such interference will result in appropriate disciplinary and/or legal action.

-Approved by Board of Trustees, September 14, 2009

GENDER-BASED AND SEXUAL MISCONDUCT POLICY

Purpose

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs and activities that receive Federal financial assistance. Examples of programs and activities subject to Title IX protection include athletics, recruitment, admissions, financial aid, and scholarships. Under Title IX, sex discrimination also includes sexual harassment, violence, and assault.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Surry Community College students, employees, guests and visitors have the right to be free from all forms of gender-based and sexual discrimination. These include, but are not limited to: sexual violence, sexual harassment, domestic violence, intimate partner violence, dating violence and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe on the rights of others.

Surry Community College has zero-tolerance for gender-based and sexual misconduct. When a complaint or allegation of misconduct is brought to the attention of the College, the Student and Employee Grievance Policy will be applied. When the accused is found to be in violation of this policy, sanctions will be issued to the accused to correct the behavior and to reasonably ensure that the actions will not be repeated.

Any College employee informed of a gender-based or sexual misconduct incident involving students and/or other College employees is expected to inform the Title IX Coordinator immediately.

The College's response to sexual violence, sexual harassment, domestic violence, intimate partner violence, dating violence and stalking is governed by the Jeanne Clery Disclosure Act and Section 304 of the 2013 Amendments to the Violence Against Women Act.

Definitions and Examples

CONSENT

In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing, and voluntary consent prior to and during sexual activity. Consent can be given by word or action, but non-verbal consent is not as clear as talking about what you want sexually and what you don't want. Consent to some forms of sexual activity cannot be automatically taken as consent to any other forms of sexual activity. Silence, without action demonstrating permission, cannot be assumed to show consent. Previous relationships or prior consent cannot imply consent to future sexual acts.

In order to give effective consent, one must be of legal age. In North Carolina, the legal age of consent is 16 years of age.

The North Carolina General Statutes identify those who cannot consent and define "sexual act," "sexual contact," and "touching." (§14-27.1):

1. "Mentally disabled" means
    a. a victim who suffers from mental retardation, or
    b. a victim who suffers from a mental disorder, either of which temporarily or permanently renders the victim substantially incapable of appraising the nature of his or her conduct, or of resisting the act of vaginal intercourse or a sexual act, or of communicating unwillingness to submit to the act of vaginal intercourse or a sexual act.
2. "Mentally incapacitated" means a victim who due to any act committed upon the victim is rendered substantially incapable of either appraising the nature of his or her conduct, or resisting the act of vaginal intercourse or a sexual act.
3. "Physically helpless" means
    a. a victim who is unconscious; or
    b. a victim who is physically unable to resist an act of vaginal intercourse or a sexual act or communicate unwillingness to submit to an act of vaginal intercourse or a sexual act.
4. "Sexual act" means cunnilingus, fellatio, analingus, or anal intercourse, but does not include vaginal intercourse. Sexual act also means the penetration, however slight, by any object into the genital or anal opening of another person's body: provided, that it shall be an affirmative defense that the penetration was for accepted medical purposes.
5. "Sexual contact" means
    a. touching the sexual organ, anus, breast, groin, or buttocks of any person,
    b. a person touching another person with their own sexual organ, anus, breast, groin, or buttocks, or
    c. a person ejaculating, emitting, or placing semen, urine, or feces upon any part of another person.
6. "Touching" as used in subdivision (5) of this section, means physical contact with another person, whether accomplished directly, through the clothing of the person committing the offense, or through the clothing of the victim. (1979, c. 682, s. 1; 2002-159, s. 2(a); 2003-252, s. 1; 2006-247, s. 12(a).)

Additionally, there is a difference between seduction and coercion. Coercing someone into sexual activity violates this policy in the same way as physically forcing someone into sex. Coercion happens when

someone is pressured unreasonably for sex. When individuals make it clear that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Alcohol and/or other drugs can place the capacity to consent in question. When alcohol and/or other drugs are being used, a person will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. This policy also covers a person of whose capacity to consent is altered due to mental disability, sleep, involuntary physical restraint, or from taking date rape drugs (Rohypnol, GHB, Ketamine, Burundanga, etc.).

Under this policy: "No" means "No" and "Yes" may not always mean "Yes." Anything but a clear, knowing, and voluntary consent to any sexual activity is equivalent to a "No."

The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegation under this policy.

CONSENSUAL RELATIONSHIPS

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (instructor/student, staff/student, and/or supervisor/employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each party, particularly in retrospect. Circumstances may change, and conduct that was previously welcomed may become unwelcome. When both parties have consented at the outset to a romantic or sexual involvement, this past consent may not remove grounds for a later charge of a violation.

Surry Community College does not wish to interfere with private choices regarding personal relationships when these relationships do not interfere with the mission and policies of the College. For the personal protection of members of this community, relationships in which power differentials are inherent (instructor/student, staff/student, and/or supervisor/employee) are discouraged.

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are unethical. Therefore, persons with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the timely attention of their supervisor, or the Director Human Resources. Once brought to the attention of the appropriate administrator, action will be taken to remove the employee from the supervisory or evaluative responsibilities, and/or shift the student out of being supervised or evaluated by someone with whom they have established a consensual relationship. While no relationships are prohibited by this policy, failure to self-report such relationships to a supervisor or to the Director of Human Resources as required can result in disciplinary action for an employee.

SEXUAL HARASSMENT

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, denies or limits someone's ability to participate or benefit from the College's educational programs and/or activities. Sexual harassment is based on power differentials (*quid pro quo*), which can create a hostile environment, and/or be retaliatory in nature.

Types of Sexual Harassment

1. **HOSTILE ENVIRONMENT** includes any situation in which there is harassing conduct that is sufficiently severe, persistent, or pervasive that it alters the conditions of employment, or limits, interferes with or denies educational benefits or opportunities, from both a subjective (the alleged victim's viewpoint) and objective (reasonable person's) viewpoint.

The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include, but not limited to:

a. The frequency of the conduct;
b. The nature and severity of the conduct;
c. Whether the conduct was physically threating;
d. Whether the conduct was humiliating or perceived as humiliating;
e. The effect of the conduct on the alleged victim's mental or emotional state;
f. Whether the conduct was directed at more than one person;
g. Whether the conduct arose in the context of other discriminatory conduct;
h. Whether the conduct unreasonably interfered with the alleged victim's educational or work performance;
i. Whether the statement is a mere utterance of an epithet which engenders offense in an employee or student, or offends by mere discourtesy or rudeness;
j. Whether the speech or conduct deserves the protection of academic freedom or the 1st Amendment.

2. ***QUID PRO QUO*** sexual harassment exists when there are unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and submission to or rejection of such conduct results in adverse educational or employment actions.

3. **RETALIATORY HARASSMENT** is an adverse employment or educational action taken against a person because of the person's participation in a complaint or investigation of discrimination or sexual misconduct.

   Examples include:

   - Attempting to coerce an unwilling person into a sexual relationship;
   - Repeatedly subjecting a person to egregious, unwelcome sexual attention;
   - Punishment for refusal to comply with a sexually based request;
   - Conditioning a benefit on complying with sexual advances;
   - Sexual violence, intimate partner violence, dating violence, stalking, and gender-based bullying.

FORCE

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also include threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.

There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not defined by force.

NON-CONSENSUAL SEXUAL CONTACT

Non-consensual sexual conduct is any intentional sexual touching, however slight, with any object, by a man or woman upon a man or woman, which is without consent and/or by force.

Examples include:

- Intentional contact with the breast, buttocks, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts.

- Intentional bodily contact in a sexual manner, though not involving contact with/of/by breast, buttocks, groin, genitals, mouth or other orifice.

For more information on North Carolina's General Statutes related to Non-Consensual Sexual Contact, please refer to statutes §14-27.4, §14-27.4A, §14-27.5, and §14-27.5A at www.ncga.state.nc.us.

NON-CONSENSUAL SEXUAL INTERCOURSE

Non-consensual intercourse is any sexual intercourse, however slight, with any object, by a man or woman upon a man or woman, that is without consent and/or by force.

Examples include:

- Vaginal penetration by a penis, object, tongue or finger;
- Anal penetration by a penis, object, tongue or finger, and
- Oral copulation (mouth to genital contact or genital to mouth contact).

For more information on North Carolina's General Statutes related to Non-Consensual Sexual Intercourse, please refer to statutes §14-27.2, §14-27.2A, §14-27.3, §14-27.7, §14-27.7A, and §14-27.8 at www.ncga.state.nc.us.

SEXUAL EXPLOITATION

Sexual exploitation occurs when a person takes a non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses.

Examples include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another person;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism (practice of obtaining sexual gratification by looking at sexual objects or acts, especially secretively);
- Knowingly transmitting an STD/STI or HIV to another person;
- Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
- Sexually-based stalking and/or bullying may also be form of sexual exploitation.

DOMESTIC VIOLENCE

As defined by the Office on Violence Against Women, US Department of Justice, domestic violence is a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

PHYSICAL ABUSE

Hitting, slapping, shoving, grabbing, pinching, biting, hair pulling, etc. are types of physical abuse. This type of abuse also includes denying a partner medical care or forcing alcohol and/or drug use upon him or her.

SEXUAL ABUSE

Coercing or attempting to coerce any sexual contact or behavior without consent. Sexual abuse includes, but is certainly not limited to: marital rape, attacks on sexual parts of the body, forcing sex after physical violence has occurred, or treating one in a sexually demeaning manner.

EMOTIONAL ABUSE

Undermining an individual's sense of self-worth and/or self-esteem is abusive. This may include, but is not limited to constant criticism, diminishing one's abilities, name-calling, or damaging one's relationship with his or her children.

ECONOMIC ABUSE

Is defined as making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding one's access to money, or forbidding one's attendance at school or employment.

PSYCHOLOGICAL ABUSE

Elements of psychological abuse include - but are not limited to - causing fear by intimidation; threatening physical harm to self, partner, children, or partner's family or friends; destruction of pets and property; and forcing isolation from family, friends, or school and/or work.

Domestic violence can happen to anyone regardless of race, age, sexual orientation, religion, or gender. Domestic violence affects people of all socioeconomic backgrounds and education levels.

Domestic violence occurs in both opposite-sex and same-sex relationships and can happen to intimate partners who are married, living together, or dating.

Domestic violence not only affects those who are abused, but also has a substantial effect on family members, friends, co-workers, other witnesses, and the community at large. Children who grow up witnessing domestic violence are among those seriously affected by this crime. Frequent exposure to violence in the home not only predisposes children to numerous social and physical problems, but also teaches them that violence is a normal way of life, thereby increasing their risk of becoming society's next generation of victims and abusers.

The North Carolina General Statutes use the following definition for domestic violence (§50B-1):

(a) Domestic violence means the commission of one or more of the following acts upon an aggrieved party or upon a minor child residing with or in the custody of the aggrieved party by a person with whom the aggrieved party has or has had a personal relationship, but does not include acts of self-defense:

1. Attempting to cause bodily injury, or intentionally causing bodily injury; or
2. Placing the aggrieved party or a member of the aggrieved party’s family or household in fear of imminent serious bodily injury or continued harassment, as defined in G.S. 14-277.3, that rises to such a level as to inflict substantial emotional distress; or
3. Committing any act defined in G.S. 14-27.2 through G.S. 14-27.7.

(b) For purposes of this section, the term “personal relationship” means a relationship wherein the parties involved:

1. Are current or former spouses;
2. Are persons of opposite sex who live together or have lived together;

3. Are related as parents and children, including others acting in loco parentis to a minor child, or as grandparents and grandchildren. For purposes of this subdivision, an aggrieved party may not obtain an order of protection against a child or grandchild under the age of 16;
4. Have a child in common;
5. Are current or former household members;
6. Are persons of the opposite sex who are in a dating relationship or have been in a dating relationship. For purposes of this subdivision, a dating relationship is one wherein the parties are romantically involved over time and on a continuous basis during the course of the relationship. A casual acquaintance or ordinary fraternization between persons in a business or social context is not a dating relationship.

(c) As used in this Chapter, the term "protective order" includes any order entered pursuant to this Chapter upon hearing by the court or consent of the parties. (1979, c. 561, s. 1; 1985, c. 113, s. 1; 1987, c. 828; 1987 (Reg. Sess., 1988), c. 893, ss. 1, 3; 1995 (Reg. Sess., 1996), c. 591, s. 1; 1997-471, s. 1; 2001-518, s. 3; 2003-107, s. 1; 2009-58, s. 5.)

STALKING

As defined by the Office on Violence Against Women, US Department of Justice, stalking is a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear.

Stalking can include:

- Repeated, unwanted, intrusive, and frightening communications from the perpetrator by phone, mail, and/or email.
- Repeatedly leaving or sending victim unwanted items, presents, or flowers.
- Following or laying in wait for the victim at places such as home, school, work, or recreation place.
- Making direct or indirect threats to harm the victim, the victim's children, relatives, friends, or pets.
- Damaging or threatening to damage the victim's property.
- Harassing the victim through the internet.
- Posting information or spreading rumors about the victim on the internet, in a public place, or by word of mouth.
- Obtaining personal information about the victim by accessing public records, using internet search services, hiring private investigators, going through the victim's garbage, following the victim, contacting victim's friends, family work, or neighbors, etc.

The North Carolina General Statutes use the following definition for stalking and the punishment set forth for stalking (§14-277.3A):

(a) Legislative Intent. – The General Assembly finds that stalking is a serious problem in this State and nationwide. Stalking involves severe intrusions on the victim's personal privacy and autonomy. It is a crime that causes a long-lasting impact on the victim's quality of life and creates risks to the security and safety of the victim and others, even in the absence of express threats of physical harm. Stalking conduct often becomes increasingly violent over time.

The General Assembly recognizes the dangerous nature of stalking as well as the strong connections between stalking and domestic violence and between stalking and sexual assault. Therefore, the General Assembly enacts this law to encourage effective intervention by the criminal justice system before stalking escalates into behavior that has serious or lethal consequences. The General Assembly intends to enact a stalking statute that permits the

criminal justice system to hold stalkers accountable for a wide range of acts, communications, and conduct. The General Assembly recognizes that stalking includes, but is not limited to, a pattern of following, observing, or monitoring the victim, or committing violent or intimidating acts against the victim, regardless of the means.

(b) Definitions. – The following definitions apply in this section:
    1. Course of conduct. – Two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, is in the presence of, or follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
    2. Harasses or harassment. – Knowing conduct, including written or printed communication or transmission, telephone, cellular, or other wireless telephonic communication, facsimile transmission, pager messages or transmissions, answering machine or voice mail messages or transmissions, and electronic mail messages or other computerized or electronic transmissions directed at a specific person that torments, terrorizes, or terrifies that person and that serves no legitimate purpose.
    3. Reasonable person. – A reasonable person in the victim's circumstances.
    4. Substantial emotional distress. – Significant mental suffering or distress that may, but does not necessarily, require medical or other professional treatment or counseling.

(c) Offense. – A defendant is guilty of stalking if the defendant willfully on more than one occasion harasses another person without legal purpose or willfully engages in a course of conduct directed at a specific person without legal purpose and the defendant knows or should know that the harassment or the course of conduct would cause a reasonable person to do any of the following:
    1. Fear for the person's safety or the safety of the person's immediate family or close personal associates.
    2. Suffer substantial emotional distress by placing that person in fear of death, bodily injury, or continued harassment.

(d) Classification. – A violation of this section is a Class A1 misdemeanor. A defendant convicted of a Class A1 misdemeanor under this section, who is sentenced to a community punishment, shall be placed on supervised probation in addition to any other punishment imposed by the court. A defendant who commits the offense of stalking after having been previously convicted of a stalking offense is guilty of a Class F felony. A defendant who commits the offense of stalking when there is a court order in effect prohibiting the conduct described under this section by the defendant against the victim is guilty of a Class H felony.

(e) Jurisdiction. – Pursuant to G.S. 15A-134, if any part of the offense occurred within North Carolina, including the defendant's course of conduct or the effect on the victim, then the defendant may be prosecuted in this State. (2008-167, s. 2.).

DATING VIOLENCE

As defined by the Office on Violence Against Women, US Department of Justice, violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim is dating violence. The existence of such a relationship shall be determined based on a consideration of the following factors:

- the length of the relationship
- the type of relationship
- the frequency of interaction between the persons involved in the relationship

The North Carolina General Statute §50B-1 for domestic violence also includes dating violence within the statute.

Confidentiality

The complainant can seek guidance, counsel, or advice from one of the counselors in the Office of Health, Wellness, and Development. The mental health counselors are not required to tell anyone else about the details of an alleged incident, unless there is cause for fear for the complainant's safety, or the safety of others.

If the complainant reports an incident, but requests confidentiality, the College will evaluate the request in terms of the College's ability to provide a safe and nondiscriminatory environment for students and employees. The College will take all reasonable steps to investigate and respond to the complaint while keeping the confidentially of the complainant and all parties involved, but it may limit the response by the College.

If the complainant decides not to pursue the allegations, the College will determine if the alleged incident impairs the ability of the College to provide a safe and nondiscriminatory environment for students and employees. The College may decide to proceed with an investigation, even though the complainant decides not to pursue the allegations, if it determines the incident impairs the ability of the College to provide a safe and nondiscriminatory environment.

If the College decides to proceed with an investigation, or it cannot ensure confidentiality of the complainant, it will notify the complainant and all parties involved.

The College will assist any individual who reports conduct incidences to find confidential support services on campus and/or in the community. Such services include advocacy, counseling, academic support, medical support and/or mental health services. Some sources of confidential support can happen without triggering an investigation by the College.

Jurisdiction

The College is able to respond to alleged incident of gender-based or sexual misconduct when the misconduct occurs on campus, or during a College sponsored event (regardless of location), or when the complainant or the accused is a student or an employee. If the accused is unknown or is not a member of the College community, the Title IX Coordinator will assist students in identifying appropriate campus resources and/or local authorities if the student would like to file a report.

Third Party Reports

In cases where the gender-based or sexual misconduct is reported to the Title IX Coordinator by a third-party, the complainant will be notified by the Title IX Coordinator that a report has been received. The Title IX Coordinator will meet with the complainant to discuss options and resources for the complainant.

Standard of Evidence

During the formal investigation and resolution, the standard of proof the College will use to assess the complaint is a preponderance of evidence standard. This standard means that the alleged incident more likely happened, than not happened. This standard is different from the level used in a criminal investigation. Most criminal investigation will use a standard of beyond a reasonable doubt, or clear and convincing.

Remedies and Sanctions

Any student or employee found to be in violation of any gender-based or sexual misconduct is subject to disciplinary and corrective action. In cases involving employees, this includes measures up to and including education, counseling, suspension and/or termination from employment. In cases involving students, this includes education, counseling, suspension and/or expulsion from the College.

Visitors or third-party vendors who are accused of any gender-based or sexual misconduct are subject to disciplinary and corrective action. In cases involving visitors, the accused could be banned from any or all SCC campuses or events indefinitely.

Vendors or other agencies in contract with the College will be promptly notified if any of their employees are accused of engaging in gender-based or sexual misconduct. As such, the vendor's employees may be banned from any or all SCC campuses or events indefinitely. Furthermore, the College could terminate the contract of the vendor.

If the investigation reveals that interim remedies need to be put in place to protect the complainant or remove the complainant from a hostile environment, the College will take prompt action to eliminate and prevent any hostile environment and remedy the situation for the complainant. Interim measures could include, but are not limited to, restrictions on contact between the complainant and the accused ("No-Contact Order"), interim suspension(s) of the accused, academic course and schedule change(s), employment schedule change(s), campus escort, and counseling support.

Appropriate remedies will include disciplinary and corrective action against the accused when they have engaged in gender-based or sexual misconduct, but it will also include remedies and resources to help the complainant get his/her education or employment back on track.

Retaliation Prohibition

Retaliation is strictly prohibited by law against anyone who in good faith reports a suspected violation of campus policy, who assists in making such complaint, or who cooperates in the investigation. Retaliation means taking any adverse action in response to a complaint being made. Written complaints of retaliation should be brought directly to the attention of the Director of Human Resources or the Vice President of Student Services. The written complaint should specify the following: interim suspension(s), course change(s), campus escort, counseling support, etc.

- Name of alleged offender(s)
- Date, time, and place of the incident
- Description of the incident
- Names of witnesses to the incident

Such complaints will be promptly investigated. If retaliation is found, the person retaliating will be subject to corrective action up to and including termination from employment, in cases involving employees, or in the case of a student up to and including suspension and/or expulsion.

Frivolous or False Claims

Making a complaint about gender-based or sexual misconduct is very serious and could result in criminal proceedings and/or College sanctions. Therefore, the complainant should not bring a frivolous or malicious claim against a student or employee. Disciplinary action will be taken against any person bringing a charge of gender-based or sexual misconduct in bad faith.

Title IX Coordinators

Federal regulations mandate that Surry Community College designate at least one employee that is trained to coordinate its effort and comply with and carry out its responsibilities under Title IX. The trained coordinator(s) must:

- Be knowledgeable of College policies and procedures on sex discrimination, as well as drafting and revising these policies to ensure compliance;

- Be annually trained and possess comprehensive knowledge of all areas of their responsibility, including policies, procedures, complaints, Federal and state laws, regulations and policies that overlap with Title IX;
- Be able to provide assistance to any College student or employee on community resources and how to file a report of gender-based or sexual misconduct;
- Be responsible for overseeing training, prevention, and education efforts for gender-based and sexual misconduct; and
- Be responsible for implementing this policy and other related policies, including monitoring outcomes, identifying and addressing any patterns, compliance, record keeping, and analyzing data.

All complaints and inquiries about Title IX should be made to:

Randy Ledford
Vice President, Student Services
Title IX Coordinator
A-Building, first floor
Surry Community College
630 South Main Street
Dobson, NC 27017
(336) 386-3279
ledfordr@surry.edu

For complaints about employees and visitors, you may also contact:

Melonie Weathers
Deputy Title IX Coordinator
Director, Human Resources
A-Building, second floor
Surry Community College
630 South Main Street
Dobson, NC 27017
(336) 386-3207
weathersm@surry.edu

Aaron Holt
Deputy Title IX Coordinator
Human Resources Generalist
A-Building, second floor
Surry Community College
630 South Main Street
Dobson, NC 27017
(336) 386-3600
holta@surry.edu

Victim and Educational Resources

Community Resources

Surry County Domestic Violence and Sexual Assault
114 W. Atkins Street
Dobson, NC 27017
Administrative Line 336.443.4030
Crisis Line 336.356.2014
Website: www.yveddi.com

Yadkin County Domestic Violence and Sexual Assault
106 Elm Street
Yadkinville, NC 27055
Administrative Line 336.849.4070
Crisis Line 336.679.2072
Website: www.yveddi.com

Law Enforcement Agencies

Surry Community College Police Department
630 South Main Street,
Dobson, NC 27017
Phone: 336.386.8121
Website: www.surry.edu

Surry County Sheriff's Office
218 North Main Street
Dobson, NC 27017
Phone: 336.401.8900
Website: www.surrysheriff.org

Elkin Police Department
226 North Bridge Street
Elkin, NC 28261
Phone: 336.794.6464
Website: www.elkinnc.org

Mount Airy Police Department
150 Rockford Street
Mount Airy, NC 27030
Phone: 336.786.3535
Website: www.mountairy.org

Yadkin County Sheriff's Office
210 East Hemlock Street
Yadkinville, NC 27055
Phone: 336.679.4217
Fax: 336.679.7982
Website: http://www.yadkincountync.gov

Boonville Police Department
110 Carolina Avenue North
Booneville, NC 27011
Phone: 336.367.7828
Website: www.boonvillenc.com

National Governmental Resources

U.S. Department of Education, Office of Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Phone: 800.421.3481
Fax: 202.453.6012
Email: OCR@ed.gov
Website: www.ed.gov/ocr

U.S. Department of Justice, Office on Violence Against Women
U.S. Department of Justice
Office on Violence Against Women
145 N Street, NE, Suite 10W.121
Washington, DC 20530
Phone: 202.307.6026
Fax: 202.305.2589
Email: ovw.info@usdoj.gov
Website: www.justice.gov/ovw

National Sexual Assault Hotline
Phone: 800.656.HOPE (4673)
Rape, Abuse & Incest National Network (RAINN)
Phone: 202.544.1034
Website: www.rainn.org

National Sexual Violence Resource Center
Phone: 877.739.3895
Fax: 717.909.0714
TTY: 717.909.0715
Website: www.nsvrc.org

National Domestic Violence Hotline
Phone: 800.799.SAFE (7233)
TTY: 800.787.3224
Website: www.thehotline.org

National Teen Dating Abuse Helpline
Phone: 866.331.9474
TTY: 866.331.8453
Website: www.loveisrespect.org

Stalking Resource Center
Phone: 202.467.8700
Fax: 202.467.8701
Website: www.victimsofcrime.org/our-programs/stalking-resource-center

Break the Cycle
Washington DC Office
Phone: 202.824.0707
Website: www.breakthecycle.org

NO MORE
Website: www.nomore.org

Not Alone: Together Against Sexual Assault
Website: www.notalone.gov

State Governmental Resources

North Carolina Coalition Against Sexual Assault
811 Spring Forest Rd. Suite 900
Raleigh, NC 27609
Phone: (919) 871-1015
Fax: (919) 871-5895
Website: www.nccasa.org

North Carolina Victim Assistance Network
5700 Six Forks Road, Suite 101
Raleigh, NC 27609
Phone: 800.348.5068
Fax: 919.831.0824
Website: http://www.nc-van.org/

This policy is adapted from the model policy distributed by the Association of Title IX Administrators (ATIXA) and the NCHERM group for use by members of ATIXA without compensation. For more information about ATIXA, please go to www.atixa.org.

-Adopted by the Board of Trustees, June 08, 2015

GRADUATION RATE DISCLOSURE

Title II, Public Law 101-542, dated November 8, 1990, requires educational institutions to disclose graduation rate data. Such data for Surry Community College are available in the Office of Institutional Effectiveness, Richards Building, Room H-218.

HARASSMENT AND DISCRIMINATION POLICY

Purpose

Surry Community College prohibits discrimination based on race, gender, color, creed, religion, national or ethnic origin, disability, political affiliation, age, sex, sexual orientation, Veteran, or marital status and will not tolerate any form of unlawful discrimination or harassment. Surry Community College will take all steps necessary to prohibit unlawful discrimination and/or harassment in the workplace and educational setting. All employees and students are responsible for ensuring a work and educational environment free from prohibited discrimination and harassment. Employees and students are encouraged to report violations of this Policy in the manner hereinafter stated.

Scope

This Policy applies to all Surry Community College employees and students, and to all College sponsored events, programs, and activities both on and off campus.

Objectives

By adopting and publishing this Policy, it is the intention of the Surry Community College Board of Trustees to:

1. Notify employees and students about the types of conduct which constitute unlawful discrimination or harassment prohibited by this Policy;
2. Inform employees and students about the complaint procedures established by the College which enable any employee/student who believes (s)he is the victim of unlawful discrimination or harassment to submit a complaint which will be investigated by the College;
3. Clearly advise all supervisory staff, administrators, employees, and students that discriminatory treatment or harassment based on race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, gender, Veteran, or marital status is

strictly prohibited and no such person possesses the authority to harass or discriminate; and

4. Notify all employees and students that the College has appointed Compliance Officers who are specifically designated to receive complaints of discrimination or harassment and to ensure compliance with this Policy.

Definitions

PROHIBITED DISCRIMINATION OF EMPLOYEES AND STUDENTS

Prohibited discrimination of employees and/or students is any form of negative treatment of an employee or a student, by either a College employee or student which:

a. Negatively impacts an employee's employment opportunities and/or employment benefits or negatively impacts a student's educational opportunities; *and*

b. Is based upon the employee's or student's race, color, creed, religion, national or ethnic origin, disability, political affiliation, age, sex, sexual orientation, gender, Veteran, or marital status. Prohibited discrimination of employees or students can also take the form of harassment even where there is no tangible impact upon the employee's employment opportunities and/or employment benefits or the student's educational opportunities. The phrase "prohibited unlawful discrimination" as used in this Policy includes all forms of "prohibited unlawful harassment" (defined below).

PROHIBITED UNLAWFUL HARASSMENT

Harassment can constitute a form of prohibited unlawful discrimination under this Policy if it is unwelcome and has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment. Such harassment of employees or students is prohibited by this Policy if it is based upon race, color, creed, religion, national origin, disability, political affiliation, age, sex, sexual orientation, gender, Veteran, or marital status. In this regard, individuals subject to this Policy should be mindful that conduct or behavior that is acceptable, amusing or inoffensive to some individuals may be viewed as unwelcome, abusive or offensive to others.

PROHIBITED BEHAVIOR

While it is impossible to list all of the possible forms of unlawful harassment, the following is a list of examples of conduct that may constitute harassment:

- The North Carolina General Statute §14-35 defines hazing and the punishment set forth for hazing. The North Carolina General Statutes §14-458.1 defines cyber-bullying and the punishment set forth for cyber-bullying.
- Using slurs or derogatory terms based on race, color, creed, religion, national origin, disability, political affiliation, age, sex, sexual orientation, gender, Veteran, or marital status
- Telling derogatory jokes or stories based on race, color, creed, religion, national origin, disability, political affiliation, age, sex, sexual orientation, gender, Veteran, or marital status
- Displaying graffiti or other derogatory or insulting writings based on race, color, creed, religion, national origin, disability, political affiliation, age, sex, sexual orientation, gender, Veteran, or marital status
- Making degrading comments about a person and/or his or her appearance based on race, color, creed, religion, national origin, disability, political affiliation, age, sex, sexual orientation, gender, Veteran, or marital status
- Demeaning or criticizing an individual because of his or her race, color, creed, religion, national origin, disability, political affiliation, age, sex, sexual orientation, gender, Veteran, or marital status
- Sabotaging, damaging, or interfering with an individual's work because of that individual's race, color, creed, religion, national origin, disability, political affiliation, age, sex, sexual

orientation, gender, Veteran, or marital status

- Threatening or intimidating an individual because of his or her race, color, creed, religion, national origin, disability, political affiliation, age, sex, sexual orientation, gender, Veteran, or marital status

This list is not intended to be all-inclusive. Furthermore, while a single incident of these types of behavior may not create a hostile working or educational environment, if such behavior is severe, persistent or pervasive, or if submission to such conduct is made either explicitly or implicitly a term or condition of employment or receipt of employment benefits or educational outcome, such conduct constitutes prohibited discrimination and/or harassment.

Policy Enforcement

Surry Community College will use the Civil Rights Investigation Model to handle all grievance issues pertaining to student and employee misconduct. This process will ensure a prompt, thorough, fair, and impartial investigation and resolution for all parties involved. For more information regarding the grievance process, please see the Student and Employee Grievance Process Policy.

Gender-Based and Sexual Misconduct

Surry Community College students, employees, guests and visitors have the right to be free from all forms of gender-based and sexual discrimination. These include, but are not limited to, sexual violence, sexual harassment, domestic violence, intimate partner violence, dating violence and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe on the rights of others. For more information regarding the gender-based and sexual discrimination, please refer to the Gender-Based and Sexual Misconduct Policy.

Compliance Officers

The Director of Human Resources is the Compliance Officer for employees.

Melonie Weathers
Director, Human Resources
Deputy Title IX Coordinator
A-Building, second floor
Surry Community College
630 South Main Street
Dobson, NC 27017
(336) 386-3207
weathersm@surry.edu

The Vice President of Student Services is the Compliance Officer for students.

Randy Ledford
Vice President, Student Services
Title IX Coordinator
A-Building, first floor
Surry Community College
630 South Main Street
Dobson, NC 27017
(336) 386-3279
ledfordr@surry.edu

-Adopted by the Board of Trustees, June 08, 2015

INCLEMENT WEATHER POLICY

Extreme weather conditions during the winter months may require Surry Community College to cancel or delay classes in consideration of the safety of both student and employees. Weather conditions must be extreme before classes will be cancelled.

The College will make every attempt to announce a decision to close or operate on a delayed schedule by no later than 7:00 a.m. (usually earlier), and by 2:00 p.m. for evening classes. If no announcement is made, classes will operate on a regular schedule. If the College is closed or delayed, the faculty and staff workday is also cancelled or delayed.

The announcement will be published on the following television stations and their websites.

- WFMY- TV - Greensboro (Channel 2) http://www.wfmynews2.com/closings/
- WGHP-TV - High Point (Channel 8) http://myfox8.com/weather/closings-delays/
- WXII- TV - Winston Salem (Channel 12) http://www.wxii12.com/weather/closings
- TIME Warner Cable – Triad (Channel 14) http://triadnc.twcnews.com/content/weather/closings/
- WXLV-TV- Winston Salem (Channel 45) http://www.abc45.com/players/features/weather/video.shtml#closings

Any decision to delay or cancel will be available on the automated message of the main campus phone number (336-386-8121) and on the college website (http://www.surry.edu).

A decision to close early will be implemented so that everyone gets the message as close to the same time as possible. No classes are to dismiss before receiving an official message. A decision to close means that faculty and staff may also leave after reasonably assuring all students in their charge have been released. Any exception to the early release of faculty and staff will be announced.

There could be a distinction made between day and evening classes. Evening classes officially start with the 4:00 p.m. classes.

There could be distinction between Surry and Yadkin counties and the SCC learning centers.

Impact on classes

If the College announces a delay, classes will begin at the time of opening. Students need go to their normally scheduled class at the time of opening.

> For example:
> *If a student has a regularly scheduled course that meets from 9:30 – 11:00 a.m. and the College is on a two hour delay (College opening at 10:00 a.m.), then the student will attend their 9:30 course at 10:00 when the College opens. The student will then follow their regular schedule of classes for the remainder of the day.*

Classes that are missed during the time of delay or closure will need to find an alternative way of making up the loss of instructional time. However, if the College misses more than 15% of total instructional time, then the College may make calendar and schedule adjustments to make up the loss of instructional time.

Early College High School (ECHS) and Career & College Promise (CCP) Students:

ECHS and CCP students are expected to follow the same class attendance schedule as all other SCC students. Only under the following conditions will the College deviate from this policy.

If the public schools closed early due to threatening weather conditions, CCP and ECHS students will be sent home at the same time as their high school counter parts.

If the College remains open after the public schools have closed due to threatening weather conditions, those CCP and ECHS students will not be required to come to the College to attend classes.

Students will be allowed to make up missed work without penalty. The instructors will still record the students' absences on the roster; however, these absences should not be counted toward the instructors' maximum number of allowed absences. Students should be encouraged to save any excused absences given by college instructors for this kind of situation.

Because geographic areas and conditions vary in our service area, it is imperative that all students use good judgment and should avoid driving in dangerous conditions.

Campus Events

If the College or a learning center is closed or delayed, all events for the College or at the learning center will also be cancelled or delayed.

INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

General Policy

Surry Community College's computer network and related resources are provided to faculty, staff, and students for purposes of college-related communications, business, and scholarly research. The network and computer resources are limited to those owned or leased by-or on loan to-the college at any of its campuses.

Access to the college's computer network and computer resources is considered a privilege. Accordingly, in using these resources, faculty, staff, and students are expected to act responsibly and appropriately. They are expected to comply with the college's standards of professional decorum and common civility. Users should always keep in mind that network communications are, by nature, public.

The college's computer network storage is treated as public space. To maintain system integrity and to ensure responsible use, the college monitors access to that space and reserves the right to retrieve, without notice, any stored information and to use it as necessary. Such information-including e-mail-is the property of the college. By using the college's computing resources, users imply their consent to such monitoring and proprietorship. Further, such information is not regarded as private and may be subject to inspection under the Public Records Law of the State of North Carolina.

All use of computing resources-including e-mail and the Internet-complies with local, state, and federal law, specifically the Family Educational Rights and Privacy Act (FERPA).

Policy Provisions

Rules/Sanctions for Computer Use

The following are not permitted:

1. Sending or displaying obscene messages, websites, or images.
2. Accessing or distributing obscene, inappropriate, or illegal materials.
3. Using obscene language.
4. Harassing, attacking, or insulting others, or invading their privacy.

5. Sending or conveying any false statement concerning death, injury, illness, disfigurement, or indecent or criminal conduct.
6. Violating any right protected by copyright, trade secret, patent, or other intellectual property laws. This sanction prohibits the installation or distribution of "Pirated" or other software products not appropriately licensed for use by the College.
7. Damaging computers, computer systems, or computer networks.
8. Copying, altering, disabling, or deleting computer system programs or data without authorization.
9. Violating plagiarism laws.
10. Using the passwords or identities of others.
11. Associating a Surry Community College account-including e-mail-with a personal social media site or any website requiring a profile.
12. Trespassing in the folders, files, or work of others.
13. Intentionally wasting resources.
14. Committing fraud or obtaining property under false pretenses.
15. Using the college's network for commercial purposes.
16. Connecting, without authorization, non-college-owned equipment to the campus network in any area other than public wireless access.
17. Student use of employee computers.

Acceptable Use

Those who use the College's computer resources are expected to:

1. Comply with state and federal laws pertaining to copyright, privacy and confidentiality and the transmission of illegal, harassing, or obscene materials.
2. Restrict that use to educational, instructional, and administrative purposes.
3. Respect others' needs for network access by not monopolizing or disrupting the network.
4. Demonstrate respect for other users-both inside and outside the College-by observing network etiquette.
5. Guard against waste and overload in the computer system and protect against threats such as viruses.
6. Safeguard the confidentiality of their personal password and internet access.
7. Use only software and hardware components owned and approved by the College.
8. Avoid displaying or transmitting language or material that is threatening, racist, sexist, offensive, obscene, or pornographic.
9. Avoid disseminating unsolicited messages or e-mail.

myKnightLife Portal

Surry Community College uses a web-based, single sign-on portal known as myKnightLife as an official means of workplace communication and interaction. This portal provides access to College applications, tools, forms, documents, and databases. To take full advantage of this resource, employees and students should stay abreast of myKnightlife notices and information.

E-Mail

Surry Community College uses e-mail as one of its official means of communication. The following policies pertain to the use of the college's e-mail system:

1. The Division of Technology Services is responsible for creating student and employee e-mail addresses.
2. The College reserves the right to delete a student's e-mail account if that student has not been enrolled for a year.
3. Employee e-mail accounts will be disabled on the last day of employment.

4. E-mail should not contain personally sensitive or confidential information.
5. Official correspondence from the college will be sent only to a student's Surry Community College e-mail address.
6. Instructors and college officials may refuse to accept student e-mails sent from a non-college address.
7. The college is not responsible for component destruction, loss or corruption of data resulting from user error or e-mail viruses.
8. Only authorized individuals may view the e-mail of a student or employee suspected of a violation of any of the policies articulated in this document.

Websites

The only website that officially represents the college is WWW.SURRY.EDU. As such, it must be administered by college officials and the college Web Specialist. The Web Specialist manages content and design on servers (internal or external) maintained or approved by Surry's Technology Services division.

Social Networking/Supplemental Online Services

Use of such services must be established through the Marketing Department, which will submit to the Vice President of Technology Services a request for a related account. Such an account-i.e., for a service or site-must be maintained by a college employee.

Students interested in setting up social media, networking sites, or other online services related to the college should contact their instructor for guidelines and expectations.

Employees interested in setting up social media, networking sites, or other online services should refer to the college's Social Media Policy.

The Technology Services Division will maintain account records in case content warrants review or someone other than the original sponsor assumes responsibility for the service or site.

External Websites

In websites created outside the college's servers (internal or external), students, faculty, and staff are not permitted to use the college's name, official logos, graphics, or information, or to claim or imply any official association with the institution.

Enforcement

Any violation of the policies articulated in this document will be referred to appropriate college offices. Violations may result in a limiting or forfeiting of computer privileges and, as applicable, the involvement of law enforcement agencies and prosecution. Surry Community College is not liable for the actions of anyone connected to the Internet through its computing resources. All users assume full liability-legal, financial, or otherwise-for their actions.

The use of network and computer resources at Surry Community College is governed by the same policies and guidelines that govern all other communications, including:

- Code of Professional Ethics
- Copyright
- Discrimination
- Electronic Signature
- Harassment
- Higher Education Opportunity Act (HEOA) Peer-to-Peer File Sharing Requirements
- Intellectual Property
- Sexual Harassment

- Social Media
- Policies pertaining to distribution of published material, solicitation, commercial promotions and sales, and free speech and public assembly

Notification

Before initiating any activity that might raise a question about the acceptable use of the college's computer network or resources, an individual should consult an instructor, advisor, local area supervisor, dean, or vice-president.

ANYONE WHO LEARNS OF A VIOLATION OF THE ACCEPTABLE USE POLICY SHOULD IMMEDIATELY NOTIFY THE CHIEF INFORMATION OFFICER OR ANY EMPLOYEE OF TECHNOLOGY SERVICES.

FOR INFORMATION REGARDING RELATED DISCIPLINARY PROCEDURES, REFER TO THE COLLEGE CATALOG.

-ADOPTED BY THE BOARD OF TRUSTEES, APRIL 13, 2015

PARKING AND TRAFFIC

Parking and traffic regulations have been established to make the fullest use of the present parking facilities and to make the campus a safe place to visit, work, and study. All students and staff are required to register their vehicles during registration. Vehicle registrants must present the state vehicle registration card and remit $5.00 to obtain a parking permit. A copy of ***SCC Traffic Rules & Regulations*** is available to all students and staff at the time of registration and online.

PUBLIC RECORDS POLICY

Surry Community College makes every effort to comply with the Freedom of Information Act (FOIA), which states that any person may view or request copies of public records maintained by the college. The term "public records" is defined in the guidelines found on the FOIA website at www.foia.gov, which states,

> *"A FOIA request can be made for any agency record. You can also specify the format in which you wish to receive the records. You should be aware that the FOIA does not require agencies to do research for you, to analyze data, to answer written questions, or to create records in response to a request."*

To obtain information related to Surry Community College public records, a person must make a formal written request addressed to the President of Surry Community College and specifically outline the type of information being requested. College administration has ten (10) business days in which to respond to the request. If the request is approved and copies of the information are needed, a fee of ten (10) cents per page will be charged to the requestor. If the request is denied, the requestor will receive a letter explaining the reasons for denial.

NOTE: IN ORDER TO PROTECT THE PRIVACY OF INDIVIDUAL STUDENT RECORDS, INFORMATION REQUESTS FOR GRADE DISTRIBUTIONS FOR A PARTICULAR CLASS OR INSTRUCTOR WILL ONLY BE RELEASED IF THE CLASS HAS A MINIMUM OF EIGHT (8) STUDENTS ENROLLED.

-Adopted by SCC Board of Trustees April 13, 2015

RELEASE OF STUDENTS' PICTURES

SCC uses pictures of college activities and students for public information and advertising purposes. Students who do not want to appear in such photographs should notify the Office of Student Services in writing.

RELIGIOUS AND NON-RELIGIOUS OBSERVANCE POLICY

In compliance with N. C. Gen. Stat. § 115d-5(u) Surry Community College will grant any student of the College two excused absences each academic year for religious and non-religious observances in accordance with the following regulations:

1. An academic year is defined as beginning on July 1 of one year and ending on June 30 of the following year.
2. The two excused absences may be taken at any time during the academic year either on separate days or on two consecutive days.
3. The student must complete a Request to be Excused for Religious or Non-religious Observance Form and present this form to the instructor(s) of each course affected by this absence. The request form must be submitted to the instructor within the first ten calendar days after the first day of the affected class.
4. The student must take an instructor-signed copy of the form to Student Services to be filed with the Associate Dean for Enrollment Management.
5. Students granted an excused absence for the purpose of religious or non-religious observance shall be given the opportunity to make up any work or tests missed during an excused absence.
6. The absences will count toward the total number of absences allowed per individual instructor syllabi.
7. The student is responsible for arranging the make-up of any missed assignments, tests, or other classwork materials with the respective instructors prior to the absence.
8. Instructors are prohibited from implementing sanctions, including requiring additional work, toward students who are duly granted excused absences for a religious or non-religious observance.
9. For the purposes herein, a day of religious or non-religious observance means an observance that is part of a sincerely-held religious or non-religious belief that the student would otherwise be able to attend but for having to attend class.
10. Students who misrepresent facts in connection with the request are subject to disciplinary action.

-Adopted by the Board of Trustees September 13, 2010

RESPECT FOR PROPERTY

Respect for private and public property reflects upon a person's character. Students at Surry Community College are expected to show respect for the property of others at all times.

Traditionally, students take pride in their school's property. This means assuming a responsibility for preserving the beauty of the grounds and the buildings. The Inter-Club Council/Student Government Association asks that all students join in an effort to carry out this student responsibility.

STUDENT AND EMPLOYEE GRIEVANCE POLICY

Purpose

To describe the procedure to be followed when a student, employee, or visitor files a conduct complaint with the College. This process will be used in all complaints, including gender-based and sexual misconduct (Title IX), harassment and discrimination, and the Student Code of Conduct complaints.

Surry Community College will use the Civil Rights Investigation Model to handle all grievance issues pertaining to student and employee misconduct. This process will ensure a prompt, thorough, fair, and impartial investigation and resolution for all parties involved.

During the grievance process, the complainant and the accused are entitled to have a support person/advisor of their choice at any proceeding or related meeting. The complainant and the accused also have the right to present any relative witnesses and other evidence including having similar and timely access to any relevant information.

Before a formal investigation takes place, the complainant must inform and consent to having an investigation into the allegations. If the complainant is under the age of 18, the College will inform the complainant's parent(s) or legal guardian(s) to request and obtain consent before beginning a formal investigation.

When students and employees violate College regulations and policies, they are subject to disciplinary action by the College whether or not their conduct violates the law. If the conduct simultaneously violates both College regulations and the law, the College will investigate independently of any criminal investigation. In cases involving gender-based and sexual misconduct, harassment and discrimination, the complainant has the right to file a criminal complaint against the accused.

During the formal investigation and resolution, the standard of proof the College will use to assess the complaint is a preponderance of evidence. This standard means that the alleged incident more likely happened, than not happened. This standard is different from the level used in a criminal investigations. Most criminal investigation will use a standard of *beyond a reasonable doubt*, or *clear and convincing*.

Grievance Process

NOTIFICATION OF COMPLAINT

Prompt reporting of alleged conduct incidences is encouraged so that timely and constructive action can be taken to ensure a safe and nondiscriminatory environment for students and employees. Reporting all alleged conduct incidents and/or perceived incidents including gender-based and sexual misconduct, harassment and discrimination is encouraged, regardless of the offender's identity or position.

Any College employee informed of gender-based and/or sexual misconduct involving students and/or other College employees is expected to inform a Title IX Coordinator.

MAKING A CONDUCT COMPLAINT

Complaints concerning employees of the College can be made directly to the Director of Human Resources, located in the A-building. Complaints concerning students can be made to the Vice President of Student Services, also located in the A-building. In the event the complaint involves both students and employees, the Director of Human Resources and the Vice President of Student Services will work together to evaluate the complaint.

Complaints could be verbal and/or written, but should include the following:

- Name of alleged offender(s)
- Date, time, and place of the incident
- Description of the incident
- Names of witnesses to the incident

CONFIDENTIALITY OF THE COMPLAINANT

The complainant can seek guidance, counsel, or advice from one of the counselors in the Office of Health, Wellness, and Development. The mental health counselors are not required to tell anyone else about

the details of an alleged incident unless there is fear for the complaintant's safety, or the safety of others.

If the complainant reports an incident, but requests confidentiality, the College will evaluate the request in terms of the College's ability to provide a safe and nondiscriminatory environment for students and employees. The College will take all reasonable steps to investigate and respond to the complaint while keeping the confidentially of the complainant and all parties involved, but it may limit the response by the College.

If the complainant decides not to pursue the allegations, the College will determine if the alleged incident impairs the ability of the College to provide a safe and nondiscriminatory environment for students and employees. The College may decide to proceed with an investigation, even though the complainant decides not to pursue the allegations, if it determines the incident impairs the ability of the College to provide a safe and nondiscriminatory environment.

If the College decides to proceed with an investigation, or it cannot ensure confidentiality of the complainant, it will notify the complainant and all parties involved.

The College will assist any individual who reports conduct incidents to find confidential support services on campus and/or in the community. Such services include advocacy, counseling, academic support, medical support and/or mental health services. Some sources of confidential support can happen without triggering an investigation by the College.

PRELIMINARY INVESTIGATION

Once a complaint of misconduct has been filed with either the Director of Human Resources and/or the Vice President of Student Services, a preliminary investigation will begin within two (2) business days to determine the following:

- Is there reasonable cause to believe a policy and/or policies have been violated?
- Does the complaint against the accused fall under Title IX, or does it involve harassment and discrimination, or does it involve a Student Code of Conduct infraction?
- Do initial remedies (restrictions on contact between the complainant and the accused ("No-Contact Order"), interim suspension(s) of the accused, academic course change(s), employment schedule change(s), campus escort, and counseling support, etc.) need to be put in place to protect the complainant?
- Does a comprehensive investigation need to take place, or can the complaint be resolved through an informal administrative resolution?

If the determination is made to do a comprehensive investigation on the alleged misconduct, the complainant will be contacted to complete a formal written report and give consent to an investigation. Once this report and consent has been obtained, an investigator or an investigation team will be assigned to begin the comprehensive investigation. A written Notice of Investigation will be sent to the complainant and the accused within four (4) business days.

COMPREHENSIVE INVESTIGATION

The College will investigate each complaint in a thorough, fair, and impartial manner. Any notes, memoranda, or other records created by College employees or agents conducting an investigation shall be deemed confidential and/or privileged to the extent allowed by law. If either the complainant, the accused, or both are students these records will be protected under Family Educational Rights and Privacy Act (FERPA). The investigation should be completed within fourteen (14) business days, unless the process is delayed by a criminal investigation, or both parties agree to a delay.

If the investigator or investigating team finds there is enough evidence to support that the misconduct likely happened more than the misconduct not likely happened (preponderance of the evidence), a written Notice of Charge will be sent to the accused and the complainant specifying the actual charge against the accused within two (2) business days after the comprehensive investigation has concluded.

This written notice of charge will include the information and next steps leading to the hearing process on the alleged charges.

CONDUCT HEARING

During the hearing process, the Director of Human Resources and/or the Vice President of Student Services reviews all the information from the comprehensive investigation with the accused and a determination is made whether a violation of policy actually has occurred. If a violation of policy has occurred, then the sanctions will be placed on the accused. Possible sanctions that could be placed on the alleged perpetrator are, but not limited to receiving education or counseling, warnings, reprimands, probation, suspension, termination (if the accused is an employee), or expulsion (if the accused is a student.) The hearing process will be completed within five (5) business days of the receipt of the Notice of Charge by the accused.

NOTICE OF OUTCOME

The written Notice of Outcome will be sent simultaneously to the complainant and the accused within three (3) days after the completion of the hearing. The notice shall include the decision and sanctions, if any are imposed, a brief summary of the factual findings, and whenever possible, shall include a summary of any remedial measures that have been or will be taken by the College. This written Notice of Outcome will include the information about the appeals process.

In cases where the accused is a College employee, the Director of Human Resources and the President will make the final decision regarding the sanctions imposed on the employee; therefore, the written Notice of Outcome will come from the President.

In cases where the accused is a student, the Vice President of Student Services will make the final decision regarding the sanctions imposed on the student; therefore, the written Notice of Outcome will come from the Vice President of Student Services.

APPEALS

Any complainant or accused who wishes to appeal the procedures which the College followed in investigating a complaint may do so within ten (10) business days of the receipt of the notice of outcome. Untimely submission shall not receive consideration.

For College employees, such appeal must be made in writing to the Board of Trustees by submission to the Office of the President. The appellant shall be entitled to a hearing before the Board of Trustees or a panel of its membership selected by the Board's Chairperson. At the hearing the appellant may be represented by counsel at his or her expense and present evidence as to why the decision of the President should be reversed or modified. Following a review of the evidence, as well as the information obtained in the investigation process and conclusions derived therefrom, the Board of Trustees shall issue a decision within fourteen (14) business days following the completion of the hearing. The decision of the Board of Trustees shall be final.

For students, such appeal must be made in writing to the Office of the President. The appellant shall be entitled to a hearing with the President. At the hearing the appellant may be represented by counsel at his or her expense and present evidence as to why the decision of the Vice President should be reversed or modified. Following a review of the evidence, as well as the information obtained in the investigation process and conclusions derived therefrom, the President shall issue a decision within fourteen (14) business days following the completion of the hearing. The decision of the President shall be final.

NOTICE OF FINAL DETERMINATION

A written notice of final determination will be sent to the appellant within three (3) business days following the final decision of the appeals process.

Retaliation Prohibition

Retaliation is strictly prohibited by law against anyone who in good faith reports a suspected violation of campus policy, who assists in making such complaint, or who cooperates in the investigation. Retaliation means taking any adverse action in response to a complaint being made. Written complaints of retaliation should be brought directly to the attention of the Director of Human Resources or the Vice President of Student Services. The written complaint should specify the following:

- Name of alleged offender(s)
- Date, time, and place of the incident
- Description of the incident
- Names of witnesses to the incident

Such complaints will be promptly investigated. If retaliation is found, the person retaliating will be subject to corrective action up to and including termination from employment, in cases involving employees, or in the case of a student up to and including suspension and/or expulsion.

-Adopted by the Board of Trustees, June 08, 2015

STUDENT SAFETY

The administration and staff at Surry Community College make every effort to provide, in so much as possible, a safe and healthy educational environment. From time to time, certain elements or factors such as weather conditions, power outages, accidents, human error, or poor judgment by other students can create potentially dangerous situations. Students at Surry Community College are advised and encouraged to be conscious of their personal safety and to always take whatever actions necessary to preserve that safety. Students having concerns about safety on campus should contact the SCC Police Department.

TOBACCO-FREE CAMPUS POLICY

The Surry Community College Board of Trustees recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The Board believes that the use of tobacco products on institutional grounds, in campus buildings, on institutional property, or at institutional-related or sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board acknowledges that adult employees and visitors serve as role models for students. The Board recognizes that it has an obligation to promote positive role models and promote a healthy learning and working environment, free from unwanted smoke and tobacco use for the students, employees, and visitors on campus.

Finally, the Board recognizes the trend in North Carolina to promote tobacco-free lifestyles, specifically the North Carolina State Health Plan which will impose a higher premium and/or offer less coverage to those who use tobacco products.

Tobacco Use Prohibited

No student, faculty member, staff member, or institutional visitor is permitted to use any tobacco product at any time:

- in any building, facility, or vehicle owned, leased, rented, or chartered by Surry Community College;
- on any institutional grounds and property – including athletic fields and parking lots – owned, leased, rented, or chartered by Surry Community College; or at any institutionally-sponsored or related event on-campus.

In addition, volunteers, contractors, or other persons performing services on behalf of the institution also are prohibited from using tobacco products at any time while on duty and in the presence of students, either on or off institutional grounds.

Tobacco products may be included in instructional or research activities if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Definition of Tobacco Products and Tobacco Use

For the purposes of this policy, "tobacco product" is defined to include cigarettes, cigars, blunts, bidis, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products. "Tobacco use" includes smoking, chewing, dipping, or any other use of tobacco products.

The prohibition includes any electronic oral device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe or under any other product name or designation.

Signage

Signs will be posted in a manner and location that adequately notify students, staff, and visitors of the 100 percent tobacco-free policy.

Compliance for Students

Consequences for students engaging in the prohibited behavior will be provided in accordance with the institution's student behavior management plan. Students who violate the tobacco-use policy will be processed through established disciplinary protocol. Student violators will be provided with access to up-to-date information on the many consequences of tobacco use, offered techniques that students can use to stop tobacco use, and provided referrals to local youth tobacco cessation programs. Parents/guardians of minors will be notified of all violations and actions taken by the institution. Suspension will only be used after a student has three or more prior violations or refusal to participate in other outlined measures.

Compliance for Staff and Visitors

Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies of Surry Community College and may include verbal warning, written reprimand, or termination. Visitors using tobacco products will be asked to refrain while on Surry Community College property or leave the premises. Surry Community College law enforcement officers may be contacted to escort the person off the premises or cite the person for trespassing if the person refuses to leave the school property.

Opportunities for Cessation

The administration will consult with the county health department and other appropriate health organizations to provide students and employees with information and access to support systems, programs, and services to encourage them to abstain from the use of tobacco products.

Prevention Education

The administration will consult with appropriate health organizations to identify and provide programs or opportunities for students to gain a greater understanding of the health hazards of tobacco use and the impact of tobacco use as it relates to providing a safe, orderly, clean, and inviting environment.

Procedures for Implementation

The administration will develop a plan for communicating the policy that may include information in student and employee handbooks, announcements at institutionally-sponsored or related events, and appropriate signage in buildings and around campus. An enforcement protocol, which identifies consequences for students, staff, and visitors who violate the policy, will be created and communicated to all students, staff, and parents.

Date of Implementation

August 1, 2010

-Adopted by the Board of Trustees April 12, 2010

CORPORATE & CONTINUING EDUCATION DIVISION

The Corporate and Continuing Education Division offers a vast array of courses and programs in over 100 sites throughout our two county service area of Surry and Yadkin counties. Course categories include arts and crafts, automotive, computer skills, construction, languages, law enforcement, fire and rescue, emergency medical, nursing, recreation, teaching, trades, and miscellaneous other classes.

Through the Corporate and Continuing Education Division, students can prepare for a new career in one of our licensing/certification programs, enhance work skills, earn a high school equivalency diploma (HSE), learn a trade, or take a class for personal enrichment. In addition to the Dobson campus, there are four additional centers that offer Corporate and Continuing Education classes. They are:

The Elkin Center: 1461 N. Bridge Street, Elkin, NC 28621; 336.386.3605

The Pilot Center: 612 E. Main Street, Pilot Mountain, NC 27041; 336.386.3618

The Center for Public Safety: 1220 State Street, Mount Airy, NC 27030; 336.386.3680

The Yadkin Center: 4649 US Highway 601, Yadkinville, NC 27055; 336.679.4600/336.386.3580

OCCUPATIONAL EXTENSION COURSES

Occupational Extension Courses are designed to prepare individuals for an occupation/career through licensing and certification courses. Courses are also available to enhance the skills of students in their current employment situation. Some of these courses include law enforcement, certified nursing assistant, teacher assistant, emergency medical technician, computer skills, HVAC, electrical contractor, general contractor, and plumbing.

COLLEGE AND CAREER READINESS PROGRAM (BASIC SKILLS)

The College and Career Readiness Program includes the following components:

- The Adult Basic Education program provides instruction for adults who want to improve their reading, writing, speaking, problem solving or computation skills to function more effectively in society, on a job or in the family. College and Career Readiness also offers ABE classes designed specifically for adults with developmental disabilities and traumatic brain injury. The focus of these classes is to improve the individual's independence by acquiring necessary basic life skills from math and reading skills to job development. Students also gain appropriate communication and socialization skills as well as full access to a computer lab.
- The English as a Second Language program provides a means for speakers of other languages to attend classes to learn English communication skills as well as American customs and history. The Family Literacy Program is a comprehensive, family oriented partnership. Surry Community College offers the adult education and other agencies, such as the public school systems, churches, etc., educate the children. Adults and children attend school together.
- The High School Equivalency program is designed to prepare adults for the High School Equivalency (HSE) test. The HSE test is computer based, but paper testing is available as an accommodation. The test has four content areas: Reasoning through Language Arts,

Mathematical Reasoning, Science and Social Studies. Upon attaining a satisfactory score on the HSE Test, students are awarded a high school equivalency diploma by the N. C. State Board of the Community College System.

- The High School Equivalency Online program is designed to prepare a student for the high school equivalency test in the comfort of home or anywhere there is Internet access. Students must be at least sixteen years old to enroll in one of our College and Career Readiness programs. Students who are under eighteen years old are required to submit a Surry Community College student release form. This form is available online at www.surry.edu, in the Corporate and Continuing Education office in Dobson or at one of our five learning centers: Elkin Center in Elkin, Jones Family Resource Center in Mount Airy, Main Campus in Dobson, Pilot Center in Pilot Mountain and Yadkin Center in Yadkinville.

THE HUMAN RESOURCES DEVELOPMENT PROGRAM

The Human Resources Development Program provides employability skills for unemployed and underemployed adults. The curriculum addresses six core components: (1) assessment of an individual's assets and limitations, (2) development of a positive self-concept, (3) development of employability skills, (4) development of communication skills, (5) development of problem-solving skills, and (6) awareness of the impact of information technology in the workplace. Also, the framework of the course can be based on four post-employment service strategies: transition, advancement, retention, and re-employment. Career exploration and training success strategies are emphasized for those people returning to school.

CAREER READINESS CERTIFICATION

North Carolina's Career Readiness Certificate (CRC), signed by the Governor of North Carolina, provides a portable credential for employees confirming their workplace skills in applied mathematics, reading for information, and locating information. These three skills have been identified by employers as vital for success in the vast majority of today's jobs. There are three levels of certification that can be earned — bronze, silver and gold. Approximately 35% of jobs in today's economy require a bronze level certificate, 65% silver, and at a gold level an individual has the skills to be successful at 90% of the jobs.

THE SMALL BUSINESS CENTER (SBC)

The objective of the Small Business Center is to increase the success rate and the number of viable small businesses in North Carolina by providing high quality, readily accessible assistance to prospective and existing small business owners which will lead to job creation and retention. We are a community-based provider of education and training, counseling, networking and referrals. Our services are available for free or very low cost. These services include:

- Free, confidential, one-to-one counseling
- Free seminars, workshops and programs on critical aspects of starting a new business and managing a small business
- Marketing strategies
- Licensing, permit, and tax requirements
- Financial analysis review
- Sources of financing opportunities for small businesses
- Resources (books, on-line publications and research tools) to help you successfully start and grow your business

CUSTOMIZED INDUSTRY TRAINING PROGRAM

The Customized Training Program provides educational and training opportunities for eligible businesses and industries. The purpose of the Customized Training Program is to provide customized training

assistance in support of full-time production and direct customer service positions created in the State of North Carolina. This will enhance the growth potential of companies located in the state. Simultaneously the training will be preparing North Carolina's workforce with the skills essential to be successfully employed in emerging industries.

PERSONAL ENRICHMENT AND SELF-SUPPORTING PROGRAMS

Personal Enrichment and Self-Supporting Programs include courses designed to meet the personal growth, recreational, and enrichment needs of adult students. Representative courses include painting, photography, stained glass, cake decorating, and quilting.

THE EMERGENCY SERVICES TRAINING CENTER

The Emergency Services Training Center is a comprehensive training facility for emergency services personnel, law enforcement personnel, and industrial employees. The center includes a driving range, live fire simulators, a structural burn building, confined space and high angle rescue simulators, and an off-road emergency vehicle operators training course.

TUITION, FEES & REFUNDS

All College and Career Readiness (ABE, GED, ESL, CED, Family Literacy) classes are offered **tuition free**.

Tuition and fees for occupational classes are as follows.

Course Hours	Tuition	Technology Fee
1-24 hours	$70.00	$1.00
25-50 hours	$125.00	$2.00
51+ hours	$180.00	$3.00

Students who enroll in **self-supporting classes** pay fees that are based on a pro rata cost of the course. Technology fees are based on the hours of the course as stipulated above.

A student who **wishes to withdraw** from a Continuing Education course must contact the Continuing Education office prior to the 10% point of the scheduled hours of the class to be eligible for a tuition refund. A 75% refund will be given if the student request is received by the deadline. If a student pre-registers/prepays for a class and requests a refund prior to the first class meeting, 100% of the tuition will be returned.

Tuition fees and waivers are set by the North Carolina General Assembly and are subject to change.

The **technology fee** is waived for College and Career Readiness students, HRD students, and students enrolled in emergency services training courses.

All continuing education students who attend class during the day must purchase a **parking permit**. Students who are registered for an evening class that is more than 20 hours in duration must purchase a parking permit.

REGISTRATION AND ATTENDANCE

Continuing Education students can register in a variety of ways: 1) at the first class meeting, 2) walk-in registration available on the main campus or at one of our four off-campus centers, 3) by fax, 4) by mail, or 5) online. Not all classes are available for online registration, contact the main CCE office (336-386-3398) concerning your best method of registration.

Any person eighteen years of age or older may be admitted to a Continuing Education class. Surry Community College provides educational opportunities without regard to race, sex, creed, national origin, or disability.

Students are encouraged to attend all classes. Those who attend at least 80 percent of the classes and complete course requirements will be awarded a satisfactory grade and CEU's where applicable.

Continuing Education classes may be cancelled if a sufficient number of persons do not register by the first class meeting.

CONTINUING EDUCATION UNITS

Continuing Education Units (CEU's) are awarded by the college (one CEU for ten contact hours of class) to students who complete all course requirements for non-credit classes above the secondary school level. CEU records are maintained by the Continuing Education Division.

CONTINUING EDUCATION TRANSCRIPTS

Transcripts of individual records are available upon written request and students will be charged a $3.00 fee per official copy.

CONTINUING EDUCATION COURSE LISTING

ANIMAL CARE

	Hours	Semester
Pet Grooming	24-39	Fall, Spring, Summer
Veterinarian Assisting I	45	Fall, Spring
Veterinarian Assisting II (Hybrid)	45	Spring, Summer

AUTOMOTIVE/TRANSPORTATION

	Hours	Semester	Certificate/License
Alive at 25	4	Fall, Spring, Summer	
Auto Safety Inspection	8	Fall, Spring, Summer	License
Auto Inspection (OBD)-On Board Diagnostic/Renewal	8/4	Fall, Spring, Summer	License
Motor Vehicle Dealer Continuing Education	6	Fall, Spring, Summer	License
Motor Vehicle Dealer Initial	12	Fall, Spring, Summer	License
Motorcycle Safety	22	Fall, Spring, Summer	
Truck Driver Training	384	Fall, Spring, Summer	License

PERSONAL ENRICHMENT

	Hours	Semester
Cake Decorating	24	Fall, Spring
Painting (Acryllic, Decorative, Oil)	24	Fall, Spring
Photography (Digital)	20	Fall, Spring, Summer
Quilting	24	Fall, Spring

COMPUTER COURSES

COMPUTER SKILLS **36 hours** **Fall, Spring, Summer**

This six-week course will show the student how to use: MS Windows, MS-Word, and MS-Excel programs. Students will be introduced to basic computer terms, how to use the Windows controls, File Management, Word Processing and Spreadsheets while developing a moderate comfort level of basic computer skills. Students will be shown how to work with files, create new documents, how to save and rename documents, how to work with text to include editing, typing, inserting, highlighting, and deleting text. Students will learn how to write formulas and use built-in functions to have Excel automatically calculate totals, averages, monthly loan payments, and other common business calculations.

TECHNOLOGY AWARENESS **48 hours** **Fall, Spring, Summer**

This course provides employability skills training for unemployed and underemployed adults. The curriculum framework and the content of the instructional materials should focus on the following topics: developing a moderate comfort level of basic computer-use skills, using technology in developing and implementing job search strategies, researching career and occupational information, compiling and developing employment related documents (resume, cover letters, applications and electronic employment portfolios), accessing governmental and educational resources, assessing technology literacy, understanding the impact of social networking on employment, and emphasizing the role of technology in the workplace.

Prerequisites: None.

ONLINE COURSES **24 hours** **Fall, Spring, Summer**

Take the course from your home or whatever location you choose. Our on-line courses offer every topic you can image. Many of these courses are computer related; however, courses are also offered in Accounting, Administration Assistance Fundamentals, Business, Computer Apps, Personal Development, GRE Prep, Teaching and Education, Grant Writing and Technology. To see a list of courses go to this web site: http://www.ed2go.com/sccce/.

New courses start each month, Classroom is open 24 hours per day, 7 days per week. Each course will run for 6 weeks with 12 lessons.

MICROSOFT OFFICE INTRODUCTORY **78 hours** **Fall, Spring, Summer**

This MS-Office Introductory course consists of twelve projects that are designed to take full advantage of the MS-Office application. The objective of this course is to teach the introductory and the intermediate levels of MS-Office, showing the student how to create Word documents, Excel workbooks, Access databases, and PowerPoint presentations. The training for this course is a combination of Instructor-led lecture and student hands-on exercises. Each class session will begin with the instructor's lecture of the subject, which includes a preview of the steps that you will need to use when working the assignments on your own during the last part of each class session. This lecture and hands-on approach is designed to make students more productive when using MS-Office. The textbook, MS-Office: Introductory Concepts and Techniques, consists of a brief introduction to computers, a project on MS-Windows, three projects each on MS-Word, MS-Excel, and MS-Access and two projects on MS-PowerPoint. After completing the projects and activities in this course, students will have started a foundation of the training that will eventually prepare them for the Core Level Microsoft Office User Specialist (MOUS) program.

Prerequisites: Computer Skills for Job Seekers or prior computer knowledge.

MICROSOFT OFFICE ADVANCED **78 hours** **Fall, Spring, Summer**

This MS-Office Advanced course will extend the student's basic knowledge of working with Word documents, Excel workbooks, Access databases, and PowerPoint presentations. This advanced course is a continuation of the MS-Office Introductory course, and it is assumed that students are familiar with the fundamentals of MS-Word, MS-Excel, MS-Access, and MS-PowerPoint. The textbook, *MS-Office: Advanced Concepts and Techniques*, consists of, projects four, five and six for MS-Word, MS-Excel, and MS-Access and projects three and four for MS-PowerPoint. After completing the projects and activities in this course, students will be prepared to pass the Core & Comprehensive-level Microsoft Office User Specialist (MOUS) exam.

Prerequisites: Introductory Microsoft Office.

EDUCATION

EFFECTIVE TEACHER TRAINING **30 hours** **On Request**

This class presents an overview of the Effective Teacher Training course. The ETT program emphasizes information and behavioral skills needed in order to recognize and apply those teaching practices that

research supports as most effective. Educators must look at time as a resource whose appropriate use is carefully planned for and strictly managed. This class presents teaching skills, which maximize learning time.

NATIONAL BOARD CERTIFICATION FOR
PUBLIC SCHOOL TEACHERS **24 hours** **On Request**

This course provides a comprehensive introduction to the National Board for Professional Teaching Standards certification process. Providing information for both candidates and potential candidates, the course focuses on the four portfolio entries and the six assessment center entries. Detailed instructions for each aspect of the ten areas are discussed. Tips for completing the certification process, including the video entries, are given during the course.

GRE PREP I (On-Line) **24 hours** **Fall, Spring, Summer**

This course covers all question types on the verbal and analytical sections of the GRE. We will discuss how to do your best on reading comprehension, analogies, sentence completions, antonyms, and logical and analytical reasoning questions. We will cover time saving techniques for both the paper based and computer administrations of the test.

GRE PREP II (On-Line) **24 hours** **Fall, Spring, Summer**

This course features a math review and techniques for tackling the quantitative comparison, discrete quantitative, and data interpretation questions that make up the math section of the GRE. We will also cover time saving techniques for both the paper-based and computer administrations of the test.

FIRE & RESCUE

FIREFIGHTER I & II CERTIFICATION	**Hours**	**Semester**	**Certificate / License**
Orientation & Safety	21	On Request	Certification
Alarms & Communications	15	On Request	Certification
Fire Behavior	12	On Request	Certification
Portable Extinguishers	6	On Request	Certification
P.P.E.	15	On Request	Certification
Forcible Entry	12	On Request	Certification
Ventilation	21	On Request	Certification
Ropes	12	On Request	Certification
Ladders	15	On Request	Certification
Hose, Appliances, Streams	21	On Request	Certification
Fire Control	33	On Request	Certification
Salvage	6	On Request	Certification
Overhaul	6	On Request	Certification
Emergency Medical Care	15	On Request	Certification
Rescue	24	On Request	Certification
Water Supplies	18	On Request	Certification
Sprinklers	15	On Request	Certification

FIREFIGHTER I & II CERTIFICATION	**Hours**	**Semester**	**Certificate / License**
Haz-Mat Awareness & Operations	36	On Request	Certification
Fire Prevention, Public Fire Education, Fire Cause	21	On Request	Certification
Building Construction	15	On Request	Certification
Foam Fire Streams	6	On Request	Certification

SPECIALIZED TRAINING DRIVER OPERATOR (Emergency Vehicle Driver)	20	On Request	

NIMS (National Incident Management System)	**Hours**	**Semester**	**Certificate / License**
ICS-100	10	On Request	Certification
ICS-200	14	On Request	Certification
ICS-300	32	On Request	Certification
ICS-400	26	On Request	Certification

PUMP CLASSES	**Hours**	**Semester**	**Certificate / License**
Introduction to Pumps	5	On Request	
Basic Pump Operations	24	On Request	
Sprinklers & Stan	15	On Request	
Pump Hydraulics	15	On Request	
Service Testing Pump	15	On Request	
Water Supply/Pump	15	On Request	

AERIAL OPERATIONS	**Hours**	**Semester**	**Certificate / License**
Introduction to Aerial Operations	15	On Request	
Basic Aerial Operations	15	On Request	
Aerial Maintenance	15	On Request	
Aerial Testing Procedures	15	On Request	
Rescue	12	On Request	
Fire Control	4	On Request	
Fire Behavior	4	On Request	
Extinguishers	3	On Request	
Fire Hose	3	On Request	
Ladders	4	On Request	
Get Out Alive	9	On Request	
Team Search	2	On Request	
Rookie	32	On Request	
SCBA	12	On Request	
Flammable Liquids	12	On Request	
LP-Gas	12	On Request	

AERIAL OPERATIONS	**Hours**	**Semester**	**Certificate / License**
General Practices	12	On Request	
Technical Rescuer	81	On Request	
TR: Rescue Operations	9	On Request	
TR: Personal Protective Equipment	9	On Request	
TR: Rescue Equipment	6	On Request	
TR: Helicopter Transport	6	On Request	
TR: Rescue Rigging	15	On Request	
TR: Ropes	21	On Request	
TR: Victim Management	15	On Request	
Victim Management Rescuer	60	On Request	
VMR: Rescue Operations	12	On Request	
VMR: Vehicle Anatomy	9	On Request	
VMR: Stabilization Extricate	15	On Request	
VMR: Bus & Machinery	9	On Request	
VMR: Victim Management	15	On Request	
Ropes	75	On Request	
Ropes: Rescue Operations	6	On Request	
Ropes: Anchors	15	On Request	
Ropes: Mechanical Advantage	6	On Request	
Ropes: Fixed Rope Systems	12	On Request	
Ropes: Lowers and Raises	12	On Request	
Ropes: High Lines	9	On Request	
Ropes: Victim Management	15	On Request	
TR Confined Space (series)	64	On Request	
TR: Rescue Operations	9	On Request	
TR: Rescue Rigging	21	On Request	
TR: Hazard Control	25	On Request	
TR: Victim Management	9	On Request	
TR: Trench (series)	64	On Request	
TR: Rescue Operations	9	On Request	
TR: Rigging	21	On Request	
TR: Protective Systems	21	On Request	
TR: Load Stabilization	4	On Request	
TR: Victim Management	9	On Request	
TR: Collapse (series)	88	On Request	
TR: Rescue Operations	12	On Request	
TR: Shoring	24	On Request	
TR: Breaking and Breaching	18	On Request	
TR: Metal Burning	4	On Request	
TR: Heavy Lifting	18	On Request	
TR: Victim Management	12	On Request	

AERIAL OPERATIONS	Hours	Semester	Certificate / License
TR: Wilderness (series)	60	On Request	
TR: Rescue Operations	18	On Request	
TR: Rescue Rigging	12	On Request	
TR: Navigation and Tracking	21	On Request	
TR: Victim Management	9	On Request	

LAW ENFORCEMENT

BASIC LAW ENFORCEMENT TRAINING (BLET) 668 hours Fall, Spring, Summer Certification

This course is accredited by the N.C. Criminal Justice Training and Standards Commission and the N.C. Sheriffs' Commission. Persons desiring to become a sworn law enforcement officer in N.C. must complete this course. To qualify for admission an individual must meet the same requirements as those mandated by the N.C. Department of Justice for a sworn law enforcement officer.

DETENTION OFFICER CERTIFICATION 172 hours Fall, Spring Certification

This course is accredited by the North Carolina Sheriff's Commission. Persons wishing to become local detention officers must successfully complete this course. For admission an individual must meet the same standards as those required by the North Carolina Sheriffs' Commission for a local detention officer.

RADAR CERTIFICATION 40 hours Fall, Spring Certification

This course is a commission-mandated course governed by the North Carolina Criminal Justice Education and Training Standards Commission. This course is designed to provide students with the skills to proficiently perform those tasks essential to function as a radar operator. Only employed, sworn, certified law enforcement personnel may enroll in the Radar Certification Course.

RADAR OPERATOR RE-CERTIFICATION 16 hours Fall, Spring, Summer Certification

CRIMINAL JUSTICE COMMISSION MANDATED IN-SERVICE

LAW ENFORCEMENT TRAINING	Hours	Semester	Certification
Bloodborne Pathogens	2	On Request	
Chief's Topic of Choice	4	On Request	
Domestic Violence Update	4	On Request	
Ethics	2	On Request	
Hazardous Materials	2	On Request	
In-service Firearms	8	On Request	
In-service Law Enforcement Driving	4	On Request	
Juvenile Minority Sensitivity Update	2	On Request	
Legal In-service Update	4	On Request	
Methamphetamine Recognition & Response	4	On Request	

ADVANCED/IN-SERVICE CONTINUING EDUCATION TRAINING

FOR LAW ENFORCEMENT	Hours	Semester	Certification
Advanced Civil Process	4	On Request	
Arrest, Search, & Seizure	8	On Request	
Basic Special Weapons	44	On Request	
Bomb Recognition	24	On Request	
Canine Training	8	On Request	
Chemical Agent Training	8	On Request	
Civil Process In-Service	8	On Request	
Crisis Management	8	On Request	
Defensive Tactics/Ground Fighting	16	On Request	
Defensive Tactics-ASP Baton	8	On Request	
Drug Investigation Patrol Officer	24	On Request	
Field Training Officer	40	Fall	
Firearms Sniper	8	On Request	
Firearms Training Simulator	1	On Request	
Interview & Interrogation	24	On Request	
Mechanics of Arrest-Vehicle Stops	8	On Request	
OC Pepper Spray Initial	6	On Request	
OC Pepper Spray In-Service	6	On Request	
Officer Survival	32	Spring	
Rapid Deployment	8	On Request	
Report Writing	8	On Request	
Standardized Field Sobriety	32	On Request	
SWAT In-Service	40	On Request	
Use of Force	4	On Request	

HEALTH

EMERGENCY MEDICAL

Medical Responder **72 hours** **On Request** **Certification**

This course is designed to train individuals with the knowledge and skills to operate ambulances throughout the state. Students are instructed in Basic Life Support skills including the use of AED to assist Emergency Medical technicians in the field. Skills developed are patient assessment, vital signs, airway management CPR, splinting, and hemorrhage control. This is an entry level course for state certification. This course must follow the guidelines established by the NC Office of EMS. The curriculum for the MR educational program shall be the 1995 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) First Responder Course: National Standard Curriculum.

Prerequisites: High school diploma or general education development (GED); or successful completion of an entrance exam assessing basic reading comprehension skills at a minimum tenth grade level.

EMT-Basic **208 hours** **Fall, Spring** **Certification**

The Emergency Medical Technician-NR course establishes the basic knowledge needed to provide, under medical authority, pre-hospital emergency care and to pass the NC State and/or National Registry certification exam. Students will acquire basic life support knowledge through a combination of classroom instruction, practical laboratory exercises and clinical experience in hospitals. Students will acquire a thorough understanding of criminal, civil and vehicle laws pertaining to the EMT's services; develop understanding and knowledge of human anatomy and physiology; deal calmly and efficiently with childbirth, injuries, poisonings and other medical emergencies such as heart disorders, strokes and diabetes; and in general be able to provide basic life support for seriously/critically ill patients. This course follows the guidelines established by the NC Office of EMS. The curriculum for the EMT-B educational program shall be the 1994 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Basic Course: National Standard Curriculum and the Supplemental Airway Modules for EMT-Basic: NSC. *Prerequisites: High school diploma or general education development (GED); and successful completion of the TABE assessment exam for basic reading comprehension skills. This test will be given at the orientation session before the first class meeting.*

EMT-Intermediate **276 hours** **On Request** **Certification**

Certification as an Emergency Medical Technician is a prerequisite for this course, which details more advanced airway devices, insertion and maintenance of intravenous lines, AED use and basic pharmacological therapy, in accordance with local protocols. This course must follow the guidelines established by the NC Office of EMS. The curriculum for the EMT-I educational program shall be the 1985 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Intermediate Course: National Standard Curriculum.

Prerequisites: High school diploma or general education development (GED); successful completion of the TABE assessment exam assessing basic reading comprehension and language skills at a minimum at the post-secondary grade level and basic math skills at a minimum high school level; successful completion of an EMT Basic course; and a current NC EMT certification prior to beginning the Clinical and Field Internship components. The TABE test will be given at the orientation session before the first class meeting.

EMT-Paramedic **1000+ hours** **Spring** **Certification**

This course is designed to develop knowledge and skills for the Advanced Emergency care of ill or injured persons. This course follows the National Department of Transportation Guidelines and is approved by the North Carolina Office of Emergency Medical Services. Lecture, demonstrations, skills evaluation, and both Hospital and Field Internships are the principal methods of instruction. Specific training areas include administration of I.V. fluids, advanced airway management, cardiac monitoring including Defibrillation, Cardioversion, Cardiac Pacing, and the administration of prehospital advanced life support medications.

This course must follow the guidelines established by the NC Office of EMS. The curriculum for the EMT-P program shall be the 1998 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic course: National Standard Curriculum.

Prerequisites: High school diploma or general education development (GED); successful completion of the TABE assessment exam assessing basic reading comprehension and language skills at a minimum at the post-secondary grade level and basic math skills at a minimum high school level; successful completion of an EMT-Basic and EMT-Intermediate course. Certification as an EMT-Intermediate is required prior to beginning the clinical or field internship component of this course. Successful completion of EMS 3000 Anatomy and Physiology or approved equivalent of Anatomy and Physiology (BIO 163 or BIO 165 and BIO 166 or BIO 168 and 169) is required prior to beginning the course. The TABE test will be given at the orientation session before the first class meeting.

CPR/First Aid **8 to 12 hours** **On Request** **Certification**

ADVANCED CERTIFICATION FOR EMERGENCY MEDICAL

ACLS - Advanced Cardiac Life Support 16 hours On Request Certification

The ACLS Provider course follows the standard American Heart Association guidelines; and provides physicians, nurses, paramedics, and other health care providers with the information concerning advanced management of the cardiac patient.

ITLS - International Trauma Life Support 16 hours On Request Certification

The ITLS Course is designed to increase the knowledge and skill level of the emergency medical technician in assessing and treating any trauma-related injury. Much of the material in this course is not covered in the initial EMT or EMT-I course, but it is designed for the student to better recognize possible trauma injuries due to mechanism of injury, better assess the patient and more aggressively treat shock and trauma in general.

PALS - Pediatric Advanced Life Support 16 hours On Request Certification

The PALS course is designed to certify Emergency Medical Personnel in Pediatric Advanced Life Support through the American Heart Association. This course teaches the proper evaluation and treatment of a pediatric patient in cardiopulmonary arrest. Upon successful completion, the student will be awarded PALS certification from the American Heart Association. Pre-requisite: Advanced Life Support certification preferred, but not required.

PEPP - Pediatric Education for Pre-hospital Providers **16 hours** **On Request** **Certification**

EMERGENCY MEDICAL GENERAL

EMT-Recertification Continuing Education 36 hours Fall, Spring, Summer Certification

First Responder Continuing Education 36 hours Fall, Spring, Summer Certification

Industrial Medical 24 hours On Request Certification

HEALTH UNIT COORDINATOR/UNIT SECRETARY 130 hours On Request

This course is designed to prepare the individual for employment in a hospital or other healthcare facility. Areas covered are assembling patient charts, transcribing doctors' orders, recording lab values, and communication skills. There is a clinical component to this course. This course is for certification through NAHUC if the student desires.

Prerequisite: High school diploma/GED, Medical Terminology or CNA I.

MEDICAL TERMINOLOGY (Hybrid) 120 hours On Request

This course is an introduction to the study of the structure of medical words and terms. Emphasis is placed on spelling and defining commonly used prefixes, suffixes, root words, and their combining forms. Program content covers the basic human anatomy and physiology for all systems, elements of medical terms and names of major diseases, including terms used in physical exams, operative procedures, and diagnosis.

BILLING AND CODING (Hybrid) **156 hours** **Fall, Spring**

This course prepares an individual for entry level healthcare billing and coding positions. Course topics include the roles and responsibilities of this position, health care, life cycle of an insurance claim, legal and regulatory considerations, coding regulations, reimbursement issues, claim instructions, medical terminology, filing commercial claims, insurance plans, Medicare, Medicaid, Tricare, and Worker's Compensation. This course will also include information on ICD 10 coding procedures. Upon completion, students should also be able to utilize MS Windows and the Internet to effectively retrieve billing-related information and updates.

CENTRAL STERILE PROCESSING **112 hours** **On Request** **Certification**

This course is designed to introduce the primary responsibilities of a central sterile technician. The course includes practical applications of learned concepts and procedures. Students will learn skills such as preparation, storage, and distribution of surgical instruments, supplies, and equipment, quality assurance and inventory management. Students will attend clinical as part of this course. This course along with hands-on/clinical experience may lead to certification through the International Association of Healthcare Central Service Material Management (IAHCSMM).

Prerequisite – High school diploma or GED

CERTIFIED NURSING ASSISTANT

NURSE AIDE LEVEL I **192 hours** **Fall, Spring** **Certification**

The Nursing Assistant I student is prepared to provide personal care and perform basic nursing skills for the elderly and other adults. Students may seek employment in a variety of healthcare settings. Upon successful completion of the CNA I course and the certification exam, the student will be listed on the North Carolina Division of Health Service Regulation Nurse Aide I Registry.

NURSE AIDE LEVEL II **192 hours** **Fall, Spring** **Certification**

The Nursing Assistant II course prepares the student to perform more complex skills for patients or residents. Those skills are approved by the North Carolina Board of Nursing. Upon satisfactory completion of the CNA II course, the student will be listed with the North Carolina Board of Nursing. *Prerequisites: High School Diploma or GED and current CNA I.*

PHARMACY TECHNICIAN **96 hours** **Fall, Spring** **Certification**

This course prepares students to work under the supervision of a pharmacist in a hospital or retail pharmacy. Topics covered include drug classification, drug distribution, anatomy and physiology in relationship to disease with an emphasis on drug therapy, and laws and regulations basic to pharmacy practice. Students who complete this course successfully may sit for a national certification exam.

Prerequisite: High school diploma or GED required to take the certification exam.

PHLEBOTOMY I (Hybrid) and II **196 hours** **Fall, Spring** **Certification**

This course prepares the student to work in hospitals, physician offices, as well as privately-owned laboratories. The course is in two parts. The first part is 96 hours of didactic and lab. The second part is 100 hours of clinical. The student will be given a designated clinical site and will perform learned skills while under the supervision of a preceptor. **Upon successful completion of both parts, the student will be prepared to sit for the national certification exam.**

Prerequisites: High school diploma or GED. CNA I & II, MOA I & II, CMA or comparable credentials.

NURSE AIDE I REFRESHER **48 hours** **On Request** **Certification**

This course is designed to provide individuals with a review of the knowledge, skills, and abilities that must be demonstrated on the National Nurse Aide Assessment Program (NNAAP) examination necessary for listing the North Carolina Nurse Aide I Registry. Individuals who have an expired nurse aide I certification (less than 4 years) and those with out-of-state Nurse Aide I certifications (must show proof of certification), who are seeking employment as a nurse Aide I in North Carolina.

Prerequisite - Must have completed a state approved NC Nurse Aide I training program and their certification must not have expired more than 4 years. Out-of-state nurse aide students must show proof of their certification from that state and their certification must not have expired more than 4 years.

LANGUAGE

Conversational Spanish (Beginning)	**48 hours**	**Fall, Spring**	

MISCELLANEOUS

Bank Teller	84 hours	Fall, Spring	
Leadership	50 hours	Fall	
Funeral Director Con Ed	5 hours	Fall	
Notary Public Education	7 hours	Fall, Spring, Summer	License

REAL ESTATE

REAL ESTATE UPDATE & ELECTIVE	**8 hours**	**Spring**	**Certification**

The North Carolina Real Estate Commission requires eight hours of continuing education instruction/credit annually for brokers. The block offered by Surry Community College consists of a four hour Real Estate Update class and an approved four hour elective.

Prerequisite: Real Estate Broker License

TRADES

Certified Production Technician (CPT)	192 hours	Fall, Spring	Certification
CFC Certification	16 hours	Fall, Spring, Summer	Certification
Electrical Contractors Renewal	8 hours	Fall, Spring, Summer	Certification
General Contractor's License Prep	48 hours	Fall	License
HVAC Fundamentals	96 hours	Spring	
Small Gas Engine Mechanic	96 hours	Fall, Spring, Summer	
Taxidermy	48-90 hours	Fall, Spring, Summer	
Upholstery: Furniture & Automotive	80-100 hours	Fall, Spring, Summer	
Welding	420 hours	Fall, Spring, Summer	
Woodworking & Cabinetmaking	100 hours	Fall, Spring, Summer	

WorkKeys®

WorkKeys is a job skills assessment system measuring "real world" skills that employers believe are critical to job success. These skills are valuable for any occupation – skilled or professional – and at any level of education.

Three skills are essential to success in most jobs for the basis for earning the Career Readiness Certification (CRC):

- Applied Mathematics
- Locating Information
- Reading for Information

Additional ACT WorkKeys assessments are:

- Applied Technology
- Business Writing
- Listening for understanding
- Teamwork
- Workplace Observation

WorkKeys website: act.org/workkeys

CURRICULUM PROGRAMS

DEGREES

A.A./A.S. (Associate in Arts and Associate in Science Degrees)

The College Transfer Program offers courses designed to parallel those taken during the freshman and sophomore years of study at a four-year college or university. During these first two years, students pursue general education courses in the areas of English, humanities, social sciences, mathematics, and science. This program provides great flexibility in course requirements so that students can design a curriculum plan to lead them smoothly into the junior year of a particular four-year college or university.

Students may choose to stay long enough to earn an Associate in Arts or Associate in Science Degree, or they may choose to transfer the credit they've earned at any time along the way. Student Success Advisors are available to help students plan their programs to meet their specific needs.

Many courses within the College Transfer Program will also appeal to adults who are not really interested in earning a degree or in transferring to another college. These *Special Credit Students* may take courses in any program for which they meet the admissions criteria (excludes NUR, PTA and Medical Assisting courses).

Students who complete the A.A. or A.S. degree, including the general education core and appropriate electives, are assured that their credits will transfer to the University of North Carolina System schools. (Students must, of course, apply to and be accepted by a particular UNC System school in order for their credits to transfer.)

A.A.S. (Associate in Applied Science Degrees)

Curriculum programs in the technology areas are designed to provide students with technical competence for immediate employment in such fields as business, industry, government, health, agriculture, and social services or as owner/manager of their own businesses. Some general education courses are included in technical degree programs to provide knowledge essential for success. Students who complete these two-year programs are awarded an Associate in Applied Science Degree.

In addition to immediate employment, another option for students who earn an A.A.S. degree is to transfer to a four-year school. Some career technology programs at Surry allow this option. Both public and private four-year institutions have designed programs specifically for A.A.S. degree recipients. For a complete list of these options, as well as transfer guides, contact the Student Services Office.

A.G.E. (Associate in General Education Degree)

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

A.F.A (Associate in Fine Arts Degree)

The Associate in Fine Arts curriculum provides basic course work in humanities, fine arts, English, mathematics, and social sciences with additional concentration in the fine arts, specifically the area of clay, painting, drawing, and sculpture. This degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Fine Arts. The degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, which may require a portfolio requirement. The Associate in Fine Arts program is part of the Comprehensive Articulation Agreement which allows graduates of the program to transfer to one of the member institutions of the University of North Carolina system.

GENERAL EDUCATION COMPETENCY REQUIREMENTS FOR ALL DEGREES

Students who graduate from Surry Community College's Associate Degree programs should demonstrate competence in the general education skills described here. These requirements apply to Associate in Arts, Associate in Science, Associate in General Education, and Associate in Applied Science degree recipients.

1. **Critical Thinking:** SCC graduates will able to think about their thinking in order to improve it. They will be able to (1) analyze thought (their own and that of others) by identifying, examining, and employing the essential elements of reasoning; (2) assess thought by applying intellectual standards; and (3) think ethically and fairly by cultivating intellectual traits. They will demonstrate thinking that is clear, accurate, precise, relevant, logical, deep, broad, and fair, while analyzing, synthesizing, and evaluating.

2. **Writing:** SCC graduates will be able to produce writing that is clear, precise, organized, incisive, and correct (according to the guidelines of Standard Written English) for a variety of purposes and audiences.

3. **Speaking:** SCC graduates will be able to speak in a manner that is clear, precise, coherent, perceptive, audience-aware, and correct (according to the guidelines of Standard English) in both small and large group settings.

4. **Reading:** SCC graduates will be able to read actively and analytically at the college level and should be able to synthesize and apply information across disciplines.

5. **Information Literacy:** SCC graduates will be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

6. **Technology Skills:** SCC graduates will be able to use technology effectively as a tool for research, problem solving, communication, and career enrichment.

7. **Quantitative Literacy:** SCC graduates will be able to apply college-level mathematical concepts and methods to understand, analyze, and communicate in quantitative terms.

DIPLOMAS

Diploma programs are designed to prepare students for initial employment in skilled occupations, to retrain skilled workers for new occupations, and to provide skill upgrading for one's advancement in current occupations. Most of these diploma programs require one year of participation on a full-time

basis to complete, although courses can be taken on a part-time basis. Some of these programs do not require a high school diploma for admission.

CERTIFICATES

Some programs are designed to allow students to receive a certificate after completing a designated set of specific courses. These programs are one year or less in length. Required courses are generally those which provide specific job-related skills. For more information, consult a Student Success Advisor in Student Services.

DEVELOPMENTAL STUDIES

The mission of Developmental Studies at Surry Community College is to transition students efficiently and successfully into the college-level curriculum by providing the basic academic skills and essential learning strategies necessary to achieve their academic goals. Courses in the basic skills of reading, writing and mathematics are offered.

Placement testing is mandatory for all students taking associate-level courses with a developmental prerequisite. Degree-seeking students must take developmental courses when they score below the cut-off scores established by the College on the ASSET or CPT. Students may waive the placement test requirement if they meet any one of the following criteria:

- Have documented completion of appropriate prerequisite developmental courses with a grade of "C" or better,
- Have met minimum SAT scores (500 or above in Math, Writing and Critical Reading) and their scores are not more than 5 years old,
- Have met minimum ACT scores (21 or above in Math, English and Reading) and their scores are not more than 5 years old,
- Have documented successful completion of appropriate college-level English and mathematics courses at another college within the past five years.

Students placing into developmental reading and English at the DRE-096 or DRE-097 levels will be advised to complete these courses before taking transfer level courses. Students placing into DRE-098 will be advised to take these courses at the beginning of their program as co-requisites or prerequisites to any curriculum courses that they take. Finally, students placing into developmental math should enter the sequence by their second semester at Surry Community College.

Students must pass each required developmental course in order to advance. Credits for developmental courses are not counted toward graduation.

Students seeking a waiver for any developmental course must receive approval from the Math Division Chair or English and Communications Division Chair.

ONLINE LEARNING

Surry Community College offers students an alternate way to further their education through online learning. The purpose of online learning at Surry Community College is to provide high quality, reasonably priced educational and job training programs which meet the needs of the adults in its service area. Several options are now available for students to obtain degrees completely online. Currently SCC offers eight online degree programs and various certificate programs which include Associate in Arts, Business Administration, and Criminal Justice.

Online learning opportunities provide a means for students to enroll in credit classes that do not require traditional classroom attendance. The program shares the same goals, objectives, skills, and competencies as all educational opportunities at SCC. Courses and programs offered through the distance medium require the same number of hours for completion and cover the same learning outcomes. Students are offered full service access to learning resources, program advisement and financial aid information. At SCC, these opportunities include hybrid courses (combines face-to-face and online), Internet (online) courses, and North Carolina Information Highway (NCIH) courses.

Students taking online courses must have proficient computer skills as well as an email account to participate. SCC provides all students a free email account. Online courses are delivered online via a Learning Management System program, Moodle. Faculty and student communication takes place primarily through the computer. Interaction in an online course is through virtual chats, email, wikis and the use of discussion forums which allow students to participate online at times convenient for them.

Hybrid courses combine classroom instruction with the interactivity of an online course. The Internet is used to deliver a portion of the course requirements, with the other delivered through on-site meetings. Hybrid courses include face-to-face instruction, course websites, textbooks, web links, online and in-class discussions, collaboration and problem-solving.

Selected courses are taught on-campus using SCC's specially-designed NC Information Highway classroom. NCIH classes bring together students located at multiple locations, with communication conducted through interactive use of television monitors, tabletop microphones, and video cameras. All necessary technologies are provided in the classrooms.

Offerings appear on the semester schedule of courses each term. Courses are identified in course listings by the section code as follows:

Course Type	Section Code	Example
Hybrid courses	HB	HUM-115-HB1
Online Courses	IT	CIS-110-IT1
NCIH	IH	COM-231-IH1

In order to successfully complete online or hybrid courses, students should be aware of specific technical skills and equipment needs that are required when taking a course. Information students should be aware of when registering for online, hybrid and NCIH courses follows.

Online Course Information

Moodle Orientation Requirement: Students taking online courses for the first time are required to complete an orientation that prepares students for accessing their course content online. Students will not be allowed to take online or hybrid courses without completing the orientation.

Personal Capability Requirement

Students taking an online course are required to be proficient with basic computer tasks. These tasks include the following:

1. Knowledge of common computing terms
2. Proficient with basic computer skills
3. Familiarity with operating system environment
4. File management

    a. Save files to a computer and other devices such as flash drive, CD-Rom, DVD
    b. Locate saved files
    c. Identify different file types
    d. Save files in different formats, ie. Word document, Rich Text Format
5. Ability to download and install computer programs such as
    a. Adobe Reader
    b. Adobe Flash
    c. Adobe Shockwave
    d. Java
    e. Software programs specific to coursework
6. World Wide Web
    a. Basic knowledge of various browsers, ie. Internet Explorer, Chrome, Firefox
    b. Navigating the web
    c. Conducting information searches on the web

Software Requirements

Certain software is required for submitting assignments in an online course. The following are minimum software required for online content completion. If students do not have access to these software applications, the student must contact the course instructor in order to determine if they can be successful in the online course.

- Word processing package – Office 2013
- Internet Explorer, Google Chrome or Firefox (latest version)
- Adobe Reader (free download)
- Real Media Player (free download)
- Other specific software that may be required for the course

WORK-BASED LEARNING

Work-Based Learning is designed to give students enrolled in many programs within the College an opportunity to work in their fields of study while completing their degrees. This combination of classroom instruction with practical and related work experience provides numerous benefits to participating students.

Work-Based Learning students work from one to four semesters in part-time or full-time jobs with employers selected and/or approved by the College. Academic credit is given for the learning gained during the work period. Students are contacted periodically by a faculty coordinator and receive on-the-job supervision by the employers.

Admission to the Work-Based Learning Program is based on interest and eligibility, not financial need. The College does not guarantee employment for all who are eligible.

Eligibility. Students who are enrolled in programs offering Work-Based Learning for academic credit are eligible to participate if they meet the following conditions:

1. Must be enrolled in a degree/diploma/certificate that includes Work-Based Learning;
2. Must have completed at least 9 credit hours toward degree
3. Must have a minimum GPA of 2.0;
4. Recommendation from an instructor within program of study;
5. Approval from Career Services Coordinator.

6. Certain curriculum programs may specify additional conditions.

Application Procedure. Interested students should obtain an application from Career Opportunities and Workforce Advancement (located in the A-Building) and schedule an interview with the Career Services Coordinator. Students are selected on the basis of information obtained from their application forms, college transcripts, and an interview regarding career goals. After students have been accepted into the program, the Career Services Coordinator will be responsible for locating and/or approving appropriate work assignments. Students already employed in curriculum-related jobs may be eligible to receive Work-Based Learning credit.

Registration. Students who are approved for Work-Based Learning must complete orientation session and register with Career Opportunities and Workforce Advancement before going on their assignments. Students interested in Work-Based Learning are invited to contact the Career Services Coordinator for more details.

NOTE: Work-based learning options are listed under each participating curriculum program of study.

COLLEGE TRANSFER PROGRAMS

STUDENTS PLANNING TO TRANSFER TO A FOUR-YEAR INSTITUTION

Students taking classes in the Associate in Arts (AA) and Associate in Science (AS) programs usually plan to transfer to a four-year college or university to earn a Bachelor's Degree. Surry Community College encourages these students to earn the two-year degree before transferring because AA and AS graduates receive significant benefits and protections as transfer students if they meet certain conditions. These protections and conditions are outlined in the sections below. The North Carolina Community College System, of which Surry Community College is a member, has established an agreement with The University of North Carolina system that helps community college students successfully transfer the credits earned at the community college to UNC institutions so that students do not have to repeat classes after transfer. This agreement, called the Comprehensive Articulation Agreement, is explained below.

Students who transfer to a four-year UNC institution before earning an AA or AS degree should prioritize taking courses in the Universal General Education Transfer Component (UGETC) because students earning a "C" or better in these classes are guaranteed to receive credit toward the university's lower-division general education course requirements. More information is provided below for students who transfer before completing the degree.

Students planning to transfer to a private (non-UNC) four-year institution should contact the admissions office at the institution to discuss the best possible courses to take while at Surry Community College.

COMPREHENSIVE ARTICULATION AGREEMENT

The Comprehensive Articulation Agreement (CAA) applies to all 58 North Carolina community colleges and all 16 constituent institutions of the University of North Carolina:

1. Appalachian State University
2. East Carolina University
3. Elizabeth City State University
4. Fayetteville State University
5. North Carolina A&T University
6. North Carolina Central University
7. North Carolina State University
8. UNC Asheville
9. UNC Chapel Hill
10. UNC Charlotte
11. UNC Greensboro
12. UNC Pembroke
13. UNC Wilmington
14. UNC School of the Arts
15. Western Carolina University
16. Winston-Salem State University

The CAA is applicable to all North Carolina community college students who successfully complete a course designated as transferable or graduate with an Associate in Arts (AA) or Associate in Science (AS) degree and transfer to a constituent institution of The University of North Carolina.

STUDENTS EARNING THE AA OR AS DEGREE

Students earning the Associate in Arts or Associate in Science degree who want to transfer to a UNC institution enjoy many benefits as long as they meet certain conditions. The benefits and conditions associated with earning the degree are explained below.

Assured Admissions

One benefit is the Transfer Assured Admissions Policy (TAAP), which guarantees admission to one of the 16 UNC institutions under the following conditions:

1. Admission is not assured to a specific campus or specific program or major.
2. Students must have graduated from a North Carolina community college with an Associate in Arts or Associate in Science degree.
3. Students must meet all the requirements of the CAA.
4. Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in all CAA courses.
5. Students must be academically eligible for re-admission to the last institution attended.
6. Students must meet all judicial requirements of the institution to which they apply.
7. Students must meet all application requirements at the receiving institution, including submission of all required documentation by the deadlines.

Other Benefits

Other important benefits are listed below.

1. The CAA enables North Carolina Community College graduates of two-year AA and AS degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
2. Universities cannot place requirements on students transferring under the CAA that are not required of their native students.
3. A student who completes the AA or AS degree prior to transfer to a UNC institution will have fulfilled the UNC institution's lower-division general education requirements.
4. Community college graduates of the AA or AS degree programs who have earned 60 semester hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

Students should note the following points:

1. CAA courses taken beyond the 60-61 semester hours of credit in which the student received less than a "C" will not negate the provisions of the CAA.
2. Due to degree requirements at some majors, additional courses at the UNC institution may be required beyond the general education and pre-major courses taken at the community college.
3. Requirements for admission to some major programs may require additional pre-specialty courses beyond the pre-major taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.
4. All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements. While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.

Four-Year Degree Plans

Beyond the UGETC courses, a program of study leading to the associate degree contains courses related to a student's major or program emphasis. Pre-major course tracks prepare students to succeed in their chosen field and provide students with clear pathways to completion. Each UNC institution will develop, publish, and maintain four-year degree plans identifying community college courses that provide

pathways leading to associate degree completion, admission into the major, and baccalaureate completion.

Students who complete the AA or AS degree and the degree plan tracks published by a UNC institution, and who are accepted into that institution and into that major within four years of initial enrollment at the community college, will continue into that major at the UNC institution with all courses fulfilling lower division general education and other degree requirements.

Right to Appeal

If a transfer student perceives that the terms of the CAA have not been honored, he or she may follow the Transfer Credit Appeal Procedure as outlined in Appendix E in the following link: http://nccommunitycolleges.edu/pr/NewsReleases/2014/2014_CAA.pdf

STUDENTS TRANSFERRING BEFORE COMPLETING THE AA OR AS DEGREES

A North Carolina community college student who satisfactorily completes, with a grade of "C" or better, courses identified in the Universal General Education Transfer Component (UGETC) will receive credit toward the university's lower-division general education course requirements, subject to the following distribution limit: maximum of 6 hours in English Composition, 9 hours in Humanities/Fine Arts, 9 hours in Social/Behavioral Sciences, 8 hours in Mathematics, and 8 hours in the Natural Sciences.

A North Carolina community college student who satisfactorily completes a transfer course that is not designated as a UGETC course will receive transfer credit for the course, but the receiving institution will determine whether the course will count as general education, pre-major, or elective credit.

DEGREE SELECTIONS

The lists below are helpful in assisting students with determining which transfer degree is appropriate for each major. **College transfer students are encouraged to visit the Admissions Office of the senior institutions they are considering early in the program.**

Associate in Arts

Anthropology
Art Education
Business Administration
Business & Marketing Education
Communication
Computer Science
Criminal Justice
Elementary Education
English
English Education
Geography
Health Education
History
Information Systems
Liberal Studies
Mass Communication
Journalism
Middle Grades Education
Nursing
Physical Education
Political Science
Psychology
Social Science
Secondary Education
Social Work
Sociology
Special Education

Associate in Science

Biology
Biology Education
Chemistry
Chemistry Education
Engineering
Mathematics
Mathematics Education

Associate in Fine Arts

Art
Music
Drama

MINIMUM COURSE REQUIREMENTS (MCR)

All students who plan to enter a four-year university must have met the MCR requirements either in high school or at a community college. **Generally, the continued study of language (beyond English) and a strong math curriculum in college are recommended.**

Completion of MCR Requirements in High School

Students have already met the **MCR requirements in high school** if they completed ALL of the following requirements.

1. Completed 4 units of English.
2. Completed Algebra I, Algebra II, and Geometry (or a higher math course for which Algebra II is a prerequisite).
3. Completed 3 units of science – one life science, one physical science, and at least one laboratory science.
4. Completed 2 units of social sciences – one must have been US History.
5. Completed 2 units of the same language other than English.
6. Students who graduated from high school in May of 2006 or after must have an additional math class that is more advanced than Algebra II (Advanced Functions and Modeling, Analytical Geometry, AP Statistics, Calculus, Discrete Mathematics, Integrated Mathematics IV, International Baccalaureate Mathematics, Mindset, Pre-Calculus, Probability & Statistics, Trigonometry).

If a student **missed any one** of the high school MCR requirements, he/she must complete the MCR requirements at a community college. If a student is deficient in one area, he/she is considered to be deficient in all areas.

Completion of MCR Requirements at a Community College

A student who completes the Associate in Arts or the Associate in Science degree will satisfy UNC's minimum admission requirements (MAR) and minimum course requirements (MCR).

A transfer student will also be considered to have satisfied MAR and MCR if he/she has:

1. Received the Associate in Arts, Associate in Science, the baccalaureate, or any higher degree, or
2. Completed at least six semester hours in degree-credit in each of the following subjects: English, mathematics, the natural sciences, and social/behavioral sciences, and (for students who graduate from high school in 2003-04 and beyond) a second language.

NC CAREER AND COLLEGE PROMISE TRANSFER PATHWAYS

High school juniors and seniors are eligible to enroll on one of the following Career and College Promise College Transfer Pathways if they meet the following criteria: (a) have a weighted GPA of at least 3.0 on high school courses and (b) demonstrate college readiness in English, reading, and mathematics. Students are not obligated to complete a pathway or to take classes in a particular order, except in the case of prerequisites.

To maintain eligibility for continued enrollment, a student must continue to make progress toward high school graduation and maintain a 2.0 GPA in college coursework after completing two courses. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress. With approval, a student who completes a College Transfer Pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the Associate in Arts or the Associate in Science.

Surry Community College offers CCP College Transfer Pathway courses at the Center for Public Safety in Mt. Airy, the Elkin Center, the Pilot Center, the Yadkin Center, the main campus, and online.

ASSOCIATE IN ARTS Pathway – P1012C

This CCP College Transfer Pathway provides up to 32-33 credit hours leading to the Associate in Arts and is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

English Composition (6 credit hours)

ENG 111 Writing & Inquiry (3)
ENG 112 Writing/Research in the Disc. (3)

Communication/Humanities/Fine Arts (9 credit hours)

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

ART 111 Art Appreciation (3)
ART 114 Art History Survey I (3)
ART 115 Art History Survey II (3)
COM 231 Public Speaking**W** (3)
ENG 231 American Literature I**W** (3)
ENG 232 American Literature II**W** (3)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 215 Philosophical Issues (3)
PHI 240 Introduction to Ethics (3)

Math (3-4 credit hours)

Select one course from the following.

MAT 143 Quantitative Literacy**W** (3)
MAT 152 Statistical Methods I (4)
MAT 171 Precalculus Algebra (4)

Social/Behavioral Science (9 credit hours)

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

ECO 251 Principles of Microeconomics (3)
ECO 252 Principles of Macroeconomics (3)
HIS 111 World Civilizations I (3)
HIS 112 World Civilizations II**W** (3)
HIS 131 American History I (3)
HIS 132 American History II (3)
POL 120 American Government (3)
PSY 150 General Psychology (3)
SOC 210 Introduction to Sociology (3)

Natural Sciences (4 credit hours)

Select four credit hours from the following.

BIO 111 General Biology I (4)
CHM 151 General Chemistry I (4)
PHY 110/110A Conceptual Physics and Lab (4)

Academic Transition (1 credit hour)

ACA 122 College Transfer Success (1)

W – *Writing Intensive Course (ENG-111 pre-req)*

ASSOCIATE IN SCIENCE Pathway – P1042C

This CCP College Transfer Pathway provides up to 35 credit hours leading to the Associate in Science and is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

English Composition (6 credit hours)

ENG 111 Writing & Inquiry (3)
ENG 112 Writing/Research in the Disc. (3)

Communication/Humanities/Fine Arts (6 credit hours)

Select two courses from the following from at least two different disciplines.

ART 111 Art Appreciation (3)
ART 114 Art History Survey I (3)
ART 115 Art History Survey II (3)
COM 231 Public Speaking**W** (3)
ENG 231 American Literature I**W** (3)
ENG 232 American Literature II**W** (3)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 215 Philosophical Issues (3)
PHI 240 Introduction to Ethics (3)

Math (8 credit hours)*

Select two courses from the following.

MAT 171 Precalculus Algebra (4)
MAT 172 Precalculus Trigonometry (4)
MAT 263 Brief Calculus (4)
MAT 271 Calculus I (4)

Social/Behavioral Science (6 credit hours)

Select two courses from the following from at least two different disciplines.

ECO 251 Principles of Microeconomics (3)
ECO 252 Principles of Macroeconomics (3)
HIS 111 World Civilizations I (3)
HIS 112 World Civilizations II**W** (3)
HIS 131 American History I (3)
HIS 132 American History II (3)
POL 120 American Government (3)
PSY 150 General Psychology (3)
SOC 210 Introduction to Sociology (3)

Natural Sciences (8 credit hours)

Select one of the following sequences.

BIO 111 General Biology I (4) *and* BIO 112 General Biology II (4)
CHM 151 General Chemistry I (4) *and* CHM 152 General Chemistry II (4)
PHY 151 College Physics I (4) *and* PHY 152 College Physics II (4)
PHY 251 General Physics I (4) *and* PHY 252 General Physics II (4)

Academic Transition (1 credit hour)

ACA 122 College Transfer Success (1)

**Students who have placed out of the lower math may take MAT-272 in order to take the PHY-251 and PHY-252 sequence.*

W – *Writing Intensive Course (ENG-111 pre-req)*

ASSOCIATE IN ARTS

(College Transfer Degree)

ASSOCIATE IN ARTS (A10100) 60-61 SEMESTER HOURS

Academic Transition (1 SHC)
___ ACA 122 College Transfer Success (1)

UGETC-UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (31-32 SHC)

English Composition (6 SHC)
___ ENG 111 Writing and Inquiry (3)
___ ENG 112 Writing/Research in Discip. (3)

Humanities/Fine Arts and Communications (6 SHC)
Select 2 courses from 2 different disciplines.
___ COM 231 Public Speaking[W] (3)
___ 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 Intro to Jazz (3)
___ PHI 215 Philosophical Issues (3)
___ PHI 240 Intro to Ethics (3)

Literature Requirement (3 SHC)
Select 1 course.
___ ENG 231 American Literature I[W] (3)
___ ENG 232 American Literature II[W] (3)

Social/Behavioral Sciences (6 SHC)
Select 2 courses from 2 different disciplines.
___ ECO 251 Prin of Microeconomics (3)
___ ECO 252 Prin of Macroeconomics (3)
___ HIS 111 World Civilization I (3)
___ HIS 112 World Civilization II (3)
___ HIS 131 American History I (3)
___ HIS 132 American History II (3)
___ POL 120 American Government (3)
___ PSY 150 General Psychology (3)
___ SOC 210 Introduction to Sociology (3)

History Requirement (3 SHC)
Select 1 course.
___ HIS 111 World Civilization I (3)
___ HIS 112 World Civilization II[W] (3)
___ HIS 131 American History I (3)
___ HIS 132 American History II (3)

Mathematics (3-4 SHC)
Select 1 course.
___ MAT 143 Quantitative Literacy[W] (3)
___ MAT 152 Statistical Methods I (4)
___ MAT 171 Precalculus Algebra (4)

Natural Sciences (4 SHC)
Select 1 course.
___ BIO 111 General Biology I (4)
___ CHM 151 General Chemistry I (4)
___ PHY 110/110A Conceptual Physics (4)

GENERAL EDUCATION ADDITIONAL COURSES (14 SHC)

Second Math (4 SHC)
Select 1 course.
___ 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)

Second Natural Science (4 SHC)
Select 1 course.
___ BIO 111 General Biology I (4)
___ BIO 112 General Biology II (4)
___ BIO 120 Introductory Botany (4)
___ BIO 130 Introductory Zoology (4)
___ BIO 140/140A Environmental Biology (4)
___ CHM 131/131A Intro to Chemistry (4)
___ CHM 132 Organic and Biochemistry (4)
___ CHM 151 General Chemistry I (4)
___ CHM 152 General Chemistry II (4)
___ PHY 110/110A Conceptual Physics (4)
___ PHY 151 College Physics I (4)
___ PHY 152 College Physics II (4)
___ PHY 251 General Physics I (4)
___ PHY 252 General Physics II (4)

General Education Additional Courses (6 SHC)
Select 6 hours from any of the previous listings and/or from the following:
___ ANT 210 General Anthropology (3)
___ ANT 220 Cultural Anthropology (3)
___ ANT 221 Comparative Cultures (3)
___ ANT 240 Archeology (3)
___ ART 116 Survey of American Art (3)
___ CIS 110 Intro to Computers (3)
___ CIS 115 Intro to Programming (3)
___ DRA 111 Theatre Appreciation (3)
___ DRA 126 Storytelling (3)
___ ECO 151 Survey of Economics (3)
___ ENG 113 Literature-Based Research (3)
___ ENG 114 Prof Research & Reporting (3)
___ ENG 131 Intro to Literature (3)
___ ENG 241 British Literature I (3)

General Education Additional Courses (*Continued*)
___ ENG 242 British Literature II (3)
___ ENG 261 World Literature I (3)
___ ENG 262 World Literature II (3)
___ GEO 111 World Regional Geography (3)
___ HUM 110 Technology and Society (3)
___ HUM 115 Critical Thinking (3)
___ HUM 120 Cultural Studies (3)
___ HUM 130 Myth in Human Culture (3)
___ HUM 220 Human Value and Meaning (3)
___ MUS 210 History of Rock Music (3)
___ PHI 210 History of Philosophy (3)
___ PHI 230 Intro to Logic (3)
___ POL 110 Intro to Political Science (3)
___ PSY 239 Psychology of Personality (3)
___ PSY 241 Developmental Psychology (3)
___ PSY 281 Abnormal Psychology (3)
___ REL 110 World Religion (3)
___ REL 211 Intro to Old Testament (3)
___ REL 212 Intro to New Testament (3)
___ REL 221 Religion in America (3)
___ SOC 213 Sociology of the Family (3)
___ SOC 220 Social Problems (3)
___ SOC 225 Social Diversity (3)
___ SOC 230 Race and Ethnic Relations (3)
___ SPA 111 Elementary Spanish I (3)
___ SPA 112 Elementary Spanish II (3)
___ SPA 211 Intermediate Spanish I (3)
___ SPA 212 Intermediate Spanish II (3)

ELECTIVE COURSES (14 SHC)
Select 14 hours from any course on this page and/or from the following page.
___ ACC 120 Prin Financial Accounting (4)
___ ACC 121 Prin Managerial Accounting (4)
___ ANT 240A Archeology Field Lab (2)
___ ANT 245 World Prehistory (3)
___ ART 113 Art Methods and Materials (3)
___ ART 118 Art by Women (3)
___ ART 121 Two-Dimensional Design (3)
___ ART 122 Three-Dimensional Design (3)
___ ART 130 Basic Drawing (2)
___ ART 131 Drawing I (3)
___ ART 132 Drawing II (3)
___ ART 140 Basic Painting (2)
___ ART 214 Portfolio and Resume (1)
___ ART 240 Painting I (3)
___ ART 241 Painting II (3)
___ ART 244 Watercolor (3)
___ ART 264 Digital Photography I (3)
___ ART 281 Sculpture I (3)
___ ART 283 Ceramics I (3)
___ ART 284 Ceramics II (3)
Elective Course List continues on next page

___ ART 285 Ceramics II (3)
___ ART 286 Ceramics IV (3)
___ ART 288 Studio (3)
___ BIO 143 Field Biology Mini-course (2)
___ BIO 146 Regional Natural History (4)
___ BIO 163 Basic Anatomy & Physiology (5)
___ BIO 168 Anatomy & Physiology I (4)
___ BIO 169 Anatomy & 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)
___ CHM 251 Organic Chemistry I (4)
___ CHM 252 Organic Chemistry II (4)
___ CJC 111 Intro to Criminal Justice (3)
___ CJC 121 Law Enforcement Operation (3)
___ CJC 141 Corrections (3)
___ CSC 134 C++ Programming (3)
___ CSC 139 Visual BASIC Programming (3)
___ CSC 151 JAVA Programming (3)
___ CSC 239 Advanced Visual BASIC (3)
___ ENG 125 Creative Writing I (3)
___ ENG 126 Creative Writing II (3)
___ ENG 272 Southern Literature (3)
___ HEA 110 Personal Health/Wellness (3)
___ HIS 145 The Second World War (3)
___ HIS 163 World Since 1945 (3)
___ HIS 221 African American History (3)
___ HIS 226 The Civil War (3)
___ HIS 227 Native American History (3)
___ HIS 232 History of the Old West (3)
___ HIS 236 North Carolina History (3)
___ HIS 237 The American Revolution (3)
___ HUM 123 Appalachian Culture (3)
___ HUM 230 Leadership Development (3)
___ JOU 110 Intro to Journalism (3)
___ MAT 167 Discrete Mathematics (3)
___ MAT 280 Linear Algebra (3)
___ MAT 285 Differential Equations (3)
___ MUS 131 Chorus I (1)
___ MUS 132 Chorus II (1)
___ PED Any Physical Education Course (1-3)
___ POL 130 State and Local Government (3)
___ PSY 211 Psychology of Adjustment (3)
___ PSY 231 Forensic Psychology (3)
___ PSY 243 Child Psychology (3)
___ PSY 246 Adolescent Psychology (3)
___ PSY 259 Human Sexuality (3)
___ PSY 263 Educational Psychology (3)
___ PSY 271 Sports Psychology (3)
___ SOC 232 Social Context of Aging (3)
___ SOC 234 Sociology of Gender (3)
___ SOC 244 Sociology of Death & Dying (3)
___ SPA 141 Culture & Civilization (3)
___ SPA 161 Cultural Immersion (3)
___ SPA 181 Spanish Lab I (1)
___ SPA 182 Spanish Lab II (1)
___ SPA 221 Spanish Conversation (3)
___ SPA 231 Reading and Composition (3)
___ SPA 281 Spanish Lab III (1)
___ SPA 282 Spanish Lab IV (1)

W – *Writing Intensive Course (ENG-111 pre-req)*

ONLINE PROGRAM INFORMATION: Surry offers the Associate in Arts program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

Notes:

1) *Students should select courses based on their intended major and transfer university requirements.*
2) *The same course cannot be counted in more than one category.*
3) *Students must meet the receiving institution's foreign language and/or health & P.E. requirements, if applicable, prior to or after transfer.*
4) *A minimum grade of C is required in all courses counted toward graduation and to ensure course transferability to the University of North Carolina system.*

ASSOCIATE IN SCIENCE

(College Transfer Degree)

ASSOCIATE IN SCIENCE (A10400) 60-61 SEMESTER HOURS

Academic Transition (1 SHC)
___ ACA 122 College Transfer Success (1)

UGETC-UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (34 SHC)

English Composition (6 SHC)
___ ENG 111 Writing and Inquiry (3)
___ ENG 112 Writing/Research in Discip. (3)

Humanities/Fine Arts and Communications (3 SHC)
Select 1 course.
___ COM 231 Public Speaking[W] (3)
___ 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 Intro to Jazz (3)
___ PHI 215 Philosophical Issues (3)
___ PHI 240 Intro to Ethics (3)

Literature Requirement (3 SHC)
Select 1 course.
___ ENG 231 American Literature I[W] (3)
___ ENG 232 American Literature II[W] (3)

Social/Behavioral Sciences (3 SHC)
Select 1 course.
___ ECO 251 Prin of Microeconomics (3)
___ ECO 252 Prin of Macroeconomics (3)
___ POL 120 American Government (3)
___ PSY 150 General Psychology (3)
___ SOC 210 Introduction to Sociology (3)

History Requirement (3 SHC)
Select 1 course.
___ HIS 111 World Civilization I (3)
___ HIS 112 World Civilization II[W] (3)
___ HIS 131 American History I (3)
___ HIS 132 American History II (3)

Mathematics (8 SHC)
Select 2 courses.
___ MAT 171 Precalculus Algebra (4)
___ MAT 172 Precalculus Trigonometry (4)
___ MAT 263 Brief Calculus (4)
___ MAT 271 Calculus I (4)

Natural Sciences (8 SHC)
Select a 2 course sequence.
___ BIO 111 General Biology I (4) and
___ BIO 112 General Biology II (4)
___ CHM 151 General Chemistry I (4) and
___ CHM 152 General Chemistry II (4)
___ PHY 151 College Physics I (4) and
___ PHY 152 College Physics II (4)
___ PHY 251 General Physics I (4) and
___ PHY 252 General Physics II (4)

GENERAL EDUCATION ADDITIONAL COURSES (22 SHC)

Math/Science Courses (16 SHC)
Select 12 hours from List A. Select 4 hours from List A or List B.

List A:
___ BIO 111 General Biology I (4)
___ BIO 112 General Biology II (4)
___ BIO 120 Introductory Botany (4)
___ BIO 130 Introductory Zoology (4)
___ BIO 140/140A Environmental Biology (4)
___ CHM 131/131A Intro to Chemistry (4)
___ CHM 132 Organic and Biochemistry (4)
___ CHM 151 General Chemistry I (4)
___ CHM 152 General Chemistry II (4)
___ 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)
___ PHY 151 College Physics I (4)
___ PHY 152 College Physics II (4)
___ PHY 251 General Physics I (4)
___ PHY 252 General Physics II (4)

List B:
___ BIO 143 Field Biology Mini-course (2)
___ BIO 146 Regional Natural History (4)
___ BIO 163 Basic Anatomy & Physiology (5)
___ BIO 168 Anatomy & Physiology I (4)
___ BIO 169 Anatomy & Physiology II (4)
___ BIO 275 Microbiology (4)
___ CHM 251 Organic Chemistry I (4)
___ CHM 252 Organic Chemistry II (4)
___ MAT 167 Discrete Mathematics (3)
___ MAT 280 Linear Algebra (3)
___ MAT 285 Differential Equations (3)

General Education Additional Courses (6 SHC)
Select 6 hours from any of the previous listings and/or from the following:
___ ANT 210 General Anthropology (3)
___ ANT 220 Cultural Anthropology (3)
___ ANT 221 Comparative Cultures (3)
___ ANT 240 Archeology (3)
___ ART 116 Survey of American Art (3)
___ CIS 110 Intro to Computers (3)
___ CIS 115 Intro to Programming (3)
___ DRA 111 Theatre Appreciation (3)
___ DRA 126 Storytelling (3)
___ ECO 151 Survey of Economics (3)
___ ENG 113 Literature-Based Research (3)
___ ENG 114 Prof Research & Reporting (3)
___ ENG 131 Intro to Literature (3)
___ ENG 241 British Literature I (3)
___ ENG 242 British Literature II (3)
___ ENG 261 World Literature I (3)
___ ENG 262 World Literature II (3)
___ GEO 111 World Regional Geography (3)
___ HUM 110 Technology and Society (3)
___ HUM 115 Critical Thinking (3)
___ HUM 120 Cultural Studies (3)
___ HUM 130 Myth in Human Culture (3)
___ HUM 220 Human Value and Meaning (3)
___ MUS 210 History of Rock Music (3)
___ PHI 210 History of Philosophy (3)
___ PHI 230 Intro to Logic (3)
___ PHY 110/110A Conceptual Physics w/Lab
___ POL 110 Intro to Political Science (3)
___ PSY 239 Psychology of Personality (3)
___ PSY 241 Developmental Psychology (3)
___ PSY 281 Abnormal Psychology (3)
___ REL 110 World Religion (3)
___ REL 211 Intro to Old Testament (3)
___ REL 212 Intro to New Testament (3)
___ REL 221 Religion in America (3)
___ SOC 213 Sociology of the Family (3)
___ SOC 220 Social Problems (3)
___ SOC 225 Social Diversity (3)
___ SOC 230 Race and Ethnic Relations (3)
___ SPA 111 Elementary Spanish I (3)
___ SPA 112 Elementary Spanish II (3)
___ SPA 211 Intermediate Spanish I (3)
___ SPA 212 Intermediate Spanish II (3)

ELECTIVE COURSES (3 SHC)
Select 3 hours from any course on this page and/or from the following page.
___ ACC 120 Prin Financial Accounting (4)
___ ACC 121 Prin Managerial Accounting (4)
___ ANT 240A Archeology Field Lab (2)
Elective Course List continues on next page.

___ ANT 245 World Prehistory (3)
___ ART 113 Art Methods and Materials (3)
___ ART 118 Art by Women (3)
___ ART 121 Two-Dimensional Design (3)
___ ART 122 Three-Dimensional Design (3)
___ ART 130 Basic Drawing (2)
___ ART 131 Drawing I (3)
___ ART 132 Drawing II (3)
___ ART 140 Basic Painting (2)
___ ART 214 Portfolio and Resume (1)
___ ART 240 Painting I (3)
___ ART 241 Painting II (3)
___ ART 244 Watercolor (3)
___ ART 264 Digital Photography I (3)
___ ART 281 Sculpture I (3)
___ ART 283 Ceramics I (3)
___ ART 284 Ceramics II (3)
___ ART 285 Ceramics II (3)
___ ART 286 Ceramics IV (3)
___ ART 288 Studio (3)
___ BIO 143 Field Biology Mini-course (2)
___ BIO 146 Regional Natural History (4)
___ BIO 163 Basic Anatomy & Physiology (5)
___ BIO 168 Anatomy & Physiology I (4)
___ BIO 169 Anatomy & 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)
___ CHM 251 Organic Chemistry I (4)
___ CHM 252 Organic Chemistry II (4)
___ CJC 111 Intro to Criminal Justice (3)
___ CJC 121 Law Enforcement Operation (3)
___ CJC 141 Corrections (3)
___ CSC 134 C++ Programming (3)
___ CSC 139 Visual BASIC Programming (3)
___ CSC 151 JAVA Programming (3)
___ CSC 239 Advanced Visual BASIC (3)
___ ENG 125 Creative Writing I (3)
___ ENG 126 Creative Writing II (3)
___ ENG 272 Southern Literature (3)
___ HEA 110 Personal Health/Wellness (3)
___ HIS 145 The Second World War (3)
___ HIS 163 World Since 1945 (3)
___ HIS 221 African American History (3)
___ HIS 226 The Civil War (3)
___ HIS 227 Native American History (3)
___ HIS 232 History of the Old West (3)
___ HIS 236 North Carolina History (3)
___ HIS 237 The American Revolution (3)
___ HUM 123 Appalachian Culture (3)
___ HUM 230 Leadership Development (3)
___ JOU 110 Intro to Journalism (3)
___ MAT 167 Discrete Mathematics (3)
___ MAT 280 Linear Algebra (3)
___ MAT 285 Differential Equations (3)
___ MUS 131 Chorus I (1)
___ MUS 132 Chorus II (1)
___ PED Any Physical Education Course (1-3)
___ POL 130 State and Local Government (3)
___ PSY 211 Psychology of Adjustment (3)
___ PSY 231 Forensic Psychology (3)
___ PSY 243 Child Psychology (3)
___ PSY 246 Adolescent Psychology (3)
___ PSY 259 Human Sexuality (3)
___ PSY 263 Educational Psychology (3)
___ PSY 271 Sports Psychology (3)
___ SOC 232 Social Context of Aging (3)
___ SOC 234 Sociology of Gender (3)
___ SOC 244 Sociology of Death & Dying (3)
___ SPA 141 Culture & Civilization (3)
___ SPA 161 Cultural Immersion (3)
___ SPA 181 Spanish Lab I (1)
___ SPA 182 Spanish Lab II (1)
___ SPA 221 Spanish Conversation (3)
___ SPA 231 Reading and Composition (3)
___ SPA 281 Spanish Lab III (1)
___ SPA 282 Spanish Lab IV (1)

W – *Writing Intensive Course (ENG-111 pre-req)*

Notes:

1) *Students should select courses based on their intended major and transfer university requirements.*
2) *The same course cannot be counted in more than one category.*
3) *Students must meet the receiving institution's foreign language and/or health & P.E. requirements, if applicable, prior to or after transfer.*
4) *A minimum grade of C is required in all courses counted toward graduation and to ensure course transferability to the University of North Carolina system.*

ASSOCIATE IN FINE ARTS

(College Transfer Degree)

ASSOCIATE IN FINE ARTS (A10200) — 65 SEMESTER HOURS

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an associate in fine arts degree program and who satisfactorily completed with a grade of "C" or better all courses that are designated for college transfer (general education, elective, or pre- major) will receive credit for those courses. The receiving institution will determine whether the course will count as general education, major, or elective credit. Because the AFA curriculum standard includes only 28 SHC for general education, AFA students who transfer must meet the general education requirements of the receiving institution.

While this degree is designed to prepare students to meet selective admission criteria for programs such as the Bachelor of Fine Arts, this degree does not guarantee automatic admission into a college or university art program. Many art programs contain a portfolio requirement for certain courses or programs.

NOTE: A minimum grade of C is required in all courses counted toward graduation and to ensure course transferability to the University of North Carolina system.

	Fall Semester	**Lect**	**Lab**	**Cred**
ACA 122	College Trans Success	0	2	1
ART 111	Art Appreciation	3	0	3
ART 121	Two-Dimensional Design	0	6	3
ART 131	Drawing I	0	6	3
ENG 111	Writing and Inquiry	3	0	3
PSY 150	General Psychology	3	0	3
		9	14	16
	Spring Semester			
ART 122	Three-Dimen Design	0	6	3
ART Elective*		Varies		3
BIO 111	General Biology I	3	3	4
OR	CHM 151 Gen Chem.	(3	3	4)
ENG 112	Writing/Res in Discip	3	0	3
MAT 143	Quantitative Literacy	2	2	3
		8+	11+	16
	Fall Semester			
ART 114	Art History Survey I	3	0	3
ART 116	Survey of American Art[W]	3	0	3
ART 264	Digital Photography	1	4	3
ART 283	Ceramics I	0	6	3
ENG 231	American Literature I	3	0	3
OR	ENG 232 Am. Lit II	(3	0	3)
HIS 131	American History I	3	0	3
		13	10	18
	Spring Semester			
ART 115	Art History Survey II	3	0	3
ART 284	Ceramics II	0	6	3
ART 288	Studio Art[W]	0	6	3
ART Elective*		Varies		3
POL 120	American Government	3	0	3
OR	SOC 210 Intro Sociology	(3	0	3)
		6	12	15
		Total Credit Hours		**65**

W – *Writing Intensive Course (ENG-111 pre-req)*

	***ART ELECTIVE LIST**	**Lect**	**Lab**	**Cred**
ART 113	Art Methods & Materials	2	2	3
ART 118	Art by Women	3	0	3
ART 132	Drawing II	0	6	3
ART 240	Painting I	0	6	3
ART 241	Painting II	0	6	3
ART 244	Watercolor	0	6	3
ART 281	Sculpture I	0	6	3
ART 285	Ceramics III	0	6	3
ART 286	Ceramics IV	0	6	3

COMPREHENSIVE ARTICULATION AGREEMENT

TRANSFER COURSE LIST

COURSE	TITLE	TRANSFER DESIGNATION
ACA 122	College Transfer Success	AA and AS requirement
ACC 120	Principles of Financial Accounting	Pre-Major/Elective
ACC 121	Principles of Managerial Accounting	Pre-Major/Elective
ANT 210	General Anthropology	GEN ED: Social/Behavioral Sciences
ANT 220	Cultural Anthropology	GEN ED: Social/Behavioral Sciences
ANT 221	Comparative Cultures	GEN ED: Social/Behavioral Sciences
ANT 240	Archaeology	GEN ED: Social/Behavioral Sciences
ANT 240A	Archaeology Field Lab	Pre-Major/Elective
ANT 245	World Prehistory	Pre-Major/Elective
ART 111	**Art Appreciation**	**UGETC: Humanities/Fine Arts (AA/AS)**
ART 113	Art Methods and Materials	Pre-Major/Elective
ART 114	**Art History Survey I**	**UGETC: Humanities/Fine Arts (AA/AS)**
ART 115	**Art History Survey II**	**UGETC: Humanities/Fine Arts (AA/AS)**
ART 116	Survey of American Art	GEN ED: Humanities/Fine Arts
ART 118	Art by Women	Pre-Major/Elective
ART 121	Two-Dimensional Design	Pre-Major/Elective
ART 122	Three-Dimensional Design	Pre-Major/Elective
ART 130	Basic Drawing	Pre-Major/Elective
ART 131	Drawing I	Pre-Major/Elective
ART 132	Drawing II	Pre-Major/Elective
ART 140	Basic Painting	Pre-Major/Elective
ART 214	Portfolio and Resume	Pre-Major/Elective
ART 240	Painting I	Pre-Major/Elective
ART 241	Painting II	Pre-Major/Elective
ART 244	Watercolor	Pre-Major/Elective
ART 264	Digital Photography I	Pre-Major/Elective
ART 281	Sculpture I	Pre-Major/Elective
ART 283	Ceramics I	Pre-Major/Elective
ART 284	Ceramics II	Pre-Major/Elective
ART 285	Ceramics III	Pre-Major/Elective
ART 286	Ceramics IV	Pre-Major/Elective
ART 288	Studio	Pre-Major/Elective
BIO 111	**General Biology I**	**UGETC: Natural Sciences (AA/AS)**
BIO 112	**General Biology II**	**UGETC: Natural Sciences (AS)**
BIO 120	Introductory Botany	GEN ED: Natural Sciences
BIO 130	Introductory Zoology	GEN ED: Natural Sciences
BIO 140	Environmental Biology	GEN ED: Natural Sciences

COURSE	TITLE	TRANSFER DESIGNATION
BIO 140A	Environmental Biology Lab	GEN ED: Natural Sciences
BIO 143	Field Biology Mini-course	Pre-Major/Elective
BIO 146	Regional Natural History	Pre-Major/Elective
BIO 163	Basic Anatomy & Physiology	Pre-Major/Elective
BIO 168	Anatomy and Physiology I	Pre-Major/Elective
BIO 169	Anatomy and Physiology II	Pre-Major/Elective
BIO 275	Microbiology	Pre-Major/Elective
BUS 110	Introduction to Business	Pre-Major/Elective
BUS 115	Business Law I	Pre-Major/Elective
BUS 137	Principles of Management	Pre-Major/Elective
CHM 131	Introduction to Chemistry	GEN ED: Natural Sciences
CHM 131A	Introduction to Chemistry Lab	GEN ED: Natural Sciences
CHM 132	Organic and Biochemistry	GEN ED: Natural Sciences
CHM 151	**General Chemistry I**	**UGETC: Natural Sciences (AA/AS)**
CHM 152	**General Chemistry II**	**UGETC: Natural Sciences (AS)**
CHM 251	Organic Chemistry I	Pre-Major/Elective
CHM 252	Organic Chemistry II	Pre-Major/Elective
CIS 110	Introduction to Computers	GED ED
CIS 115	Intro to Programming and Logic	GEN ED
CJC 111	Introduction to Criminal Justice	Pre-Major/Elective
CJC 121	Law Enforcement Operations	Pre-Major/Elective
CJC 141	Corrections	Pre-Major/Elective
COM 231	**Public Speaking[W]**	**UGETC: Communications (AA/AS)**
CSC 134	C++ Programming	Pre-Major/Elective
CSC 139	Visual BASIC Programming	Pre-Major/Elective
CSC 151	JAVA Programming	Pre-Major/Elective
CSC 239	Advanced Visual BASIC Programming	Pre-Major/Elective
DRA 111	Theatre Appreciation	GEN ED: Humanities/Fine Arts
DRA 126	Storytelling	GEN ED: Humanities/Fine Arts
ECO 151	Survey of Economics	GEN ED: Social/Behavioral Sciences
ECO 251	**Principles of Microeconomics**	**UGETC: Social/Behavioral Sciences (AA/AS)**
ECO 252	**Principles of Macroeconomics**	**UGETC: Social/Behavioral Sciences (AA/AS)**
ENG 111	**Writing and Inquiry**	**UGETC: English Composition (AA/AS)**
ENG 112	**Writing and Research in the Disciplines**	**UGETC: English Composition (AA/AS)**
ENG 113	Literature-Based Research	GEN ED: English Composition
ENG 114	Professional Research and Reporting	GEN ED: English Composition
ENG 125	Creative Writing I	Pre-Major/Elective
ENG 126	Creative Writing II	Pre-Major/Elective
ENG 131	Introduction to Literature	GEN ED: Humanities/Fine Arts
ENG 231	**American Literature I[W]**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 232	**American Literature II[W]**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 233	Major American Writers	GEN ED: Humanities/Fine Arts
ENG 241	British Literature I	GEN ED: Humanities/Fine Arts
ENG 242	British Literature II	GEN ED: Humanities/Fine Arts

COURSE	TITLE	TRANSFER DESIGNATION
ENG 243	Major British Writers	GEN ED: Humanities/Fine Arts
ENG 261	World Literature I	GEN ED: Humanities/Fine Arts
ENG 262	World Literature II	GEN ED: Humanities/Fine Arts
ENG 272	Southern Literature	Pre-Major/Elective
GEO 111	World Regional Geography	GED ED: Social/Behavioral Sciences
HEA 110	Personal Health and Wellness	Pre-Major/Elective
HIS 111	**World Civilizations I**	**UGETC: Social/Behavioral Sciences (AA/AS)**
HIS 112	**World Civilizations II[W]**	**UGETC: Social/Behavioral Sciences (AA/AS)**
HIS 131	**American History I**	**UGETC: Social/Behavioral Sciences (AA/AS)**
HIS 132	**American History II**	**UGETC: Social/Behavioral Sciences (AA/AS)**
HIS 145	The Second World War	Pre-Major/Elective
HIS 163	The World Since 1945	Pre-Major/Elective
HIS 221	African-American History	Pre-Major/Elective
HIS 226	The Civil War	Pre-Major/Elective
HIS 227	Native American History	Pre-Major/Elective
HIS 232	History of the Old West	Pre-Major/Elective
HIS 236	North Carolina History	Pre-Major/Elective
HIS 237	The American Revolution	Pre-Major/Elective
HUM 110	Technology and Society	GEN ED: Humanities/Fine Arts
HUM 115	Critical Thinking	GEN ED: Humanities/Fine Arts
HUM 120	Cultural Studies	GEN ED: Humanities/Fine Arts
HUM 122	Southern Culture	GEN ED: Humanities/Fine Arts
HUM 123	Appalachian Culture	Pre-Major/Elective
HUM 130	Myth in Human Culture	GEN ED: Humanities/Fine Arts
HUM 220	Human Values and Meaning	GEN ED: Humanities/Fine Arts
HUM 230	Leadership Development	Pre-Major/Elective
JOU 110	Intro to Journalism	Pre-Major/Elective
MAT 143	**Quantitative Literacy[W]**	**UGETC: Mathematics (AA)**
MAT 152	**Statistical Methods I**	**UGETC: Mathematics (AA)**
MAT 167	Discrete Mathematics	Pre-Major/Elective
MAT 171	**Pre-calculus Algebra**	**UGETC: Mathematics (AA/AS)**
MAT 172	**Pre-calculus Trigonometry**	**UGETC: Mathematics (AS)**
MAT 263	**Brief Calculus**	**UGETC: Mathematics (AS)**
MAT 271	**Calculus I**	**UGETC: Mathematics (AS)**
MAT 272	Calculus II	GEN ED: Mathematics
MAT 273	Calculus III	GEN ED: Mathematics
MAT 280	Linear Algebra	Pre-Major/Elective
MAT 285	Differential Equations	Pre-Major/Elective
MUS 110	**Music Appreciation**	**UGETC: Humanities/Fine Arts (AA/AS)**
MUS 112	**Introduction to Jazz**	**UGETC: Humanities/Fine Arts (AA/AS)**
MUS 131	Chorus I	Pre-Major/Elective
MUS 132	Chorus II	Pre-Major/Elective
MUS 210	History of Rock & Roll	GEN ED: Humanities/Fine Arts
PED	All PED courses	Pre-Major/Elective

COURSE	TITLE	TRANSFER DESIGNATION
PHI 210	History of Philosophy	GEN ED: Humanities/Fine Arts
PHI 215	**Philosophical Issues**	**UGETC: Humanities/Fine Arts (AA/AS)**
PHI 230	Introduction to Logic	GEN ED: Humanities/Fine Arts
PHI 240	**Introduction to Ethics**	**UGETC: Humanities/Fine Arts (AA/AS)**
PHY 110	**Conceptual Physics**	**UGETC: Natural Sciences (AA)**
PHY 110A	**Conceptual Physics Lab**	**UGETC: Natural Sciences (AA)**
PHY 151	**College Physics I**	**UGETC: Natural Sciences (AS)**
PHY 152	**College Physics II**	**UGETC: Natural Sciences (AS)**
PHY 251	**General Physics I**	**UGETC: Natural Sciences (AS)**
PHY 252	**General Physics II**	**UGETC: Natural Sciences (AS)**
POL 110	Intro Political Science	GEN ED: Social/Behavioral Sciences
POL 120	**American Government**	**UGETC: Social/Behavioral Sciences (AA/AS)**
POL 130	State & Local Government	Pre-Major/Elective
PSY 150	**General Psychology**	**UGETC: Social/Behavioral Sciences (AA/AS)**
PSY 211	Psychology of Adjustment	Pre-Major/Elective
PSY 231	Forensic Psychology	Pre-Major/Elective
PSY 239	Psychology of Personality	GEN ED: Social/Behavioral Sciences
PSY 241	Developmental Psychology	GEN ED: Social/Behavioral Sciences
PSY 243	Child Psychology	Pre-Major/Elective
PSY 246	Adolescent Psychology	Pre-Major/Elective
PSY 259	Human Sexuality	Pre-Major/Elective
PSY 263	Educational Psychology	Pre-Major/Elective
PSY 271	Sports Psychology	Pre-Major/Elective
PSY 281	Abnormal Psychology	GEN ED: Social/Behavioral Sciences
REL 110	World Religions	GEN ED: Humanities/Fine Arts
REL 211	Introduction to Old Testament	GEN ED: Humanities/Fine Arts
REL 212	Introduction to New Testament	GEN ED: Humanities/Fine Arts
REL 221	Religion in America	GEN ED: Humanities/Fine Arts
SOC 210	**Introduction to Sociology**	**UGETC: Social/Behavioral Sciences (AA/AS)**
SOC 213	Sociology of the Family	GEN ED: Social/Behavioral Sciences
SOC 220	Social Problems	GEN ED: Social/Behavioral Sciences
SOC 225	Social Diversity	GEN ED: Social/Behavioral Sciences
SOC 230	Race and Ethnic Relations	GEN ED: Social/Behavioral Sciences
SOC 232	Social Context of Aging	Pre-Major/Elective
SOC 234	Sociology of Gender	Pre-Major/Elective
SOC 244	Sociology of Death & Dying	Pre-Major/Elective
SPA 111	Elementary Spanish I	GEN ED: Humanities/Fine Arts
SPA 112	Elementary Spanish II	GEN ED: Humanities/Fine Arts
SPA 141	Culture and Civilization	Pre-Major/Elective
SPA 161	Cultural Immersion	Pre-Major/Elective
SPA 181	Spanish Lab I	Pre-Major/Elective
SPA 182	Spanish Lab II	Pre-Major/Elective
SPA 211	Intermediate Spanish I	GEN ED: Humanities/Fine Arts
SPA 212	Intermediate Spanish II	GEN ED: Humanities/Fine Arts

COURSE	TITLE	TRANSFER DESIGNATION
SPA 221	Spanish Conversation	Pre-Major/Elective
SPA 231	Reading and Composition	Pre-Major/Elective
SPA 281	Spanish Lab 3	Pre-Major/Elective
SPA 282	Spanish Lab 4	Pre-Major/Elective

ASSOCIATE IN GENERAL EDUCATION

ASSOCIATE IN GENERAL EDUCATION (A10300) 65 SEMESTER HOURS

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. Course work includes study in the areas of fine arts, social and behavioral sciences, natural sciences and mathematics, and English Composition. Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interests and become better qualified for a wide range of employment opportunities.

GENERAL EDUCATION (15 SHC)

English Composition (6 SHC)

___ ENG 111 Writing and Inquiry (3)
and one of the following:
___ ENG 112 Writ/Research in Discip. (3)
___ ENG 113 Literature-based Research (3)
___ ENG 114 Prof Research/Reporting (3)

Humanities/Fine Arts and Communications (3 SHC)

Select 1 course
___ 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)
___ COM 231 Public Speaking[W] (3)
___ DRA 111 Theatre Appreciation (3)
___ DRA 126 Storytelling (3)
___ ENG 131 Intro to Literature (3)
___ ENG 231 American Literature I[W] (3)
___ ENG 232 American Literature II[W] (3)
___ ENG 233 Major American Writers (3)
___ ENG 241 British Literature I (3)
___ ENG 242 British Literature II (3)
___ ENG 243 Major British Writers (3)
___ ENG 261 World Literature I (3)
___ ENG 262 World Literature II (3)
___ HUM 110 Technology and Society (3)
___ HUM 115 Critical Thinking (3)
___ HUM 120 Cultural Studies (3)
___ HUM 122 Southern Culture (3)
___ HUM 130 Myth in Human Culture (3)
___ HUM 220 Human Value & Meaning (3)
___ MUS 110 Music Appreciation (3)
___ MUS 112 Intro to Jazz (3)
___ MUS 210 History of Rock Music (3)
___ PHI 210 History of Philosophy (3)
___ PHI 215 Philosophical Issues (3)
___ PHI 230 Intro to Logic (3)
___ PHI 240 Intro to Ethics (3)
___ REL 110 World Religion (3)
___ REL 211 Intro to Old Testament (3)
___ REL 212 Intro to New Testament (3)
___ REL 221 Religion in America (3)
___ SPA 111 Elementary Spanish I (3)
___ SPA 112 Elementary Spanish II (3)
___ SPA 141 Culture & Civilization (3)
___ SPA 211 Intermediate Spanish I (3)
___ SPA 212 Intermediate Spanish II (3)

Social/Behavioral Sciences (3 SHC)

Select 1 course.
___ ANT 210 General Anthropology (3)
___ ANT 220 Cultural Anthropology (3)
___ ANT 221 Comparative Cultures (3)
___ ANT 240 Archeology (3)
___ ECO 151 Survey of Economics (3)
___ ECO 251 Prin of Microeconomics (3)
___ ECO 252 Prin of Macroeconomics (3)
___ GEO 111 World Regional Geography (3)
___ HIS 111 World Civilization I (3)
___ HIS 112 World Civilization II[W] (3)
___ HIS 131 American History I (3)
___ HIS 132 American History II (3)
___ POL 110 Intro to Political Science (3)
___ POL 120 American Government (3)
___ PSY 150 General Psychology (3)
___ PSY 239 Psychology of Personality (3)
___ PSY 241 Developmental Psychology (3)
___ PSY 281 Abnormal Psychology (3)
___ SOC 210 Intro to Sociology (3)
___ SOC 213 Sociology of the Family (3)
___ SOC 220 Social Problems (3)
___ SOC 225 Social Diversity (3)
___ SOC 230 Race & Ethnic Relations (3)

Natural Sciences/Mathematics (3 SHC)

Select 1 course.
___ BIO 111 General Biology I (4)
___ BIO 112 General Biology II (4)
___ BIO 120 Introductory Botany (4)
___ BIO 130 Introductory Zoology (4)
___ BIO 140/140A Environ Biology (4)
___ CHM 131/131A Intro Chemistry (4)
___ CHM 132 Organic/Biochemistry (4)
___ CHM 151 General Chemistry I (4)
___ CHM 152 General Chemistry II (4)
___ CIS 110 Intro to Computers (3)
___ CIS 115 Intro to Programming (3)
___ MAT 143 Quantitative Literacy[W] (3)
___ MAT 152 Statistical Methods I (4)
___ MAT 171 Precalculus Algebra (4)
___ MAT 172 Precalculus Trig (4)
___ MAT 263 Brief Calculus (4)
___ MAT 271 Calculus I (4)
___ MAT 272 Calculus II (4)
___ MAT 273 Calculus III (4)
___ PHY 151 College Physics I (4)
___ PHY 152 College Physics II (4)
___ PHY 251 General Physics I (4)
___ PHY 252 General Physics II (4)

OTHER REQUIRED HOURS (50 SHC)

Academic Transition (1 SHC)

Select 1 course.
___ ACA 111 College Student Success (1)
___ ACA 122 College Transfer Success (1)

Select **49 additional credit hours** from general education courses and/or professional courses numbered 110-199 and/or 210-299.

Courses used to complete the requirements of other associate-level degrees may also be counted toward the A.G.E. degree. However, completion of this degree requires a minimum of twelve (12) credit hours that have not been counted toward any other degree.

W – *Writing Intensive Course (ENG-111 pre-req)*

PROGRAMS OF STUDY

The semester outlines for curricula (Associate Degrees, Certificates, and Diplomas) shown in this catalog are suggested only. The institution reserves the right to arrange teaching and student schedules so as to maximize the use of personnel, facilities, equipment, and time. Courses will always be taken in logical or sequential order where appropriate, but not necessarily in the same sequence or order as shown in the catalog.

ASSOCIATE IN APPLIED SCIENCE

Programs in career technologies are designed to prepare students with technical competence for immediate employment in business, industry, government, health fields, social services, or as owner-managers of their own firms. In addition, a number of these programs allow students to transfer to four-year schools. For a complete list of the A.A.S. degree programs which will transfer and the schools to which they transfer, contact the Student Service office.

Accounting
Advertising & Graphic Design
Air Conditioning, Heating, and Refrigeration Technology
Automotive Systems Technology
Business Administration
Computer Information Technology
Computer-Integrated Machining
Construction Management Technology
Cosmetology
Criminal Justice Technology
Criminal Justice Technology: Latent Evidence Concentration
Digital Media Technology
Early Childhood Associate
Electrical Systems Technology – Electrical Track
Electrical Systems Technology – Photovoltaic Track
Electronics Engineering Technology
General Occupational Technology
Mechatronics Engineering Technology
Medical Assisting Technology
Medical Office Administration
Nursing: Associate Degree Nursing (ADN)
Nursing: Associate Degree Nursing (Evening Option) *For Licensed Practical Nurses Only (LPN-ADN)*
Office Administration
Paralegal Technology
Physical Therapist Assistant
Viticulture & Enology Technology

Cooperative Programs

Forsyth Technical Community College — Dental Hygiene
Forsyth Technical Community College (Diploma) — Dental Assisting

DIPLOMA PROGRAMS

Diploma programs prepare students for initial employment in recognized skilled occupations and retrain adults for entering new career fields or advancing in their current fields.

Diploma programs normally require one full year of full-time participation. Most courses are available during both the day and evening hours.

Air Conditioning, Heating & Refrigeration Technology
Automotive Systems Technology
Collision Repair and Refinishing Technology
Computer-Integrated Machining
Construction Technology: Carpentry*
Cosmetology
Electrical Systems Technology – Electrical Track
Electrical Systems Technology – Photovoltaic Track
Mechatronics Engineering Technology
Medical Office Administration
Nursing: Practical Nursing (PN)
Office Administration
Viticulture & Enology
Welding Technology

CERTIFICATE PROGRAMS

Some career technology programs are designed to allow students to receive a certificate after completing a designated set of specific courses. These programs take one year or less to complete. Required courses are generally those which provide specific job-related skills.

Accounting*
Advertising & Graphic Design*
Air Conditioning, Heating, and Refrigeration Technology*
Automotive Systems Technology*
Business Administration*
Collision Repair and Refinishing Technology*
Community Spanish Interpreter*
Computer Information Technology*
Computer Programming*
Computer-Integrated Machining*
Construction Technology: Carpentry*
Cosmetology*
Digital Media Technology*
Early Childhood Associate
Early Childhood Associate: Infant/Toddler Care
Electrical Systems Technology – Electrical Track*
Electrical Systems Technology – Photovoltaic Track*
Electronics Engineering Technology*
Engineering Design Technology*
Horticulture - Sustainable Horticulture*
Information Systems Security*
Mechatronics Engineering Technology*
Medical Office Administration*
Networking Technologies*
Nursing Aide*
Office Administration*
Paralegal Technology
Viticulture & Enology
Web Technologies*
Welding Technology*
Welding Technology – GMAW
Welding Technology - SMAW

Denotes programs approved for Career and College Promise

ELECTIVE OPTIONS

For Associate in Applied Science (A.A.S.) programs

HUMANITIES/FINE ARTS

— 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 118 Art by Women (3)
— ART 283 Ceramics I (3)

— DRA 111 Theater Appreciation (3)
— DRA 126 Storytelling (3)

— ENG 131 Intro to Literature (3)
— ENG 231 American Literature I**W** (3)
— ENG 232 American Literature II**W** (3)
— ENG 233 Major American Writers (3)
— ENG 241 British Literature I (3)
— ENG 242 British Literature II (3)
— ENG 243 Major British Writers (3)
— ENG 261 World Literature I (3)
— ENG 262 World Literature II (3)

— HUM 110 Technology and Society (3)
— HUM 115 Critical Thinking (3)
— HUM 120 Cultural Studies (3)
— HUM 122 Southern Culture (3)
— HUM 130 Myth in Human Culture (3)

— HUM 220 Human Values & Meaning (3)

— MUS 110 Music Appreciation (3)
— MUS 112 Intro to Jazz (3)
— MUS 210 History of Rock Music (3)

— PHI 210 History of Philosophy (3)
— PHI 215 Philosophical Issues (3)
— PHI 240 Intro to Ethics (3)

— REL 110 World Religions (3)
— REL 211 Intro to Old Testament (3)
— REL 212 Intro to New Testament (3)
— REL 221 Religion in America (3)

SOCIAL/BEHAVIORAL SCIENCES

— ANT 210 General Anthropology (3)
— ANT 220 Cultural Anthropology (3)
— ANT 240 Archaeology (3)

— ECO 151 Survey of Economics (3)
— ECO 251 Prin of Microeconomics (3)
— ECO 252 Prin of Macroeconomics (3)

— GEO 111 World Regional Geography (3)

— HIS 111 World Civilizations I (3)
— HIS 112 World Civilizations II**W** (3)
— HIS 131 American History I (3)
— HIS 132 American History II (3)

— POL 110 Intro Political Science (3)
— POL 120 American Government (3)

— PSY 118 Interpersonal Psychology (3)
— PSY 150 General Psychology (3)
— PSY 239 Psychology of Personality (3)
— PSY 241 Developmental Psychology (3)
— PSY 281 Abnormal Psychology (3)

— SOC 210 Introduction to Sociology (3)
— SOC 213 Sociology of the Family (3)
— SOC 220 Social Problems (3)
— SOC 225 Social Diversity (3)
— SOC 230 Race & Ethnic Relations (3)

W – *Writing Intensive Course (ENG-111 pre-req)*

Notes:

- *ENG 114, SPA and COM are not approved elective options for AAS degrees.*
- *Some A.A.S. programs require specific options in these categories.*

WORK-BASED LEARNING OPTIONS

Elective options for Associate in Applied Science (A.A.S.) programs

Program of Study	Program Code	Program Requirement	Credit Hours	WBL Options
Advertising/Graphic Design Degree	A30100	WBL 111 (optional)	1	WBL 111
Air Cond., Heating, & Refr. Degree	A35100	AHR 250 or WBL	2	WBL 111, 112, 121
Automotive Systems Degree	A60160	AUT 113 or WBL	2	WBL 111, 112, 121
Automotive Systems Diploma	D60160	AUT 113 or WBL	2	WBL 111, 112, 121
Collision Repair and Refinishing Diploma	D60100	AUB 162 or WBL	2	WBL 111, 112, 121
Computer Information Technology	A25260	Elective or WBL	3	WBL 111, 112, 113, 121, 122, 131
Criminal Justice Degree	A55180	CJC 121 or WBL & CJC 141 or WBL	3 or 6	WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, 231
Early Childhood Certificate	C55220	WBL 111	1	WBL 111
Electrical Systems-Electrical Track Degree	A35130A	ELC 115 or WBL	2	WBL 111, 112, 113, 114, 121, 122, 123, or 131
Electrical Systems-Electrical Track Diploma	D35130A	ELC 115 or WBL	2	WBL 111, 112, 113, 114, 121, 122, 123, or 131
Electrical Systems-PV Track Degree	A35130B	ELC 115 or WBL	2	WBL 111, 112, 113, 114, 121, 122, 123, or 131
Electronics Engineering Degree	A40200	ELN 152 or WBL	2	WBL 111, 112, 121
Mechatronics Engineering Degree	A40350	ELC 115 or WBL	2	WBL 111, 112, 113, 114, 121, 122, or 131
Mechatronics Engineering Diploma	D40350	ELC 115 or WBL	2	WBL 111, 112, 113, 114, 121, 122, 123, or 131
Medical Office Admin. Degree	A25310	WBL 111	1	WBL 111
Office Administration Degree	A25360	WBL 111	1	WBL 111
Paralegal Technology Degree	A25380	WBL 111 (or ACC 120)	1	WBL 111
Viticulture & Enology Degree	A15430	Elective or WBL 112	2	WBL 112
Viticulture & Enology Diploma	D15430	Elective or WBL 112	2	WBL 112
Viticulture & Enology-Marketing Certificate	C15430	WBL 111	1	WBL 111
Viticulture & Enology-Viticulture Certificate	C15430	WBL 112	2	WBL 112
Welding Diploma	D50420	WLD 261 or WBL 111	2	WBL 111

WRITING INTENSIVE COURSES

Writing Intensive courses at SCC include multiple writing assignments for a variety of audiences, and the writing generated in these courses contributes significantly (30-%-50%) to the students' final grade. Instructors in these courses use both informal, low-stakes writing assignments and formal assignments requiring multiple drafts. Further, WIC instructors will provide substantive feedback on student writing that helps students improve in clarity, precision, accuracy, correctness, depth, and organization as appropriate within the discipline. Once a course is designated as WIC, every section of the course is writing intensive, regardless of who teaches it, in what format it is taught, and who enrolls in the class. *English 111 is a prerequisite for each writing-intensive course.*

The following is a list of all Writing Intensive Courses for each Associate Degree program. These courses are listed in each program of study with a "**W"** designation.

Course	Title	Associate Degree Program
ACC 225	Cost Accounting	Accounting
AHR 211	Residential System Design	Air Conditioning, Heating, and Refrigeration
AHR 263	Energy Management	Air Conditioning, Heating, and Refrigeration
ART 116	Survey of American Art	College Transfer Programs and Various AAS Programs
ART 288	Studio	Associate in Fine Arts
AUT 221	Auto Transmissions/Transaxles	Automotive Systems
AUT 231	Manual Transmissions/Axles/Drivetrains	Automotive Systems
BUS 225	Business Finance	Accounting and Business Administration
BUS 260	Business Communication	Accounting, Business Administration, Medical Office Administration, Office Administration, Paralegal
CJC 212	Ethics and Community Relations	Criminal Justice Technology
CJC 221	Investigative Principles	Criminal Justice Technology
CMT 218	Human Relations Issues	Construction Management
COM 231	Public Speaking	College Transfer Programs and Various AAS Programs
COS 119	Esthetics Concepts I	Cosmetology
COS 260	Design Applications	Cosmetology
CTS 285	Systems Analysis and Design	Computer Information
CTS 289	System Support Project	Computer Information
DME 220	Interactive Multimedia Programming	Digital Media
DME 285	Systems Project	Digital Media
EDU 280	Language and Literacy Experiences	Early Childhood Associate
EDU 284	Early Childhood Capstone Practicum	Early Childhood Associate
ELC 128	Intro to PLC	Electrical Systems, Electronics Engineering, Mechatronics Engineering
ELN 152	Fabrication Techniques	Electronics Engineering
ENG 231	American Literature I	College Transfer Programs and Various AAS Programs
ENG 232	American Literature II	College Transfer Programs and Various AAS Programs
GRD 241	Graphic Design III	Advertising and Graphic Design
GRD 280	Portfolio Design	Advertising and Graphic Design
HIS 112	World Civilization II	College Transfer Programs and Various AAS Programs
LEX 121	Legal Research/Writing II	Paralegal
MAC 214	Machining Technology IV	Computer-Integrated Machining
MAC 224	Advanced CNC Milling	Computer-Integrated Machining

Course	Title	Associate Degree Program
MAT 143	Quantitative Literacy	College Transfer Programs and Various AAS Programs
MEC 130	Mechanisms	Mechatronics Engineering
MED 118	Medical Law and Ethics	Medical Assisting
MED 262	Clinical Perspectives	Medical Assisting
NUR 103	Practical Nursing III	Nursing: Practical Nursing
NUR 212	Health System Concepts	Nursing: Associate Degree Nursing
NUR 213	Complex Health Concepts	Nursing: Associate Degree Nursing
NUR 221	LPN to ADN Concepts I	Nursing: Associate Degree Nursing (LPN-ADN)
NUR 223	LPN to ADN Concepts II	Nursing: Associate Degree Nursing (LPN-ADN)
OST 286	Professional Development	Medical Office Administration, Office Administration
PTA 222	Professional Interactions	Physical Therapist Assistant
PTA 280	PTA Issues I	Physical Therapist Assistant
SST 120	Energy Use Analysis	Electrical Systems – both tracks
SST 140	Green Building and Design	Construction Management
VEN 286	Wine Marketing	Viticulture and Enology
VEN 288	Wine Finishing and Packaging	Viticulture and Enology

ACCOUNTING

Degree/Certificate

CURRICULUM DESCRIPTION

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the "language of business," accountants assemble and analyze, process, and communicate essential information about financial operations. In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

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

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

ACCOUNTING CERTIFICATE C25100

Fall Semester		**Lect**	**Lab**	**Cred**
ACC 120	Princ of Financial Acct	3	2	4
BUS 115	Business Law I	3	0	3
		6	2	7
Spring Semester				
ACC 121	Princ of Manager Acct	3	2	4
ACC 131	Federal Income Taxes	2	2	3
BUS 110	Intro to Business	3	0	3
		8	4	10
	Total Credit Hours			**17**

This certificate is offered to high school students through the Career and College Promise program (C25100X).

ACCOUNTING DEGREE A25100

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
ACC 120	Princ of Financial Acct	3	2	4
BUS 110	Introduction to Business	3	0	3
ECO 151	Survey of Economics	3	0	3
OR	ECO 251 Microecon	(3	0	3)
ENG 111	Writing and Inquiry	3	0	3
Humanities/Fine Arts Elective*		3	0	3
		16	2	17
Spring Semester				
ACC 121	Princ of Managerial Acct	3	2	4
BUS 125	Personal Finance	3	0	3
CIS 110	Intro to Computers	2	2	3
ENG 114	Prof Research & Report	3	0	3
MAT 143	Quantitative Literacy[W]	2	2	3
		13	6	16
Fall Semester				
ACC 122	Princ of Financial Acct II	3	0	3
ACC 220	Intermediate Acct I	3	2	4
ACC 225	Cost Accounting[W]	3	0	3
BUS 115	Business Law I	3	0	3
CTS 130	Spreadsheet I	2	2	3
Social Science Elective*		3	0	3
		17	4	19
Spring Semester				
ACC 131	Federal Income Taxes	2	2	3
ACC 150	Acct Software Applic	1	2	2
ACC 221	Intermediate Acct II	3	2	4
BUS 225	Business Finance[W]	2	2	3
BUS 260	Bus Communications[W]	3	0	3
		11	8	15
	Total Credit Hours			**67**

W – *Writing Intensive Course (ENG-111 pre-req)*

**See page 140 for elective options.*

ADVERTISING & GRAPHIC DESIGN TECHNOLOGY

Degree

CURRICULUM DESCRIPTION

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.

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

For information contact Jay Smith, Lead Instructor, Advertising & Graphic Design, smithj@surry.edu, 336.386.3329.

**Program Elective List		Lect	Lab	Cred
ART 122	Three-Dimen Design	0	6	3
ART 244	Watercolor	0	6	3
BUS 110	Intro to Business	3	0	3
WEB 140	Web Development Tools	2	2	3

***WBL** is not required for degree - elective opportunity only.

ADVERTISING & GRAPHIC DESIGN TECHNOLOGY DEGREE A30100

Fall Semester		Lect	Lab	Cred
ACA 111	College Student Success	1	0	1
ART 111	Art Appreciation	3	0	3
ART 121	Two-Dimensional Design	0	6	3
GRD 110	Typography I	2	2	3
GRD 121	Drawing Fund I	1	3	2
GRA 151	Computer Graphics I	1	3	2
		8	14	14
Spring Semester				
ART 264	Digital Photography I	1	4	3
GRA 152	Computer Graphics II	1	3	2
GRD 131	Illustration I	1	3	2
GRD 142	Graphic Design II	2	4	4
Social Science Elective*		3	0	3
		8	14	14
Summer Semester				
ENG 111	Writing and Inquiry	3	0	3
MAT 110	Math Measurement	2	2	3
		5	2	6
Fall Semester				
ENG 114	Prof Research & Report	3	0	3
GRA 153	Computer Graphics III	1	3	2
GRD 241	Graphic Design III[W]	2	4	4
WEB 110	Internet/Web Fund	2	2	3
MKT 120	Principles of Marketing	3	0	3
		11	9	15
Spring Semester				
GRD 180	Interactive Design	1	4	3
GRD 242	Graphic Design IV	2	4	4
GRD 280	Portfolio Design[W]	2	4	4
WBL 111	Work-Based Learn***	(0	10	1)
WEB 210	Web Design	2	2	3
**Program Elective		-	-	3
		7	14	17/18
	Total Credit Hours			**66/67**

W – *Writing Intensive Course (ENG-111 pre-req)*

*See page 140 for elective options.

ADVERTISING & GRAPHIC DESIGN TECHNOLOGY

Certificates

CURRICULUM DESCRIPTION

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.

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

For information contact Jay Smith, Lead Instructor, Advertising & Graphic Design, smithj@surry.edu, 336.386.3329.

GRAPHIC DESIGN CERTIFICATE C30100A

Fall Semester		**Lect**	**Lab**	**Cred**
ART 121	Two-Dim Design	0	6	3
GRA 151	Computer Graphics I	1	3	2
GRD 110	Typography I	2	2	3
GRD 121	Drawing Fund I	1	3	2
		4	14	10
Spring Semester				
GRA 152	Computer Graphics II	1	3	2
GRD 131	Illustration I	1	3	2
GRD 142	Graphic Design II	2	4	4
		4	10	8
		Total Credit Hours		**18**

The Graphic Design certificate is offered to high school students through the Career and College Promise program (C30100XA).

WEB DESIGN CERTIFICATE C30100B

Fall Semester		**Lect**	**Lab**	**Cred**
GRA 151	Computer Graphics I	1	3	2
WEB 110	Internet/Web Fund	2	2	3
WEB 140	Web Dev Tools	2	2	3
		5	7	8
Spring Semester				
GRA 152	Computer Graphics II	1	3	2
GRD 180	Interactive Design	1	4	3
WEB 210	Web Design	2	2	3
		4	9	8
		Total Credit Hours		**16**

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY

Degree

CURRICULUM DESCRIPTION

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. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of systems selection and balance and advanced systems.

WBL options: WBL 111, 112, or 121

W – *Writing Intensive Course (ENG-111 pre-req)*

*See page 140 for elective options.

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY DEGREE A35100

		Lect	Lab	Cred
Fall Semester				
ACA 111	College Student Success	1	0	1
AHR 110	Into to Refrigeration	2	6	5
AHR 113	Comfort Cooling	2	4	4
ELC 112	DC/AC Electricity	3	6	5
ELC 125	Diagrams & Schematics	1	2	2
		9	18	17
Spring Semester				
AHR 112	Heating Technology	2	4	4
AHR 114	Heat Pump Technology	2	4	4
AHR 160	Refrigerant Certification	1	0	1
AHR 213	HVACR Building Code	1	2	2
AHR 215	Comm HVAC Controls	1	3	2
ENG 111	Writing and Inquiry	3	0	3
		10	13	16
Summer Semester				
AHR 133	HVAC Servicing	2	6	4
ELC 117	Motors & Control	2	6	4
		4	12	8
Fall Semester				
AHR 212	Adv Comfort System	2	6	4
AHR 250	HVAC Syst Diag (or WBL)	0	4	2
AHR 263	Energy Management[W]	1	3	2
CIS 111	Basic PC Literacy	1	2	2
MAT 110	Math Measurement	2	2	3
OR	PHY 110/110A Con Phys	(3	2	4)
		6/7	17	13/14
Spring Semester				
AHR 120	HVAC Maintenance	1	3	2
AHR 211	Resident System Design[W]	2	2	3
ENG 114	Prof Res and Report	3	0	3
PSY 118	Interpersonal Psychology	3	0	3
Humanities/Fine Arts Elective*		3	0	3
		12	5	14
	Total Credit Hours			**68/69**

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY

Diploma/Certificate

CURRICULUM DESCRIPTION

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. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of systems selection and balance and advanced systems. Students may stop at the end of the summer semester and earn a diploma or complete the entire program of study to earn a degree.

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY CERTIFICATE C35100

Fall Semester		**Lect**	**Lab**	**Cred**
AHR 110	Into to Refrigeration	2	6	5
ELC 112	DC/AC Electricity	3	6	5
ELC 125	Diagrams & Schematics	1	2	2
		6	14	12
Spring Semester				
AHR 112	Heating Technology	2	4	4
AHR 160	Refrigerant Certification	1	0	1
		3	4	5
	Total Credit Hours			**17**

This certificate is offered to high school students through the Career and College Promise program (C35100X).

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY DIPLOMA D35100

Fall Semester		**Lect**	**Lab**	**Cred**
AHR 110	Into to Refrigeration	2	6	5
AHR 113	Comfort Cooling	2	4	4
ELC 112	DC/AC Electricity	3	6	5
ELC 125	Diagrams & Schematics	1	2	2
MAT 110	Math Measurement	2	2	3
		10	20	19
Spring Semester				
AHR 112	Heating Technology	2	4	4
AHR 114	Heat Pump Technology	2	4	4
AHR 160	Refrigerant Certification	1	0	1
AHR 213	HVACR Building Code	1	2	2
AHR 215	Comm HVAC Controls	1	3	2
ENG 101	App Comm I (or ENG 111)	3	0	3
		10	13	16
Summer Semester				
AHR 133	HVAC Servicing	2	6	4
ELC 117	Motors & Control	2	6	4
		4	12	8
	Total Credit Hours			**43**

AUTOMOTIVE SYSTEMS TECHNOLOGY

Degree

CURRICULUM DESCRIPTION

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

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

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

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

***Humanities Elective – Select one course from the following:**

		Lect	Lab	Cred
HUM 110	Technology & Society	3	0	3
PHI 240	Introduction to Ethics	3	0	3

WBL options: WBL 111, 112, or 121

W – *Writing Intensive Course (ENG-111 pre-req)*

AUTOMOTIVE SYSTEMS TECHNOLOGY DEGREE A60160

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
AUT 116	Engine Repair	2	3	3
AUT 116A	Engine Repair Lab	0	3	1
ENG 111	Writing and Inquiry	3	0	3
MAT 110	Math Measurement	2	2	3
TRN 110	Intro to Transport Tech	1	2	2
TRN 170	PC Skills for Transp	1	2	2
		10	12	15
Spring Semester				
AUT 114	Safety & Emissions	1	2	2
AUT 141	Suspension & Steering Sys	2	3	3
AUT 141A	Susp & Steer Systems Lab	0	3	1
AUT 151	Brake Systems	2	3	3
AUT 151A	Brake Systems Lab	0	3	1
AUT 212	Auto Shop Management	3	0	3
ENG 114	Prof. Research & Report	3	0	3
		11	14	16
Summer Semester				
AUT 113	Auto Servicing I (or WBL)	0	6	2
TRN 140	Transp. Climate Control	1	2	2
TRN 140A	Transp. Climate Control Lab	1	2	2
		2	10	6
Fall Semester				
AUT 181	Engine Performance I	2	3	3
AUT 183	Engine Performance II	2	6	4
AUT 221	Automotive Transmissions[W]	2	3	3
AUT 221A	Auto Transmissions Lab	0	3	1
TRN 120	Basic Transp. Elect.	4	3	5
		10	18	16
Spring Semester				
AUT 163	Adv. Auto Electric (or WBL)	2	3	3
AUT 231	Manual Drive Trans/Axles[W]	2	3	3
AUT 231A	Man Drive Trans/Axles Lab	0	3	1
PSY 118	Interpersonal Psychology	3	0	3
TRN 145	Adv. Transp. Electronics	2	3	3
Humanities/Fine Arts Elective*		3	0	3
		12	12	16
	Total Credit Hours			**69**

AUTOMOTIVE SYSTEMS TECHNOLOGY

Diploma/Certificate

CURRICULUM DESCRIPTION

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

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

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

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

AUTOMOTIVE SYSTEMS TECHNOLOGY CERTIFICATE C60160

Fall Semester		**Lect**	**Lab**	**Cred**
AUT 181	Engine Performance I	2	3	3
TRN 110	Intro to Transport Tech	1	2	2
TRN 120	Basic Transp. Elect.	4	3	5
		7	8	10
Spring Semester				
AUT 141	Suspens & Steering Sys	2	3	3
AUT 141A	Susp & Steer Sys Lab	0	3	1
AUT 151	Brake Systems	2	3	3
AUT 151A	Brake Systems Lab	0	3	1
		4	12	8
	Total Credit Hours			**18**

AUTOMOTIVE SYSTEMS TECHNOLOGY DIPLOMA D60160

Fall Semester		**Lect**	**Lab**	**Cred**
AUT 116	Engine Repair	2	3	3
AUT 116A	Engine Repair Lab	0	3	1
MAT 110	Math Measurement	2	2	3
TRN 110	Intro to Transport Tech	1	2	2
TRN 170	PC Skills for Transp	1	2	2
		6	12	11
Spring Semester				
AUT 114	Safety & Emissions	1	2	2
AUT 141	Suspension & Steering Sys	2	3	3
AUT 141A	Susp & Steer Systems Lab	0	3	1
AUT 151	Brake Systems	2	3	3
AUT 151A	Brake Systems Lab	0	3	1
ENG 101	Applied Comm I	3	0	3
OR	ENG 111 Writing/Inquiry	(3	0	3)
		8	14	13
Summer Semester				
AUT 113	Auto Servicing I (or WBL)	0	6	2
TRN 140	Transp. Climate Control	1	2	2
TRN 140A	Transp. Climate Control Lab	1	2	2
		2	10	6
Fall Semester				
AUT 181	Engine Performance I	2	3	3
AUT 183	Engine Performance II	2	6	4
TRN 120	Basic Transp. Elect.	4	3	5
		8	12	12
	Total Credit Hours			**42**

WBL options: WBL 111, 112, or 121

This certificate is offered to high school students through the Career and College Promise program (C60160X).

BUSINESS ADMINISTRATION

Degree/Certificate

CURRICULUM DESCRIPTION

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team-building, and decision making. Through these skills, students will have a sound business education base for lifelong learning.

Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

BUSINESS ADMINISTRATION CERTIFICATE C25120

Fall Semester		**Lect**	**Lab**	**Cred**
BUS 115	Business Law I	3	0	3
BUS 137	Princ of Management	3	0	3
MKT 120	Principles of Marketing	3	0	3
		9	0	9
Spring Semester				
ACC 120	Princ of Financial Acct I	3	2	4
BUS 110	Introduction to Business	3	0	3
		6	2	7
	Total Credit Hours			**16**

This certificate is offered to high school students through the Career and College Promise program (C25120X).

WBL options: WBL 111, 112, 113, 121, 122, or 131

BUSINESS ADMINISTRATION DEGREE A25120

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
ACC 120	Princ of Financial Acct I	3	2	4
BUS 110	Introduction to Business	3	0	3
ECO 151	Survey of Economics	3	0	3
OR	ECO 251 Microecon	(3	0	3)
ENG 111	Writing and Inquiry	3	0	3
Humanities/Fine Arts Elective*		3	0	3
		16	2	17
Spring Semester				
ACC 121	Princ of Managerial Acct	3	2	4
BUS 125	Personal Finance	3	0	3
CIS 110	Intro to Computers	2	2	3
ENG 114	Prof. Research & Report	3	0	3
MAT 143	Quantitative Literacy[W]	2	2	3
		13	6	16
Fall Semester				
BUS 115	Business Law I	3	0	3
BUS 121	Business Math	2	2	3
BUS 137	Princ of Management	3	0	3
BUS 139	Entrepreneurship I	3	0	3
MKT 120	Principles of Marketing	3	0	3
OST 137	Office Software Apps	2	2	3
OR	CTS 130 Spreadsheet I	(2	2	3)
		16	4	18
Spring Semester				
ACC 131	Federal Income Taxes	2	2	3
ACC 150	Acct Software Applicat	1	2	2
BUS 225	Business Finance[W]	2	2	3
BUS 260	Bus Communications[W]	3	0	3
**Program Elective (or WBL)		3	0	3
Social Science Elective*		3	0	3
		14	6	17
	Total Credit Hours			**68**

****Program Elective List**: ACC 122, ACC 220, BUS 116, BUS 151, DBA 110, ECO 252

W – *Writing Intensive Course (ENG-111 pre-req)*

*See page 140 for elective options.

COLLISION REPAIR AND REFINISHING TECHNOLOGY

Diploma/Certificate

CURRICULUM DESCRIPTION

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

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

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

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

COLLISION REPAIR AND REFINISHING TECHNOLOGY CERTIFICATE C60130

Fall Semester		**Lect**	**Lab**	**Cred**
AUB 111	Paint & Refinish I	2	6	4
AUB 121	Nonstruct Damage I	1	4	3
AUB 131	Structural Damage I	2	4	4
TRN 110	Intro to Transport Tec	1	2	2
		6	16	13
Spring Semester				
AUB 112	Paint & Refinish II	2	6	4
		2	6	4
	Total Credit Hours			**17**

COLLISION REPAIR AND REFINISHING TECHNOLOGY DIPLOMA D60130

Fall Semester		**Lect**	**Lab**	**Cred**
AUB 111	Paint and Refinish I	2	6	4
AUB 121	Nonstructural Damage I	1	4	3
AUB 131	Structural Damage I	2	4	4
MAT 110	Math Measurement	2	2	3
TRN 110	Intro to Transport Tech	1	2	2
TRN 180	Basic Weld for Transp	1	4	3
		9	22	19
Spring Semester				
AUB 112	Paint and Refinish II	2	6	4
AUB 132	Structural Damage II	2	6	4
AUB 136	Plastics and Adhesives	1	4	3
AUB 150	Automotive Detailing	1	3	2
ENG 101	App. Comm. I (or ENG 111)	3	0	3
		9	19	16
Summer Semester				
AUB 114	Special Finishes	1	2	2
AUB 122	Nontructural Damage II	2	6	4
AUB 162	Autobody Estim (or WBL)	1	2	2
		4	10	8
	Total Credit Hours			**43**

WBL options: WBL 111, 112, or 121

This certificate is offered to high school students through the Career and College Promise program (C60130X).

COMMUNITY SPANISH INTERPRETER

Certificate

CURRICULUM DESCRIPTION

The Community Spanish Interpreter Certificate was designed for students who have native-like fluency in both English and Spanish and plan to enter workplaces with multicultural clientele. Graduating with the certificate should enhance students' job prospects in the medical, legal, religious, educational and business sectors.

Course work in this certificate allows students to learn translation and interpretation skills through role-play and ethical and cultural case studies. Students are provided opportunities to speak with interpreters in various fields such as medical, legal, and social services.

Graduates also have the opportunity to pair the Community Spanish Interpreter Certificate with other tracks of study which include but are not limited to:

- Accounting
- Automotive Systems Technology
- Business Administration
- Criminal Justice Technology
- Early Childhood Education
- Medical Assisting
- Paralegal Technology
- Viticulture & Enology Technology
- Office Administration
- Medical Office Administration
- Nursing

For information, contact:

Jennifer Jimenez
Spanish Instructor
336.386.3484
jimenezjm@surry.edu

Laura Hudson
Spanish Instructor
336.386.3288
hudsonl@surry.edu

COMMUNITY SPANISH INTERPRETER CERTIFICATE C55370

Fall Semester		**Lect**	**Lab**	**Cred**
SPA 141	Culture & Civilization	3	0	3
SPI 213	Review of Grammar	3	0	3
SPI 214	Intro to Translation	3	0	3
		9	0	9
Spring Semester				
SPI 113	Intro Spanish Interpret	3	0	3
SPI 114	Analytic Skills for Interp	3	0	3
SPI 245	Comm Interpreting I	2	3	3
		8	3	9
	Total Credit Hours			**18**

This certificate is offered to high school students through the Career and College Promise program (C55370X).

NOTE: *A pre-requisite for the Community Spanish Interpreter Certificate is demonstrating fluency in Spanish at the intermediate level. Students should schedule a time to complete a written and oral competency test on campus to determine if they meet the standard for fluency. The test will be administered by SCC's Spanish Instructors. Students can register for Community Spanish Interpreter classes but must pass a language fluency test on campus in order to remain in the courses. Students should contact Jennifer Jimenez or Laura Hudson to sign up for the fluency test before the semester begins.*

COMPUTER INFORMATION TECHNOLOGY

Degree

CURRICULUM DESCRIPTION

The Computer Information Technology 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 community information systems needs.

Course work 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, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry recognized certification exams.

***Program Elective List**		**Lect**	**Lab**	**Cred**
CTS 130	Spreadsheet	2	2	3
NET 126	Routing Basics	1	4	3
NET 225	Routing & Switching I	1	4	3
NET 226	Routing & Switching II	1	4	3
NOS 120	Linux/Unix Single User	2	2	3
SEC 160	Secure Admin I	2	2	3
(CSC-Maximum of 9 credit hours)				
CSC 134	C++ Programming	2	3	3
CSC 151	Java Programming	2	3	3
CSC 253	Adv. C# Programming	2	3	3
(WEB Maximum of 9 credit hours)				
WEB 110	Internet/Web Fund	2	2	3
WEB 115	Web Markup & Scripting	2	2	3
WEB 120	Intro Inter Multimedia	2	2	3
WEB 140	Web Development Tools	2	2	3

WBL options: WBL 111, 112, 113, 121, 122, or 131

COMPUTER INFORMATION TECHNOLOGY DEGREE A25260

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
CIS 110	Intro to Computers	2	2	3
ENG 111	Writing and Inquiry	3	0	3
NET 125	Networking Basics	1	4	3
NOS 110	Operating Sys Concepts	2	3	3
SEC 110	Security Concepts	2	2	3
		11	11	16
Spring Semester				
CIS 115	Intro to Prog & Logic	2	3	3
CTS 120	Hard/Software Support	2	3	3
DBA 110	Database Concepts	2	3	3
ENG 114	Prof Research & Report	3	0	3
MAT 143	Quantitative Literacy[W]	2	2	3
NOS 130	Windows Single User	2	2	3
		13	13	18
Fall Semester				
CSC 153	C# Programming	2	3	3
CTS 285	Sys Analysis & Design[W]	3	0	3
Hum/Fine Arts Elective		3	0	3
NOS 230	Windows Admin I	2	2	3
**Program Elective		2	2	3
WEB 151	Mobile App Develop	2	2	3
		14	9	18
Spring Semester				
BUS 110	Intro to Business	3	0	3
CTS 289	System Support Project[W]	1	4	3
*Program Elective (or WBL)		2	2	3
SEC 150	Secure Communications	2	2	3
Social Science Elective		3	0	3
WEB 210	Web Design	2	2	3
		13	10	18
	Total Credit Hours			**70**

W - *Writing Intensive Course (ENG-111 pre-req)*

COMPUTER INFORMATION TECHNOLOGY

Certificates

COMPUTER INFORMATION TECHNOLOGY CERTIFICATE C25260

Fall Semester		Lect	Lab	Cred
CIS 110	Intro to Computers	2	2	3
NOS 110	Operating Sys Concepts	2	3	3
SEC 110	Security Concepts	2	2	3
		6	7	9
Spring Semester				
CTS 130	Spreadsheet	2	2	3
DBA 110	Database Concepts	2	3	3
WEB 210	Web Design	2	2	3
		6	7	9
	Total Credit Hours			**18**

COMPUTER PROGRAMMING CERTIFICATE C25130

Fall Semester		Lect	Lab	Cred
CSC 153	C# Programming	2	3	3
WEB 151	Mobile Apps Dev I	2	2	3
WEB 115	Web Markup & Scripting	2	2	3
		6	7	9
Spring Semester				
CSC 134	C++ Programming	2	3	3
CSC 151	Java Programming	2	3	3
CSC 253	Advanced C# Prog	2	3	3
		6	9	9
	Total Credit Hours			**18**

INFORMATION SYSTEMS SECURITY CERTIFICATE C25270

Fall Semester		Lect	Lab	Cred
NET 125	Networking Basics	1	4	3
NOS 110	Operating Sys Concepts	2	3	3
SEC 110	Security Concepts	2	2	3
		5	9	9
Spring Semester				
NET 126	Routing Basics	1	4	3
SEC 150	Secure Communications	2	2	3
SEC 160	Secure Administration I	2	2	3
		5	8	9
	Total Credit Hours			**18**

NETWORKING TECHNOLOGIES CERTIFICATE C25340

Fall Semester		Lect	Lab	Cred
NET 125	Networking Basics	1	4	3
NOS 110	Operating Sys Concepts	2	3	3
SEC 110	Security Concepts	2	2	3
		5	9	9
Spring Semester				
NET 126	Routing Basics	1	4	3
NOS 120	Linux/Unix Single User	2	2	3
NOS 130	Windows Single User	2	2	3
		5	8	9
	Total Credit Hours			**18**

WEB TECHNOLOGIES CERTIFICATE C25290A

Fall Semester		Lect	Lab	Cred
SEC 110	Security Concepts	2	2	3
WEB 110	Internet/Web Fund	2	2	3
WEB 115	Web Markup & Scripting	2	2	3
		6	6	9
Spring Semester				
WEB 120	Intro Inter Multimedia	2	2	3
WEB 140	Web Development Tools	2	2	3
WEB 210	Web Design	2	2	3
		6	6	9
	Total Credit Hours			**18**

All of these certificates are offered to high school students through the Career and College Promise program.

Computer Information Technology C25260X
Computer Programming C25130X
Information Systems Security C25270X
Networking Technology C25340X
Web Technologies C25290XA

COMPUTER-INTEGRATED MACHINING

Degree

CURRICULUM DESCRIPTION

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, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

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.

COMPUTER-INTEGRATED MACHINING DEGREE A50210

		Lect	Lab	Cred
Fall Semester				
ACA 111	College Student Success	1	0	1
BPR 111	Print Reading	1	2	2
CIS 111	Basic PC Lit	1	2	2
MAC 111	Machining Technology I	2	12	6
MAC 121	Intro to CNC	2	0	2
MAT 121	Algebra/Trigonometry I	2	2	3
		9	18	16
Spring Semester				
BPR 121	Blueprint Read: Mechan	1	2	2
ENG 111	Writing and Inquiry	3	0	3
MAC 112	Machining Technology II	2	12	6
MAC 124	CNC Milling	1	3	2
MAC 151	Machining Calculations	1	2	2
MEC 110	Intro to CAD/CAM	1	2	2
		9	21	17
Summer Semester				
MAC 113	Machining Technology III	2	12	6
MAC 122	CNC Turning	1	3	2
		3	15	8
Fall Semester				
ENG 114	Prof Research & Report	3	0	3
MAC 152	Advanced Machining Calc	1	2	2
MAC 214	Machining Tech IV[W]	2	12	6
MAC 222	Advanced CNC Turning	1	3	2
MEC 231	Comp-Aided Manuf I	1	4	3
		8	21	16
Spring Semester				
Humanities/Fine Arts Elective*		3	0	3
ISC 112	Industrial Safety	2	0	2
MAC 224	Advanced CNC Milling[W]	1	3	2
MEC 142	Physical Metallurgy	1	2	2
Social Science Elective*		3	0	3
		10	5	12
		Total Credit Hours		**69**

W – *Writing Intensive Course (ENG-111 pre-req)*

*See page 140 for elective options.

COMPUTER-INTEGRATED MACHINING

Diploma/Certificate

CURRICULUM DESCRIPTION

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, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

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.

COMPUTER-INTEGRATED MACHINING CERTIFICATE C50210

Fall Semester		**Lect**	**Lab**	**Cred**
MAC 111	Machining Technology I	2	12	6
		2	12	6
Spring Semester				
MAC 112	Machining Technology II	2	12	6
		2	12	6
Summer Semester				
MAC 113	Machining Technology III	2	12	6
		2	12	6
	Total Credit Hours			**18**

This certificate is offered to high school students through the Career and College Promise program (C50210X).

COMPUTER-INTEGRATED MACHINING DIPLOMA D50210

Fall Semester		**Lect**	**Lab**	**Cred**
BPR 111	Print Reading	1	2	2
CIS 111	Basic PC Lit	1	2	2
MAC 111	Machining Technology I	2	12	6
MAC 121	Intro to CNC	2	0	2
MAT 121	Algebra/Trigonometry I	2	2	3
		8	18	15
Spring Semester				
BPR 121	Blueprint Read: Mechan	1	2	2
ENG 111	Writing and Inquiry	3	0	3
MAC 112	Machining Technology II	2	12	6
MAC 124	CNC Milling	1	3	2
MAC 151	Machining Calculations	1	2	2
		8	19	15
Summer Semester				
MAC 113	Machining Technology III	2	12	6
MAC 122	CNC Turning	1	3	2
		3	15	8
	Total Credit Hours			**38**

CONSTRUCTION MANAGEMENT TECHNOLOGY

Degree

CURRICULUM DESCRIPTION

The Construction Management curriculum prepares individuals to supervise, manage, and inspect construction sites, buildings, and associated facilities. Includes instruction in site safety, personnel supervision, labor relations, diversity training, construction documentation, scheduling, resource and cost control, bid strategies, rework prevention, construction insurance and bonding, accident management and investigation, applicable law and regulations, and communication skills.

The construction technology curriculums are designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

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

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

***Humanities Elective – Select one course from the following:**

		Lect	Lab	Cred
HUM 110	Technology & Society	3	0	3
PHI 240	Introduction to Ethics	3	0	3

CONSTRUCTION MANAGEMENT TECHNOLOGY DEGREE A35190

Fall Semester		Lect	Lab	Cred
ACA 111	College Student Success	1	0	1
BPR 130	Print Reading-Construction	3	0	3
BUS 137	Princ of Management	3	0	3
CAR 111	Carpentry I	3	15	8
CMT 210	Prof Construction Superv	3	0	3
		13	15	18
Spring Semester				
ACC 120	Principles of Financial Acct	3	2	4
ARC 112	Constr Materials & Method	3	2	4
CIS 111	Basic PC Literacy	1	2	2
OR	CIS 110 Intro Computers	(2	2	3)
ENG 111	Writing and Inquiry	3	0	3
MAT 110	Math Measurement	2	2	3
		12	8	16
Summer Semester				
ENG 114	Prof Research and Report	3	0	3
Humanities/Fine Arts Elective*		3	0	3
		6	0	6
Fall Semester				
BUS 139	Entrepreneurship I	3	0	3
CMT 212	Total Safety Performance	3	0	3
CMT 214	Planning and Scheduling	3	0	3
ECO 151	Survey of Economics	3	0	3
SPA 120	Spanish for Workplace	3	0	3
SST 140	Green Building Concepts[W]	3	0	3
		18	0	18
Spring Semester				
CIV 230	Construction Estimating	2	3	3
CMT 120	Codes and Inspection	3	0	3
CMT 216	Cost and Productivity	3	0	3
CMT 218	Human Relations Issues[W]	3	0	3
		11	3	12
			Total Credit Hours	**70**

W – *Writing Intensive Course (ENG-111 pre-req)*

CONSTRUCTION TECHNOLOGY: CARPENTRY

Diploma/Certificate

CURRICULUM DESCRIPTION

The Carpentry curriculum prepares individuals to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in technical mathematics, framing, construction materials and selection, job estimating, print reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards.

The construction technology curriculums are designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

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

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

CONSTRUCTION TECHNOLOGY: CARPENTRY CERTIFICATE C35180

Fall Semester		**Lect**	**Lab**	**Cred**
BPR 130	Print Reading-Construction	3	0	3
CAR 111	Carpentry I	3	15	8
		6	15	11
Spring Semester				
ARC 112	Constr Materials & Methods	3	2	4
CMT 120	Codes and Inspection	3	0	3
		6	2	7
	Total Credit Hours			**18**

This certificate is offered to high school students through the Career and College Promise program (C35180X).

CONSTRUCTION TECHNOLOGY: CARPENTRY DIPLOMA D35180

Fall Semester		**Lect**	**Lab**	**Cred**
BPR 130	Print Reading-Construction	3	0	3
CAR 110	Intro to Carpentry	2	0	2
CAR 111	Carpentry I	3	15	8
ENG 101	Written Comm I	3	0	3
OR	ENG 111 Writing/Inquiry	(3	0	3)
MAT 110	Math Measurement	2	2	3
		13	17	19
Spring Semester				
ARC 112	Constr Materials & Method	3	2	4
CAR 112	Carpentry II	3	15	8
CAR 115	Res Planning/Estimating	3	0	3
CMT 120	Codes and Inspection	3	0	3
		12	17	18
Summer Semester				
CAR 113	Carpentry III	3	9	6
		3	9	6
	Total Credit Hours			**43**

This diploma is offered to high school students through the Career and College Promise program (D35180X).

COSMETOLOGY

Degree

CURRICULUM DESCRIPTION

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/ artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

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

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

Note: High school diploma or GED required for admittance to the Cosmetology programs.

All diploma- and degree-seeking Cosmetology students must take a placement test upon entering the Cosmetology Program. This testing will enable proper academic advising for students who wish to qualify for the North Carolina State Board of Cosmetic Arts Examination.

Advanced Standing Status

A prospective student who holds a current NCSB Cosmetology license and has at least five years of cosmetology experience may be given curriculum credit for the following courses: COS 111, COS 112, COS 113, COS 114, COS 115, and COS 116 for a total of 32 semester hours toward the AAS degree in Cosmetology.

Students must provide the following items to receive credit:

1. A current North Carolina State Board (NCSB) Cosmetology license.
2. A signed letter from their employer stating they have at least five years of cosmetology experience or a notarized letter saying they have worked privately for five years.

COSMETOLOGY DEGREE
A55140

	Lect	Lab	Cred
Fall Semester			
ACA 111 College Student Success	1	0	1
COS 111 Cosmetology Conc. I	4	0	4
COS 112 Salon I	0	24	8
ENG 111 Writing and Inquiry	3	0	3
	8	24	16
Spring Semester			
BUS 151 People Skills	3	0	3
COS 113 Cosmetology Conc. II	4	0	4
COS 114 Salon II	0	24	8
COS 223 Contemporary Haircolor	1	3	2
	8	27	17
Summer Semester			
COS 115 Cosmetology Conc. III	4	0	4
COS 116 Salon III	0	12	4
	4	12	8
Fall Semester			
COS 117 Cosmetology Conc. IV	2	0	2
COS 118 Salon IV	0	21	7
COS 119 Esthetics Concepts I[W]	2	0	2
ENG 114 Prof Research & Report	3	0	3
	7	21	14
Spring Semester			
CIS 110 Intro to Computers	2	2	3
COS 260 Design Applications[W]	1	3	2
Humanities/Fine Arts Elective*	3	0	3
MAT 110 Math Measurement	2	2	3
PSY 118 Interpersonal Psychology	3	0	3
	11	7	14
Total Credit Hours			**69**

W – *Writing Intensive Course (ENG-111 pre-req)*

**See page 140 for elective options.*

COSMETOLOGY

Diploma/Certificate

CURRICULUM DESCRIPTION

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/ artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

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

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

Note: High school diploma or GED required for admittance to the Cosmetology programs.

COSMETOLOGY CERTIFICATE C55140

Fall Semester	Lect	Lab	Cred
COS 111 Cosmetology Conc. I	4	0	4
COS 112 Salon I	0	24	8
	4	24	12
Spring Semester			
COS 113 Cosmetology Conc. II	4	0	4
COS 114 Salon II	0	24	8
	4	24	12
Fall Semester			
COS 115 Cosmetology Conc. III	4	0	4
COS 116 Salon III	0	12	4
	4	12	8
Spring Semester			
COS 117 Cosmetology Conc. IV	2	0	2
COS 118 Salon IV	0	21	7
	2	21	9
Total Credit Hours			**41**

COSMETOLOGY DIPLOMA D55140

Fall Semester	Lect	Lab	Cred
ACA 111 College Student Success	1	0	1
COS 111 Cosmetology Conc. I	4	0	4
COS 112 Salon I	0	24	8
ENG 111 Writing and Inquiry	3	0	3
	8	24	16
Spring Semester			
COS 113 Cosmetology Conc. II	4	0	4
COS 114 Salon II	0	24	8
PSY 118 Interpersonal Psychology	3	0	3
	7	24	15
Summer Semester			
COS 115 Cosmetology Conc. III	4	0	4
COS 116 Salon III	0	12	4
	4	12	8
Fall Semester			
COS 117 Cosmetology Conc. IV	2	0	2
COS 118 Salon IV	0	21	7
	2	21	9
Total Credit Hours			**48**

This certificate is offered to high school students through the Career and College Promise program (C55140X).

CRIMINAL JUSTICE TECHNOLOGY

Degree

CURRICULUM DESCRIPTION

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 service. 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.

Students successfully completing a Basic Law Enforcement Training course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for CJC 131, CJC 132, CJC 221, and CJC 231 toward the Associate in Applied Science degree in Criminal Justice Technology. Students must have successfully passed the Commissions' comprehensive certification examination. Students must have completed Basic Law Enforcement Training since 1985.

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

For information contact: Dawn Stanley, Lead Instructor for Criminal Justice Technologies stanleyd@surry.edu 336.386.3342.

CRIMINAL JUSTICE DEGREE A55180

		Lect	Lab	Cred
Fall Semester				
ACA 111	College Student Success	1	0	1
CIS 110	Intro to Computers	2	2	3
CJC 111	Intro to Criminal Justice	3	0	3
CJC 112	Criminology	3	0	3
ENG 111	Writing and Inquiry	3	0	3
PSY 150	General Psychology	3	0	3
		15	2	16
Spring Semester				
CJC 113	Juvenile Justice	3	0	3
CJC 131	Criminal Law	3	0	3
ENG 114	Prof. Research & Reporting	3	0	3
MAT 110	Math Measurement	2	2	3
PSY 241	Developmental Psychology	3	0	3
OR	PSY 246 Adolescent Psych	(3	0	3)
SOC 210	Introduction to Sociology	3	0	3
OR	SOC 220 Social Problems	(3	0	3)
		17	2	18
Fall Semester				
CJC 121	Law Enf. Oper (or WBL)	3	0	3
CJC 132	Court Proc & Evidence	3	0	3
CJC 141	Corrections (or WBL)	3	0	3
CJC 231	Constitutional Law	3	0	3
POL 120	American Government	3	0	3
		15	0	15
Spring Semester				
CJC 212	Ethics & Comm Relations[W]	3	0	3
CJC 221	Investigative Principles[W]	3	2	4
Humanities/Fine Arts Elective*		3	0	3
PSY 231	Forensic Psychology	3	0	3
OR	PSY 281 Abnormal Psych	(3	0	3)
SOC 230	Race & Ethnic Relations	3	0	3
		15	2	16
	Total Credit Hours			**65**

WBL options: WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, or 231

W – *Writing Intensive Course (ENG-111 pre-req)*

*See page 140 for elective options.

CRIMINAL JUSTICE TECHNOLOGY
Latent Evidence Concentration

Degree

CURRICULUM DESCRIPTION

Latent Evidence is a concentration under the curriculum of Criminal Justice Technology. This curriculum is designed to provide knowledge of latent evidence systems and operations. Study will focus on local, state, and federal law enforcement, evidence processing and procedures.

Students will learn both theory and hands-on analysis of latent evidence. They will learn fingerprint classification, identification, and chemical development. Students will record, cast, and recognize footwear and tire-tracks; and process crime scenes. Issues and concepts of communications and the use of computers and computer assisted design programs in crime scene technology will be discussed.

Graduates should qualify for employment in a variety of criminal justice organizations especially in local, state, and federal law enforcement, and correctional agencies.

For information contact: Dawn Stanley, Lead Instructor for Criminal Justice Technologies stanleyd@surry.edu 336.386.3342.

LATENT EVIDENCE DEGREE
A5518A

Fall Semester	**Lect**	**Lab**	**Cred**
ACA 111 College Student Success	1	0	1
CIS 110 Intro to Computers	2	2	3
CJC 111 Intro to Criminal Justice	3	0	3
CJC 112 Criminology	3	0	3
ENG 111 Writing and Inquiry	3	0	3
PSY 150 General Psychology	3	0	3
	15	2	16
Spring Semester			
CJC 131 Criminal Law	3	0	3
CJC 144 Crime Scene Processing[E]	2	3	3
ENG 114 Prof. Research & Reporting	3	0	3
Humanities/Fine Arts Elective*	3	0	3
MAT 110 Math Measurements	2	2	3
PSY 231 Forensic Psychology	3	0	3
OR PSY 281 Abnormal Psych	(3	0	3)
	16	5	18
Fall Semester			
CJC 114 Investigative Photography	1	2	2
CJC 132 Court Proced & Evidence[E]	3	0	3
CJC 146 Trace Evidence[E]	2	3	3
CJC 231 Constitutional Law	3	0	3
CJC 245 Friction Ridge Analysis[E]	2	3	3
SOC 210 Intro to Sociology	3	0	3
OR SOC 220 Social Problems	(3	0	3)
	14	8	17
Spring Semester			
CJC 113 Juvenile Justice	3	0	3
CJC 212 Ethics & Comm Relations[EW]	3	0	3
CJC 221 Investigative Principles[EW]	3	2	4
CJC 222 Criminalistics[E]	3	0	3
CJC 246 Adv Frict Ridge Analysis[E]	2	3	3
	14	5	16
Total Credit Hours			**67**

E - *These courses offered at the Elkin Center Crime Lab.*
W – *Writing Intensive Course (ENG-111 pre-req)*
**See page 140 for elective options.*

DIGITAL MEDIA TECHNOLOGY

Degree/Certificate

CURRICULUM DESCRIPTION

The Digital Media program prepares students for entry-level jobs in the digital design and multimedia industry. Students learn to synthesize multimedia, hypertext, computer programming, information architecture, and client/server technologies using both Internet and non-network-based media.

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

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

DIGITAL MEDIA TECHNOLOGY CERTIFICATE C25210A

Fall Semester	Lect	Lab	Cred
DME 110 Intro to Digital Media	2	2	3
DME 115 Graphic Design Tools	2	2	3
DEA 111 Introduction to DEAT	2	2	3
	6	6	9
Spring Semester			
DME 120 Intro to Multimedia Appl	2	2	3
DME 130 Digital Animation I	2	2	3
WEB 210 Web Design	2	2	3
	6	6	9
Total Credit Hours			**18**

This certificate is offered to high school students through the Career and College Promise program (C25210X).

DIGITAL MEDIA TECHNOLOGY DEGREE A25210

Fall Semester	Lect	Lab	Cred
ACA 111 College Student Success	1	0	1
CIS 110 Introduction to Computers	2	2	3
DEA 111 Introduction to DEAT	2	2	3
DME 110 Intro to Digital Media	2	2	3
DME 115 Graphic Design Tools	2	2	3
ENG 111 Writing and Inquiry	3	0	3
	12	8	16
Spring Semester			
CIS 115 Intro to Prog & Logic	2	3	3
DEA 213 3D Design & Animation I	2	3	3
DME 120 Intro to Multimedia Appl	2	2	3
DME 130 Digital Animation I	2	2	3
DME 215 Adv Graphic Design Tools	2	2	3
ENG 114 Prof Research & Report	3	0	3
	13	12	18
Fall Semester			
DEA 214 3D Design & Animation II	2	3	3
DME 140 Intro to Audio/Video Media	2	2	3
DME 220 Interact Multimedia Prog[W]	2	2	3
DME 230 Digital Animation II	2	2	3
MAT 143 Quantitative Literacy[W]	2	2	3
WEB 151 Mobile Application Dev I	2	2	3
	12	13	18
Spring Semester			
DME 260 Emerging Tech Dig Media	2	2	3
DME 285 Systems Project[W]	2	2	3
Humanities/Fine Arts Elective*	3	0	3
Social Science Elective*	3	0	3
WEB 210 Web Design	2	2	3
	12	6	15
Total Credit Hours			**67**

W – *Writing Intensive Course (ENG-111 pre-req)*

*See page 140 for elective options.

EARLY CHILDHOOD ASSOCIATE

Degree

CURRICULUM DESCRIPTION

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school age programs.

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

For information contact Mary Olvera, Lead Instructor of Early Childhood Education, at olveram@surry.edu or 336.386.3511.

*__Transfer elective options__: BIO 111, CHM 151, CIS 110, COM 231[W], ENG 131, ENG 261, HEA 110, HIS 111, HIS 112 [W], HUM 110, PED 110, POL 120, PSY 243, PSY 263, REL 110, SOC 210, SPA 111.

Students should choose elective options based on the institution they plan to transfer to.

Notes:

- Courses offered only with adequate enrollment.
- Courses offered in sequence only.
- WBL 111 Work-Based Learning is available for those students seeking certificate options.
- Transfer students should take EDU 250 (Praxis I) during their final semester.

A criminal background check may be required for degree completion based upon practicum placement.

W – *Writing Intensive Course (ENG-111 pre-req)*

EARLY CHILDHOOD ASSOCIATE DEGREE A55220

		Lect	Lab	Cred
Fall Semester				
ACA 111	College Student Success	1	0	1
OR	ACA 122 Coll Trans Success	(0	2	1)
EDU 119	Intro to Early Child Educ	4	0	4
EDU 144	Child Dev. I	3	0	3
EDU 153	Health, Safety & Nutrition	3	0	3
ENG 111	Writing and Inquiry	3	0	3
PSY 150	General Psychology	3	0	3
OR	SOC 210 Intro Sociology	(3	0	3)
		16/17	0/2	17
Spring Semester				
EDU 131	Child, Family, & Commun	3	0	3
EDU 145	Child Development II	3	0	3
EDU 146	Child Guidance	3	0	3
EDU 151	Creative Activities	3	0	3
ENG 112	Writing/Res in Disciplines	3	0	3
OR	ENG 113 Lit Base Research	(3	0	3)
OR	ENG 114 Prof Research	(3	0	3)
ART 111	Art Appreciation	3	0	3
OR	MUS 110 Music Apprec	(3	0	3)
		18	0	18
Fall Semester				
EDU 152	Music, Move & Lang	3	0	3
OR	Transfer Elective*			
EDU 221	Children w/ Except Needs	3	0	3
EDU 261	Early Child. Adm. I	3	0	3
OR	Transfer Elective*			
EDU 271	Educational Technology	2	2	3
EDU 280	Language & Literacy Exp.[W]	3	0	3
MAT 143	Quantitative Literacy[W]	2	2	3
OR	MAT 171 Precalc Algebra	(3	2	4)
		17/18	4	18/19
Spring Semester				
EDU 125	Sign Lang. for Educ.	3	0	3
OR	Transfer Elective*			
EDU 216	Foundations of Education	4	0	4
OR	Transfer Elective*			
EDU 234	Infants, Toddlers & Twos	3	0	3
EDU 259	Curriculum Planning	3	0	3
OR	Transfer Elective*			
EDU 262	Early Child. Adm. II	3	0	3
OR	Transfer Elective*			
EDU 284	EC Capstone Pract.[W]	1	9	4
		17	9	20
	Total Credit Hours			**72/76**

EARLY CHILDHOOD ASSOCIATE

Certificates

CURRICULUM DESCRIPTION

The Infant and Toddler Care Certificate curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine theory and practice in actual settings with infants and toddlers. Graduates will be prepared to plan and implement developmentally appropriate infant/toddler programs.

The Early Childhood Certificate prepares students for work as Lead Teachers in a childcare center. Successful completion of EDU 119 qualifies the student to receive the NC Early Childhood Credential. All courses in this certificate apply to the AAS Early Childhood Education Degree. The NC Division of Child Development and Early Education recognize all courses in the ECE program when determining educational standards under the NC Star Rated License program.

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

For information contact Mary Olvera, Lead Instructor of Early Childhood Education, at olveram@surry.edu or 336.386.3511.

Notes:

- Courses offered only with adequate enrollment.
- Courses offered in sequence only.
- WBL 111 Work-Based Learning is available for those students seeking certificate options.

A criminal background check may be required for degree completion based upon practicum placement.

INFANT/TODDLER CARE CERTIFICATE C55290

Fall Semester	Lect	Lab	Cred
EDU 119 Intro Early Childhd Ed.	4	0	4
EDU 144 Child Development I	3	0	3
EDU 153 Health, Safety, Nutrition	3	0	3
	10	0	10
Spring Semester			
EDU 131 Child, Family, & Comm.	3	0	3
EDU 234 Infants, Toddlers, & Twos	3	0	3
	6	0	6
Total Credit Hours			**16**

EARLY CHILDHOOD ASSOCIATE CERTIFICATE C55220

Fall Semester	Lect	Lab	Cred
EDU 119 Intro Early Childhd Ed.	4	0	4
EDU 144 Child Development I	3	0	3
	7	0	7
Spring Semester			
EDU 131 Child, Family, & Comm.	3	0	3
EDU 146 Child Guidance	3	0	3
EDU 151 Creative Activities	3	0	3
WBL 111 Work-Based Learning	0	10	1
	9	10	10
Total Credit Hours			**17**

ELECTRICAL SYSTEMS TECHNOLOGY
Electrical Track

Degree

CURRICULUM DESCRIPTION

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

***Humanities Elective – Select one course from the following:**

		Lect	Lab	Cred
HUM 110	Technology & Society	3	0	3
PHI 240	Introduction to Ethics	3	0	3

****Social/Behavioral Science Elective - Select one course from the following:**

		Lect	Lab	Cred
ECO 151	Survey of Economics	3	0	3
ECO 251	Microeconomics	3	0	3
PSY 118	Interpersonal Psych	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Intro to Sociology	3	0	3

WBL options:
WBL 111, 112, 113, 114, 121, 122, 123, or 131

W – *Writing Intensive Course (ENG-111 pre-req)*

ELECTRICAL TRACK DEGREE A35130

Fall Semester		Lect	Lab	Cred
ACA 111	College Student Success	1	0	1
ELC 112	DC/AC Electricity	3	6	5
ELC 113	Residential Wiring	2	6	4
ELC 125	Diagrams & Schematics	1	2	2
MAT 121	Algebra/Trigonometry I	2	2	3
		9	16	15
Spring Semester				
CIS 110	Intro to Computers	2	2	3
ELC 114	Commercial Wiring	2	6	4
ELC 118	National Electric Code	1	2	2
ELC 121	Electrical Estimating	1	2	2
ENG 111	Writing and Inquiry	3	0	3
MNT 110	Intro to Maint Procedures	1	3	2
		10	15	16
Summer Semester				
ELC 115	Industrial Wiring (or WBL)	2	6	4
ELC 117	Motors and Controls	2	6	4
ISC 112	Industrial Safety	2	0	2
		6	12	10
Fall Semester				
ELC 128	Introduction to PLC[W]	2	3	3
ELC 220	Photovoltaic Sys Tech	2	3	3
ENG 114	Prof. Research & Report	3	0	3
Humanities/Fine Arts Elective*		3	0	3
HYD 110	Hydraulic Pneumatics I	2	3	3
WLD 112	Basic Welding Processes	1	3	2
		13	12	17
Spring Semester				
ELC 221	Adv PVC Sys Design	2	3	3
ELC 228	PLC Applications	2	6	4
Social/Behavioral Science Elective**		3	0	3
SST 120	Energy Use Analysis[W]	2	2	3
		9	11	13
			Total Credit Hours	**71**

ELECTRICAL SYSTEMS TECHNOLOGY
Electrical Track
Diploma/Certificate

CURRICULUM DESCRIPTION

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

ELECTRICAL TRACK CERTIFICATE C35130A

Fall Semester		Lect	Lab	Cred
ELC 112	DC/AC Electricity	3	6	5
ELC 113	Residential Wiring	2	6	4
ELC 125	Diagrams & Schematics	1	2	2
		6	14	11
Spring Semester				
ELC 114	Commercial Wiring	2	6	4
ISC 112	Industrial Safety	2	0	2
		4	6	6
	Total Credit Hours			**17**

This certificate is offered to high school students through the Career and College Promise program (C35130XA).

ELECTRICAL TRACK DIPLOMA D35130A

Fall Semester		Lect	Lab	Cred
ELC 112	DC/AC Electricity	3	6	5
ELC 113	Residential Wiring	2	6	4
ELC 125	Diagrams & Schematics	1	2	2
MAT 121	Algebra/Trigonometry I	2	2	3
		8	16	14
Spring Semester				
ELC 114	Commercial Wiring	2	6	4
ELC 118	National Electric Code	1	2	2
ELC 121	Electrical Estimating	1	2	2
ENG 111	Writing and Inquiry	3	0	3
MNT 110	Intro to Maint Procedures	1	3	2
SST 120	Energy Use Analysis	2	2	3
		10	15	16
Summer Semester				
ELC 115	Industrial Wiring (or WBL)	2	6	4
ELC 117	Motors and Controls	2	6	4
ISC 112	Industrial Safety	2	0	2
		6	12	10
	Total Credit Hours			**40**

WBL options:
WBL 111, 112, 113, 114, 121, 122, 123, or 131

ELECTRICAL SYSTEMS TECHNOLOGY
Photovoltaic Track
Degree

CURRICULUM DESCRIPTION

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

***Humanities Elective – Select one course from the following:**

		Lect	Lab	Cred
HUM 110	Technology & Society	3	0	3
PHI 240	Introduction to Ethics	3	0	3

****Social/Behavioral Science Elective - Select one course from the following:**

		Lect	Lab	Cred
ECO 151	Survey of Economics	3	0	3
ECO 251	Microeconomics	3	0	3
PSY 118	Interpersonal Psych	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Intro to Sociology	3	0	3

WBL options:
WBL 111, 112, 113, 114, 121, 122, 123, or 131

PHOTOVOLTAIC TRACK DEGREE A35130B

Fall Semester		Lect	Lab	Cred
ACA 111	College Student Success	1	0	1
ELC 112	DC/AC Electricity	3	6	5
ELC 113	Residential Wiring	2	6	4
ELC 125	Diagrams & Schematics	1	2	2
MAT 121	Algebra/Trigonometry I	2	2	3
		9	16	15
Spring Semester				
ALT 120	Renewable Energy Tech	2	2	3
CIS 110	Intro to Computers	2	2	3
ELC 118	National Electric Code	1	2	2
ENG 111	Writing and Inquiry	3	0	3
Social/Behavioral Science Elective**		3	0	3
		11	6	14
Summer Semester				
ELC 115	Industrial Wiring (or WBL)	2	6	4
ELC 117	Motors and Controls	2	6	4
ISC 112	Industrial Safety	2	0	2
		6	12	10
Fall Semester				
ELC 128	Introduction to PLC[W]	2	3	3
ELC 220	Photovoltaic Sys Tech	2	3	3
ENG 114	Prof. Research & Reporting	3	0	3
Humanities/Fine Arts Elective*		3	0	3
SST 110	Intro to Sustainability	3	0	3
		13	6	15
Spring Semester				
AHR 211	Residential System Design	2	2	3
ELC 221	Adv PVC Sys Design	2	3	3
ELC 230	Wind & Hydro Power Sys	2	2	3
SST 120	Energy Use Analysis[W]	2	2	3
SST 130	Modeling Renewable Energy	2	2	3
		10	11	15
			Total Credit Hours	**69**

W – *Writing Intensive Course (ENG-111 pre-req)*

ELECTRICAL SYSTEMS TECHNOLOGY
Photovoltaic Track

Diploma/Certificate

CURRICULUM DESCRIPTION

This curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

PHOTOVOLTAIC TRACK CERTIFICATE C35130B

Fall Semester		Lect	Lab	Cred
ELC 113	Residential Wiring	2	6	4
ELC 220	Photovoltaic Sys Tech	2	3	3
		4	9	7
Spring Semester				
ALT 120	Renewable Energy Tech	2	2	3
ELC 118	National Electric Code	1	2	2
ELC 221	Adv PVC Sys Design	2	3	3
ISC 112	Industrial Safety	2	0	2
		7	7	10
	Total Credit Hours			**17**

This certificate is offered to high school students through the Career and College Promise program (C35130XB).

PHOTOVOLTAIC TRACK DIPLOMA D35130B

Fall Semester		Lect	Lab	Cred
ELC 112	DC/AC Electricity	3	6	5
ELC 113	Residential Wiring	2	6	4
ELC 125	Diagrams & Schematics	1	2	2
ELC 220	Photovoltaic Sys Tech	2	3	3
MAT 121	Algebra/Trigonometry I	2	2	3
		10	19	17
Spring Semester				
ALT 120	Renewable Energy Tech	2	2	3
ELC 230	Wind & Hydro Power Sys	2	2	3
ELC 118	National Electric Code	1	2	2
ELC 221	Adv PVC Sys Design	2	3	3
ENG 111	Writing and Inquiry	3	0	3
SST 130	Modeling Renewable Energy	2	2	3
		12	11	17
Summer Semester				
ELC 117	Motors and Controls	2	6	4
ISC 112	Industrial Safety	2	0	2
		4	6	6
	Total Credit Hours			**40**

ELECTRONICS ENGINEERING TECHNOLOGY

Degree/Certificate

CURRICULUM DESCRIPTION

The Electronics Engineering Technology curriculum is designed to prepare students to apply basic engineering principles and technical skills to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems. The curriculum includes instruction in mathematics, basic electricity, solid-state fundamentals, digital concepts, and microprocessors or programmable logic controllers.

These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify for employment as electronics engineering technician, field service technician, instrumentation technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

ELECTRONICS ENGINEERING CERTIFICATE C40200

Fall Semester		Lect	Lab	Cred
ELC 125	Diagrams & Schematics	1	2	2
ELC 131	Circuit Analysis I	3	3	4
ELC 131A	Circuit Analysis I Lab	0	3	1
		4	8	7
Spring Semester				
ELN 131	Analog Electronics I	3	3	4
ELN 133	Digital Electronics	3	3	4
ISC 112	Industrial Safety	2	0	2
		8	6	10
		Total Credit Hours		**17**

This certificate is offered to high school students through the Career and College Promise program (C40200X).

ELECTRONICS ENGINEERING DEGREE A40200

Fall Semester		Lect	Lab	Cred
ACA 111	College Student Success	1	0	1
CIS 111	Basic PC Literacy	1	2	2
ELC 125	Diagrams & Schematics	1	2	2
ELC 131	Circuit Analysis I	3	3	4
ELC 131A	Circuit Analysis I Lab	0	3	1
ENG 111	Writing and Inquiry	3	0	3
MAT 121	Algebra/Trigonometry I	2	2	3
		11	12	16
Spring Semester				
ELN 131	Analog Electronics I	3	3	4
ELN 133	Digital Electronics	3	3	4
ENG 114	Prof. Research & Reporting	3	0	3
MAT 122	Algebra/Trigonometry II	2	2	3
PHY 131	Physics Mechanics	3	2	4
		14	10	18
Summer Semester				
ELC 117	Motors and Controls	2	6	4
ISC 112	Industrial Safety	2	0	2
Social/Behavioral Science Elective*		3	0	3
		7	6	9
Fall Semester				
ELC 128	Introduction to PLC[W]	2	3	3
ELN 132	Linear IC Applications	3	3	4
ELN 232	Intro to Microprocessors	3	3	4
ELN 275	Troubleshooting	1	3	2
		9	12	13
Spring Semester				
ATR 280	Robotic Fundamentals	3	2	4
ELC 228	PLC Applications	2	6	4
ELN 152	Fabrication Tech[W] (or WBL)	1	3	2
ELN 246	Cert. Elect. Tech. Prep.	3	0	3
Humanities/Fine Arts Elective*		3	0	3
		12	11	16
		Total Credit Hours		**72**

WBL options: WBL 111, 112, or 121

W – *Writing Intensive Course (ENG-111 pre-req)*

**See page 140 for elective options.*

ENGINEERING DESIGN TECHNOLOGY

Certificate

CURRICULUM DESCRIPTION

The Engineering Design curriculum prepares students to apply technical skills and advanced computer software and hardware to create working drawings, graphic representations and computer simulations for mechanical and industrial designs. Includes instruction in engineering graphics, specification interpretation, geometric dimensioning and tolerancing, drafting calculations, two dimensional and three dimensional engineering design, solids modeling, engineering animation, computer-aided drafting (CAD), computer-aided design (CADD)and manufacturing materials and processes. Graduates should qualify for employment in mechanical areas such as manufacturing, fabrication, research and development, and service industries.

These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology. Graduates should qualify to obtain occupations such as technical service providers, engineering technicians, CAD systems managers, industrial and technology managers, research technicians and graphic technicians.

ENGINEERING DESIGN CERTIFICATE C50340

Fall Semester		**Lect**	**Lab**	**Cred**
CIS 110	Intro. to Computers	2	2	3
DFT 111	Tech Drafting I	1	3	2
DFT 111A	Tech Drafting I Lab	0	3	1
DFT 151	CAD I	2	3	3
		5	11	9
Spring Semester				
DFT 152	CAD II	2	3	3
DFT 154	Intro to Solid Modeling	2	3	3
MEC 111	Machine Processes I	1	4	3
		5	10	9
		Total Credit Hours		**18**

This certificate is offered to high school students through the Career and College Promise program (C50340X).

HORTICULTURE TECHNOLOGY

Certificate

CURRICULUM DESCRIPTION

The Sustainable Horticulture certificate program encompasses the study and practical application of foundational horticultural principles. The certificate consists of understanding, recognizing and applying sustainable production practices; identifying and selecting plant materials; comprehending and analyzing proper plant growth and soil conditions; and implementing an efficient integrated pest management program for a number of production systems. The certificate is designed to provide students with the knowledge, skills, experience, and attitudes that are necessary for independent, critical thinking essential to success in this field.

The certificate is especially useful for those interested in broadening their professional skills and/or base of knowledge and for those interested in pursuing career development in local horticultural industries.

SUSTAINABLE HORTICULTURE CERTIFICATE C15240

Fall Semester		**Lect**	**Lab**	**Cred**
AGR 139	Intro to Sustainable Ag	3	0	3
HOR 166	Soil and Fertilizers	2	2	3
HOR 142	Fruit & Veg Product	1	2	2
HOR 162	Applied Plant Science	2	2	3
		8	6	11
Spring Semester				
HOR 164	Hort Pest Mgt	2	2	3
HOR 160	Plant Materials I	2	2	3
		4	4	6
	Total Credit Hours			**17**

This certificate is offered to high school students through the Career and College Promise program (C15240X).

MECHATRONICS ENGINEERING TECHNOLOGY

Degree

CURRICULUM DESCRIPTION

The Mechatronics curriculum prepares the students to use basic engineering principles and technical skills in developing and testing automated, servomechanical, robotic, and other electromechanical systems used in advanced manufacturing. Includes instruction in prototype testing, manufacturing and operational testing, systems analysis and maintenance procedures.

These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should be qualified for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for Packaging Machinery Manufacturers Institute (PMMI) mechatronics or similar industry examinations.

***Humanities Elective – Select one course from the following:**

		Lect	Lab	Cred
HUM 110	Technology & Society	3	0	3
PHI 240	Introduction to Ethics	3	0	3

****Social/Behavioral Science Elective - Select one course from the following:**

		Lect	Lab	Cred
ECO 151	Survey of Economics	3	0	3
ECO 251	Microeconomics	3	0	3
GEO 111	World Reg Geog	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Intro to Sociology	3	0	3

WBL options for ELC 115:
WBL 111, 112, 113, 114, 121, 122, 123, or 131

MECHATRONICS ENGINEERING TECHNOLOGY DEGREE
A40350

Fall Semester	Lect	Lab	Cred
ACA 111 College Student Success	1	0	1
ELC 112 DC/AC Electricity	3	6	5
ELC 125 Diagrams and Schematics	1	2	2
Humanities/Fine Arts Elective*	3	0	3
HYD 110 Hydraulic Pneumatics I	2	3	3
MAT 121 Algebra & Trigonometry I	2	2	3
	12	13	17
Spring Semester			
ATR 112 Intro to Automation	2	3	3
CIS 110 Intro to Computers	2	2	3
ENG 111 Writing and Inquiry	3	0	3
MEC 111 Machine Processes I	1	4	3
MNT 110 Intro to Maint Procedures	1	3	2
PHY 131 Physics – Mechanics	3	2	4
	12	14	18
Summer Semester			
ELC 115 Industrial Wiring (or WBL)	2	6	4
ELC 117 Motors and Controls	2	6	4
ISC 112 Industrial Safety	2	0	2
	6	12	10
Fall Semester			
DFT 151 CAD I	2	3	3
ELC 128 Introduction to PLC[W]	2	3	3
ENG 114 Prof Research & Reporting	3	0	3
MAC 121 Intro to CNC	2	0	2
OR WLD 112 Basic Welding	(1	3	2)
Social/Behavioral Science Elective**	3	0	3
	11/12	6/9	12/14
Spring Semester			
ATR 212 Industrial Robots	2	3	3
ELC 213 Instrumentation	3	2	4
ELC 228 PLC Applications	2	6	4
MEC 130 Mechanisms[W]	2	2	3
PCI 162 Instrumentation Controls	2	3	3
	11	16	17
Total Credit Hours			**76**

W – *Writing Intensive Course (ENG-111 pre-req)*

MECHATRONICS ENGINEERING TECHNOLOGY

Diploma/Certificate

CURRICULUM DESCRIPTION

The Mechatronics curriculum prepares the students to use basic engineering principles and technical skills in developing and testing automated, servomechanical, robotic, and other electromechanical systems used in advanced manufacturing. Includes instruction in prototype testing, manufacturing and operational testing, systems analysis and maintenance procedures.

These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects. Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should be qualified for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for Packaging Machinery Manufacturers Institute (PMMI) mechatronics or similar industry examinations.

MECHATRONICS ENGINEERING TECHNOLOGY CERTIFICATE C40350

Fall Semester		Lect	Lab	Cred
ELC 112	DC/AC Electricity	3	6	5
ELC 125	Diagrams and Schematics	1	2	2
HYD 110	Hydraulic Pneumatics I	2	3	3
		6	11	10
Spring Semester				
ATR 112	Intro to Automation	2	3	3
ISC 112	Industrial Safety	2	0	2
MEC 111	Machine Process I	1	4	3
		5	7	8
	Total Credit Hours			**18**

This certificate is offered to high school students through the Career and College Promise program (C40350X).

MECHATRONICS ENGINEERING TECHNOLOGY DIPLOMA D40350

Fall Semester		Lect	Lab	Cred
CIS 110	Intro to Computers	2	2	3
ELC 112	DC/AC Electricity	3	6	5
ELC 125	Diagrams and Schematics	1	2	2
HYD 110	Hydraulic Pneumatics I	2	3	3
MAT 121	Algebra & Trigonometry I	2	2	3
		10	15	16
Spring Semester				
ATR 112	Intro to Automation	2	3	3
ELC 213	Instrumentation	3	2	4
ENG 111	Writing and Inquiry	3	0	3
MEC 111	Machine Process I	1	4	3
MNT 110	Intro to Maint Procedures	1	3	2
PHY 131	Physics – Mechanics	3	2	4
		13	14	19
Summer Semester				
ELC 115	Industrial Wiring (or WBL)	2	6	4
ELC 117	Motors & Controls	2	6	4
ISC 112	Industrial Safety	2	0	2
		6	12	10
	Total Credit Hours			**45**

WBL options for ELC 115:
WBL 111, 112, 113, 114, 121, 122, 123, or 131

MEDICAL ASSISTING

Degree

CURRICULUM DESCRIPTION

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical and laboratory procedures.

Course work 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.

Graduates of a CAAHEP-accredited medical assisting program may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

A goal of the Medical Assisting A.A.S. program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The Medical Assisting A.A.S. program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727.210.2350

A medical assisting student prohibited from participating in a clinical agency will be dismissed from the medical assisting program due to their inability to progress.

Note: This is a selective admission program. Please see the Enrollment Information section for admission requirements.

MEDICAL ASSISTING DEGREE A45400

		Lect	Lab	Cln	Cred
Fall Semester					
ACA 111	College Student Success	1	0	0	1
BIO 163	Basic Anatomy & Phys	4	2	0	5
ENG 111	Writing and Inquiry	3	0	0	3
MAT 110	Math Measurement	2	2	0	3
MED 110	Orient to Med Assist	1	0	0	1
MED 121	Medical Terminology I	3	0	0	3
OST 131	Keyboarding	1	2	0	2
		15	6	0	18
Spring Semester					
MED 118	Medical Law and Ethics[W]	2	0	0	2
MED 122	Medical Terminology II	3	0	0	3
MED 130	Adm. Office Proced I	1	2	0	2
MED 140	Exam Room Procedures	3	4	0	5
MED 232	Med Insurance Coding	1	3	0	2
OST 134	Text Entry & Formatting	2	2	0	3
OST 153	Office Finance Solutions	1	2	0	2
		13	13	0	19
Fall Semester					
CIS 110	Intro to Computers	2	2	0	3
MED 131	Adm. Office Proced II	1	2	0	2
MED 150	Lab Procedures I	3	4	0	5
MED 240	Exam Room Proced II	3	4	0	5
MED 272	Drug Therapy	3	0	0	3
		12	12	0	18
Spring Semester					
ENG 114	Prof Research/Reporting	3	0	0	3
Humanities/Fine Arts Elective*		3	0	0	3
MED 230	Admin Office Proced III	1	2	0	2
MED 260	MED Clinical Practicum	0	0	15	5
MED 262	Clinical Perspectives[W]	1	0	0	1
PSY 118	Interpersonal Psych	3	0	0	3
OR	PSY 150 General Psych	(3	0	0	3)
		11	2	15	17
	Total Credit Hours				**72**

W – *Writing Intensive Course (ENG-111 pre-req)*

**See page 140 for elective options.*

MEDICAL OFFICE ADMINISTRATION

Degree

CURRICULUM DESCRIPTION

This curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing, and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

Note: A background check and/or drug screening may be required for degree completion based upon Work-Based Learning placement.

MEDICAL OFFICE ADMINISTRATION DEGREE A25310

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
ENG 111	Writing and Inquiry	3	0	3
MAT 110	Math Measurement	2	2	3
MED 121	Medical Terminology I	3	0	3
OST 131	Keyboarding**	1	2	2
OST 164	Text Editing Applications	3	0	3
		13	4	15
Spring Semester				
ENG 114	Prof Research & Report	3	0	3
MED 122	Medical Terminology II	3	0	3
OST 134	Text Entry & Formatting	2	2	3
OST 137	Office Software Appl	2	2	3
OST 148	Med Coding, Bill & Ins	3	0	3
OST 149	Medical Legal Issues	3	0	3
		16	4	18
Fall Semester				
MED 134	Medical Transcription	2	2	3
OST 136	Word Processing	2	2	3
OST 181	Intro to Office Systems	2	2	3
OST 184	Records Management	2	2	3
OST 243	Med Office Simulation	2	2	3
OST 286	Professional Develop[W]	3	0	3
		13	10	18
Spring Semester				
BUS 121	Business Math	2	2	3
BUS 260	Business Comm[W]	3	0	3
Humanities/Fine Arts Elective*		3	0	3
OST 289	Admin Office Mgmt	2	2	3
Social/Behavioral Science Elective		3	0	3
WBL 111	Work-Based Learning	0	10	1
		13	14	16
		Total Credit Hours		**67**

W – *Writing Intensive Course (ENG-111 pre-req)*

**See page 140 for elective options.*

****OST 131** is a prerequisite to several classes in the Medical Office Administration program. It is critical that OST-131 be completed during the first semester of the program.

MEDICAL OFFICE ADMINISTRATION

Diploma/Certificate

CURRICULUM DESCRIPTION

This curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing, and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

ONLINE PROGRAM INFORMATION: Surry offers this program online. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

MEDICAL OFFICE ADMINISTRATION CERTIFICATE C25310

Fall Semester		**Lect**	**Lab**	**Cred**
OST 131	Keyboarding**	1	2	2
OST 164	Text Editing Applications	3	0	3
OST 184	Records Management	2	2	3
MED 121	Medical Terminology I	3	0	3
		9	4	11
Spring Semester				
OST 134	Text Entry & Formatting	2	2	3
OST 148	Med Coding, Bill & Ins	3	0	3
		5	2	6
	Total Credit Hours			**17**

This certificate is offered to high school students through the Career and College Promise program (C25310X).

MEDICAL OFFICE ADMINISTRATION DIPLOMA D25310

Fall Semester		**Lect**	**Lab**	**Cred**
ENG 111	Writing and Inquiry	3	0	3
OST 131	Keyboarding**	1	2	2
OST 164	Text Editing Applications	3	0	3
OST 184	Records Management	2	2	3
MED 121	Medical Terminology I	3	0	3
		12	4	14
Spring Semester				
OST 134	Text Entry & Formatting	2	2	3
OST 137	Office Software Appl	2	2	3
MAT 110	Math Measurement	2	2	3
MED 122	Medical Terminology II	3	0	3
OST 148	Med Coding, Bill & Ins	3	0	3
		12	6	15
Fall Semester				
MED 134	Medical Transcription	2	2	3
OST 136	Word Processing	2	2	3
OST 181	Intro to Office Systems	2	2	3
OST 243	Med Office Simulation	2	2	3
		8	8	12
Spring Semester				
OST 149	Medical Legal Issues	3	0	3
OST 289	Admin Office Mgmt	2	2	3
		5	2	6
	Total Credit Hours			**47**

****OST 131** is a prerequisite to several classes in the Medical Office Administration program. It is critical that OST-131 be completed during the first semester of the program.

NURSING: ASSOCIATE DEGREE NURSING (ADN)

Degree

CURRICULUM DESCRIPTION

The Associate Degree Nursing curriculum provides students with opportunities to develop knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to assist individuals in making informed decisions that impact their health, quality of life, and achievement of potential.

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

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

Each nursing (NUR) course must be successfully completed in order to progress to subsequent nursing courses.

A nursing student prohibited from participating in a clinical agency will be dismissed from the nursing program due to their inability to progress.

***Humanities/Fine Arts Elective**

Select one course from the following:

		Lect	Lab	Cred
ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
HUM 115	Critical Thinking	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Intro to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Intro to Ethics	3	0	3

ASSOCIATE DEGREE NURSING A45110

		Lect	Lab	Cln	Cred
Fall Semester					
ACA 111	College Student Success	1	0	0	1
BIO 168	Anatomy & Physiology I	3	3	0	4
ENG 111	Writing and Inquiry	3	0	0	3
NUR 111	Intro. to Health Concepts	4	6	6	8
NUR 117	Pharmacology	1	3	0	2
		12	12	6	18
Spring Semester					
BIO 169	Anatomy & Physiology II	3	3	0	4
NUR 112	Health-Illness Concepts	3	0	6	5
NUR 113	Family Health Concepts	3	0	6	5
PSY 150	General Psychology	3	0	0	3
		12	3	12	17
Summer Semester					
ENG 114	Prof Research & Report	3	0	0	3
NUR 114	Holistic Health Concepts	3	0	6	5
PSY 241	Developmental Psych	3	0	0	3
		9	0	6	11
Fall Semester					
COM 231	Public Speaking[W]	3	0	0	3
NUR 211	Health Care Concepts	3	0	6	5
NUR 212	Health Sys Concepts[W]	3	0	6	5
		9	0	12	13
Spring Semester					
Humanities/Fine Arts Elective*		3	0	0	3
NUR 213	Complex Health Conc[W]	4	3	15	10
		7	3	15	13
	Total Credit Hours				**72**

W – *Writing Intensive Course (ENG-111 pre-req)*

NURSING: ASSOCIATE DEGREE NURSING (LPN-ADN)

for Licensed Practical Nurses Only (Evening Option)

Degree

CURRICULUM DESCRIPTION

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

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

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

Each nursing (NUR) course must be successfully completed in order to progress to subsequent nursing courses.

A nursing student prohibited from participating in a clinical agency will be dismissed from the nursing program due to their inability to progress.

***Humanities/Fine Arts Elective**

Select one course from the following:

		Lect	Lab	Cred
ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
HUM 115	Critical Thinking	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Intro to Jazz	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Intro to Ethics	3	0	3

ASSOCIATE DEGREE NURSING
LPN-ADN
A45110

Courses listed in the first and second semester must be completed prior to admission to the Nursing Program.

First Semester		Lect	Lab	Cln	Cred
ACA 111	College Student Success	1	0	0	1
BIO 168	Anatomy & Physiology I	3	3	0	4
ENG 111	Writing and Inquiry	3	0	0	3
PSY 150	General Psychology	3	0	0	3
		10	3	0	11
Second Semester					
BIO 169	Anatomy & Physiology II	3	3	0	4
COM 231	Public Speaking[W]	3	0	0	3
PSY 241	Developmental Psych	3	0	0	3
		9	3	0	10

Courses listed below are to be completed after admission to Nursing Program.

Spring Semester					
ENG 114	Prof Research & Report	3	0	0	3
NUR 214	Nursing Transition Conc	3	0	3	4
		6	0	3	7
Fall Semester					
NUR 221	LPN to ADN Concepts I[W]	6	0	9	9
Humanities/Fine Arts Elective*		3	0	0	3
		9	0	9	12
Spring Semester					
NUR 223	LPN to ADN Concepts II[W]	6	0	9	9
		6	0	9	9
	Total Credit Hours				**49**

NOTE: Upon successful completion of NUR 214, NUR 221, and NUR 223, credit is awarded for NUR 111, NUR 112, NUR 113, NUR 114 and NUR 211.

W – *Writing Intensive Course (ENG-111 pre-req)*

NURSING: PRACTICAL NURSING (PN)

Diploma

CURRICULUM DESCRIPTION

The Practical Nursing Curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults. Students will participate in nursing care as directed by the registered nurse.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse.

Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

Each nursing (NUR) course must be successfully completed in order to progress to subsequent nursing courses.

A nursing student prohibited from participating in a clinical agency will be dismissed from the nursing program due to their inability to progress.

PRACTICAL NURSING DIPLOMA D45660

Spring Semester		**Lect**	**Lab**	**Cln**	**Cred**
BIO 163	Basic Anatomy & Physio	4	2	0	5
NUR 101	Practical Nursing I	7	6	6	11
NUR 117	Pharmacology	1	3	0	2
PSY 150	General Psychology	3	0	0	3
		15	11	6	21
Summer Semester					
ENG 111	Writing and Inquiry	3	0	0	3
NUR 102	Practical Nursing II	7	0	9	10
		10	0	9	13
Fall Semester					
NUR 103	Practical Nursing III[W]	6	0	9	9
PSY 241	Developmental Psych	3	0	0	3
		9	0	9	12
	Total Credit Hours				**46**

W – *Writing Intensive Course (ENG-111 pre-req)*

NURSE AIDE

Certificate

CURRICULUM DESCRIPTION

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 C45840

		Lect	Lab	Cln	Cred
Fall Semester					
NAS 101	Nurse Aide I	3	4	3	6
PSY 150	General Psychology	3	0	0	3
		6	4	3	9
Spring Semester					
NAS 102	Nurse Aide II	3	2	6	6
PSY 241	Developmental Psych	3	0	0	3
		6	2	6	9
	Total Credit Hours				**18**

This certificate is offered to high school students through the Career and College Promise program (C45840X).

OFFICE ADMINISTRATION

Degree

CURRICULUM DESCRIPTION

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

ONLINE PROGRAM INFORMATION: Surry offers many Office Administration degree and diploma courses online with adequate enrollment. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

Note: A background check and/or drug screening may be required for degree completion based upon Work-Based Learning placement.

OFFICE ADMINISTRATION DEGREE A25370

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
CIS 110	Intro to Computers	2	2	3
ENG 111	Writing and Inquiry	3	0	3
MAT 110	Math Measurement	2	2	3
OST 131	Keyboarding**	1	2	2
OST 164	Text Editing Applications	3	0	3
OST 184	Records Management	2	2	3
		14	8	18
Spring Semester				
BUS 110	Intro to Business	3	0	3
BUS 125	Personal Finance	3	0	3
ENG 114	Prof Research & Report	3	0	3
OST 134	Text Entry & Formatting	2	2	3
OST 137	Office Software Appl	2	2	3
OST 153	Office Finance Solutions	1	2	2
		14	6	17
Fall Semester				
BUS 121	Business Math	2	2	3
BUS 137	Princ of Management	3	0	3
Humanities/Fine Arts Elective*		3	0	3
OST 136	Word Processing	2	2	3
OST 181	Intro to Office Systems	2	2	3
OST 286	Professional Develop[W]	3	0	3
		15	6	18
Spring Semester				
BUS 151	People Skills	3	0	3
BUS 260	Business Comm[W]	3	0	3
OST 289	Admin Office Mgmt	2	2	3
Social/Behavioral Science Elective*		3	0	3
WBL 111	Work-Based Learning	0	10	1
		11	12	13
		Total Credit Hours		**66**

W – *Writing Intensive Course (ENG-111 pre-req)*

**See page 140 for elective options.*

****OST 131** is a prerequisite to several classes in the Office Administration program. It is critical that OST-131 be completed during the first semester of the program.

OFFICE ADMINISTRATION

Diploma/Certificate

CURRICULUM DESCRIPTION

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

ONLINE PROGRAM INFORMATION: Surry offers many Office Administration degree and diploma courses online with adequate enrollment. Further information can be found on Surry's website at http://surry.edu/areas-of-study/online-learning/

OFFICE ADMINISTRATION CERTIFICATE C25370

Fall Semester		**Lect**	**Lab**	**Cred**
OST 131	Keyboarding**	1	2	2
OST 164	Text Editing Applications	3	0	3
OST 184	Records Management	2	2	3
		6	4	8
Spring Semester				
OST 134	Text Entry & Formatting	2	2	3
OST 137	Office Software App	2	2	3
OST 153	Office Finance Solutions	1	2	2
		5	6	8
	Total Credit Hours			**16**

This certificate is offered to high school students through the Career and College Promise program (C25370X).

OFFICE ADMINISTRATION DIPLOMA D25370

Fall Semester		**Lect**	**Lab**	**Cred**
ENG 111	Writing and Inquiry	3	0	3
OST 131	Keyboarding**	1	2	2
OST 164	Text Editing Applications	3	0	3
OST 184	Records Management	2	2	3
		9	4	11
Spring Semester				
BUS 110	Intro. to Business	3	0	3
MAT 110	Math Measurement	2	2	3
OST 134	Text Entry & Formatting	2	2	3
OST 137	Office Software App	2	2	3
OST 153	Office Finance Solutions	1	2	2
		10	8	14
Fall Semester				
BUS 121	Business Math	2	2	3
OST 286	Professional Develop	3	0	3
OST 136	Word Processing	2	2	3
OST 181	Intro. To Office Systems	2	2	3
		9	6	12
Spring Semester				
BUS 151	People Skills	3	0	3
BUS 260	Business Comm[W]	3	0	3
OST 289	Adm. Office Mgmt	2	2	3
		8	2	9
	Total Credit Hours			**46**

W – *Writing Intensive Course (ENG-111 pre-req)*

****OST 131** is a prerequisite to several classes in the Office Administration program. It is critical that OST-131 be completed during the first semester of the program.

PARALEGAL TECHNOLOGY

Degree/Certificate

CURRICULUM DESCRIPTION

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

Note: Surry Community College is designated as a Qualified Paralegal Studies Program by the North Carolina State Bar Board of Paralegal Certification.

PARALEGAL TECHNOLOGY CERTIFICATE
Real Property Concentration
C25380

Fall Semester		**Lect**	**Lab**	**Cred**
LEX 110	Intro to Paralegal Study	2	0	2
LEX 120	Legal Res. & Writing	2	2	3
LEX 210	Real Property I	3	0	3
		7	2	8
Spring Semester				
LEX 150	Commercial Law	2	2	3
LEX 211	Real Property II	1	4	3
LEX 250	Wills, Estates & Trusts	2	2	3
		5	8	9
	Total Credit Hours			**17**

PARALEGAL TECHNOLOGY DEGREE
A25380

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
ENG 111	Writing and Inquiry	3	0	3
LEX 110	Intro to Paralegal Study	2	0	2
LEX 120	Legal Res & Writing I	2	2	3
LEX 160	Criminal Law & Proced	2	2	3
OST 131	Keyboarding	1	2	2
OST 137	Office Software Appl	2	2	3
OR	CIS 110 Intro to Comp	(2	2	3)
		13	8	17
Spring Semester				
ENG 114	Prof. Research & Report	3	0	3
LEX 121	Legal Res & Writing II[W]	2	2	3
LEX 130	Civil Injuries	3	0	3
LEX 140	Civil Litigation I	3	0	3
LEX 150	Commercial Law	2	2	3
OST 134	Text Entry & Formatting	2	2	3
		15	6	18
Fall Semester				
Humanities/Fine Arts Elective*		3	0	3
LEX 141	Civil Litigation II	2	2	3
LEX 210	Real Property I	3	0	3
LEX 240	Family Law	3	0	3
LEX 260	Bankruptcy & Collection	3	0	3
MAT 143	Quantitative Literacy[W]	2	2	3
		16	4	18
Spring Semester				
BUS 260	Business Communic[W]	3	0	3
LEX 211	Real Property II	1	4	3
LEX 250	Wills, Estates, & Trusts	2	2	3
LEX 280	Ethics & Professionalism	2	0	2
Social/Behavioral Science Elective*		3	0	3
WBL 111	Work-Based Learning	0	10	1
OR	ACC 120 Acct I	(3	2	4)
		11	16	15
	Total Credit Hours			**68**

W – *Writing Intensive Course (ENG-111 pre-req)*

**See page 140 for elective options.*

PHYSICAL THERAPIST ASSISTANT (PTA)

Degree

CURRICULUM DESCRIPTION

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under the supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. (A student with a felony may not be eligible for licensure or employment). Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

Competitive admissions are anticipated for an intense program that leads to an intensely-satisfying career. The program will admit a maximum of 16 students each Fall Semester.

The Physical Therapist Assistant program at Surry Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Each Physical Therapist Assistant (PTA) course must be successfully completed in order to progress to subsequent PTA courses.

PTA students prohibited from participating in a clinical internship based on their criminal background check or drug screening will be dismissed from the PTA program due to their inability to progress.

For information contact: Eileen Coleman, PTA Program Director; colemanei@surry.edu; 336.386.3513

W – *Writing Intensive Course (ENG-111 pre-req)*

PHYSICAL THERAPIST ASSISTANT DEGREE A45620

		Lect	Lab	Cln	Cred
Fall Semester					
ACA 111	College Student Success	1	0	0	1
BIO 168	Anatomy & Physiology I	3	3	0	4
PHY 110	Conceptual Physics	3	0	0	3
PHY 110A	Conceptual Physics Lab	0	2	0	1
PTA 110	Introduction to PT	2	3	0	3
PTA 130	Physical Therapy Proc. I	1	6	0	3
PTA 170	Pathophysiology	3	0	0	3
		13	14	0	18
Spring Semester					
BIO 169	Anatomy & Physiology II	3	3	0	4
ENG 111	Writing and Inquiry	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PTA 120	Functional Anatomy	1	6	0	3
PTA 140	Therapeutic Exercise	2	6	0	4
PTA 150	Physical Therapy Proc. II	1	6	0	3
		13	21	0	20
Summer Semester					
PTA 180	PTA Clinical Ed. Intro.	0	0	9	3
PTA 212	Healthcare Resources	2	0	0	2
PTA 252	Geriatrics for the PTA	2	0	0	2
		4	0	9	7
Fall Semester					
ENG 112	Writing/Res in Disciplines	3	0	0	3
OR	ENG 113 Lit Base Res	(3	0	0	3)
OR	ENG 114 Prof Research	(3	0	0	3)
Humanities/Fine Arts Elective*		3	0	0	3
PSY 241	Developmental Psych	3	0	0	3
PTA 160	Physical Therapy Proc. III	2	3	0	3
PTA 222	Profession Interactions[W]	2	0	0	2
PTA 240	Physical Therapy Proc. IV	3	6	0	5
		16	9	0	19
Spring Semester					
PTA 260	Adv PTA Clinical Edu	0	0	30	10
PTA 270	PTA topics (4 weeks)	1	0	0	1
PTA 280	PTA Issues I (4 weeks) [W]	1	0	0	1
		2	0	30	12
	Total Credit Hours				**76**

**See page 140 for elective options.*

VITICULTURE & ENOLOGY

Degree

CURRICULUM DESCRIPTION

The Viticulture & Enology curriculum is designed to prepare individuals for various careers in the grape growing and wine making industry. Classroom instruction, laboratory and field applications of viticultural/enological principles and practices are included in the program of study.

Course work in viticulture includes aspects of plant science, vineyard stock selection, and propagation, soils, vine nutrition and pest management. Also included are courses in planning, layout, economics and management of vineyards. Those interested in enology will receive training in the classroom, laboratory and field in the tools and techniques of wine making. Related courses in microbiology and fermentation science, sensory analysis, and winery economics and marketing are offered.

Graduates should qualify for positions in vineyards, wineries, and in related areas of sales and services. Graduates in viticulture will also be certified as North Carolina Private Pesticide Applicators.

[21]Students must be 21 years or older in order to enroll in VEN 132, Wines of the World.

**** Program Elective - Select one course from the following:**

		Lect	Lab	Cred
AGR 139	Intro to Sust. Agric.	3	0	3
HOR 162	Applied Plant Science	2	2	3
HOR 164	Hort Pest Mgt	2	2	3
VEN 282	Wine Microbiology	3	0	3
VEN 285	Winery Operations	3	2	4
VEN 287	Vineyard Operations	3	2	4
WBL 112	Work-Based Learning	0	20	2

W – *Writing Intensive Course (ENG-111 pre-req)*

**See page 140 for elective options.*

VITICULTURE & ENOLOGY DEGREE A15430

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
CIS 110	Intro to Computers	2	2	3
ENG 111	Writing and Inquiry	3	0	3
VEN 132	Wines of the World[21]	1	2	2
VEN 133	Intro to Winemaking	3	0	3
VEN 134	Grape Harvest	1	0	1
VEN 135	Intro to Viticulture	3	2	4
		14	6	17
Spring Semester				
BUS 110	Intro to Business	3	0	3
ENG 114	Prof. Research & Report	3	0	3
MAT 143	Quantitative Literacy[W]	2	2	3
VEN 138	Vineyard Est. & Develop	3	0	3
VEN 139	Grape & Wine Science	4	2	5
		14	7	17
Summer Semester				
VEN 285	Winery Operations	3	2	4
OR	VEN 287 Vineyard Ops	(3	2	4)
		3	2	4
Fall Semester				
BUS 137	Prin of Management	3	0	3
BUS 139	Entrepreneurship I	3	0	3
SPA 120	Spanish in the Workplac	3	0	3
VEN 238	Grape Pests, Disease	3	0	3
VEN 283	Wine Product & Analysis	2	6	5
		11	6	17
Spring Semester				
Humanities/Fine Arts Elective*		3	0	3
PSY 118	Interpersonal Psych	3	0	3
Program Elective** (or WBL 112)			Varies	
VEN 284	Wine Design & Mgmt	3	0	3
VEN 286	Wine Marketing[W]	3	0	3
VEN 288	Wine Finish & Packag[W]	1	4	3
		13+	4+	15+
		Total Credit Hours		**72+**

VITICULTURE & ENOLOGY

Diploma

CURRICULUM DESCRIPTION

The Viticulture & Enology curriculum is designed to prepare individuals for various careers in the grape growing and wine making industry. Classroom instruction, laboratory and field applications of viticultural/enological principles and practices are included in the program of study.

Course work in viticulture includes aspects of plant science, vineyard stock selection, and propagation, soils, vine nutrition and pest management. Also included are courses in planning, layout, economics and management of vineyards. Those interested in enology will receive training in the classroom, laboratory and field in the tools and techniques of wine making. Related courses in microbiology and fermentation science, sensory analysis, and winery economics and marketing are offered.

Graduates should qualify for positions in vineyards, wineries, and in related areas of sales and services. Graduates in viticulture will also be certified as North Carolina Private Pesticide Applicators.

[21]Students must be 21 years or older in order to enroll in VEN 132, Wines of the World.

**** Program Elective - Select one course from the following:**

		Lect	Lab	Cred
AGR 139	Intro to Sust. Agr.	3	0	3
HOR 162	Applied Plant Science	2	2	3
HOR 164	Hort Pest Mgt	2	2	3
VEN 282	Wine Microbiology	3	0	3
VEN 285	Winery Operations	3	2	4
VEN 286	Wine Marketing[W]	3	0	3
VEN 287	Vineyard Operations	3	2	4
WBL 112	Work-Based Learning	0	20	2

VITICULTURE & ENOLOGY DIPLOMA D15430

Fall Semester		**Lect**	**Lab**	**Cred**
ACA 111	College Student Success	1	0	1
SPA 120	Spanish in the Workplac	3	0	3
VEN 132	Wines of the World[21]	1	2	2
VEN 133	Intro to Winemaking	3	0	3
VEN 134	Grape Harvest	1	0	1
VEN 135	Intro to Viticulture	3	2	4
VEN 238	Grape Pests, Diseases	3	0	3
		16	4	17
Spring Semester				
BUS 110	Intro to Business	3	0	3
CIS 110	Intro to Computers	2	2	3
ENG 111	Writing and Inquiry	3	0	3
VEN 138	Vineyard Est. & Develop	3	0	3
VEN 139	Grape and Wine Science	4	2	5
Program Elective** (or WBL 112)			Varies	
		15+	4+	17+
Summer Semester				
MAT 143	Quantitative Literacy[W]	2	2	3
VEN 285	Winery Operations	3	2	4
OR	VEN 287 Vineyard Ops	(3	2	4)
		5	4	7
	Total Credit Hours			**41+**

W – *Writing Intensive Course (ENG-111 pre-req)*

VITICULTURE & ENOLOGY

Certificates

CURRICULUM DESCRIPTION

The Viticulture & Enology curriculum is designed to prepare individuals for various careers in the grape growing and wine making industry. Classroom instruction, laboratory and field applications of viticultural/enological principles and practices are included in the program of study.

Course work in viticulture includes aspects of plant science, vineyard stock selection, and propagation, soils, vine nutrition and pest management. Also included are courses in planning, layout, economics and management of vineyards. Those interested in enology will receive training in the classroom, laboratory and field in the tools and techniques of wine making. Related courses in microbiology and fermentation science, sensory analysis, and winery economics and marketing are offered.

Graduates should qualify for positions in vineyards, wineries, and in related areas of sales and services. Graduates in viticulture will also be certified as North Carolina Private Pesticide Applicators.

Students must be 21 years or older in order to enroll in VEN 132, Wines of the World.

VITICULTURE & ENOLOGY CERTIFICATE – VITICULTURE TRACK C15430A

Fall Semester		**Lect**	**Lab**	**Cred**
VEN 134	Grape Harvest	1	0	1
VEN 135	Intro to Viticulture	3	2	4
VEN 238	Grape Pests, Diseases	3	0	3
		11	4	8
Spring Semester				
VEN 138	Vineyard Est. & Develop	3	0	3
WBL 112	Work-Based Learning	0	20	2
		3	20	5
Summer Semester				
VEN 287	Vineyard Operations	3	2	4
		3	2	4
	Total Credit Hours			**17**

VITICULTURE & ENOLOGY CERTIFICATE – ENOLOGY TRACK C15430B

Fall Semester		**Lect**	**Lab**	**Cred**
VEN 133	Intro to Winemaking	3	0	3
		3	0	3
Spring Semester				
VEN 139	Grape and Wine Science	4	2	5
		4	2	5
Summer Semester				
VEN 285	Winery Operations	3	2	4
		3	2	4
Fall Semester				
VEN 283	Wine Product & Analysis	2	6	5
		2	6	5
	Total Credit Hours			**17**

VITICULTURE & ENOLOGY CERTIFICATE – MARKETING TRACK C15430C

Fall Semester		**Lect**	**Lab**	**Cred**
VEN 132	Wines of the World[21]	1	2	2
VEN 133	Intro to Winemaking	3	0	3
VEN 135	Intro to Viticulture	3	2	4
		7	4	9
Spring Semester				
VEN 284	Wine Design & Mgmt	3	0	3
VEN 286	Wine Marketing[W]	3	0	3
		6	0	6
Summer Semester				
WBL 111	Work-Based Learning	0	10	1
		0	10	1
	Total Credit Hours			**16**

W – *Writing Intensive Course (ENG-111 pre-req)*

WELDING TECHNOLOGY

Diploma

CURRICULUM DESCRIPTION

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.

Course work 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.

WELDING TECHNOLOGY DIPLOMA D50420

Fall Semester		**Lect**	**Lab**	**Cred**
MAT 110	Math Measurement	2	2	3
WLD 110	Cutting Processes	1	3	2
WLD 115	SMAW (STICK) Plate	2	9	5
WLD 121	GMAW (MIG) FCAW/Plat	2	6	4
WLD 141	Symbols and Specific	2	2	3
		9	22	17
Spring Semester				
ENG 101	App. Comm. I	3	0	3
OR	ENG 111 Writing/Inq	(3	0	3)
MEC 110	Introduction to CAD/CAM	1	2	2
MEC 111	Machine Processes	1	4	3
WLD 116	SMAW (STICK) Plat/Pipe	1	9	4
WLD 131	GTAW (TIG) Plate	2	6	4
		8	21	16
Summer Semester				
WLD 143	Welding Metallurgy	1	2	2
WLD 261	Certification Practices	1	3	2
OR	WBL 111 Work Learn	(0	10	1)
WLD 265	Auto Welding/Cutting	2	6	4
		4	11	8
	Total Credit Hours			**41**

WELDING TECHNOLOGY

Certificates

CURRICULUM DESCRIPTION

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.

Course work 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.

WELDING TECHNOLOGY CERTIFICATE C50420

Fall Semester		**Lect**	**Lab**	**Cred**
WLD 110	Cutting Processes	1	3	2
WLD 115	SMAW (STICK) Plate	2	9	5
WLD 141	Symbols and Specific	2	2	3
		5	14	10
Spring Semester				
WLD 121	GMAW (MIG) FCAW/Plat	2	6	4
WLD 131	GTAW (TIG) Plate	2	6	4
		4	12	8
	Total Credit Hours			**18**

This certificate is offered to high school students through the Career and College Promise program (C50420X).

WELDING TECHNOLOGY GMAW CERTIFICATE C50420A

Fall Semester		**Lect**	**Lab**	**Cred**
WLD 110	Cutting Processes	1	3	2
WLD 121	GMAW (MIG) FCAW/Plat	2	6	4
WLD 141	Symbols and Specific	2	2	3
		5	11	9
Spring Semester				
MEC 110	Introduction to CAD/CAM	1	2	2
WLD 122	GMAW (MIG) FCAW/Pipe	1	6	3
WLD 143	Welding Metallurgy	1	2	2
		3	10	7
	Total Credit Hours			**16**

WELDING TECHNOLOGY SMAW CERTIFICATE C50420B

Fall Semester		**Lect**	**Lab**	**Cred**
WLD 110	Cutting Processes	1	3	2
WLD 115	SMAW (STICK) Plate	2	9	5
WLD 141	Symbols and Specific	2	2	3
		5	14	10
Spring Semester				
MEC 110	Introduction to CAD/CAM	1	2	2
WLD 116	SMAW (STICK) Plat/Pipe	1	9	4
WLD 143	Welding Metallurgy	1	2	2
		3	13	8
	Total Credit Hours			**18**

COURSE DESCRIPTIONS

Numbers following the course title indicate the number of hours for the course: (lecture/lab/credit) or (lecture/lab/clinical or work/credit). The CAA designation indicates the course is part of the Comprehensive Articulation Agreement with the North Carolina University system. *Local pre-requisites are listed in italics.*

ACADEMIC RELATED

ACA-111 College Student Success (1/0/1)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
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.

ACA-118 College Study Skills (1/2/2)
Fall/Spring
Prerequisites: None
Corequisites: None
This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.

ACA-122 College Transfer Success (0/2/1)
Fall/Spring/Summer CAA
Prerequisites: None
Corequisites: None
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college 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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a required course for all AA and AS students.*

ACCOUNTING

ACC-120 Prin of Financial Accounting (3/2/4)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ACC-121 Prin of Managerial Accounting (3/2/4)
Spring CAA Elective
Prerequisites: ACC-120
Corequisites: None
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ACC-122 Prin of Financial Acct II (3/0/3)
Fall
Prerequisites: ACC-120
Corequisites: None
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.

ACC-131 Federal Income Taxes (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use 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.

ACC-150 Accounting Software Appl (1/2/2)
Spring
Prerequisites: ACC-120
Corequisites: None
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

ACC-220 Intermediate Accounting I (3/2/4)
Fall
Prerequisites: ACC-120
Corequisites: None
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive 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.

ACC-221 Intermediate Acct II (3/2/4)
Spring
Prerequisites: ACC-220
Corequisites: None

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC-225 Cost Accounting (3/0/3)
Fall
Prerequisites: ACC-121 *and ENG-111*
Corequisites: None
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

AGRICULTURE

AGR-139 Intro to Sustainable Ag (3/0/3)
Fall
Prerequisites: None
Corequisites: None
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.

AIR CONDITIONING, HEATING, & REFRIGERATION

AHR-110 Intro to Refrigeration (2/6/5)
Fall
Prerequisites: None
Corequisites: None
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.

AHR-112 Heating Technology (2/4/4)
Spring
Prerequisites: None
Corequisites: None
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.

AHR-113 Comfort Cooling (2/4/4)
Fall
Prerequisites: None
Corequisites: *AHR-110*
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.

AHR-114 Heat Pump Technology (2/4/4)
Spring
Prerequisites: AHR-110 or AHR-113
Corequisites: None
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.

AHR-120 HVACR Maintenance (1/3/2)
Fall
Prerequisites: None
Corequisites: None
This course introduces the basic principles of industrial air conditioning and heating systems. Emphasis is placed on preventive maintenance procedures for heating and cooling equipment and related components. Upon completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs.

AHR-133 HVAC Servicing (2/6/4)
Summer
Prerequisites: *AHR-112 or AHR-113*
Corequisites: AHR-112 or AHR-113
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.

AHR-160 Refrigerant Certification (1/0/1)
Spring
Prerequisites: *AHR-110 and AHR-120*
Corequisites: None
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.

AHR-211 Residential System Design (2/2/3)
Spring
Prerequisites: *ENG-111*
Corequisites: None
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.

AHR-212 Advanced Comfort Systems (2/6/4)
Fall
Prerequisites: AHR-114
Corequisites: *AHR-250*
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.

AHR-213 HVACR Building Code (1/2/2)
Spring
Prerequisites: None
Corequisites: None
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.

AHR-215 Commercial HVAC Controls (1/3/2)
Spring
Prerequisites: AHR-111 or ELC-111 or ELC-112
Corequisites: None
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.

AHR-250 HVAC System Diagnostics (0/4/2)
Fall
Prerequisites: *AHR-110 or AHR-112*
Corequisites: AHR-212
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.

AHR-263 Energy Management (1/3/2)
Fall
Prerequisites: *ENG-111 and* AHR-125 or AHR-215
Corequisites: None
This course covers building automation computer programming as currently used in energy management. Topics include night setback, duty cycling, synchronization, schedule optimization, and anticipatory temperature control. Upon completion, students should be able to write programs utilizing the above topics and connect computer systems to HVAC systems.

ALTERNATIVE ENERGY TECHNOLOGY

ALT-120 Renewable Energy Tech (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course provides an introduction to multiple technologies that allow for the production and conservation of energy from renewable sources. Topics include hydo-electric, wind power, passive and active solar energy, tidal energy, appropriate building techniques, and energy conservation methods. Upon completion, students should be able to demonstrate an understanding of renewable energy production and its impact on humans and their environment.

ANTHROPOLOGY

ANT-210 General Anthropology (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

ANT-220 Cultural Anthropology (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

ANT-221 Comparative Cultures (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family, economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

ANT-240 Archaeology (3/0/3)
Fall CAA GEN ED
Prerequisites: None
Corequisites: ANT-240A
This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

ANT-240A Archaeology Field Lab (0/4/2)
Fall CAA Elective
Prerequisites: None
Corequisites: ANT-240
This course provides practical applications of archaeological methods. Emphasis is placed on basic archaeological methods and techniques required in site surveys, site classification, excavation, recording, processing, presentation, chronometry, and analysis of materials. Upon completion, students should be able to participate in applying archaeological methods and techniques to the excavation of a specific site. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ANT-245 World Prehistory (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course provides an introduction to the prehistory of the Old and New world. Emphasis is placed on archaeological evidence from origins of human culture to the beginning of recorded history. Upon completion, students should be able to demonstrate knowledge of the variability of ancient human societies and the development of agriculture and urbanism. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ARCHITECTURE

ARC-112 Construction Materials and Methods (3/2/4)
Spring
Prerequisites: None
Corequisites: None
This course introduces construction materials and methodologies. Topics include construction terminology, traditional and alternative materials and their properties, manufacturing processes, construction techniques, and other related topics. Upon completion, students should be able to detail construction assemblies and identify construction materials and properties.

ART

ART-111 Art Appreciation (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: None
Corequisites: None
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion,

students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

ART-113 Art Methods and Materials (2/2/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-114 Art History Survey I (3/0/3)
Fall CAA UGETC
Prerequisites: None
Corequisites: None
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

ART-115 Art History Survey II (3/0/3)
Spring CAA UGETC
Prerequisites: None
Corequisites: None
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

ART-116 Survey of American Art (3/0/3)
Fall CAA GEN ED
Prerequisites: *ENG-111*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

ART-118 Art by Women (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course provides an analytical study of the works of representative female artists. Emphasis is placed on the historical and cultural contexts, themes, and aesthetic features of individual works. Upon completion, students should be able to interpret, analyze, and discuss selected works. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-121 Two-Dimensional Design (0/6/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-122 Three-Dimensional Design (0/6/3)
Spring CAA Elective
Prerequisites: *ART-121*
Corequisites: None
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-131 Drawing I (0/6/3)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-132 Drawing II (0/6/3)
Spring CAA Elective
Prerequisites: ART-131
Corequisites: None
This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-140 Basic Painting (0/4/2)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the mechanics of painting. Emphasis is placed on the exploration of painting media through fundamental techniques. Upon completion, students should be able to demonstrate a basic understanding and application of painting. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-214 Portfolio and Resume (0/2/1)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course covers resume writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to resume writing, and interview techniques. Upon completion, students should be able to mount original art for portfolio presentation, photograph and display a professional slide portfolio, and write an effective resume. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-240 Painting I (0/6/3)
Fall CAA Elective
Prerequisites: *ART-131*
Corequisites: None
This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-241 Painting II (0/6/3)
Spring CAA Elective
Prerequisites: ART-240
Corequisites: None
This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-244 Watercolor (0/6/3)
Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces basic methods and techniques used in watercolor. Emphasis is placed on application, materials, content, and individual expression. Upon completion, students should be able to demonstrate a variety of traditional and nontraditional concepts used in watercolor media. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-264 Digital Photography I (1/4/3)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-281 Sculpture I (0/6/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-283 Ceramics I (0/6/3)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-284 Ceramics II (0/6/3)
Fall/Spring CAA Elective
Prerequisites: ART-283
Corequisites: None
This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-285 Ceramics III (0/6/3)
Fall/Spring CAA Elective
Prerequisites: ART-284
Corequisites: None
This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-286 Ceramics IV (0/6/3)
Fall/Spring CAA Elective
Prerequisites: ART-285
Corequisites: None
This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ART-288 Studio (0/6/3)
On Demand CAA Elective
Prerequisites: *ENG-111*
Corequisites: None
This course provides the opportunity for advanced, self-determined work beyond the limits of regular, studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media materials and techniques. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.* This course restricted to Associate in Fine Arts students enrolled in their final semester of coursework.

AUTOMATION TRAINING

ATR-112 Intro to Automation (2/3/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

ATR-212 Industrial Robots (2/3/3)
Spring
Prerequisites: None
Corequisites: None
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.

ATR-280 Robotic Fundamentals (3/2/4)
Spring
Prerequisites: *ELC-117*
Corequisites: None
This course covers application, programming, and maintenance fundamentals for robotic devices. Emphasis is placed on terminology, problem solving, robotic systems controls, and hands-on projects. Upon completion, students should be able to apply basic concepts in application, programming, and robotic control systems.

AUTOBODY REPAIR

AUB-111 Painting & Refinishing I (2/6/4)
Fall
Prerequisites: None
Corequisites: None

This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations, personal safety, refinishing equipment and materials, surface preparation, masking, application techniques, and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

AUB-112 Painting & Refinishing II (2/6/4)
Spring
Prerequisites: AUB-111
Corequisites: None
This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinish problems.

AUB-114 Special Finishes (1/2/2)
Summer
Prerequisites: AUB-111
Corequisites: None
This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards.

AUB-121 Non-Structural Damage I (1/4/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

AUB-122 Non-Structural Damage II (2/6/4)
Summer
Prerequisites: None
Corequisites: None
This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.

AUB-131 Structural Damage I (2/4/4)
Fall
Prerequisites: None
Corequisites: None
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.

AUB-132 Structural Damage II (2/6/4)
Spring
Prerequisites: AUB-131
Corequisites: None
This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards.

AUB-136 Plastics & Adhesives (1/4/3)
Spring
Prerequisites: None
Corequisites: None
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

AUB-150 Automotive Detailing (1/3/2)
Spring
Prerequisites: None
Corequisites: None
This course covers the methods and procedures used in automotive detailing facilities. Topics include safety, engine, interior and trunk compartment detailing, buffing/polishing exterior surfaces, and cleaning and reconditioning exterior trim, fabrics, and surfaces. Upon completion, students should be able to improve the overall appearance of a vehicle.

AUB-162 Autobody Estimating (1/2/2)
Summer
Prerequisites: None
Corequisites: None
This course provides a comprehensive study of autobody estimating. Topics include collision damage analysis, industry regulations, flat-rate and estimated time, and collision estimating manuals. Upon completion, students should be able to prepare and interpret a damage report.

AUTOMOTIVE SYSTEMS

AUT-113 Automotive Servicing I (0/6/2)
Summer
Prerequisites: None
Corequisites: None
This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.

AUT-114 Safety and Emissions (1/2/2)
Spring
Prerequisites: None
Corequisites: None
This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire, mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections.

AUT-116 Engine Repair (2/3/3)
Fall
Prerequisites: None
Corequisites: None
This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT-116A Engine Repair Lab (0/3/1)
Fall
Prerequisites: None
Corequisites: AUT-116
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of

automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT-141 Suspension & Steering Sys (2/3/3)
Spring
Prerequisites: None
Corequisites: None
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT-141A Suspension & Steering Lab (0/3/1)
Spring
Prerequisites: None
Corequisites: AUT-141
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.

AUT-151 Brake Systems (2/3/3)
Spring
Prerequisites: None
Corequisites: None
This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT-151A Brakes Systems Lab (0/3/1)
Spring
Prerequisites: None
Corequisites: AUT-151
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT-163 Adv Auto Electricity (2/3/3)
Spring
Prerequisites: TRN-120
Corequisites: None
This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.

AUT-181 Engine Performance 1 (2/3/3)
Fall
Prerequisites: None
Corequisites: None
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.

AUT-183 Engine Performance 2 (2/6/4)
Fall
Prerequisites: AUT-181
Corequisites: None
This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.

AUT-212 Auto Shop Management (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course covers the principles of management essential to decision-making, communication, authority, and leadership. Topics include shop supervision, shop organization, customer relations, cost effectiveness and work place ethics. Upon completion, students should be able to describe basic automotive shop operation from a management standpoint.

AUT-221 Auto Transm/Transaxles (2/3/3)
Fall
Prerequisites: *ENG-111*
Corequisites: None
This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains.

AUT-221A Auto Transm/Transax Lab (0/3/1)
Fall
Prerequisites: None
Corequisites: AUT-221
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains.

AUT-231 Man Trans/Axles/Drtrains (2/3/3)
Spring
Prerequisites: *ENG-111*
Corequisites: None
This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

AUT-231A Man Trans/Ax/Drtrains Lab (0/3/1)
Spring
Prerequisites: None
Corequisites: AUT-231
This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.

BIOLOGY

BIO-111 General Biology I (3/3/4)
Fall/Spring/Summer CAA UGETC

Prerequisites: *Take one option from both groups: Group A) DRE-098 or ENG-090 and RED-090; Group B) MAT-070 with a minimum grade of C or DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AA/AS).*

BIO-112 General Biology II (3/3/4)
Fall/Spring/Summer CAA UGETC
Prerequisites: BIO-111 *with a minimum grade of C*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AS).*

BIO-120 Introductory Botany (3/3/4)
Spring CAA GEN ED
Prerequisites: BIO-110 or BIO-111 *with a minimum grade of C*
Corequisites: None
This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education natural sciences course.*

BIO-130 Introductory Zoology (3/3/4)
Fall CAA GEN ED
Prerequisites: BIO-110 or BIO-111 *with a minimum grade of C*
Corequisites: None
This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education natural sciences course.*

BIO-140 Environmental Biology (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: BIO-140A
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education natural sciences course.*

BIO-140A Environmental Biology Lab (0/3/1)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: BIO-140
This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education natural sciences course.*

BIO-143 Field Biology Minicourse (1/2/2)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the biological and physical components of a field environment. Emphasis is placed on a local field environment with extended field trips to other areas. Upon completion, students should be able to demonstrate an understanding of the biological and physical components of the specific biological environment. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BIO-146 Regional Natural History (3/3/4)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course is an interdisciplinary and historical analysis of the natural resources of the region. Emphasis is placed on geology, climate, forest systems, watersheds, water resources, and fish and wildlife resources of the region. Upon completion, students should be able to demonstrate comprehension of the natural history and the integration of the natural resources of the region. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BIO-163 Basic Anat & Physiology (4/2/5)
Fall/Spring CAA Elective
Prerequisites: *Take one group: Group A) MAT-060 and RED-090 with a minimum grade of C or Group B) DRE-098 and DMA-010, DMA-020, and DMA-030*
Corequisites: None
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BIO-168 Anatomy and Physiology I (3/3/4)
Fall/Spring/Summer CAA Elective
Prerequisites: Take one option from all four groups: Group *A) DRE-098 or ENG-090 and RED-090; Group B) MAT-070 with a minimum grade of C or DMA-010, DMA-020, DMA-030, and DMA-040; Group C) high school biology or BIO-111; Group D) high school chemistry or CHM-092*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BIO-169 Anatomy and Physiology II (3/3/4)
Fall/Spring/Summer CAA Elective
Prerequisites: BIO-168 *with a minimum grade of C*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BIO-275 Microbiology (3/3/4)
Spring CAA Elective
Prerequisites: BIO-110, BIO-111, BIO-163, BIO-165, OR BIO-168 *with a minimum grade of C*
Corequisites: None
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BLUEPRINT READING

BPR-111 Print Reading (1/2/2)
Fall
Prerequisites: None
Corequisites: None
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.

BPR-121 Blueprint Reading-Mech (1/2/2)
Spring
Prerequisites: BPR-111 or MAC-131
Corequisites: None
This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

BPR-130 Print Reading-Construction (3/0/3)
Fall
Prerequisites: None
Corequisites: None
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.

BUSINESS

BUS-110 Introduction to Business (3/0/3)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BUS-115 Business Law I (3/0/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BUS-116 Business Law II (3/0/3)
Spring
Prerequisites: BUS-115
Corequisites: None
This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

BUS-121 Business Math (2/2/3)
Fall/Spring
Prerequisites: *MAT-060 with a minimum grade of C or DMA-010, DMA-020, and DMA-030*
Corequisites: None
This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS-125 Personal Finance (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

BUS-137 Principles of Management (3/0/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BUS-139 Entrepreneurship I (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entepreneurship 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.

BUS-151 People Skills (3/0/3)
Fall/Spring
Prerequisites: None
Corequisites: None
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.

BUS-225 Business Finance (2/2/3)
Spring
Prerequisites: ACC-120 and *ENG-111*
Corequisites: None
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be

able to interpret and apply the principles of financial management.

BUS-245 Entrepreneurship II (3/0/3)
Spring
Prerequisites: BUS-139
Corequisites: None
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.

BUS-260 Business Communication (3/0/3)
Spring
Prerequisites: ENG-111
Corequisites: None
This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.

CARPENTRY

CAR-110 Introduction to Carpentry (2/0/2)
Fall
Prerequisites: None
Corequisites: None
This course introduces the student to the carpentry trade. Topics include duties of a carpenter, hand and power tools, building materials, construction methods, and safety. Upon completion, students should be able to identify hand and power tools, common building materials, and basic construction methods.

CAR-111 Carpentry I (3/15/8)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course introduces the theory and construction methods associated with the building industry, including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely lay out and perform basic framing skills with supervision.

CAR-112 Carpentry II (3/15/8)
Fall/Spring/Summer
Prerequisites: CAR-111
Corequisites: None
This course covers the advanced theory and construction methods associated with the building industry including framing and exterior finishes. Topics include safety, hand/power tool use, measurement and layout, construction framing, exterior trim and finish, and other related topics. Upon completion, students should be able to safely frame and apply exterior finishes to a residential building with supervision.

CAR-113 Carpentry III (3/9/6)
Fall/Spring/Summer
Prerequisites: CAR-111
Corequisites: None
This course covers interior trim and finishes. Topics include safety, hand/power tool use, measurement and layout, specialty framing, interior trim and finishes, cabinetry, and other related topics. Upon completion, students should be able to safely install various interior trim and finishes in a residential building with supervision.

CAR-115 Res Planning/Estimating (3/0/3)
Spring
Prerequisites: BPR-130
Corequisites: None
This course covers project planning, management, and estimating for residential or light commercial buildings. Topics include planning and scheduling, interpretation of working drawings and specifications, estimating practices, and other related topics. Upon completion, students should be able to perform quantity take-offs and cost estimates.

CHEMISTRY

CHM-092 Fundamentals of Chemistry (3/2/4)
Fall/Spring
Prerequisites: None
Corequisites: None
This course covers fundamentals of chemistry with laboratory applications. 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 and demonstrate basic laboratory skills necessary for success in college-level science courses.

CHM-131 Introduction to Chemistry (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: Take one option from both groups: Group *A) DRE-098 or ENG-090 and RED-090; Group B) MAT-070 with a minimum grade of C or DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050*
Corequisites: CHM-131A
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education natural sciences course.*

CHM-131A Intro to Chemistry Lab (0/3/1)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: CHM-131
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education natural sciences course.*

CHM-132 Organic and Biochemistry (3/3/4)
On Demand CAA GEN ED
Prerequisites: CHM-131 and CHM-131A OR CHM-151 *with a minimum grade of C*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education natural sciences course.*

CHM-151 General Chemistry I (3/3/4)
Fall CAA UGETC
Prerequisites: *Take one option from both groups: Group A) DRE-098 or ENG-090 and RED-090; Group B) MAT-080 with a minimum grade of C or DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080*
Corequisites: None
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AA/AS).*

CHM-152 General Chemistry II (3/3/4)
Spring CAA UGETC
Prerequisites: CHM-151 *with a minimum grade of C*
Corequisites: None
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AS).*

CHM-251 Organic Chemistry I (3/3/4)
Fall CAA Elective
Prerequisites: CHM-152 *with a minimum grade of C*
Corequisites: None
This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

CHM-252 Organic Chemistry II (3/3/4)
Spring CAA Elective
Prerequisites: CHM-251 *with a minimum grade of C*
Corequisites: None
This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

COMPUTER INFORMATION SYSTEMS

CIS-110 Introduction to Computers (2/2/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: None
Corequisites: None
This course introduces computer concepts including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course.*

CIS-111 Basic PC Literacy (1/2/2)
Fall/Spring
Prerequisites: None
Corequisites: None
This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

CIS-115 Intro to Prog & Logic (2/3/3)
Fall/Spring CAA GEN ED
Prerequisites: Take one group: Group A) DMA-010, DMA-020, DMA-030, and DMA-040 or Group B) MAT-121 or Group C) MAT-171 *or Group D) MAT-070 with a minimum grade of C*
Corequisites: None
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education course.*

CIVIL ENGINEERING

CIV-230 Construction Estimating (2/3/3)
Spring
Prerequisites: ARC-111 or CIS-110 or CIS-111 or EGR-115
Corequisites: None
This course covers quantity take-offs of labor, materials, and equipment and calculation of direct and overhead costs for a construction project. Topics include the interpretation of working drawings and specifications, types of contracts and estimates, building codes, bidding techniques, and procedures, and estimating software. Upon completion, students should be able to prepare a detailed cost estimate and bid documents for a construction project.

CRIMINAL JUSTICE

CJC-111 Intro to Criminal Justice (3/0/3)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

CJC-112 Criminology (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC-113 Juvenile Justice (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC-114 Investigative Photography (1/2/2)
Fall
Prerequisites: None
Corequisites: None
This course covers the operation of digital photographic equipment and its

application to criminal justice. Topics include the use of digital cameras, storage of digital images, the retrieval of digital images and preparation of digital images as evidence. Upon completion, students should be able to demonstrate and explain the role and use of digital photography, image storage and retrieval in criminal investigations.

CJC-121 Law Enforcement Operations (3/0/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

CJC-131 Criminal Law (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC-132 Court Procedure & Evidence (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC-141 Corrections (3/0/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course covers the history, major philosophies, components, and current pracices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

CJC-144 Crime Scene Processing (2/3/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces the theories and practices of crime scene processing and investigating. Topics include legal considerations at the crime scene, processing indoor and outdoor scenes, recording, note taking, collection and preservation of evidence and submission to the crime laboratory. Upon completion, the student should be able to evaluate and search various crime scenes and demonstrate theapprpriate techniques.

CJC-146 Trace Evidence (2/3/3)
Fall
Prerequisites: None
Corequisites: None
This course provides a study of trace evidence as it relates to forensic science. Topics include collection, packaging, and preservation of trace evidence from crime scenes such as bombings, fires and other scenes. Upon completion, students should be able to demonstrate the fundamental concepts of trace evidence collection, preservation and submission to the crime laboratory.

CJC-212 Ethics & Comm Relations (3/0/3)
Spring
Prerequisites: *ENG-111*
Corequisites: None
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC-221 Investigative Principles (3/2/4)
Spring
Prerequisites: *ENG-111*
Corequisites: None
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC-222 Criminalistics (3/0/3)
Spring
Prerequisites: None
Corequisites: None
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.

CJC-231 Constitutional Law (3/0/3)
Fall
Prerequisites: None
Corequisites: None
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC-245 Friction Ridge Analysis (2/3/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the basic elements of fingerprint technology and techniques applicable to the criminal justice field. Topics include the history and meaning of fingerprints, pattern types and classification filing sequence, searching and referencing. Upon completion, the students should be able to discuss and demonstrate the fundamental techniques of basic fingerprint technology.

CJC-246 Adv. Friction Ridge Analy (2/3/3)
Spring
Prerequisites: CJC-245
Corequisites: None
This course introduces the theories and processes of advanced friction ridge analysis. Topics include evaluation of friction ridges, chart preparation, comparative analysis for values determination rendering proper identification, chemical enhancement and AFIS preparation and usage. Upon completion, students must show an understanding of proper procedures for friction ridge analysis through written testing and practical exercises.

CONSTRUCTION MANAGEMENT

CMT-120 Codes and Inspections (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course covers building codes and the code inspections process used in the design and construction of residential and commercial buildings. Emphasis is placed on commercial, residential, and accessibility (handicapped) building codes. Upon completion, students should be able to understand the building code inspections process and apply building code principals and requirements to construction projects.

CMT-210 Construction Management Fund (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the student to the fundamentals of effective supervision emphasizing professionalism through knowledge and applied skills. Topics include safety, planning and scheduling, contracts, problem-solving, communications, conflict resolution recruitment, employment laws and regulations, leadership, motivation, teamwork, discipline, setting objectives, and training. Upon completion, students should be able to demonstrate the basic skills necessary to be successful as a supervisor in the construction industry.

CMT-212 Total Safety Performance (3/0/3)
Fall
Prerequisites: None
Corequisites: CMT-210
This course covers the importance of managing, safety and productivity equally by encouraging people to take individual responsibility for safety and health in the workplace. Topics include safety management, controlling construction hazards, communicating and enforcing policies, OSHA compliance, personal responsibility, and accountability, safety planning, training, and personal protective equipment. Upon completion, the student should be able to properly supervise safety at a construction jobsite and qualify for OSHA Training Certification.

CMT-214 Planning and Scheduling (3/0/3)
Fall
Prerequisites: CMT-210 and BPR-130
Corequisites: None
This course covers the need for and the process of planning construction projects, as well as the mechanics and vocabulary of project scheduling. Topics include project preplanning, scheduling formats, planning for production, short interval planning, schedule updating and revising, and computer-based planning and scheduling. Upon completion, the student should be able to understand the need for planning and scheduling, the language and logic of scheduling, and use of planning skills.

CMT-216 Costs and Productivity (3/0/3)
Spring
Prerequisites: CMT-210
Corequisites: None
This course covers the relationships between time, work completed, work-hours spent, schedule duration, equipment hours, and materials used. Topics include production rates, productivity unit rates, work method improvements, and overall total project cost control. Upon completion, the student should be able to demonstrate an understanding of how costs may be controlled and productivity improved on a construction project.

CMT-218 Human Relations Issues (3/0/3)
Spring
Prerequisites: CMT-210 and *ENG-111*
Corequisites: None
This course provides instruction on human relations issues as they relate to construction project supervision. Topics include relationships, human behavior, project staffing, issues, teamwork, effective communication networks, laws and regulations, and identifying and responding to conflict, crisis, and discipline. Upon completion, the student will demonstrate an understanding of the importance of human relations in the success of a construction project.

COMMUNICATIONS

COM-231 Public Speaking (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: *ENG-111*
Corequisites: None
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for communications (AA/AS).*

COSMETOLOGY

COS-111 Cosmetology Concepts I (4/0/4)
Fall/Spring
Prerequisites: *DRE-096 or ENG-070 and RED-070*
Corequisites: COS-112 and ENG-080 and RED-080 OR DRE-097
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.

COS-112 Salon I (0/24/8)
Fall/Spring
Prerequisites: None
Corequisites: COS-111
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS-113 Cosmetology Concepts II (4/0/4)
Fall/Spring
Prerequisites: *COS-111*
Corequisites: COS-114
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical, restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS-114 Salon II (0/24/8)
Fall/Spring
Prerequisites: *COS-112*
Corequisites: COS-113
This course provides experience in a simulated salon setting. Topics include basic skin care manicuring, nail application scalp treatments, shampooing, rinsing, hair color design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently, demonstrate these salon services.

COS-115 Cosmetology Concepts III (4/0/4)
Fall/Spring/Summer
Prerequisites: *COS-111 and COS-113*
Corequisites: COS-116
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS-116 Salon III (0/12/4)

Fall/Spring/Summer
Prerequisites: *COS-112 and COS-114*
Corequisites: COS-115
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS-117 Cosmetology Concepts IV (2/0/2)
Fall/Spring
Prerequisites: *COS-111, COS-113, COS-115, and ENG-111*
Corequisites: COS-118
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS-118 Salon IV (0/21/7)
Fall/Spring
Prerequisites: *COS-112, COS-114, and COS-116*
Corequisites: COS-117
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing, examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS-119 Esthetics Concepts I (2/0/2)
Fall
Prerequisites: None *COS-111 and COS-112 and ENG-111*
Corequisites: None
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.

COS-223 Contemp Hair Coloring (1/3/2)
Spring
Prerequisites: COS-111 and COS-112
Corequisites: None
This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a clients color needs and safely and competently perform color applications and correct problems.

COS-260 Design Applications (1/3/2)
Spring
Prerequisites: *COS-111, COS-112, and ENG-111*
Corequisites: None
This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts.

COMPUTER SCIENCE

CSC-134 C++ Programming (2/3/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course introduces computer programming using the C++ programming language with object-oriented, programming principles. Emphasis is placed on event-driven programming methods including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

CSC-139 Visual BASIC Programming (2/3/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

CSC-151 JAVA Programming (2/3/3)
Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces computer programming using the JAVA programming language with object-oriented, programming principles. Emphasis is placed on event-driven programming methods including creating and manipulating objects, classes, and using object-oriented tools such as the class, debugger. Upon completion, students should be able to design, code, test, debug JAVA language programs. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

CSC-153 C# Programming (2/3/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces computer programming using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement, objects using the appropriate environment at the beginning level.

CSC-234 Advanced C++ Programming (2/3/3)
On Demand
Prerequisites: CSC-134
Corequisites: None
This course is a continuation of CSC 134 using the C++ programming language with standard programming principles. Emphasis is placed on advanced, arrays/tables, file management/processing, techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug and document programming solutions.

CSC-239 Advanced Visual BASIC Prog (2/3/3)
On Demand CAA Elective
Prerequisites: CSC-139
Corequisites: None
This course is a continuation of CSC 139 using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

CSC-253 Advanced C# Programming (2/3/3)
Spring
Prerequisites: CSC-153
Corequisites: None

This course is a continuation of CSC 153 using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement, objects using the appropriate environment.

COMPUTER TECHNOLOGY

CTS-120 Hardware/Software Support (2/3/3)
Spring
Prerequisites: None
Corequisites: None
This course covers the basic hardware of a personal computer including installation operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software commercial programs, system configuration and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software upgrade/maintain existing equipment and software and troubleshoot/repair non-functioning personal computers.

CTS-130 Spreadsheet (2/2/3)
Fall/Spring
Prerequisites: CIS-110 or CIS-111 or OST-137
Corequisites: None
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.

CTS-220 Adv Hard/Software Support (2/3/3)
On Demand
Prerequisites: CTS-120
Corequisites: None
This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on configuring and upgrading, diagnosis and troubleshooting, as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

CTS-230 Advanced Spreadsheet (2/2/3)
On Demand
Prerequisites: CTS-130
Corequisites: None
This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.

CTS-285 Systems Analysis & Design (3/0/3)
Fall
Prerequisites: CIS-115 *and ENG-111*
Corequisites: None
This course introduces established and evolving methodologies for the analysis design and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools and systems, development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

CTS-289 System Support Project (1/4/3)
Spring
Prerequisites: CTS-285 *and ENG-111*
Corequisites: None
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation. *This is a capston course required to successfully complete the Computer Information Technology degree program.*

DATABASE MANAGEMENT

DBA-110 Database Concepts (2/3/3)
Fall/Spring
Prerequisites: None
Corequisites: None
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization data integrity, data modeling, and creation of simple, tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

DIGITAL EFFECTS & ANIMATION

DEA-111 Introduction to DEAT (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course is an overview of the digital effects and animation technology field from the most simple processes to the most complex. Topics covered include digitizing existing images, creating digital images, manipulation of images, and various forms of computer animation. Upon completion, students should be able to demonstrate a vocabulary of the digital effects and animation field and a knowledge of ourstanding examples of work in the field.

DEA-213 3D Design and Animation I (2/3/3)
Spring
Prerequisites: DEA-111
Corequisites: None
This course provides in-depth demonstration and practice in modeling and texturing in a 3D, environment for use in film, video, and web applications. Emphasis is placed on understanding the process and various steps involved in the creation of 3D models and text elements for use in 3D animations. Upon completion, students should be able to create, import, and manipulate objects in order to demonstrate an understanding of the basics in 3D animation.

DEA-214 3D Design & Animation II (2/3/3)
Fall
Prerequisites: DEA-213
Corequisites: None
This course covers animation techniques, morphing, and special effects used to complete 3D animatin for use in film, video, and web application. Emphasis is placed on the knowledge, appropriate use, and application of the animation industry's, latest tools for 3D animatin. Upon completion, students should have rendered an entire 3D scene using models and animations created in 3D Animation I.

DRAFTING

DFT-111 Technical Drafting I (1/3/2)
Fall/Spring
Prerequisites: None
Corequisites: DFT-111A
This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorials, drawings, sections, and auxiliary views. Upon

completion, students should be able to understand and apply basic drawing principles and practices.

DFT-111A Technical Drafting I Lab (0/3/1)
Fall/Spring
Prerequisites: None
Corequisites: *DFT-111*
This course provides a laboratory setting to enhance basic drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 111. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 111.

DFT-151 CAD I (2/3/3)
Fall/Spring
Prerequisites: None
Corequisites: None
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.

DFT-152 CAD II (2/3/3)
Fall/Spring
Prerequisites: *DFT-151*
Corequisites: None
This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings.

DFT-154 Intro to Solid Modeling (2/3/3)
Fall/Spring
Prerequisites: None
Corequisites: None
This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing.

DEVELOPMENTAL MATH

DMA-010 Operations With Integers (0.75/0.5/1)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

DMA-020 Fractions and Decimals (0.75/0.5/1)
Fall/Spring/Summer
Prerequisites: DMA-010
Corequisites: None
This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.

DMA-030 Propor/Ratio/Rate/Percent (0.75/0.5/1)
Fall/Spring/Summer
Prerequisites: DMA-010 and DMA-020
Corequisites: None
This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.

DMA-040 Express/Lin Equat/Inequal (0.75/0.5/1)
Fall/Spring/Summer
Prerequisites: Take one group: Group A) DMA-010, DMA-020, DMA-030 *or Group B) MAT-060*
Corequisites: None
This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.

DMA-050 Graphs/Equations of Lines (0.75/0.5/1)
Fall/Spring/Summer
Prerequisites: Take one group: Group A) DMA-010, DMA-020, DMA-030, DMA-040 *or Group B) MAT-060 and DMA-040*
Corequisites: None
This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.

DMA-060 Polynomial/Quadratic Appl (0.75/0.5/1)
Fall/Spring/Summer
Prerequisites: Take one group: Group A) DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050 *or Group B) MAT-060 and DMA-040 and DMA-050 or Group C) MAT-060 and MAT-070*
Corequisites: None
This course provides a conceptual study of problems involving graphic and algebraic representations of quadratics. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications.

DMA-070 Rational Express/Equation (0.75/0.5/1)
Fall/Spring/Summer
Prerequisites: Take one group: Group A) DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-060 *or Group B) MAT-060 and MAT-070 and DMA-060 or Group C) MAT-060, DMA-040, DMA-050, and DMA-060 or Group D)MAT-070 and DMA-010, DMA-020, DMA-030, and DMA-060*
Corequisites: None
This course provides a conceptual study of problems involving graphic and algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications.

DMA-080 Radical Express/Equations (0.75/0.5/1)
Fall/Spring/Summer
Prerequisites: Take one group: Group A) DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, and DMA-070 *or Group B) MAT-060 and MAT-070 AND DMA-060 and DMA-070 or Group C) MAT-060 AND DMA-040, DMA-050, DMA-060, and DMA-070 or Group D) MAT-070 AND DMA-010, DMA-020, DMA-030, DMA-060, and DMA-070*
Corequisites: None
This course provides a conceptual study of the manipulation of radicals and the application of radical equations to real-world problems. Topics include simplifying and performing operations with radical expressions and rational exponents, solving equations, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.

DIGITAL MEDIA

DME-110 Intro to Digital Media (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces students to key concepts, technologies, and issues related to digital media. Topics include

emerging standards, key technologies and related design issues, terminology, media formats, career paths, and ethical issues. Upon completion, students should be able to demonstrate the various media formats that are used in digital media technology.

DME-115 Graphic Design Tools (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course provides students with an introduction to creative expression and art/design techniques in a digital environment. Emphasis is placed on designing, creating, editing and integrating, visual components consisting of bit-mapped and vector-based images, drawings, banners, text, simple animations, and multiple layers. Upon completion, students should be able to design and produce a range of visual products using digital processing techniques.

DME-120 Intro to Multimedia Appl (2/2/3)
Spring
Prerequisites: DME-110
Corequisites: None
This course introduces storyboarding and multimedia application design. Topics include vector and bit-mapped graphics, interactive multimedia interfaces, layering techniques, image and animation libraries, and scripting. Upon completion, students should be able to produce basic high-quality interactive multimedia applications.

DME-130 Digital Animation I (2/2/3)
Spring
Prerequisites: DME-110
Corequisites: None
This course introduces concepts for planning and developing animation sequences. Emphasis will be placed on review of digital animation concepts and exploration of various animation software packages. Upon completion, students should be able to produce simple animations.

DME-140 Intro to Audio/Video Media (2/2/3)
Spring
Prerequisites: DME-110
Corequisites: None
This course is designed to teach students how to manipulate digital and audio content for multimedia applications. Topics include format conversion and a review of current technologies and digital formats. Upon completion, students should be able to modify existing audio and video content to meet a range of production requirements associated with digital media applications.

DME-215 Advanced Graphic Design Tools (2/2/3)
Spring
Prerequisites: DME-115
Corequisites: None
This course provides students with advanced design techniques in a digital environment. Emphasis is placed on understanding principles of design and typography, and applying them effectively in projects. Upon completion, students should be able to design and produce a range of visual products using advanced digital design techniques and principles.

DME-220 Interactive Multimedia Prog (2/2/3)
Fall
Prerequisites: DME-120 and *ENG-111*
Corequisites: None
This course is designed to build on concepts developed in DME 120 and teaches students to apply custom programming to develop advanced applications and components. Emphasis is placed on scripting language functionalities associated with a variety of software packages. Upon completion, students should be able to produce advanced, high-quality interactive multimedia applications.

DME-230 Digital Animation II (2/2/3)
Fall
Prerequisites: DME-130
Corequisites: None
This course introduces state-of-the-art 3D animation techniques and concepts. Emphasis is placed on utilizing the features of current animation software. Upon completion, students should be able to produce 3D animations as components of a multimedia application.

DME-260 Emerging Tech Digital Media (2/2/3)
Spring
Prerequisites: DME-120 and DME-130
Corequisites: None
This course provides students with the latest technologies and strategies in the field of digital media. Emphasis is placed on the evaluation of emerging digital media technologies and presenting those findings to the class. Upon completion, students should be able to critically analyze emerging digital media technologies and establish informed opinions.

DME-285 Systems Project (2/2/3)
Spring
Prerequisites: DME-120 and DME-130 and *ENG-111*
Corequisites: None
This course provides an opportunity to complete a significant digital media project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete, maintain, and implement a digital media project.

DRAMA

DRA-111 Theatre Appreciation (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: None
Corequisites: None
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

DRA-126 Storytelling (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course introduces the art of storytelling and the oral traditions of folk literature. Topics include the history of storytelling, its value and purpose, techniques of the storyteller, and methods of collecting verbal art. Upon completion, students should be able to present and discuss critically stories from the world's repertory of traditional lore. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

DEVELOPMENTAL READING & ENGLISH

DRE-096 Integrated Reading and Writing (2.5/1/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile (TM) range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. Please note: (TM) stands for registered trademark.

DRE-097 Integrated Reading Writing II (2.5/1/3)
Fall/Spring/Summer
Prerequisites: DRE-096 *or ENG-070 and RED-070 with a minimum grade of C*
Corequisites: None

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile (TM) range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. Please note: (TM) represents registered trademark.

DRE-098 Integrated Reading Writing III (2.5/1/3)
Fall/Spring/Summer
Prerequisites: DRE-097 *or ENG-080 and RED-080 with a minimum grade of C*
Corequisites: None
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark.

ECONOMICS

ECO-151 Survey of Economics (3/0/3)
Fall CAA GEN ED
Prerequisites: None
Corequisites: None
This course, for those who have not received credit for ECO 251 or 252, introduces basic, concepts of micro- and macroeconomics. Topics include supply and demand optimizing economic behavior prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

ECO-251 Prin of Microeconomics (3/0/3)
Fall/Spring CAA UGETC
Prerequisites: *ENG-090 or DRE-098*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

ECO-252 Prin of Macroeconomics (3/0/3)
Spring CAA UGETC
Prerequisites: *ENG-090 or DRE-098*
Corequisites: None
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

EDUCATION

EDU-119 Intro to Early Child Educ (4/0/4)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans.

EDU-125 Sign Lang. for Educators (3/0/3)
Spring
Prerequisites: None
Corequisites: DRE-097 or ENG-080 and RED-080 with a minimum grade of C
This course introduces students to the sign language systems commonly used in educational environments. Topics include fingerspelling, receptive and expressive sign language usage, a comparison of sign language systems, and forms of relevant technology. Upon completion, students should be able to communicate at an introductory level using various English-based sign language systems including Manually Coded English.

EDU-131 Child, Family, & Commun (3/0/3)
Spring
Prerequisites: None
Corequisites: DRE-097 or ENG-080 and RED-080 with a minimum grade of C
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

EDU-144 Child Development I (3/0/3)
Fall
Prerequisites: None
Corequisites: DRE-097 or ENG-080 and RED-080 with a minimum grade of C
This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

EDU-145 Child Development II (3/0/3)
Spring
Prerequisites: None
Corequisites: DRE-097 or ENG-080 and RED-080 with a minimum grade of C
This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to

compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

EDU-146 Child Guidance (3/0/3)
Spring
Prerequisites: None
Corequisites: DRE-097 or ENG-080 and RED-080
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors.

EDU-151 Creative Activities (3/0/3)
Spring
Prerequisites: None
Corequisites: DRE-097 or ENG-080 and RED-080 with a minimum grade of C
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.

EDU-152 Music, Movement, & Lang (3/0/3)
Fall
Prerequisites: None
Corequisites: DRE-097 or ENG-080 and RED-080 with a minimum grade of C
This course introduces a historical perspective of music and movement and integrates the whole language concept with emphasis on diversity. Emphasis is placed on designing an environment that emphasizes language development through developmentally and culturally appropriate music and movement. Upon completion, students should be able to design an environment that develops language through a music and movement curriculum that emphasizes diversity.

EDU-153 Health, Safety & Nutrit (3/0/3)
Fall
Prerequisites: None
Corequisites: DRE-097 or ENG-080 and RED-080 with a minimum grade of C
This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.

EDU-216 Foundations of Education (4/0/4)
Spring/Summer CAA Elective
Prerequisites: None
Corequisites: DRE-098 or ENG-090 and RED-090 with a minimum grade of C
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course at select institutions.*

EDU-221 Children With Exceptional (3/0/3)
Fall
Prerequisites: Take one group: Group A) EDU-144 and EDU-145 or Group B) PSY-244 and PSY-245
Corequisites: DRE-098 or ENG-090 and RED-090 with a minimum grade of C
This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice.

EDU-234 Infants, Toddlers, & Twos (3/0/3)
Spring
Prerequisites: EDU-119
Corequisites: DRE-098 or ENG-090 and RED-090
This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

EDU-250 Praxis I Preparation (1/0/1)
On Demand
Prerequisites: None
Corequisites: DRE-098 or ENG-090 and RED-090
This course is designed to prepare potential teachers for the PRAXIS I exam that is necessary to enter the field of education. Emphasis is placed on content specifications of the PRAXIS I exam, study skills and simulated examinations. Upon completion, students should be able demonstrate an understanding of the content necessary for successful completion of the PRAXIS I exam.

EDU-259 Curriculum Planning (3/0/3)
Spring
Prerequisites: EDU-119
Corequisites: DRE-098 or ENG-090 and RED-090
This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

EDU-261 Early Childhood Admin I (3/0/3)
Fall
Prerequisites: None
Corequisites: EDU-119 and DRE-098 or ENG-090 and RED-090
This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.

EDU-262 Early Childhood Admin II (3/0/3)
Spring
Prerequisites: EDU-261
Corequisites: EDU-119 and DRE-098 or ENG-090 and RED-090
This course focuses on advocacy/leadership, public relations/community outreach and

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

EDU-271 Educational Technology (2/2/3)
Fall
Prerequisites: None
Corequisites: A) ENG-090 and RED-090 OR B) DRE-098
This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

EDU-280 Language & Literacy Exp (3/0/3)
Fall
Prerequisites: *ENG-111*
Corequisites: DRE-098 or ENG-090 and RED-090
This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

EDU-284 Early Child Capstone Prac (1/9/4)
Spring
Prerequisites: Take one group: Group A) EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151 and *ENG-111* or Group B) EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151 and *ENG-111* or Group C) EDU-119, PSY-245, EDU-144, EDU-146, and EDU-151 and *ENG-111* or Group D) EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151 and *ENG-111*
Corequisites: DRE-098 or ENG-090 and RED-090
This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

ELECTRICITY

ELC-112 DC/AC Electricity (3/6/5)
Fall
Prerequisites: None
Corequisites: None
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, troubleshoot, and repair DC/AC circuits.

ELC-113 Residential Wiring I (2/6/4)
Fall
Prerequisites: None
Corequisites: None
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations.

ELC-114 Commercial Wiring (2/6/4)
Spring
Prerequisites: *ELC-113*
Corequisites: None
This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations.

ELC-115 Industrial Wiring (2/6/4)
Summer
Prerequisites: None
Corequisites: None
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

ELC-117 Motors and Controls (2/6/4)
Spring/Summer
Prerequisites: *ELC-112 or ELC-131*
Corequisites: None
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC-118 National Electrical Code (1/2/2)
Spring
Prerequisites: *ELC-113*
Corequisites: None
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.

ELC-121 Electrical Estimating (1/2/2)
Spring
Prerequisites: None
Corequisites: None
This course covers the principles involved in estimating electrical projects. Topics include take-offs of materials and equipment, labor, overhead, and profit. Upon completion, students should be able to estimate simple electrical projects.

ELC-125 Diagrams and Schematics (1/2/2)
Fall/Spring
Prerequisites: None
Corequisites: None
This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.

ELC-128 Intro to PLC (2/3/3)
Fall
Prerequisites: *ENG-111 and one of the following: ELC-112 or ELC-131 or ELC-125*
Corequisites: None
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of

controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs.

ELC-131 Circuit Analysis I (3/3/4)
Fall
Prerequisites: None
Corequisites: None
This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation and other related topics. Upon completion, students should be able to interpret circuit schematics, design, construct, verify, and analyze DC/AC circuits, and properly use test equipment.

ELC-131A Circuit Analysis I Lab (0/3/1)
Fall
Prerequisites: None
Corequisites: ELC-131
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.

ELC-213 Instrumentation (3/2/4)
Spring
Prerequisites: None
Corequisites: None
This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation.

ELC-220 Photovoltaic Sys Tech (2/3/3)
Fall
Prerequisites: None
Corequisites: None
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.

ELC-221 Adv PV Sys Designs (2/3/3)
Spring
Prerequisites: ELC-220
Corequisites: None
This course introduces specific elements in photovoltaic (pv) systems technologies including efficiency, modules, inverters, charge, controllers, batteries, and system installation. Topics include National Electrical Code (NEC), electrical specifications, photovoltaic system components, array design and power integration requirements that combine to form a unified structure. Upon completion, students should be able to demonstrate an understanding of various photovoltaic designs and proper installation of NEC compliant solar electric power systems.

ELC-228 PLC Applications (2/6/4)
Spring
Prerequisites: *ELC-128*
Corequisites: None
This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems.

ELC-229 Applications Project (1/3/2)
Spring
Prerequisites: *ELC-112, ELC-131, and ELC-117*
Corequisites: None
This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project.

ELC-230 Wind & Hydro Power Sys (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces concepts, designs, tools, techniques, and material requirements for systems that convert wind and water into usable energy. Topics include the analysis measurement and estimation of potential energy of wind and water systems. Upon completion, students should be able to demonstrate an understanding of the technologies associated with converting wind and water into a viable energy source.

ELECTRONICS

ELN-131 Analog Electronics I (3/3/4)
Spring
Prerequisites: *ELC-112 or ELC-131*
Corequisites: None
This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis selection biasing and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.

ELN-132 Analog Electronics II (3/3/4)
Fall
Prerequisites: *ELC-131*
Corequisites: None
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.

ELN-133 Digital Electronics (3/3/4)
Spring
Prerequisites: *ELC-112 or ELC-131*
Corequisites: None
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.

ELN-152 Fabrication Techniques (1/3/2)
Spring
Prerequisites: *ELC-131 and ENG-111*
Corequisites: None
This course covers the fabrication methods required to create a prototype product from the initial circuit design. Topics include CAD layout, sheet metal working, component selection, PC board layout and construction, reverse engineering, soldering, and other related topics. Upon completion, students should be able to design and construct an electronic product with all its associated documentation.

ELN-232 Intro to Microprocessors (3/3/4)
Fall
Prerequisites: *ELN-133*
Corequisites: None
This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs

using appropriate techniques and test equipment.

ELN-246 Cert Elect Tech Prep (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course covers electronic principles, theories, and concepts. Emphasis is placed on those items covered in the Certified Electronic Technician examination. Upon completion, students should be able to demonstrate competence in electronics and be prepared for the Certified Electronic Technician examination.

ELN-275 Troubleshooting (1/3/2)
Fall
Prerequisites: None
Corequisites: None
This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

ENGLISH

ENG-101 Applied Communications I (3/0/3)
Fall/Spring
Prerequisites: None
Corequisites: None
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.

ENG-111 Writing and Inquiry (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: DRE-098 *or ENG-090 and RED-090 with a minimum grade of C*
Corequisites: None
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for English composition (AA/AS).*

ENG-112 Writing/Research in the Disc (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: ENG-111 *with a minimum grade of C*
Corequisites: None
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for English composition (AA/AS).*

ENG-113 Literature-Based Research (3/0/3)
On Demand CAA GEN ED
Prerequisites: ENG-111 *with a minimum grade of C*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education English composition course.*

ENG-114 Prof Research & Reporting (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: ENG-111 *with a minimum grade of C*
Corequisites: None
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education English composition course.*

ENG-125 Creative Writing I (3/0/3)
Fall/Spring CAA Elective
Prerequisites: ENG-111
Corequisites: None
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ENG-126 Creative Writing II (3/0/3)
Spring CAA Elective
Prerequisites: ENG-125 *with a minimum grade of C*
Corequisites: None
This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

ENG-131 Introduction to Literature (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: ENG-111
Corequisites: ENG-112 or ENG-113 or ENG-114
This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

ENG-231 American Literature I (3/0/3)
Fall CAA UGETC
Prerequisites: *ENG-111 and* ENG-112 or ENG-113 or ENG-114
Corequisites: None
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

ENG-232 American Literature II (3/0/3)
Spring CAA UGETC
Prerequisites: *ENG-111 and* ENG-112 or ENG-113 or ENG-114
Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

ENG-233 Major American Writers (3/0/3)
On Demand CAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

ENG-241 British Literature I (3/0/3)
Fall CAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114
Corequisites: None
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

ENG-242 British Literature II (3/0/3)
Spring CAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114
Corequisites: None
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

ENG-243 Major British Writers (3/0/3)
Spring CAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114
Corequisites: None
This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

ENG-261 World Literature I (3/0/3)
On Demand CAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114
Corequisites: None
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

ENG-262 World Literature II (3/0/3)
On Demand CAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114
Corequisites: None
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

ENG-265 Thematic World Lit I (3/0/3)
On Demand CAA
Prerequisites: ENG-112, ENG-113, or ENG-114
Corequisites: None
This course provides a thematic survey of selected works from major world authors. Emphasis is placed on understanding literary themes, such as initiation, conformity, and rebellion, from historical, critical, and universal perspectives. Upon completion, students should be able to interpret, analyze, and respond to selected works relating to universal themes. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a*

ENG-272 Southern Literature (3/0/3)
On Demand CAA Elective
Prerequisites: ENG-112, ENG-113, or ENG-114
Corequisites: None
This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

GEOGRAPHY

GEO-111 World Regional Geography (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

GRAPHIC ARTS

GRA-151 Computer Graphics I (1/3/2)
Fall
Prerequisites: None
Corequisites: None
This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.

GRA-152 Computer Graphics II (1/3/2)
Spring
Prerequisites: GRA-151 *with a minimum grade of C*
Corequisites: None
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.

GRA-153 Computer Graphics III (1/3/2)
Fall
Prerequisites: GRA-152 *with a minimum grade of C*
Corequisites: None
This course is a continuation of GRA 152. Emphasis is placed on advanced computer graphics hardware and software applications. Upon completion, students should be able to demonstrate competence in selection and utilization of appropriate software for specialized applications.

GRAPHIC DESIGN

GRD-110 Typography I (2/2/3)
Fall
Prerequisites: None
Corequisites: GRA-151
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.

GRD-121 Drawing Fundamentals I (1/3/2)
Fall
Prerequisites: None
Corequisites: None
This course increases observation skills using basic drawing techniques and media in graphic design. Emphasis is placed on developing the use of graphic design principles, media applications, spatial considerations, drawing styles, and approaches. Upon completion, students should be able to show competence and proficiency in finished works.

GRD-131 Illustration I (1/3/2)
Spring
Prerequisites: GRD-121 or ART-131 or DES-125
Corequisites: None
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.

GRD-142 Graphic Design II (2/4/4)
Spring
Prerequisites: GRD-141 or ART-121 or DES-135
Corequisites: None
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.

GRD-180 Interactive Design (1/4/3)
Spring
Prerequisites: GRD-151 or GRA-151
Corequisites: None
This course covers skills and techniques used in designing interactive presentations. Emphasis is placed on design, including interface design, color, illustration, scripting, audio, typography, and animated elements. Upon completion, students should be able to design and produce interactive presentations.

GRD-241 Graphic Design III (2/4/4)
Fall
Prerequisites: *ENG-111 and* GRD-142 or DES-136
Corequisites: None
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.

GRD-242 Graphic Design IV (2/4/4)
Spring
Prerequisites: GRD-241 *with a minimum grade of C*
Corequisites: None
This course is a continuation of GRD 241. Emphasis is placed on using advanced media techniques, concepts, strategies, and professionalism in all aspects of design. Upon completion, students should be able to conceptualize, create, and produce designs for reproduction.

GRD-280 Portfolio Design (2/4/4)
Spring
Prerequisites: *ENG-111 and* GRD-142 and either GRD-152 or GRA-152
Corequisites: None
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.

HEALTH

HEA-110 Personal Health/Wellness (3/0/3)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HISTORY

HIS-111 World Civilizations I (3/0/3)
Fall/Spring CAA UGETC
Prerequisites: None
Corequisites: None
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

HIS-112 World Civilizations II (3/0/3)
Fall/Spring CAA UGETC
Prerequisites: *ENG-111*
Corequisites: None
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

HIS-131 American History I (3/0/3)
Fall/Spring CAA UGETC
Prerequisites: None
Corequisites: None
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the

development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

HIS-132 American History II (3/0/3)
Fall/Spring CAA UGETC
Prerequisites: None
Corequisites: None
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

HIS-145 The Second World War (3/0/3)
Spring CAA Elective
Prerequisites: None
Corequisites: None
This course covers the period of the Second World War from 1919 to 1945. Topics include the Treaty of Versailles, the rise of totalitarian regimes, the origins of the war, the major military campaigns in Europe and the Pacific, and the aftermath. Upon completion, students should be able to analyze significant political, military, socioeconomic, and cultural developments that influenced the Second World War. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HIS-163 The World Since 1945 (3/0/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course surveys world developments since the end of World War II. Topics include the Cold War, nationalism, colonialism, the Third World, the arms race, and global capitalism and regionalism. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the world since 1945. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HIS-221 African-American History (3/0/3)
Summer CAA Elective
Prerequisites: None
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HIS-226 The Civil War (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HIS-227 Native American History (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course surveys the history and cultures of Native Americans from pre-history to the present. Topics include Native American civilizations, relations with Europeans, and the continuing evolution of Native American cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments among Native Americans. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HIS-232 History of the Old West (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course surveys the development of the western United States. Emphasis is placed on Native American cultures, Manifest Destiny, conflicts on the frontier, and subsequent developments. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the western United States. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HIS-236 North Carolina History (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HIS-237 The American Revolution (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the political, socioeconomic, religious, and ideological forces that led to the American Revolution, and the courses and consequences of the conflict. Topics include the prewar situation, wartime internal dynamics, international diplomacy, military strategy, tactics, and campaigns, and the Revolution's impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, religious, ideological, international, and military developments in the United States during the Revolutionary Era. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HORTICULTURE

HOR-142 Fruit & Vegetable Prod (1/2/2)
Fall
Prerequisites: None
Corequisites: None
This course introduces the principles and techniques of growing fruits and field-grown vegetables. Topics include site selection, proper varietal selection, nutritional values, cultural techniques, harvesting and marketing, and insect and disease control. Upon completion, students should be able to demonstrate an understanding of the principles related to the production of selected fruits and vegetables.

HOR-160 Plant Materials I (2/2/3)
Spring
Prerequisites: None
Corequisites: None

This course covers identification, culture, characteristics, and use of plants. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials.

HOR-162 Applied Plant Science (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.

HOR-164 Hort Pest Management (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course covers the identification and control of plant pests including insects, diseases, and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators license.

HOR-166 Soils & Fertilizers (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media.

HUMANITIES

HUM-110 Technology and Society (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: None
Corequisites: None
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

HUM-115 Critical Thinking (3/0/3)
Spring CAA GEN ED
Prerequisites: DRE-098 *or RED-090 and ENG-090 with a minimum grade of C*
Corequisites: None
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

HUM-120 Cultural Studies (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

HUM-122 Southern Culture (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

HUM-123 Appalachian Culture (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course provides an interdisciplinary study of the unique features of Appalachian culture. Topics include historical, political, sociological, psychological, and artistic features which distinguish this region. Upon completion, students should be able to demonstrate a broad-based awareness and appreciation of Appalachian culture. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HUM-130 Myth in Human Culture (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

HUM-150 American Women's Studies (3/0/3)
On Demand CAA GEN ED
Prerequisites: None
Corequisites: None
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

HUM-220 Human Values and Meaning (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: ENG-111
Corequisites: None
This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

HUM-230 Leadership Development (3/0/3)
Spring CAA Elective
Prerequisites: ENG-111
Corequisites: None
This course explores the theories and techniques of leadership and group process. Emphasis is placed on leadership styles, theories of group dynamics, and the moral and ethical responsibilities of leadership. Upon completion, students should be able to identify and analyze a personal philosophy and style of leadership and

integrate these concepts in various practical situations. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

HYDRAULICS

HYD-110 Hydraulics/Pneumatics I (2/3/3)
Fall
Prerequisites: None
Corequisites: None
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.

INDUSTRIAL SYSTEMS

ISC-112 Industrial Safety (2/0/2)
Spring/Summer
Prerequisites: None
Corequisites: None
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.

JOURNALISM

JOU-110 Intro to Journalism (3/0/3)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PARALEGAL

LEX-110 Intro to Paralegal Study (2/0/2)
Fall
Prerequisites: None
Corequisites: None
This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals.

LEX-120 Legal Research/Writing I (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

LEX-121 Legal Research/Writing II (2/2/3)
Spring
Prerequisites: LEX-120 *and ENG-111*
Corequisites: None
This course covers advanced topics in legal research and writing. Topics include more complex legal issues and assignments involving preparation of legal memos, briefs, and other documents and the advanced use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course.

LEX-130 Civil Injuries (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses.

LEX-140 Civil Litigation I (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions.

LEX-141 Civil Litigation II (2/2/3)
Fall
Prerequisites: LEX-140
Corequisites: None
This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice.

LEX-150 Commercial Law I (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course covers legally enforceable agreements, forms of organization, and selected portions of the Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper.

LEX-160 Criminal Law & Procedure (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces substantive criminal law and procedural rights of the accused. Topics include elements of state/federal crimes, defenses, constitutional issues, pre-trial and trial process, and other related topics. Upon completion, students should be able to explain elements of specific crimes and assist an attorney in preparing a criminal case.

LEX-210 Real Property I (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property.

LEX-211 Real Property II (1/4/3)
Spring
Prerequisites: LEX-210
Corequisites: None
This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance

forms, and prepare disbursement reconciliation.

LEX-240 Family Law (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law.

LEX-250 Wills, Estates, & Trusts (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts.

LEX-260 Bankruptcy and Collections (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course provides an overview of the laws of bankruptcy and the rights of creditors and debtors. Topics include bankruptcy procedures and estate management, attachment, claim and delivery, repossession, foreclosure, collection, garnishment, and post-judgment collection procedure. Upon completion, students should be able to prepare and file bankruptcy forms, collection letters, statutory liens, and collection of judgments.

LEX-280 Ethics & Professionalism (2/0/2)
Fall
Prerequisites: None
Corequisites: None
This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law.

MACHINING

MAC-111 Machining Technology I (2/12/6)
Fall
Prerequisites: None
Corequisites: None
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC-112 Machining Technology II (2/12/6)
Spring
Prerequisites: *MAC-111 or MAC-111AB and MAC-111BB*
Corequisites: None
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

MAC-113 Machining Technology III (2/12/6)
Summer
Prerequisites: *MAC-112 or MAC-112AB and MAC-112BB*
Corequisites: None
This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications.

MAC-121 Intro to CNC (2/0/2)
Fall
Prerequisites: None
Corequisites: None
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.

MAC-122 CNC Turning (1/3/2)
Summer
Prerequisites: *MAC-111 OR MAC-111AB and MAC-111BB*
Corequisites: None
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.

MAC-124 CNC Milling (1/3/2)
Spring
Prerequisites: *MAC-111 OR MAC-111AB and MAC-111BB*
Corequisites: None
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.

MAC-151 Machining Calculations (1/2/2)
Spring
Prerequisites: None
Corequisites: None
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.

MAC-152 Adv Machining Calc (1/2/2)
Fall
Prerequisites: None
Corequisites: None
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.

MAC-214 Machining Technology IV (2/12/6)
Fall
Prerequisites: *ENG-111 and MAC-112 or MAC-112AB and MAC-112BB*
Corequisites: None
This course provides advanced applications and practical experience in the manufacturing of complex parts. Emphasis is placed on inspection, gaging, and the utilization of machine tools. Upon completion, students should be able to manufacture complex assemblies to specifications.

MAC-222 Advanced CNC Turning (1/3/2)
Fall
Prerequisites: None
Corequisites: None
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.

MAC-224 Advanced CNC Milling (1/3/2)
Spring
Prerequisites: *ENG-111*
Corequisites: None

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.

MATHEMATICS

MAT-050 Basic Math Skills(3/2/4)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

MAT-110 Math Measurement & Literacy (2/2/3)
Fall/Spring/Summer
Prerequisites: DMA-010, DMA-020, and DMA-030 *or MAT-060 with a minimum grade of C*
Corequisites: None
This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

MAT-121 Algebra/Trigonometry I (2/2/3)
Fall
Prerequisites: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060 *or MAT-070 with a minimum grade of C*
Corequisites: None
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include 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.

MAT-122 Algebra/Trigonometry II (2/2/3)
Spring
Prerequisites: MAT-121
Corequisites: None
This course is designed to cover concepts in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, transformations of functions, Law of Sines, Law of Cosines, vectors, and statistics. Upon completion, students should be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

MAT-143 Quantitative Literacy (2/2/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: *ENG-111 and* Take one group: Group A) DRE-098 *and* DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 or Group *B) MAT-070 and ENG-090 and RED-090 with a minimum grade of C*
Corequisites: None
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for mathematics (AA).*

MAT-152 Statistical Methods I (3/2/4)
Fall/Spring/Summer CAA UGETC
Prerequisites: Take one group: Group A) DRE-098 and DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 *or Group B) MAT-070 and ENG-090 and RED-090 with a minimum grade of C*
Corequisites: None
This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for mathematics (AA).*

MAT-167 Discrete Mathematics (3/0/3)
Spring CAA Elective
Prerequisites: MAT-121 or MAT-171
Corequisites: None
This course is designed to develop problem-solving and reasoning skills using an algorithmic approach. Topics include sets, number theory, numeration systems, linear programming, traditional and propositional logic, truth tables, Venn diagrams, elementary proofs, and Boolean algebra. Upon completion, students should be able to apply logic and other mathematical concepts to solve a variety of problems. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

MAT-171 Precalculus Algebra (3/2/4)
Fall/Spring CAA UGETC
Prerequisites: Take one group: Group A) MAT-121 or Group B) DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080 *or Group C) MAT-080 with a minimum grade of C*
Corequisites: None
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for mathematics (AA/AS).*

MAT-172 Precalculus Trigonometry (3/2/4)
Spring CAA UGETC
Prerequisites: MAT-171 *with a minimum grade of C*
Corequisites: None
This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use

appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for mathematics (AS).*

MAT-263 Brief Calculus (3/2/4)
Fall CAA UGETC
Prerequisites: MAT-171
Corequisites: None
This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for mathematics (AS).*

MAT-271 Calculus I (3/2/4)
Fall/Spring/Summer CAA UGETC
Prerequisites: MAT-172
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for mathematics (AS).*

MAT-272 Calculus II (3/2/4)
Fall/Spring CAA GEN ED
Prerequisites: MAT-271 *with a minimum grade of C*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education mathematics course.*

MAT-273 Calculus III (3/2/4)
Spring CAA GEN ED
Prerequisites: MAT-272
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education mathematics course.*

MAT-280 Linear Algebra (2/2/3)
Fall CAA Elective
Prerequisites: MAT-271
Corequisites: None
This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, systems of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to linear algebra-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

MAT-285 Differential Equations (2/2/3)
Spring CAA Elective
Prerequisites: MAT-272
Corequisites: None
This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and LaPlace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

MECHANICAL

MEC-110 Intro to CAD/CAM (1/2/2)
Spring
Prerequisites: None
Corequisites: None
This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

MEC-111 Machine Processes I (1/4/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

MEC-130 Mechanisms (2/2/3)
Spring
Prerequisites: *ENG-111*
Corequisites: None
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.

MEC-142 Physical Metallurgy (1/2/2)
Spring
Prerequisites: None
Corequisites: None
This course covers the heat treating of metals. Emphasis is placed on the effects of hardening, tempering, and annealing on the structure and physical properties of metals. Upon completion, students should be able to heat treat materials.

MEC-231 Comp-Aided Manufact I (1/4/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces computer-aided design/ manufacturing (CAD/CAM) applications and concepts. Topics include software, programming, data transfer and verification, and equipment setup. Upon completion, students should be able to produce parts using CAD/CAM applications.

MEDICAL ASSISTING

MED-110 Orientation to Med Assist (1/0/1)
Fall
Prerequisites: None
Corequisites: None

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.

MED-118 Medical Law and Ethics (2/0/2)
Spring
Prerequisites: *ENG-111*
Corequisites: None
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

MED-121 Medical Terminology I (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED-122 Medical Terminology II (3/0/3)
Spring
Prerequisites: MED-121
Corequisites: None
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED-130 Admin Office Proc I (1/2/2)
Spring
Prerequisites: None
Corequisites: OST-134
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.

MED-131 Admin Office Proc II (1/2/2)
Fall
Prerequisites: *MED-130*
Corequisites: None
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.

MED-134 Medical Transcription (2/2/3)
Fall
Prerequisites: MED-121 and *MED-122* and *OST-134*
Corequisites: None
This course provides the basic knowledge, understanding, and skills required to complete medical reports and transcribe medical dictation. Emphasis is placed on correct punctuation, capitalization, and spelling. Upon completion, students should be able to demonstrate competence in medical transcription.

MED-140 Exam Room Procedures I (3/4/5)
Spring
Prerequisites: None
Corequisites: *MED-122*
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.

MED-150 Laboratory Procedures I (3/4/5)
Fall
Prerequisites: *MED-122 and MED-140*
Corequisites: None
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.

MED-230 Admin Office Proc III (1/2/2)
Spring
Prerequisites: MED-131
Corequisites: None
This course provides advanced medical office administrative procedures. Emphasis is placed on management skills including personnel supervision, practice management, public relations, and insurance coding. Upon completion, students should be able to exhibit advanced managerial medical assisting skills.

MED-232 Medical Insurance Coding (1/3/2)
Spring
Prerequisites: *MED-121*
Corequisites: None
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.

MED-240 Exam Room Procedures II (3/4/5)
Fall
Prerequisites: MED-140
Corequisites: None
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.

MED-260 MED Clinical Practicum (0/0/15/5)
Spring
Prerequisites: *MED-122, MED-150, MED-240, MED-272, and successful completion of the first 3 semesters of the program*
Corequisites: None
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.

MED-262 Clinical Perspectives (1/0/1)
Spring
Prerequisites: *ENG-111*
Corequisites: *MED-260*
This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.

MED-272 Drug Therapy (3/0/3)
Fall
Prerequisites: *MAT-110*
Corequisites: None
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.

MARKETING

MKT-120 Principles of Marketing (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MAINTENANCE

MNT-110 Intro to Maint Procedures (1/3/2)
Spring
Prerequisites: None
Corequisites: None
This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MUSIC

MUS-110 Music Appreciation (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: None
Corequisites: None
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

MUS-112 Introduction to Jazz (3/0/3)
On Demand CAA UGETC
Prerequisites: None
Corequisites: None
This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

MUS-131 Chorus I (0/2/1)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

MUS-132 Chorus II (0/2/1)
On Demand CAA Elective
Prerequisites: MUS-131 *with a minimum grade of C*
Corequisites: None
This course provides a continuation of studies begun in MUS 131. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing leading to performance. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

MUS-210 History of Rock Music (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course is a survey of Rock music from the early 1950's to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

NURSE AIDE

NAS-101 Nurse Aide I (3/4/3/6)
Fall/Spring
Prerequisites: *DRE-098 or RED-090*
Corequisites: None
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.

NAS-102 Nurse Aide II (3/2/6/6)
Spring
Prerequisites: NAS-101
Corequisites: None
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.

NETWORKING

NET-125 Networking Basics (1/4/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

NET-126 Routing Basics (1/4/3)
Spring
Prerequisites: NET-125
Corequisites: None
This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

NET-225 Routing & Switching I (1/4/3)
On Demand
Prerequisites: NET-126
Corequisites: None

This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

NET-226 Routing and Switching II (1/4/3)
On Demand
Prerequisites: NET-225
Corequisites: None
This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

NETWORK OPERATING SYSTEMS

NOS-110 Operating Systems Concepts (2/3/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS-120 Linux/UNIX Single User (2/2/3)
On Demand
Prerequisites: NOS-110, CET-211, or CTI-130
Corequisites: None
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.

NOS-130 Windows Single User (2/2/3)
Spring
Prerequisites: NOS-110, CET-211, or CTI-130
Corequisites: None
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

NOS-220 Linux/Unix Admin I (2/2/3)
On Demand
Prerequisites: NOS-120
Corequisites: None
This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network.

NOS-230 Windows Administration I (2/2/3)
Fall
Prerequisites: *NOS-130*
Corequisites: None
This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

NURSING

NUR-101 Practical Nursing I (7/6/6/11)
Spring
Prerequisites: *Admission to the PN program*
Corequisites: *NUR-117*
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 assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

NUR-102 Practical Nursing II (7/0/9/10)
Summer
Prerequisites: NUR-101 *and NUR-117*
Corequisites: None
This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

NUR-103 Practical Nursing III (6/0/9/9)
Fall
Prerequisites: NUR-101, *NUR-102 and ENG-111*
Corequisites: *NUR-118*
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care.

NUR-111 Intro to Health Concepts (4/6/6/8)
Fall
Prerequisites: *Admission to the ADN Program*
Corequisites: None
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.

NUR-112 Health-Illness Concepts (3/0/6/5)
Spring
Prerequisites: NUR-111
Corequisites: None
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.

NUR-113 Family Health Concepts (3/0/6/5)
Spring
Prerequisites: NUR-111
Corequisites: None
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.

NUR-114 Holistic Health Concepts (3/0/6/5)
Summer
Prerequisites: NUR-111
Corequisites: None
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.

NUR-117 Pharmacology (1/3/2)
Fall/Spring
Prerequisites: *Admission to the ADN Program*
Corequisites: None
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmocokinetics, routes of medication administration, contraindications and side effects.Upon completion, students should be able to compute dosages and administer medication safely.

NUR-211 Health Care Concepts (3/0/6/5)
Fall
Prerequisites: NUR-111
Corequisites: None
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.

NUR-212 Health System Concepts (3/0/6/5)
Fall
Prerequisites: NUR-111 *and ENG-111*
Corequisites: None
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.

NUR-213 Complex Health Concepts (4/3/15/10)
Spring
Prerequisites: *NUR-111*, *NUR-112*, *NUR-113*, *NUR-114*, *NUR-211*, *NUR-212*, *and ENG-111*
Corequisites: None
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

NUR-214 Nsg Transition Concepts (3/0/3/4)
Spring
Prerequisites: *Admission to LPN-ADN Program*
Corequisites: None
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.

NUR-221 LPN to ADN Concepts I (6/0/9/9)
Fall
Prerequisites: *NUR-214 and ENG-111*
Corequisites: None
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.

NUR-223 LPN to ADN Concepts II (6/0/9/9)
Spring
Prerequisites: NUR-221 *and ENG-111*
Corequisites: None
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.

OFFICE SYSTEMS

OST-131 Keyboarding (1/2/2)
Fall/Spring
Prerequisites: None
Corequisites: None
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system.

OST-134 Text Entry & Formatting (2/2/3)
Spring
Prerequisites: *OST-131*
Corequisites: None
This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability.

OST-136 Word Processing (2/2/3)
Fall
Prerequisites: *OST-134*
Corequisites: None
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST-137 Office Software Applicat. (2/2/3)
Fall/Spring

Prerequisites: None
Corequisites: None
This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands on approach. Upon completion, students should be able to use software in a business environment.

OST-148 Med Coding Billing & Insu (3/0/3)
Spring
Prerequisites: *MED-121*
Corequisites: None
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

OST-149 Medical Legal Issues (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.

OST-153 Office Finance Solutions (1/2/2)
Spring
Prerequisites: None
Corequisites: None
This course introduces basic bookkeeping concepts. Topics include entering data in accounts payable and receivable, keeping petty cash records, maintaining inventory, reconciling bank statements, running payroll, and generating simple financial reports. Upon completion, students should be able to demonstrate competence in the entry and manipulation of data to provide financial solutions for the office.

OST-164 Text Editing Applications (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST-181 Intro to Office Systems (2/2/3)
Fall
Prerequisites: *OST-134 and OST-137*
Corequisites: *OST-136*
This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

OST-184 Records Management (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST-243 Med Office Simulation (2/2/3)
Fall
Prerequisites: OST-148 *AND OST-134*
Corequisites: *MED-134*
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

OST-286 Professional Development (3/0/3)
Fall
Prerequisites: *OST-134 and ENG-111*
Corequisites: None
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

OST-289 Administrative Office Mgt (2/2/3)
Spring
Prerequisites: OST-164 and *OST-181* and either OST-134 or OST-136
Corequisites: None
This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.

PROCESS CONTROL INSTRUMENTATION

PCI-162 Instrumentation Controls (2/3/3)
Spring
Prerequisites: None
Corequisites: None
This course surveys industrial process control, instrumentation concepts, devices, and systems. Topics include process control devices and process control applications associated with industrial instrumentation. Upon completion, students should be able to demonstrate a basic understanding of the various industrial process control and instrumentation systems.

PHYSICAL EDUCATION

PED-110 Fit and Well for Life (1/2/2)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-111 Physical Fitness I (0/3/1)
Fall/Spring/Summer CAA Elective
Prerequisites: None
Corequisites: None
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-112 Physical Fitness II (0/3/1)
Fall/Spring/Summer CAA Elective
Prerequisites: PED-111 *with a minimum grade of C*
Corequisites: None
This course is an intermediate-level fitness class. Topics include specific

exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-117 Weight Training I (0/3/1)
Fall/Spring/Summer CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-118 Weight Training II (0/3/1)
Spring CAA Elective
Prerequisites: PED-117 *with a minimum grade of C*
Corequisites: None
This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-120 Walking for Fitness (0/3/1)
Fall/Spring/Summer CAA Elective
Prerequisites: None
Corequisites: None
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-142 Lifetime Sports (0/2/1)
Spring CAA Elective
Prerequisites: None
Corequisites: None
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-143 Volleyball-Beginning (0/2/1)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-144 Volleyball-Intermediate (0/2/1)
Fall CAA Elective
Prerequisites: PED-143 *with a minimum grade of C*
Corequisites: None
This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-148 Softball (0/2/1)
Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational softball. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-150 Baseball/Beginning (0/3/1)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course covers the fundamentals of baseball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational baseball. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-151 Baseball/Intermediate (0/3/1)
Spring CAA Elective
Prerequisites: PED-150 *with a minimum grade of C*
Corequisites: None
This course covers more advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play baseball at a competitive level. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-165 Sport Science As a Career (3/0/3)
On Demand CAA Elective
Prerequisites: DRE-098 *or ENG-090 and RED-090 with a minimum grade of C*
Corequisites: None
This course provides students with foundational knowledge about the study of physical activity and career opportunities within the discipline. Emphasis will be placed on the role of physical activity, the subdisciplines of the field, and possible career choices. Upon completion, students should have an understanding of the subdisciplines and employment opportunities within an Exercise and Sport Science program. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-170 Backpacking (0/2/1)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course covers the proper techniques for establishing a campsite, navigating in the wilderness, and planning for an overnight trip. Topics include planning for meals, proper use of maps and compass, and packing and dressing for extended periods in the outdoors. Upon completion, students should be able to identify quality backpacking equipment, identify the principles of no-trace camping, and successfully complete a backpacking experience. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-171 Nature Hiking (0/2/1)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course provides instruction on how to equip and care for oneself on the trail. Topics include clothing, hygiene, trail ethics, and necessary equipment. Upon completion, students should be able to successfully participate in nature trail hikes. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-252 Officiating/Bsball/Sfball (1/2/2)
Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the rules and techniques for sports officiating in baseball and softball. Emphasis is placed on officiating fundamentals and responsibilities. Upon completion,

students should be able to demonstrate proper mechanics and knowledge of officiating procedures in baseball and softball. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PED-256 Coaching Baseball (1/2/2)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course introduces the theory and methods of coaching baseball. Emphasis is placed on rules, game strategies, and selected techniques of coaching baseball. Upon completion, students should be able to demonstrate competent coaching skills in baseball. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PHILOSOPHY

PHI-210 History of Philosophy (3/0/3)
Spring CAA GEN ED
Prerequisites: ENG-111
Corequisites: None
This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied.
This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.

PHI-215 Philosophical Issues (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: ENG-111
Corequisites: None
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

PHI-230 Introduction to Logic (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: ENG-111
Corequisites: None
This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

PHI-240 Introduction to Ethics (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: ENG-111
Corequisites: None
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories 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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for humanities/fine arts.*

PHYSICS

PHY-110 Conceptual Physics (3/0/3)
Fall/Spring CAA UGETC
Prerequisites: *DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050 or MAT-070*
Corequisites: PHY-110A
This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AA).*

PHY-110A Conceptual Physics Lab (0/2/1)
Fall/Spring CAA UGETC
Prerequisites: None
Corequisites: PHY-110
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AA).*

PHY-131 Physics-Mechanics (3/2/4)
Fall
Prerequisites: MAT-121 or MAT-171
Corequisites: None
This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.

PHY-151 College Physics I (3/2/4)
Fall CAA UGETC
Prerequisites: MAT-171
Corequisites: None
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AS).*

PHY-152 College Physics II (3/2/4)
Spring CAA UGETC
Prerequisites: PHY-151 *with a minimum grade of C*
Corequisites: None
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AS).*

PHY-251 General Physics I (3/3/4)
Fall CAA UGETC
Prerequisites: MAT-271
Corequisites: MAT-272
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AS).*

PHY-252 General Physics II (3/3/4)
Spring CAA UGETC
Prerequisites: PHY-251 and MAT-272 *with a minimum grade of C*
Corequisites: None
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for natural sciences (AS).*

POLITICAL SCIENCE

POL-110 Intro Political Science (3/0/3)
Spring CAA Elective
Prerequisites: None
Corequisites: None
This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

POL-120 American Government (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: None
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

POL-130 State & Local Government (3/0/3)
Fall/Spring CAA Elective
Prerequisites: None
Corequisites: None
This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PSYCHOLOGY

PSY-118 Interpersonal Psychology (3/0/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

PSY-150 General Psychology (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: *A) ENG-090 and RED-090 with a minimum grade of C OR B) DRE-098*
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

PSY-183 Psychology of Addiction (3/0/3)
On Demand
Prerequisites: None
Corequisites: None
This course covers historical and theoretical perspectives on addictive behavior and the genetic, familial, and sociocultural influences on addiction. Topics include addictions to eating, gambling, alcohol, drugs, relationships, work, and sex. Upon completion, students should be able to demonstrate a knowledge of the theories of addiction and the factors underlying addictive behaviors.

PSY-211 Psychology of Adjustment (3/0/3)
On Demand CAA Elective
Prerequisites: PSY-150
Corequisites: None
This course introduces the study of the adjustment process focusing on contemporary challenges individuals must deal with in everyday life. Topics include theories of behavior, career choices, self-understanding, coping mechanisms, human relationships, intimacy, sociocultural factors influencing healthy personal adjustment, and other related topics. Upon completion, students should be able to demonstrate an awareness of the processes of adjustment. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PSY-231 Forensic Psychology (3/0/3)
Spring CAA Elective
Prerequisites: PSY-150
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PSY-239 Psychology of Personality (3/0/3)
Spring CAA GEN ED
Prerequisites: PSY-150
Corequisites: None
This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior.
This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.

PSY-241 Developmental Psych (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: PSY-150
Corequisites: None
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

PSY-243 Child Psychology (3/0/3)
Fall CAA Elective
Prerequisites: PSY-150
Corequisites: None
This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PSY-246 Adolescent Psychology (3/0/3)
Spring CAA Elective
Prerequisites: PSY-150
Corequisites: None
This course provides an overview of the behavior patterns, life changes, and social issues that accompany the developmental stage of adolescence. Topics include developmental theories; physical, cognitive and psychosocial growth; transitions to young adulthood; and sociocultural factors that influence adolescent roles in home, school and community. Upon completion, students should be able to identify typical and atypical adolescent behavior patterns as well as appropriate strategies for interacting with adolescents. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PSY-259 Human Sexuality (3/0/3)
On Demand CAA Elective
Prerequisites: PSY-150
Corequisites: None
This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PSY-263 Educational Psychology (3/0/3)
Summer CAA Elective
Prerequisites: PSY-150
Corequisites: None
This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PSY-271 Sports Psychology (3/0/3)
Fall CAA Elective
Prerequisites: PSY-150
Corequisites: None
This course provides an overview of the field of sports and exercise psychology. Topics include concentration, goal setting, arousal level, exercise psychology, mental imagery, confidence, and other issues related to sport and exercise performance. Upon completion, students should be able to demonstrate a knowledge of psychological factors involved in sport and exercise. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

PSY-281 Abnormal Psychology (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: PSY-150
Corequisites: None
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

PHYSICAL THERAPIST ASSISTANT

PTA-110 Intro to Physical Therapy (2/3/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the field of physical therapy including the history and standards of practice for the physical therapist assistant and basic treatment techniques. Emphasis is placed on ethical and legal considerations, universal precautions, vital signs, documentation, basic patient preparation and treatment skills, and architectural barrier screening. Upon completion, students should be able to explain the role of the physical therapist assistant and demonstrate competence in basic techniques of patient care.

PTA-120 Functional Anatomy (1/6/3)
Spring
Prerequisites: None
Corequisites: PTA-140
This course provides an organized study of anatomy and kinesiology. Emphasis is placed on the integration of structure and function of the skeletal, articular, muscular, nervous, and circulatory systems to include gait analysis. Upon completion, students should be able to describe the components and demonstrate function of these systems as applied to physical therapy.

PTA-130 Physical Therapy Proc I (1/6/3)
Fall
Prerequisites: None
Corequisites: PTA-110
This course includes concepts of injury and repair and documentation methods. Emphasis is placed on physiological effects, indications, contraindications, and skilled applications of selected therapeutic modalities. Upon completion, students should be able to safely, correctly, and effectively apply the emphasized techniques and

procedures with understanding of correct documentation.

PTA-140 Therapeutic Exercise (2/6/4)
Spring
Prerequisites: None
Corequisites: PTA-120
This course covers muscle physiology, exercise concepts, testing, and applications to the spine and extremities. Topics include strength, endurance, flexibility, and exercise protocols and progressions. Upon completion, students should be able to demonstrate skill in applying therapeutic exercise principles for non-neurological conditions in a safe and appropriate manner.

PTA-150 Physical Therapy Proc II (1/6/3)
Spring
Prerequisites: PTA-130
Corequisites: None
This course is designed to include the theory and practice of additional therapeutic interventions. Topics include but are not limited to electrotherapy, burn and wound care, biofeedback, and selected data collection methods. Upon completion, students should be able to apply these modalities and treatment techniques effectively and safely and demonstrate knowledge of physiological principles involved.

PTA-160 Physical Therapy Proc III (2/3/3)
Summer
Prerequisites: PTA-150
Corequisites: None
This course introduces treatment and measurement techniques and discusses treatment programs for selected neuromusculoskeletal dysfunction and injuries. Topics include soft tissue and joint dysfunction, selected assessment techniques, and various exercise programs. Upon completion, students should be able to demonstrate the application of selected data collection methods and functional interventions.

PTA-170 Pathophysiology (3/0/3)
Summer
Prerequisites: None
Corequisites: None
This course is a survey of basic pathology with emphasis on conditions most frequently observed and treated in physical therapy. Topics include etiology, pathology, manifestation, treatment, and prognosis. Upon completion, students should be able to explain repair processes, categorize diseases, define pathology, identify organ/body systems involved, and discuss treatment and prognosis.

PTA-180 PTA Clinical Ed Intro (0/0/9/3)
Summer
Prerequisites: None
Corequisites: None
This course introduces the physical therapy clinic in planned learning experiences and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care and communication. Upon completion, students should be able to demonstrate satisfactory performance in learned patient care skills, communication activities, and professional behaviors.

PTA-212 Health Care/Resources (2/0/2)
Fall
Prerequisites: None
Corequisites: None
This course provides an overview of various aspects of health care delivery systems and the interrelationships of health care team members. Topics include health agencies and their functions, health care team member roles, management, and other health care issues. Upon completion, students should be able to discuss the functions of health organizations and team members and aspects of health care affecting physical therapy delivery.

PTA-222 Professional Interactions (2/0/2)
Fall
Prerequisites: *ENG-111*
Corequisites: None
This course is designed to assist in the development of effective interpersonal skills in the physical therapist assistant setting. Topics include reactions to disability, the grieving process, methods of communication, motivation, health promotion, disease prevention, and aging. Upon completion, students should be able to discuss and demonstrate methods for achieving effective interaction with patients, families, the public, and other health care providers.

PTA-240 Physical Therapy Proc IV (3/6/5)
Fall
Prerequisites: None
Corequisites: None
This course covers normal development, adult and pediatric/CNS dysfunction, spinal cord injuries, amputee rehabilitation techniques, and cardiopulmonary rehabilitation. Topics include neurology review, selected rehabilitation techniques, ADL and functional training, prosthetic and orthotic training, and environmental access. Upon completion, students should be able to demonstrate safe and correct application of selected rehabilitation techniques for neurological dysfunction, cardiopulmonary conditions, and amputations.

PTA-252 Geriatrics for the PTA (2/0/2)
Fall
Prerequisites: None
Corequisites: None
This course is designed to provide more in-depth knowledge of physical therapy care for the geriatric individual. Topics include health promotion, wellness programs, and medical problems specific to the elderly. Upon completion, students should be able to discuss and describe special problems and programs for the elderly.

PTA-260 Adv. Pta Clinical Ed. (0/0/30/10)
Spring
Prerequisites: PTA-180
Corequisites: None
This course provides full-time clinical affiliations for planned learning experiences and practice under supervision. Emphasis is placed on reinforcement of learned skills in direct patient care, communications, and professional behaviors. Upon completion, students should be able to demonstrate satisfactory performance as an entry-level physical therapist assistant and as a member of the physical therapy team.

PTA-270 PTA Topics (1/0/1)
Spring
Prerequisites: None
Corequisites: None
This course covers the physical therapist assistant profession in preparation for the state licensure exam. Topics include developing time management skills and practicing for the competence examinations. Upon completion, students should be able to identify individual academic strengths and weaknesses and utilize this information to continue self-study for the licensure exam.

PTA-280 PTA Issues I (1/0/1)
Spring
Prerequisites: *ENG-111*
Corequisites: None
This course consists of reports, discussions, and guest lectures on the latest physical therapy techniques, equipment, and health sciences specialties. Topics include reports on extra-departmental experiences, case studies, and literature reviews. Upon completion, students should be able to discuss specialized physical therapy equipment and/or related fields and display competent writing skills.

RELIGION

REL-110 World Religions (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: None
Corequisites: None
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved for transfer*

under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.

REL-211 Intro to Old Testament (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

REL-212 Intro to New Testament (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: None
Corequisites: None
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

REL-221 Religion in America (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: None
Corequisites: None
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

INFORMATION SECURITY

SEC-110 Security Concepts (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SEC-150 Secure Communications (2/2/3)
Spring
Prerequisites: SEC-110 and NET-125
Corequisites: None
This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPSec. Upon completion, students should be able to implement secure data transmission technologies.

SEC-160 Security Administration I (2/2/3)
Spring
Prerequisites: SEC-110 and NET-125
Corequisites: None
This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses.

SOCIOLOGY

SOC-210 Introduction to Sociology (3/0/3)
Fall/Spring/Summer CAA UGETC
Prerequisites: None
Corequisites: None
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a Universal General Education Transfer Component (UGETC) course for social/behavioral sciences (AA/AS).*

SOC-213 Sociology of the Family (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

SOC-220 Social Problems (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

SOC-225 Social Diversity (3/0/3)
Fall CAA GEN ED
Prerequisites: None
Corequisites: None
This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

SOC-230 Race and Ethnic Relations (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: None
Corequisites: None
This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education social/behavioral sciences course.*

SOC-232 Social Context of Aging (3/0/3)
On Demand CAA Elective

Prerequisites: None
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SOC-234 Sociology of Gender (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course examines contemporary roles in society with special emphasis on recent changes. Topics include sex role socialization, myths and stereotypes, gender issues related to family, work, and power. Upon completion, students should be able to analyze modern relationships between men and women. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SOC-244 Soc of Death & Dying (3/0/3)
On Demand CAA Elective
Prerequisites: None
Corequisites: None
This course presents sociological perspectives on death and dying. Emphasis is placed on analyzing the different death rates among various groups, races, and societies, as well as various types of death. Upon completion, students should be able to discuss the rituals of death, both cultural and religious, and examine current issues relating to death and dying. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SOC-252 Sociology of Work (3/0/3)
On Demand CAA
Prerequisites: None
Corequisites: None
This course provides an understanding of the work experience in terms of rewards, satisfaction, exploitation, alienation, and institutional function and structure. Topics include an examination of industrial, professional, office, and executive work settings in relation to technology, management, and career opportunities. Upon completion, students should be able to understand work in its changing roles, institutions, and economic impact. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a*

SPANISH

SPA-111 Elementary Spanish I (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: None
Corequisites: None
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

SPA-112 Elementary Spanish II (3/0/3)
Fall/Spring/Summer CAA GEN ED
Prerequisites: SPA-111 *with a minimum grade of C*
Corequisites: None
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

SPA-120 Spanish for the Workplace (3/0/3)
Fall
Prerequisites: None - *Restricted to students in the Construction Management and Viticulture and Enology programs.*
Corequisites: None
This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

SPA-141 Culture and Civilization (3/0/3)
Fall CAA Elective
Prerequisites: None
Corequisites: None
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. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SPA-161 Cultural Immersion (2/3/3)
On Demand CAA Elective
Prerequisites: SPA-111
Corequisites: None
This course explores Hispanic culture through intensive study on campus and field experience in a host country or comparable area within the United States. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SPA-181 Spanish Lab 1 (0/2/1)
Fall CAA Elective
Prerequisites: None
Corequisites: None
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SPA-182 Spanish Lab 2 (0/2/1)
Spring CAA Elective
Prerequisites: SPA-181 *with a minimum grade of C*
Corequisites: None
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SPA-211 Intermediate Spanish I (3/0/3)

Fall CAA GEN ED
Prerequisites: SPA-112
Corequisites: None
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

SPA-212 Intermediate Spanish II (3/0/3)
Spring CAA GEN ED
Prerequisites: SPA-211 *with a minimum grade of C*
Corequisites: None
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a general education humanities/fine arts course.*

SPA-221 Spanish Conversation (3/0/3)
On Demand CAA Elective
Prerequisites: SPA-212
Corequisites: None
This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SPA-231 Reading and Composition (3/0/3)
On Demand CAA Elective
Prerequisites: SPA-212
Corequisites: None
This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SPA-281 Spanish Lab 3 (0/2/1)
Fall CAA Elective
Prerequisites: SPA-182
Corequisites: None
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SPA-282 Spanish Lab 4 (0/2/1)
Spring CAA Elective
Prerequisites: SPA-281 *with a minimum grade of C*
Corequisites: None
This course provides an opportunity to enhance the review and expansion of the essential skills of the Spanish language. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

SPANISH INTERPRETER

SPI-113 Intro. to Spanish Inter. (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

SPI-114 Ana.Skills Spanish Inter. (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between Spanish and English. Upon completion, students should be able to consecutively interpret non-technical, interactive messages between Spanish and English.

SPI-213 Review of Grammar (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course is designed to review the common elements of Spanish grammar in oral and written form. Emphasis is placed on the fundamental grammatical concepts of the Spanish language. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts in both oral and written form.

SPI-214 Intro. to Translation (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course is designed to improve the quality of Spanish to English and English to Spanish translation. Emphasis is placed on the practice of Spanish to English and English to Spanish translation in a variety of prose styles. Upon completion, students should be able to demonstrate the usage and understanding of the processes involved in translating.

SPI-245 Community Interpreting I (2/3/3)
Spring
Prerequisites: None
Corequisites: None
This course is designed to expose students to interpreting in areas such as social services, business and industry. Emphasis is placed on the development of social services, business and industry vocabulary through role-play. Upon completion, students should be able to consecutively interpret basic messages in a variety of social services, business and industry situations.

SUSTAINABILITY

SST-110 Intro to Sustainability (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces sustainability issues and individual contributions toward environmental sustainability. Topics include management processes needed to maximize renewable/non-renewable energy resources, economics of sustainability, and reduction of environmental impacts. Upon completion, students should be able to discuss sustainability practices and demonstrate an understanding of their effectiveness and impacts.

SST-120 Energy Use Analysis (2/2/3)
Spring

Prerequisites: *ENG-111*
Corequisites: None
This course introduces the principles of analyzing energy use, energy auditing tools and techniques, conservation techniques, and calculating energy savings. Topics include building system control theory, calibrating digital controls, energy loss calculations, and applicable conservation techniques. Upon completion, students should be able to demonstrate an understanding of energy use, audits, and controls in the analysis of energy consumption.

SST-130 Modeling Renewable Energy (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces software and other technologies used for modeling renewable energy systems. Topics include renewable energy modeling software applications, data analysis, renewable energy sources, and cost of renewable energy systems. Upon completion, students should be able to use appropriate technology to model the effectiveness of renewable energy systems.

SST-140 Green Bldg & Design Concepts (3/0/3)
Fall
Prerequisites: *ENG-111*
Corequisites: None
This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

TRANSPORTATION

TRN-110 Intro to Transport Tech (1/2/2)
Fall
Prerequisites: None
Corequisites: None
This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

TRN-120 Basic Transp Electricity (4/3/5)
Fall
Prerequisites: None
Corequisites: None
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

TRN-140 Transp Climate Control (1/2/2)
Summer
Prerequisites: None
Corequisites: None
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

TRN-140A Transp Climate Cont Lab (1/2/2)
Summer
Prerequisites: None
Corequisites: TRN-140
This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

TRN-145 Advanced Transportation Electronics (2/3/3)
Spring
Prerequisites: TRN-120
Corequisites: None
This course covers advanced transportation electronic systems including programmable logic controllers, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, reprogramming PLC?s, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to reprogram PLC?s, diagnose and test data networks and other electronic concerns, and work safely with high voltage systems.

TRN-170 Pc Skills for Transp (1/2/2)
Fall
Prerequisites: None
Corequisites: None
This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

TRN-180 Basic Welding for Transp (1/4/3)
Fall
Prerequisites: None
Corequisites: None
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.

VITICULTURE & ENOLOGY

VEN-132 Wines of the World (1/2/2)
Fall
Prerequisites: None
Corequisites: None
This course provides an introduction to the major wine-growing regions of the world, including history, distribution, climate, and winetypes of these regions. Emphasis will be placed on grape varieties planted and upon environmental and cultural factors influencing grape growth and wine quality and style. Upon completion, students should be familiar with the breadth and depth of the wine-producing regions of the world.

VEN-133 Intro to Winemaking (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course provides an overview of the history of winemaking, fermentation, winery operations, and physiology of wine consumption. Emphasis is placed on the types of wines produced in the United States with particular attention to the wines of the Southeast. Upon

completion, students should be familiar with general winemaking procedures.

VEN-134 Grape Harvest (1/0/1)
Fall
Prerequisites: None
Corequisites: None
This course introduces grape harvest practices. Topics include labor contracts; harvest crew organization; standards of fruit maturity; product transportation; and maintenance of fruit quality and grape crush. Upon completion, students should be able to demonstrate competency in grape harvest management.

VEN-135 Intro to Viticulture (3/2/4)
Fall
Prerequisites: None
Corequisites: None
This course introduces grape growing. Topics include botany, fruiting and rootstock cultivars; anatomy and physiology; history and distribution of grapes; vine classification; world growing areas including latitude, climate and soils; and common diseases and pests. Upon completion, students should be able to demonstrate an overall understanding of the viticulture field.

VEN-138 Vineyard Estab & Develop (3/0/3)
Spring
Prerequisites: VEN-135
Corequisites: None
This course covers site selection and preparation, varietal, clonal, and rootstock selection and planting, appropriate trellis systems, vine training during the first year of growth. Emphasis is placed on the development of healthy vines which will bear high-quality fruit at reasonable cost. Upon completion, students should be able to make independent decisions with regard to the establishment of a new vineyard.

VEN-139 Grape and Wine Science (4/2/5)
Spring
Prerequisites: None
Corequisites: None
This course provides the students with the basic elements of science necessary to the understanding of processes in viticulture and enology. Topics include the pertinent aspects of taxonomy, cell biology, chemistry, plant physiology, environmental biology, and soil science. Upon completion, students should be able to demonstrate the science associated with effective grape productions and wine making.

VEN-238 Grape Pests/Disea/Disorde (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course provides an introduction to pests and diseases of vineyards. Topics include pest/disease identification and control methods and sampling techniques with emphasis on integrated management in pest control. Upon completion, students should be able to identify and manage common vineyard pests and diseases.

VEN-282 Wine Microbiology (3/0/3)
On Demand
Prerequisites: VEN-133
Corequisites: None
This course addresses the nature, development, physiology, and control of yeasts and bacteria involved in the making, aging, and spoilage of wines. Topics include morphology, physiology, and culture of common wine microorganisms, their place in the fermentation process, and control of undesirable microorganisms. Upon completion, students should be able to manage fermentation and prevent or control wine spoilage.

VEN-283 Wine Production and Analysis (2/6/5)
Fall
Prerequisites: VEN-133 and VEN-139
Corequisites: None
This course applies previously introduced winemaking principles to actual wine production, while providing the student with sensory and chemical analytical tools fundamental to good winemaking. Topics include fruit choices and quality assessment, crushing, fermentation monitoring and control, analysis of product and the process decisions dictated by these analyses. Upon completion, students should demonstrate familiarity with wine analysis winemaking practices.

VEN-284 Wine Design and Management (3/0/3)
Spring
Prerequisites: VEN-133
Corequisites: None
This course covers approaches to the design of a winery including sizing, layout, materials, tools, and utilities required. Topics include estimating cost of production and daily operation, and regulatory issues in planning and operation of a winery. Upon completion, students should be able to make rational decisions related to the efficient and economical operation of a winery.

VEN-285 Winery Operations (3/2/4)
Summer
Prerequisites: VEN-133
Corequisites: None
This course provides practical cellar-oriented winery experience. Emphasis is placed on the students being actively involved in the daily activities of the winemaking process. Upon completion, students should have an enhanced understanding of practical cellar operations.

VEN-286 Wine Marketing (3/0/3)
Spring
Prerequisites: VEN-132 and VEN-133 and *ENG-111*
Corequisites: None
This course introduces students to aspects of marketing that are unique to the wine industry, and provides experience in designing and implementing a marketing plan. Emphasis is placed on the nature of the wine market, examples of marketing programs, and practical experience in their design and implementation. Upon completion, students should be able to demonstrate comprehension and familiarity with the tools and techniques of marketing wine.

VEN-287 Vineyard Operations (3/2/4)
Summer
Prerequisites: None
Corequisites: None
This course covers basic vineyard operations including field applications and activities necessary for the successful operation of a commercial winegrape vineyard in the southeastern U.S. Topics include planting, canopy management, irrigation design, installation and maintenance, IPM implementation and pesticide application, trellis maintenance, equipment selection and use, fertilization, harvesting and contracts. Upon completion, students should be able to make and implement sound viticultural decisions that allow the production of a sustainable and quality crop of grapes.

VEN-288 Wine Finishing and Packaging (1/4/3)
Spring
Prerequisites: VEN-283 and *ENG-111*
Corequisites: None
This course introduces process applications and tools necessary for the satisfactory finishing of wines, preparatory to bottling, and to the bottling process itself. Processes covered are aspects of wine stabilization, fining and filtration, sterile filtration and bottling. Upon completion, students should be able to demonstrate understanding of the processes and competency with the necessary tools and techniques.

WORK-BASED LEARNING

WBL-111 Work-Based Learning I (0/0/10/1)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability

skills, and satisfactorily perform work-related competencies.

WBL-112 Work-Based Learning I (0/0/20/2)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-113 Work-Based Learning I (0/0/30/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-114 Work-Based Learning I (0/0/40/4)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-121 Work-Based Learning II (0/0/10/1)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-122 Work-Based Learning II (0/0/20/2)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-123 Work-Based Learning II (0/0/30/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-124 Work-Based Learning II (0/0/40/4)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-131 Work-Based Learning III (0/0/10/1)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-132 Work-Based Learning III (0/0/20/2)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-133 Work-Based Learning III (0/0/30/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-211 Work-Based Learning IV (0/0/10/1)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-212 Work-Based Learning IV (0/0/20/2)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-213 Work-Based Learning IV (0/0/30/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WBL-221 Work-Based Learning V (0/0/10/1)
Fall/Spring/Summer
Prerequisites: None

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

WBL-231 Work-Based Learning VI (0/0/10/1)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

WEB TECHNOLOGIES

WEB-110 Internet/Web Fundamentals (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines.

WEB-115 Web Markup and Scripting (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces Worldwide Web Consortium (W3C) standard client-side Internet programming using industry-established practices. Topics include JavaScript, markup elements, stylesheets, validation, accessibility, standards, and browsers. Upon completion, students should be able to develop hand-coded web pages using current markup standards.

WEB-120 Intro to Internet Multimedia (2/2/3)
Spring
Prerequisites: None
Corequisites: None
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.

WEB-125 Mobile Web Design (2/2/3)
Spring
Prerequisites: WEB-110
Corequisites: None
This course introduces students to web design for mobile devices. Topics include planning an effective mobile Web site, industry standard Mobile Markup Language, CSS3, multimedia, m-commerce, social media, testing and publishing. Upon completion, students should be able to plan, develop, test, and publish Web content designed for mobile devices.

WEB-140 Web Development Tools (2/2/3)
Fall/Spring
Prerequisites: None
Corequisites: None
This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

WEB-151 Mobile Application Dev I (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces students to programming technologies, design and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and programming for mobile applications using an OS Software Development Kit (SDK). Upon completion, students should be able to create basic applications for mobile devices.

WEB-210 Web Design (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites.

WELDING

WLD-110 Cutting Processes (1/3/2)
Fall
Prerequisites: None
Corequisites: None
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.

WLD-112 Basic Welding Processes (1/3/2)
Fall
Prerequisites: None
Corequisites: None
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD-115 SMAW (stick) Plate (2/9/5)
Fall
Prerequisites: None
Corequisites: None
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD-116 SMAW (stick) Plate/Pipe (1/9/4)
Spring
Prerequisites: WLD-115
Corequisites: None
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.

WLD-121 GMAW (MIG) FCAW/Plate (2/6/4)
Fall
Prerequisites: None
Corequisites: None
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD-122 GMAW (MIG) Plate/Pipe (1/6/3)
Spring
Prerequisites: WLD-121

Corequisites: None
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.

WLD-131 GTAW (TIG) Plate (2/6/4)
Spring
Prerequisites: None
Corequisites: None
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.

WLD-141 Symbols & Specifications (2/2/3)
Fall
Prerequisites: None
Corequisites: None
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.

WLD-143 Welding Metallurgy (1/2/2)
Summer
Prerequisites: None
Corequisites: None
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.

WLD-261 Certification Practices (1/3/2)
Summer
Prerequisites: WLD-115 and WLD-121 and WLD-131
Corequisites: None
This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.

WLD-265 Automated Welding/ Cutting (2/6/4)
Summer
Prerequisites: WLD-110 and WLD-121
Corequisites: None
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.

Main Campus
630 S. Main Street
Dobson, NC 27017
(336) 386-8121

Center for Public Safety
1220 State Street
Mount Airy, NC 27030
(336) 386-3680

The Elkin Center
1461 N. Bridge Street
Elkin, NC 28621
(336) 386-3605

The Pilot Center
612 E. Main Street
Pilot Mountain, NC 27041
(336) 386-3618

The Yadkin Center
4649 U.S. Highway 601
Yadkinville, NC 27055
(336) 386-3580



SURRY Community College™

Serving Surry and Yadkin Counties
www.surry.edu