SURRY COMMUNITY COLLEGE ACADEMIC CATALOG

2017-2018

SURRY Community College™

Serving Surry and Yadkin Counties

www.surry.edu

SURRY COMMUNITY COLLEGE

CATALOG
2017-2018

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 Academic Affairs 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.

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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.

BOARD OF TRUSTEES 2017-2018

Mr. George L. Anderson, Jr..... Yadkinville, NC
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Mr. Arthur Jason Hackbarth, Student Trustee, Ex Officio
Mr. Frederick G. Johnson, College Attorney
Dr. David R. Shockley, SCC President
Ms. Cheryl F. Largin, Exec. Asst. to the President and Board of Trustees

Updated January 20, 2017.

SURRY Community College™

Serving Surry and Yadkin Counties
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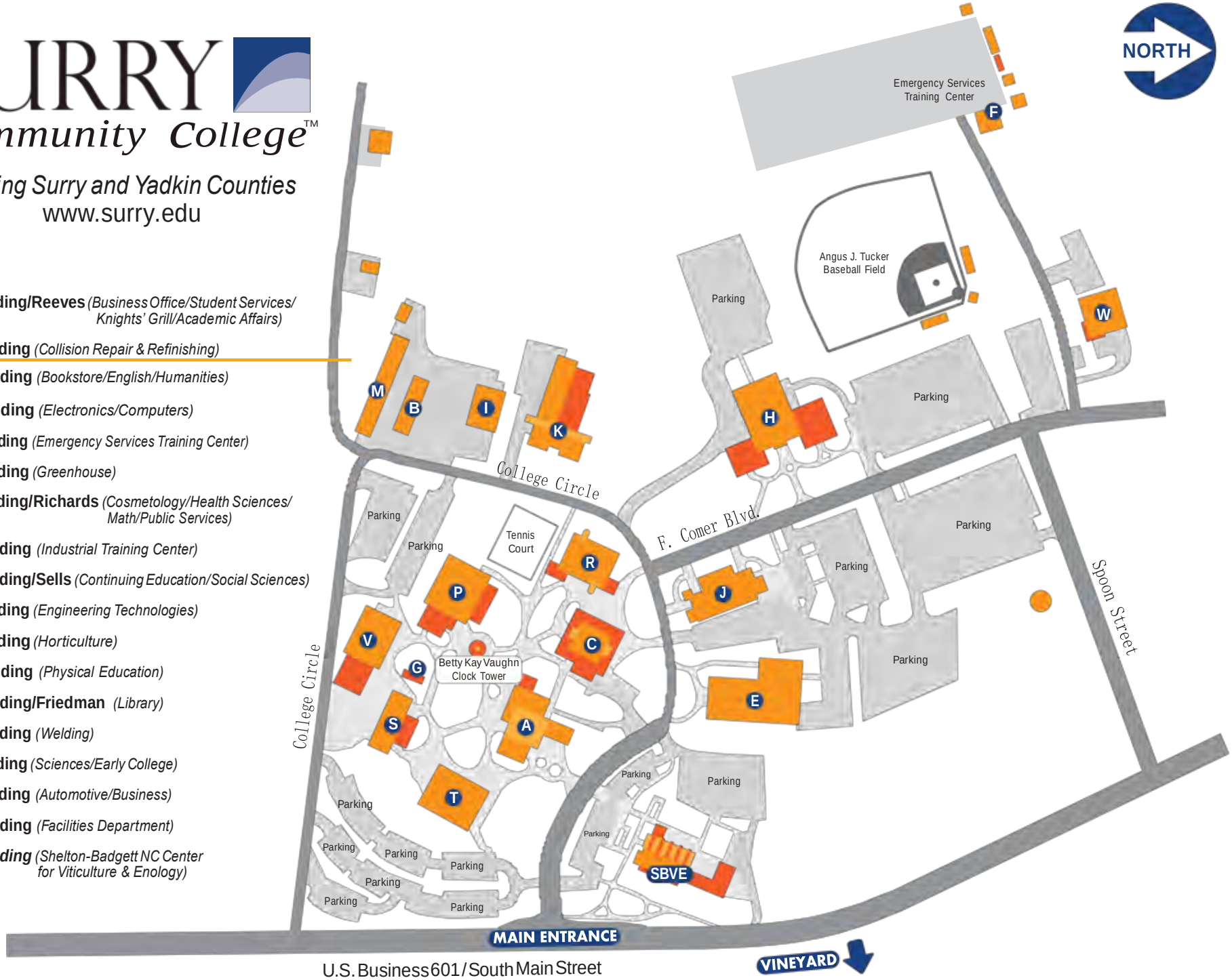
- **A Building/Reeves** *(Business Office/Student Services/ Knights' Grill/Academic Affairs)*
- **B Building** *(Collision Repair & Refinishing)*
- **C Building** *(Bookstore/English/Humanities)*
- **E Building** *(Electronics/Computers)*
- **F Building** *(Emergency Services Training Center)*
- **G Building** *(Greenhouse)*
- **H Building/Richards** *(Cosmetology/Health Sciences/ Math/Public Services)*
- **I Building** *(Industrial Training Center)*
- **J Building/Sells** *(Continuing Education/Social Sciences)*
- **K Building** *(Engineering Technologies)*
- **M Building** *(Horticulture)*
- **P Building** *(Physical Education)*
- **R Building/Friedman** *(Library)*
- **S Building** *(Welding)*
- **T Building** *(Sciences/Early College)*
- **V Building** *(Automotive/Business)*
- **W Building** *(Facilities Department)*
- **SBVE Building** *(Shelton-Badgett NC Center for Viticulture & Enology)*



ACADEMIC CALENDAR 2017-2018

Fall 2017

Faculty Workdays.....Friday and Monday, August 11th and 14th
First Day of Class .....Tuesday, August 15th
Labor Day Holiday .....Monday, September 4th
Fall Break .....Thursday and Friday, October 19th and 20th
Veterans Day Observance.....Friday, November 10th
Thanksgiving Holidays .....Wednesday, Thursday and Friday November 22th, 23th, 24th
Last day of Class .....Tuesday, December 12th
Exam Days .....Wednesday, Thursday, Friday, and Monday December 13th, 14th, 15th, 18th

Spring 2018

Faculty Workdays .....Thursday and Friday, January 4th and 5th
First Day of Class .....Monday, January 8th
Dr. Martin Luther King Jr Holiday .....Monday, January 15th
Spring Break .....Monday – Friday, March 12th – March 16th
Easter Holiday .....Friday, March 30th
Last Day of Classes .....Monday, May 7th
Exam Days .....Tuesday, Wednesday, Thursday, and Friday May 8th, 9th, 10th, and 11th
Graduation .....Saturday, May 12th

Summer 2018

First Day of Summer Session and Full Summer Session .....Monday, May 21st
Memorial Day Observance .....Monday, May 28th
End of First Summer Session .....Monday, June 25th
First Day of Second Summer Session .....Tuesday, June 26th
Fourth of July Holiday .....Monday – Friday, July 2nd – July 6th
Last Day of Second Summer Session and Full Summer Session .....Monday, August 6th

Approved by the Board of Trustees 4.11.16

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

JOBSCONNECT/CAREER SERVICES

Monday-Thursday 8:00 am-5:00 pm; Friday 8:00 am–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 J Building (J-221 and J-222): Monday-Thursday 8:00 am-3:30 pm; Tuesday/Thursday 6:00 pm-9:00 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 & Thursday 9:00 am-2:00 pm; Tuesday & Thursday 4:00 pm-8:00 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; Monday/Tuesday/Thursday 6:00 pm-9:00 pm; Friday 8:00 am-12:00 pm

JONES FAMILY RESOURCE CENTER, MT. AIRY (336-786-1071)

Learning Center Hours: Monday-Thursday 8:00 am-3:30 pm; Monday/Tuesday/Thursday 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-2:30 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-8:00 pm; Friday 7:30 am-2:30 pm *(fall and spring semesters only)*

FUNCTIONAL DIRECTORY

Surry Community College Telephone (336) 386-8121

Contact (Name)	**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 (A 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
JobsConnect/Career Services	Student Services (A building) Elkin Center	3291, 3602
Certification/Licensure Courses	Continuing Education (J Building)	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 (A building)	3250
Tuition and Fees	Business Office (A building)	3208
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	3674
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
Placement Testing	Student Services (A building)	3346
Registration	Student Services (A building)	3264
Transcripts	Student Services (A building)	3264

Contact (Name)	**Office (Location)**	**Phone Ext.**
Transfer Information	Student Services (A building)	3264
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	Elkin Center	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 March 10, 2014.

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 2014-2015. Questions may be addressed to the SCC Office of Institutional Effectiveness at 336-386-3451.

Performance Measures and Standards 2016 Report

Performance Measures and Standards 2017 Report

#	*Measure*	*State-Wide College Percentage*	*System Goal*	*SCC Results*	*Met Goal*	*Colleges Achieving*
1.	**Basic Skills Student Progress**	59.1%	68.3%	**43.2%**	No	14
2.	**English Success**	50.9%	55.9%	**48.7%**	No	24
3.	**Math Success**	29.0%	32.5%	**25.6%**	No	17
4.	**First Year Progression**	70.5%	75.0%	**74.7%**	No	11
5.	**Completion Rate**	43.7%	51.9%	**41.2%**	No	5
6.	**Licensure Pass Rate**	82.0%	90.9%	**92.1%**	Yes	7
7.	**Transfer Performance**	82.5%	87.6%	**84.4%**	No	8

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

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

-updated August 22, 2016

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's placement test. 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. Placement test 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.

In addition, pursuant to the State Board of Community College Code ID SBCCC 400.2(g), Surry Community College reserves the right to refuse admission to any applicant who is not a resident of North Carolina who seeks enrollment in any distance education course if the applicant resides in a state where the college is not authorized to provide distance education.

Approved by the Board of Trustees, May 08, 2017.

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 Student Admissions

International Student Admissions Policy

Surry Community College is authorized to issue an I-20 to students who meet the International Student admissions requirements, and who are applying to study in the U.S. under a F-1 student visa.

- The College is required to enroll all international students in the Student and Exchange Visitor Information System (SEVIS) of the Bureau of Citizenship and Immigration Services.
- A person holding a student (F-1) visa cannot be classified as a North Carolina resident for tuition purposes and shall be required to pay out-of-state tuition.
- Federal and state funds for financial assistance to international students are not available.

Application Deadline

Applicant	Fall Semester	Summer Semester	Spring Semester
Applying Outside U.S.	April 15th	February 15th	September 15th
Transfers	July 15th	April 15th	December 1st

Applying Outside U.S.: This is a student who resides outside the United States. The student wants to apply to receive an I-20. With this I-20, the student will apply for an F-1 student visa to come to Surry Community College and study as a full-time student.

Transfers: This is a student who is currently in the United States studying at an institution with a current I-20. The student wants to apply to Surry Community College to transfer his or her I-20 to study as a full-time student.

Change of Status: This is a student who is currently in the United States with an immigration status. However, the student wants to apply to receive an I-20. With this I-20, the student will apply with Immigration for a change of status from his or her current status to F-1 student status. If the change of status is approved, the student plans to study at Surry Community College as a full-time student. Please see the Admissions Office for an appropriate deadline.

New Students

1. **Surry Community College International Student Application form** submitted by the application deadline. Please provide complete information. Incomplete forms will result in delays in reviewing applications
2. **Completion of secondary education (equivalent to high school education in the U.S.).** Provide complete official academic records in English from secondary and post-secondary schools. Records should include courses taken, grades received, and degrees or certificates earned.
3. **Affidavit of Financial Support:** all applicants must submit a notarized Affidavit of Financial Support. **An I-20 form will not be issued until all financial documentation is received and approved.**
4. **Report of Medical History and Immunization Record signed by a practicing physician is required.** A TB test is required within the last 12 months. If the TB test result is positive, the chest x-ray result within the last 12 months is required. (Please note: The TB test result and chest x-ray result require a date.)
5. **Proof of English proficiency**
    - TOEFL score of at least 500 (paper), 173 (computer based) or 61 (Internet based)
    - Successful coursework in English at a high school or institution of major learning in the U.S.
6. **Placement Assessment is required through the Surry Community College Testing Center.**

Transfer Students

If you are currently an F-1 student in the U.S. and want to transfer to Surry Community College, you must submit the following documents.

Complete steps 1-7 listed above under **New Students** (above) and the steps listed below:

1. Contact the Principal/Designated School Official at our institution to complete transfer paperwork.
2. A photocopy of your current **I-20 form.**

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 the American Translators Association or the local chapter, at Carolina Association of Translators and Interpreters.

Undocumented Student Admissions

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 Surry Community College's Apply Now.
2. Submit an official high school transcript or High School Equivalency scores. Students providing proof of an earned associate degree or higher completion from **a regionally 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's placement test or show proof of meeting course pre-requisites. See information on Placement Testing below.

In addition, pursuant to the State Board of Community College Code ID SBCCC 400.2(g), Surry Community College reserves the right to refuse admission to any applicant who is not a resident of North Carolina who seeks enrollment in any distance education course if the applicant resides in a state where the college is not authorized to provide distance education. Applications for admission from students who live in states that have not granted SCC authorization will be flagged before admission is determined and a member of SCC's Student services staff will ascertain enrollment intentions.

Approved by the Board of Trustees, May 08, 2017.

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 take advantage of online remediation tools and to prepare before taking the test. Students may visit the Academic Support Center or the SCC website for test preparation resources.

Retaking the Placement Test

Students may retest the NCDAP math placement test (or specific sections: NCDAP-Math, NCDAP-Reading/English) once within a year of the original test date, provided they are willing to pay a retesting fee of $10.00.

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.

Multiple Measures for Placement Policy

Measure	**Placement Type**
Unweighted GPA = or > 2.6 and Four High School Math Courses*	Student is college ready for any gateway math course and any course that has a DMA prerequisite; student is college ready for any English course, up to and including English 111, and any course that has a DRE pre-requisite.
Unweighted GPA < 2.6	College will evaluate subject-area ACT or SAT scores to determine if student is college ready in math and English using the following scores (based on national and state validation studies): English: ACT Reading 22 **or** ACT English 18 SAT Writing 500 **or** SAT Critical Reading 500 (Pre-March 2016) SAT Evidence-Based Reading and Writing 480 (Eff. March 2016) Math: ACT Math 22 SAT Math 500 (Pre-March 2016) SAT Math 530 (Eff. March 2016)
Unweighted GPA < 2.6 and subject-area score(s) below college ready	Student will take subject-area State Board-approved North Carolina Diagnostic Assessment for Placement (NCDAP) to determine placement.
Students without a recent transcript GPA (within 5 years) or without ACT or SAT scores	Student will take the State Board approved North Carolina Diagnostic Assessment for Placement (NCDAP) to determine placement.

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 documented successful completion of appropriate college-level English and mathematics courses at another college within the past five years,
- Meet one of the "Multiple Measures for Placement" below (effective Fall 2016 for new students only):

* The "Multiple Measures for Placement" applies to individuals who have an official transcript grade point average (GPA) from a high school that is legally authorized to operate in North Carolina and who graduated from that high school within **five** years of college enrollment.

In addition, a high school student must complete four math courses, including Algebra 1, Geometry, Algebra II (or the Standard Course of Study equivalents) and one additional math course. Eligible 4th math courses are listed on the NCCCS document: *Eligible 4th High School Math Courses for Multiple Measures Placement.* The System Office's Program Division will update this list as needed in consultation with the Department of Public Instruction.

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.

Eligibility

This policy applies to individuals who have an official transcript grade point average (GPA) from a high school that is legally authorized to operate in North Carolina and who graduated from that high school within **five** years of college enrollment.

In addition, a high school student must complete four math courses, including Algebra 1, Geometry, Algebra II (or the Standard Course of Study equivalents) and one additional math course. Eligible 4th math courses are listed on the NCCCS document: *Eligible 4th High School Math Courses for Multiple Measures Placement*. The System Office's Program Division will update this list as needed in consultation with the Department of Public Instruction.

For students who apply for admission *before* they graduate from high school, colleges will consider a student's cumulative GPA at the end of 1st semester of 12th grade or ACT/SAT test scores in determining placement.

This policy is not applicable to any students admitted prior to fall 2016.

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, Academic Affairs, prior to registration.**

General Readmission Procedures

1. Complete an Application for Admission via Surry Community College's Readmission.
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. Admission to the RIBN and LPN-BSN program is also based upon a comparison of grades and entrance test ranking with other applicants as well as written references and an interview with nursing faculty and administration (see RIBN ADMISSION PROCEDURES and LPN-BSN ADMISSION PROCEDURES).

Minimum Application Requirements

Students must complete the following to apply to the Associate Degree Nursing, Practical Nursing, and LPN-ADN programs:

1. SCC General Admissions Application
   Students complete the application to the college online.

   **Please note there is no separate admission application for the nursing programs. Students who register for the TEAS or have their official TEAS transcript submitted by ATI to SCC are considered for admission to the nursing programs.
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. 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 131 (preferred) or CHM 151 and associated lab component with a grade of "C" or better in order to take BIO 168 - Anatomy & Physiology I. (Note: BIO 163 is the science course in the PN curriculum, but BIO 168 & BIO 169 can be substituted).

In addition to the materials listed above, students must:

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. NOTE: The TEAS is scheduled by the Health Sciences Division. Students may take the test at any location and have an official transcript of the TEAS sent by ATI testing, Inc. to Surry.

All materials listed above are due by:

- November 15, 2017, for summer LPN-ADN students who take the admission test in December
- February 15, 2018, for ADN students who take the admission test in February
- February 15, 2018, for summer LPN-ADN students who take the admission test in March
- May 15, 2018, for ADN students who take the admission test in May
- June 15, 2018, for PN and LPN-ADN students who take the admission test in June
- September 15, 2018, for PN and LPN-ADN students who take the admission test in September

2017/2018 SCC TEAS Test Schedule

Summer 2018 LPN-BSN – November 30, 2017, and March 1, 2018
Summer 2018 LPN-ADN – December 1, 2017, and March 2, 2018
Fall 2018 RIBN – February 22, 2018, and May 24, 2018
Fall 2018 ADN – February 23, 2018, and May 25, 2018
Spring 2019 PN and LPN-ADN - June 22, 2018, and September 21, 2018

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***
- **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 Instructional 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 (TEAS) 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 the TEAS VI test. This test is offered by the college in according to the SCC TEAS Schedule above for the respective programs.
- 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 *only* every 3 months (regardless of site testing) to qualify for consideration into the program. 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 testing transferred to Surry, Attn: Associate Dean of Health Sciences (note: charges from ATI apply for this service). Students should be aware that Surry Community College requires students to take a different version of TEAS VI every 3 months, and therefore it is recommended that all testing be completed at Surry. Students should be aware that tests which exceed the frequency of testing every 3 months will not qualify the student for consideration as an applicant.

College Placement Test Scores

- To be considered for admission to the Associate Degree, Practical nursing, and LPN-ADN programs applicants must have completed all developmental prerequisites or met benchmark scores for exiting DMA 080, RED 090, and ENG 090 or DRE 098 (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) – Applicants with 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 – Applicants with 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 Summer LPN-ADN program will be offered in late February with final admission offered by late April.
- Early admission for the Spring PN and Spring LPN-ADN programs will be offered in late July with final admission 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 and RIBN programs)

College Application	Completion of Minimum Nursing Application Requirements	TEAS Test	Decision Notification
February 15, 2018	February 15, 2018	February 22, 2018 (RIBN)	Late April, 2018
February 15, 2018	February 15, 2018	February 23, 2018 (ADN)	Late April, 2018
May 15, 2018	May 15, 2018	May 25, 2018 (RIBN)	Late June, 2018
May 15, 2018	May 15, 2018	May 25, 2018 (ADN)	Late June, 2018

SPRING SEMESTER START DATE

(PN program or LPN to ADN)

College Application	Completion of Minimum Nursing Application Requirements	TEAS Test	Decision Notification
June 15, 2018	June 15, 2018	June 22, 2018	Late July, 2018
September 15, 2018	September 15, 2018	September 21, 2018	Late October, 2018

SUMMER SEMESTER START DATE

(LPN to ADN and LPN to BSN programs)

College Application	Completion of Minimum Nursing Application Requirements	TEAS Test	Decision Notification
November 15, 2017	November 15, 2017	November 30, 2017 (LPN-BSN)	Late February 2018 or
November 15, 2017	November 15, 2017	December 1, 2017 (LPN-ADN)	Late February 2018 or
February 15, 2018	February 15, 2018	March 1, 2018 (LPN-BSN)	Late April 2018
February 15, 2018	February 15, 2018	March 2, 2018 (LPN-ADN)	Late April 2018

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 will have their LPN licensure reviewed.) Student transcripts will be evaluated *prior to admission* 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. **Students must complete the Nurse Aide I course by application deadlines to be considered for admission, but will have until the first day entering the program to obtain their certification**. 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 proof of two varicella vaccines (history of having chicken pox is not acceptable proof of immunity); positive MMR titer or proof of two MMR vaccines; a TDAP vaccine within 5 years, and 2-step TB screening within the last 12 months. The medical form will be distributed at the mandatory information session for students offered admission to the programs. Medical forms must be completed and submitted to the vendor contracted by the nursing department by the deadlines specified. Arrangements must be made by the student to have influenza vaccines each fall when they become available as these are highly recommended (or in most instances mandatory) by the clinical facilities.
3. **Valid CPR certification** through American Heart Association (Health Care Provider) that is valid by the deadline set by the vendor, and maintained through the end of the respective program. NOTE: Red Cross CPR certification not accepted.
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 PN 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. Additionally, students with valid prescriptions who exhibit signs of impaired thinking during the clinical experience may be prohibited by the clinical sites.

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.

RIBN PROGRAM

Admission Procedures

Admission to the RIBN program is based upon a comparison of grades and entrance test ranking with other applicants as well as written references and an interview with nursing faculty and administration.

Minimum Application Requirements

Students must complete the following to apply to the RIBN nursing program:

1. SCC General Admissions Application
2. Lees-McRae College General Admissions Application
3. 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.
4. Placement Test(s): Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites.
5. GPA: Achieve and maintain an overall GPA of 3.0 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 BIO 111 and CHM 131 and CHM 131A or CHM 151 with a grade of "C" or better

In addition to the materials listed above, students must:

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. NOTE: The TEAS is scheduled by the Health Sciences Division. Students may take the test at any location and have an official transcript of the TEAS sent by ATI testing, Inc. to Surry.

All materials listed above are due by:

- February 15, 2018, for students who take the admission test (TEAS) in February
- May 15, 2018, for students who take the admission test (TEAS) in May

2017/2018 SCC TEAS Test Schedule
Fall 2018– February 22, 2018, and May 24, 2018

RIBN Courses

Students applying for the RIBN program should complete the following courses:

- ACA 111
- **BIO 168***
- **BIO 169***
- **ENG 111***
- **ENG 114***
- **MAT 171***
- NAS 101
- PSY 150
- PSY 241
- BIO 275

***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 Instructional 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 (TEAS) 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 other criteria for admission have been met.

- Students seeking admittance to nursing programs at Surry Community College are required to take the TEAS VI test. This test is offered by the college in according to the SCC TEAS Schedule above for the respective programs.
- 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 *only* every 3 months (regardless of site of testing) to qualify for consideration into the program. 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 testing transferred to Surry, Attn: Associate Dean of Health Sciences (note: charges from ATI apply for this service). Students should be aware that Surry Community College requires students to take a different version of TEAS VI 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 RIBN program applicants must have completed all developmental prerequisites or met benchmark scores for exiting DMA 080, RED 090, and ENG 090 or DRE 098 (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.

Criteria for Selection of RIBN Nursing Students

See RIBN Admission and Program Information on Curriculum Page 259. Applicants with the highest rank on their grades earned in 168, BIO 169, ENG 111, ENG 112 or ENG 113 or 114 and MAT 171, the Test of Essential Academic Skills (TEAS), scores on letters of recommendation (one from and educator with experience teaching the prospective student within the past two years and one professional willing to recommend the student as a good candidate for the program), score on letter of intent from student, and score on interview with nursing faculty/administration committee will be admitted into the LPN-BSN program.

Decision Notification

- Early admission for the Fall RIBN program will be offered in late April. Final admission for the Fall RIBN program will be offered by late June. 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 for RIBN Students

FALL SEMESTER START DATE

College Application	Completion of Minimum Nursing Application Requirements	TEAS Test	Decision Notification
February 15, 2018	February 15, 2018	February 22, 2018	Late April, 2018
May 15, 2018	May 15, 2018	May 24, 2018	Late June, 2018

Additional Admission Requirements

Admission into the RIBN 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. Student transcripts will be evaluated *prior to admission* 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. **Students must complete the Nurse Aide I course by application deadlines to be considered for admission, but will have until the first day entering the program to obtain their certification.** 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 proof of two varicella vaccines (history of having chicken pox is not acceptable proof of immunity); positive MMR titer or proof of two MMR vaccines; a TDAP vaccine within 5 years, and 2-step TB screening within the last 12 months. The medical form will be distributed at the mandatory information session for students offered admission to the programs, or mailed out with the offer of admission. Medical forms must be completed and submitted to the vendor contracted by the nursing department by the deadlines specified. Arrangements must be made by the student to have influenza vaccines each fall when they become available as these are highly recommended (or in most instances mandatory) by the clinical facilities.
3. **Valid CPR certification** through American Heart Association (Health Care Provider) that is valid by the deadline set by the vendor, and maintained through the end of the respective program. NOTE: Red Cross CPR certification not accepted.
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.

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. Additionally, students with valid prescriptions who exhibit signs of impaired thinking during the clinical experience may be drug tested due to these signs of impaired thinking, and/or prohibited by the clinical sites.

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.

LPN-BSN PROGRAM

Admission Procedures

Admission to the LPN-BSN program is based upon a comparison of grades and entrance test ranking with other applicants as well as written references and an interview with nursing faculty and administration.

Minimum Application Requirements

Students must complete the following to apply to the LPN-BSN nursing program:

1. SCC General Admissions Application
2. Lees-McRae College General Admissions Application
3. 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.
4. Placement Test(s): Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites.
5. GPA: Achieve and maintain an overall GPA of 3.0 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 BIO 111 and CHM 131 and CHM 131A or CHM 151 with a grade of "C" or better

In addition to the materials listed above, students must:

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. NOTE: The TEAS is scheduled by the Health Sciences Division. Students may take the test at any location and have an official transcript of the TEAS sent by ATI testing, Inc. to Surry.

All materials listed above are due by:

- November 15, 2017, for students who take the admission test (TEAS) in December
- February 15, 2018, for students who take the admission test (TEAS) in March

2017/2018 SCC TEAS Test Schedule
Summer 2018 – November 30, 2017 and March 1, 2018

LPN-BSN Courses

Students applying for the RIBN program should complete the following courses:

- ACA 111
- **BIO 168***
- **BIO 169***
- **ENG 111***
- **ENG 114***
- **MAT 171***
- NAS 101
- PSY 150
- PSY 241
- BIO 275

***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 Instructional 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 (TEAS) 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 other criteria for admission have been met.

- Students seeking admittance to nursing programs at Surry Community College are required to take the TEAS VI test. This test is offered by the college in according to the SCC TEAS Schedule above.
- 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 *only* every 3 months (regardless of site of testing) to qualify for consideration into the program. 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 testing transferred to Surry, Attn: Associate Dean of Health Sciences (note: charges from ATI apply for this service). Students should be aware that Surry Community College requires students to take a different version of TEAS VI 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 LPN-BSN program applicants must have completed all developmental prerequisites or met benchmark scores for exiting DMA 080, RED 090, and ENG 090 or DRE 098 (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. There is no time period attached to the BIO 168 & BIO 169 completion for LPN-BSN students.

Criteria for Selection of LPN-BSN Nursing Students

See LPN-BSN Admission and Program Information on Curriculum Page 255. Applicants with the highest rank on their grades earned in 168, BIO 169, ENG 111, ENG 112 or ENG 113 or 114 and MAT 171, the Test of Essential Academic Skills (TEAS), scores on letters of recommendation (one from and educator with experience teaching the prospective student within the past two years and one professional willing to recommend the student as a good candidate for the program), score on letter of intent from student, and score on interview with nursing faculty/administration committee will be admitted into the LPN-BSN program.

Decision Notification

- Early admission for the Summer LPN-BSN programs will be offered in late February with final admission offered by late April.
- 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 for LPN-BSN Students

SUMMER SEMESTER START DATE

College Application	Completion of Minimum Nursing Application Requirements	TEAS Test	Decision Notification
November 15, 2017	November 15, 2017	November 30, 2017	Late February 2018 or
February 15, 2018	February 15, 2018	March 1, 2018	Late April 2018

Additional Admission Requirements

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

1. **Valid documentation** of current licensure as a licensed practical nurse without sanctions on the license (past or present). The Department of Nursing will verify licensure from the NCBON 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 proof of two varicella vaccines (history of having chicken pox is not acceptable proof of immunity); positive MMR titer or proof of two MMR vaccines; a TDAP vaccine within 5 years, and 2-step TB screening within the last 12 months. The medical form will be distributed at the mandatory information session for students offered admission to the programs, or mailed out with the offer of admission. Medical forms must be completed and submitted to the vendor contracted by the nursing department by the deadlines specified. Arrangements must be made by the student to have influenza vaccines each fall when they become available as these are highly recommended (or in most instances mandatory) by the clinical facilities.
3. **Valid CPR certification** through American Heart Association (Health Care Provider) that is valid by the deadline set by the vendor, and maintained through the end of the respective program. NOTE: Red Cross CPR certification not accepted.
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 PN 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. Additionally, students with valid prescriptions who exhibit signs of impaired thinking during the clinical experience may be drug tested due to these signs of impaired thinking, and/or prohibited by the clinical sites.

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, 2018, FOR EARLY ADMISSION AND BY June 30, 2018, FOR FINAL ADMISSIONS FOR FALL 2019*****

Minimum Admission Requirements

STUDENTS MUST COMPLETE THE FOLLOWING TO APPLY TO THE MEDICAL ASSISTING 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. BIO 163 (or BIO 168 & BIO 169) must have been completed within the last 5 years.
6. 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.
7. 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. Additionally, students with valid prescriptions who exhibit signs of impaired thinking during clinical experience may be prohibited by the clinical sites.

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 MAY 31, 2018, FOR GENERAL ADMISSIONS FOR FALL 2018*****

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.

Physical Therapist Assistant Courses

In addition to the PTA courses, the following General Education courses are required for an AAS in Physical Therapist Assistant:

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

***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 for Allied Health)

- Students should contact the Instructional Assistant for Health Sciences (336-386-3275) to register for the test no later than noon on the day prior to the scheduled test.
- The cost of the test is approximately $58.00 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 for Allied Health does not automatically 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 continue in the admissions process.
- 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 for Allied Health. Student Services 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 science*, successful completion of the Sports Medicine course at Surry Community College, and TEAS 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 final admission into the PTA program will be notified by mail in late June. Medical forms, acceptance forms, and orientation information will be included in the acceptance packets.
- Students must return acceptance forms 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 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 vendor contracted by the Health Sciences Division 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 and 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: Commission on Accreditation in Physical Therapy Education.

ACADEMIC ADVISING

Academic advising services are readily available to all students. 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. Surry Community College uses a hybrid advising model which requires new students to see a Success Advisor upon entry to determine appropriate placement and registration. A Faculty Advisor is assigned to each student based on the student's program of study and will advise and assist with registration throughout the student's time at SCC.

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 of Academic Affairs 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 of Academic Affairs. 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 of Academic Affairs. 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 Academic Affairs.

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:

In person

Complete a Schedule Adjustment Form in the Student Services Office.

By telephone

Contact the Admissions and Records Office at 336-386-3595 or 336-386-3430.

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 $76.00 per credit hour with a maximum tuition charge of $1,216.00 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 Academic Affairs.

For out-of-state students, tuition is $268.00 per credit hour with a maximum tuition charge of $4,288.00 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:

- Cash, check, or money order
- Credit Card - VISA, MasterCard or Debit Card
- 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.
- 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.
- 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.***
- 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	$76.00	$1,216.00
Non-Resident	$268.00	$4,288.00

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 Academic Affairs or the Vice President for Finance.

Type of Fee	Basis	Applies To	Amount
Accident Insurance	Semester	All Students (Day & Evening)	$3
Distance Education	Course	Students registered for DE courses	$10/DE course
Graduation (non-refundable)	Program	Students ordering diplomas	$20
Parking (non-refundable)	Annual (Fall-Summer)	All Students (Day & Evening)	$5
Placement Test Re-Testing Fee	Each test	Students who choose to re-test	$10
Student Activity	Fall & Spring Semester only: $5.00 – up to 6 hours. (max: $32.50 fall/spring)	All Students (Day & Evening)	$65 maximum per year
Technology	Semester (max: $16)	All Students (Day & Evening)	$1/Credit Hour
Transcript (official) (non-refundable)	Upon Request	All students	$3 per official copy

CURRICULUM PROGRAM SPECIFIC 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 Academic Affairs or the Vice President for Finance.

Program	Type of Fee	Basis	Applies To	Amount
Cosmetology	Malpractice Insurance	Per year, per student	All Cosmetology students	$16
Medical Assisting	Lab Fee	Per Course	MED 140, 150 and 230 students	$42
Medical Assisting	National Cert. Exam	Program	All Medical Assisting Students	$125
Nursing (ADN)	NCLEX Readiness	Per Course	NUR 111, 112, 113, 114, 211, 212, 213 students	$105
Nursing (LPN-ADN)	NCLEX Readiness	Per Course	NUR 214, 221, 223	$122
Nursing (PN)	NCLEX Readiness	Per Course	NUR 101, 102, 103 students	$122
Nursing (PN and ADN)	Malpractice Insurance	Per year, per student	All PN and ADN nursing students	$16
Nursing (PN and ADN)	Criminal background and drug screen	Per clinical assignment	All PN and ADN nursing students	$45 - $100.00
Nursing Assistant	Clinical Preparation	Per Course	NAS 101 and NAS 102 students	$69
Physical Therapist Assistant	Malpractice Insurance	Per year, per student	All Physical Therapist Assistant students	$16
Viticulture & Enology	Course Fee	Per course	VEN 132	$100
Welding Technology	Lab Fee	Per course	All WLD courses except WLD 141	$15

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:

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.

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.

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 Surry Community College 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 and completed the necessary requirements 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:

Complete an Application to Surry Community College and provide all information required by the Admissions Office (including but not limited to declaring a major providing necessary transcripts and completing any required testing).

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.

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.

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 eCashier 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

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

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.*

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

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.

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."

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.

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.

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.

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.)

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

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

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.

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:

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

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.

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.

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 30 to 90 days from the date of certification, per their representatives. For additional information regarding eligibility or the application process, please contact the 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:

- Only grades of A, B, C, D, and F will be used to calculate GPA as explained in the college catalog.
- The Veterans Administration will not pay for audits, withdrawals, incompletes, or proficiency credits.
- Students may contact the Veterans Certifying Official in the Veterans Services Office within Veterans Center for questions pertaining to veteran's 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 Surry Community College or mailed to:
Surry Community College Foundation
630 South Main Street
Dobson, NC 27017
(336)386-3269

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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:

- Family Educational Rights and Privacy Act (FERPA)
- Family Policy Compliance Office (FPCO)

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 the 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. Online: National Student Clearing House

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

Grade	GPA Grade Points (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.

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, Academic Affairs.

TIME LIMITS ON COURSE WORK

Given the rapidly changing nature of information and the resulting modification of course competencies, Surry Community College reserves the right to limit credits accepted in programs of study based on the year in which the credits were earned. The following courses completed more than five calendar years prior to admission into a program will not be accepted for credit unless approved by the Division Chair of the specific course. The following courses will be affected:

- CIS-110, Introduction to Computers
- CIS-111, Basic PC Literacy
- CTS-130, Spreadsheet
- DBA-110, Database Concepts
- OST-134, Text Entry & Formatting
- OST-136, Word Processing
- OST-137, Office Software Applications
- OST-153, Office Finance Solutions

The Division Chair may approve, disapprove, or request that students provide evidence of course skills before the course is applied toward the current degree program. Evidence of skills may include a proficiency test, current college projects, current job duties/projects, or some other form of assessment deemed appropriate by the Division Chair.

ACADEMIC STANDING

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:

5. 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.
6. Repeating a course in which the student earned a low grade.
7. 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 Academic Affairs 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 Academic Affairs 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 Academic Affairs.

Approved 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:

8. 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.
9. 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:

10. Academic forgiveness is not reversible and may only be applied once during an academic career at SCC.
11. Forgiven grades remain on the student's transcript with an "academic forgiveness" notation but are not calculated in the cumulative GPA.
12. Courses that have been applied toward an awarded certificate, diploma, or degree at SCC are not eligible for academic forgiveness.
13. 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.
14. 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 Academic Affairs.
3. The Vice President of Academic Affairs 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:

15. Register and pay for the course and attend class prior to requesting permission to take the proficiency examination.
16. 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.
17. Provide tangible evidence of preparation to challenge the course.
18. 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:

19. Credit by proficiency must be requested and completed during the first ten percent (10%) of the class content.
20. Some courses may not be appropriate for proficiency testing, and are excluded from this procedure.
21. Students who earn less than a "C" on the proficiency exam receive no transcript notation and may complete the class for credit.
22. Students who earn at least a "C" on the proficiency exam will receive the appropriate credit hours and proficiency grade (CR) on their transcripts.
23. Students may attempt credit by proficiency only once for any given course.
24. To ensure consistency in testing, each instructional department will develop a common proficiency exam for all eligible courses.
25. Financial aid, veterans, and some third parties do not pay for credit by proficiency.
26. 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

Regionally Accredited Colleges/Universities

Surry Community College accepts transfer credit from other regionally accredited colleges and universities. Transfer students will need to furnish official transcripts for evaluation, which will be evaluated once a student is accepted to SCC. Only courses that are satisfactorily completed at other regionally 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 January 2017

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, 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

HS Program Area	HS Course Number	HS Course Title	CC Course Number	CC Course Title
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	BF05	Personal Finance	BUS-125	Personal Finance
Business and Information Technology Education	BB30	Business Law	BUS-116	Business Law II
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	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

HS Program Area	HS Course Number	HS Course Title	CC Course Number	CC Course Title
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
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	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 Video Design	DME-140	Intro to Audio/Video Media
Trade and Industrial Education OR Technology Education	TS21	Scientific & Technical Visualization I	DME-110	Intro to Digital Media
Trade and Industrial Education OR Technology Education AND Trade and Industrial Education OR Technology Education	TS21 AND TS22	Scientific & Technical Visualization I AND Scientific & Technical Visualization II	DEA-111	Introduction to DEAT
Trade and Industrial Education	II32	Adobe Digital Design	DME-120	Intro to Multimedia Appl.
Technology and Engr. Design	TE11	Technology & Engr. Design	DFT-111 and DFT-111A	Technical Drafting I AND Technical Drafting I Lab

Criteria to award 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 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 the 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
March 2016

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
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 College Level Examination Program (CLEP) for more information on the specific CLEP exams and scores required for course credit at Surry Community College.

Surry Community College
CLEP CREDIT
March 2016

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
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 National Association of Credential Evaluation Services.

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 Graduation Application and payment using the Self-Service option in MyKnightLife. 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.

Short-term counseling (limited to four sessions), and agency referral services are offered to SCC students. A student can be self-referred or referred by others. Counseling services are housed in the Student Services Office.

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 Laura Bracken. Students with hearing difficulties may call 1-800-735-2962 (TTY) or 1-800-735-8262 (voice).

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 Director of Disability Services in the office of Student Services. 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.

Service Animals

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. 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.

Resolution Process for Disability-Related Issues

The College will make every effort to resolve the issue through informal means. The student should report problems in a timely manner and should provide clear, detailed information.

Students who are dissatisfied with accommodations should follow these steps in seeking remedy:

1. Report the problem to the Director of Disability Services, 336-386-3443, Laura Bracken.
2. If the problem is not resolved at the Director's level, contact the VP for Academic Affairs, 336-386-3266, Jami Woods

The VP for Academic Affairs will meet with the Disability Services Director and the student in an appeal conference. The VP for Academic Affairs shall determine at his/her sole discretion whether or not any other person(s) are to be present at this conference. Following a review of the evidence as well as information obtained during the conference and through the investigation process, the VP shall issue a written decision within ten (10) business days following completion of the conference.

If the student is dissatisfied with the decision of the VP for Academic Affairs, s/he may appeal to the Office of the President. The appeal request must be made in writing. 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.

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 and Friday 7:00 am until 1:00 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 Student Services 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, over 200,000 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 Student Government Association coordinates many of these activities and the College encourages students to learn more about specific clubs.

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 students' 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. Proctoring services for other colleges and universities in the UNC Online System are also provided. For more information our services provide, contact the Testing Center at 336-386-3346. 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. 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 or email us at: Testing Center.

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 veteran's 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 veteran's educational benefits attend class on a regular basis.

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 SCC Board of Trustees

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 tardiness 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

Violations include, but are not limited to, the following:

Academic Dishonesty, Cheating, and Plagiarism

For more information regarding cheating and plagiarism, please refer to the Academic Honesty *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 Academic Affairs 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 Academic Affairs 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 Academic Affairs. The Vice President of Academic Affairs 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 Academic Affairs 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 Academic Affairs 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 Academic Affairs 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 of Academic Affairs/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 of Academic Affairs/CAO within ten (10) days following receipt of the decision.

Academic Appeal Council

The Academic Appeal Council is composed of the Vice President of Academic Affairs/CAO, 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 of Academic Affairs/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 of Academic Affairs/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 of Academic Affairs/CAO within ten (10) days from the act upon which the complaint is based. If the complaint of retaliation is against the Vice President of Academic Affairs/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.

ACADEMIC HONESTY

Expectations and Definitions

All Surry Community College students are expected to support the principles of academic integrity and to refrain from all forms of academic dishonesty which preclude mastery of the very knowledge, skills, and abilities SCC courses strive to elicit. Acts of academic dishonesty include, but are not limited to, the following:

1. Plagiarism: Deliberate or careless` representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Examples include, but are not limited to, the following:
    a. Copying a source (whether it is words, phrases, sentences, or paragraphs) verbatim without using quotation marks;
    b. Quoting or paraphrasing a source without including a citation;
    c. Failing to give credit for a source's ideas;
    d. Inaccurately citing and listing bibliographic information; or
    e. Purchasing papers to submit (in part or in whole) under one's name.
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
4. Cheating on examinations or other academic assignments, whether graded or otherwise, including, but not limited to, the following:
    a. Using unauthorized materials and methods (notes, books, electronic information, test banks, telephonic or other forms of electronic communication);
    b. Representing another's work as one's own;
    c. Copying from another's work or submission including, but not limited to, labs, computer programs, papers, reports; or
    d. Providing test questions to students who have not taken the test.
5. Violating procedures pertaining to the academic process including, but not limited to, the following:
    a. Violating or subverting requirements governing administration of examinations or other academic assignments;
    b. Compromising the security of examinations or academic assignments;
    c. Submitting an assignment that is the same as or substantially similar to one's own previously submitted work(s) without explicit authorization of the instructor;
    d. Engaging in other actions that compromise the integrity of the grading or evaluation process.
6. Deliberately furnishing false information to faculty or staff in connection with their efforts to investigate academic honesty violations.
7. Forging, falsifying, or misusing college documents, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty (e.g, creating data, altering a returned exam or assignment and attempting to resubmit/protest the original grade, etc.).
8. Assisting or aiding another to engage in acts of academic dishonesty prohibited by the Student Code of Conduct.

***NOTE: This list of academically dishonest practices is not exhaustive. Any possible means of academic dishonesty—whether explicitly listed or not—is still subject to academic dishonesty penalties*.**

Student Responsibility

Students are expected to complete their course work without resorting to any form of academic dishonesty and are responsible for the following:

1. Requesting clarification and approval from the respective instructor before accepting any resources or assistance not authorized by their instructors.
2. Providing proof that written work is indeed their work and copying all drafts, notes, revisions, and source material (e.g., note cards) to offer as proof of ownership if such proof is requested.
3. Acknowledging any assistance, they have received, including proofreading, and declining any unauthorized assistance on assignments.
4. Avoiding 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 materials.
5. Reviewing all policies and definitions related to academic dishonesty, including those specific details provided in instructors' syllabi.

Sanctions

Sanctions for academic dishonesty are outlined in all instructors' syllabi. Be aware that some divisions, such as Health Sciences, have a standard approach to sanctions across all divisional courses. Potential sanctions include the following:

- Warning and resubmission requirement
- 0 (letter grade of "F") for the assignment
- 0 (letter grade of "F") for the course and removal from the course
- 0 (letter grade of "F") for the course, removal from the course, and removal from the program

Penalties may vary based on the severity of the dishonesty, repeated incidents of dishonesty, and such other aggravating or mitigating factors that may be present in an individual case.

-Approved by Board of Trustees, April 11, 2016

ACADEMIC RECORDS RETENTION SCHEDULE

Purpose of the Policy

This policy governs student records, including digital records generated in the course of delivering online and hybrid courses. These records are confidential, protected under FERPA regulations, and must be provided to students or legal authorities when requested. North Carolina General Statutes (NCGS) § 115D, § 121, and § 132 have no special provisions for the handling or retention of digital academic records or protection from litigation regarding such records. NCGS and current Surry policy require the retention of grade books for a period of three years. Retaining student-generated data poses legal risks for the college if a student or parent sues or if records are compromised through accidental release or `malicious intrusion. The maintenance, security, storage, and backup of records in perpetuity and the mechanisms for producing the records in an accessible form constitute a financial burden for the college as well.

Applicability

Faculty, staff, and students.

Policy Statement

Surry Community College will utilize best practices related to maintaining a comprehensive backup and retrieval system including Learning Management System (LMS) records, data archive and retention schedule. The retention schedule will adhere to all applicable regulations and comply with all audit criteria. The retention schedule provides information pertinent to all types of curriculum courses offered by the college and provides instruction for storage and destruction of affected data.

Whenever full- or part-time faculty members leave the college, they must transfer all student course records, including grade books, unreturned assignments, rosters, etc., to the respective Division Chair.

Definitions

Word/Term	Definition
Archive	A compressed electronic file containing all digital records for a class. Archives are generated using the utilities provided within the LMS. This process creates a copy of the course without deleting the course and contains all information from the original course except for general activity.
Colleague	A database-driven software system which houses and operates on all data relevant to the operations of an organization.
eTrieve	A digital document repository system which houses scanned documents tied to a student or employee's Colleague ID. Surry's solution is Softdoc's eTrieve product.
General Activity	General activity refers to the tracking of individual clicks within a course in the LMS in order to open documents or content.
LMS	Learning Management System – Moodle
Merge Course	Merge course provides a mechanism to incorporate enrollments from multiple sections within the LMS into a single course for central management of course content. Actual section enrollments are clearly indicated within the grade center in the merge course.
Non-Destructive	No data is deleted or changed.
Non-Scheduled Supplemental Course Site	An LMS course environment that is not created directly from a curriculum or continuing education course section in the college ERP system, including but not limited to development, collaboration, training, tutoring, communication, committees, etc.
Scheduled Course/ Official Course	An LMS course environment that is created directly from a curriculum education course section in the college ERP system.
Unsupported LMS	LMS or service connected to the LMS that is not administered, accessed, or maintained by Technology Services. Examples include but are not limited to CRM Advise, Turnitin, Edmodo, McGraw-Hill Connect and Create, Pearson MyLabs, Ed2Go, Aplia, other publisher resource sites, etc.

Procedures

All data generated in delivering instruction have (1) business value for the college in complying with audits (including but not limited to FTE audit, which determines funding), and (2) substantive value for students in the transfer of credits and other needs. These data will be retained and readily accessible as long as they have business value; when records no longer have business value, they will be destroyed. *SCC complies with the North Carolina Community College System Records Retention, and Disposition Schedule.*

CONTINUING EDUCATION

Adult High School Diploma Course Records

Attendance and transcript records for students enrolled in adult high school programs. (Comply with applicable provisions of 20 USCA 1232g regarding confidentiality of student records.) Amended 09-25-03.

Disposition Instructions: Scan in office records onto optical disk when received. Transferred security copy to off-site location for backup storage. College representative will update routinely. Retain in office scanned images permanently. Destroy in office paper copies of scanned records after all quality control procedures have been completed. (When college replaces "old" technology, it must either retain its old technology sufficient to retrieve and print information or if a conversion is made to a new technology, the new technology must have the capability to generate a printed copy.)

- eTrieve related documents retained.

Applications for High School Equivalency Certificates

Records concerning applicants for the High School Equivalency tests. File includes completed test results. (Comply with applicable provisions of 20 USCA 1232g regarding confidentiality of student records.)

Disposition Instructions: Application is completed electronically through HSE vendor site. Retain 1 copy in college permanently. Staff generates an unofficial score report for each student which is on file permanently. Vendor is responsible for scoring and transferring test scores to NCCCS.

- eTrieve related documents retained.

Class Reports File

Attendance records for each continuing education class offered by the college. (Comply with applicable provisions of 20 USCA 1232g regarding confidentiality of student records.)

Disposition Instructions: Transfer reports to the Community College System office. Retain copy in office permanently.

- eTrieve related documents retained.

Extension Data Database (Electronic)

Records in electronic format providing extension data for each student registered at the college. (Comply with applicable provisions of 20 USCA 1232g regarding confidentiality of student records.)

Disposition Instructions: Transfer reports to the Community College System office. Retain copy in office permanently.

- eTrieve related documents retained.

New Industry Training Program

Records concerning applications and funding records for the New Industry Training and NCWorks Customized Training programs. (Comply with applicable provisions of 20 USCA 1232g regarding confidentiality of student records.)

Disposition Instructions: Destroy in office after 1 year(s) if no litigation, claim, audit, or other official action involving the records has been initiated. If official action has been initiated, destroy in office after completion of action and resolution of issues involved.

- eTrieve related documents deleted.

Student Registration

Records concerning student registration in continuing education classes. File includes completed registration forms; records listing student information, dates, titles, locations and instructors of classes; and other related records. (Comply with applicable provisions of 20 USCA 1232g regarding confidentiality of student records.)

Disposition Instructions: Destroy in office after 1 year(s) if no litigation, claim, audit, or other official action involving the records has been initiated. If official action has been initiated, destroy in office after completion of action and resolution of issues involved.

- eTrieve related documents deleted.

Workforce Innovation and Opportunity Act (WIOA) Project Files

Records concerning eligibility for services at college under Workforce Innovation and Opportunity Act funding. File includes eligibility requirements, guidelines and procedures, and other related records. (Comply with applicable provisions of 20 USCA 1232g regarding confidentiality of student records.)

Disposition Instructions: Destroy in office after 3 year(s) if no litigation, claim, audit, or other official action involving the records has been initiated. If official action has been initiated, destroy in office after completion of action and resolution of issues involved.

- eTrieve related documents deleted.

CURRICULUM RECORDS

Faculty Responsibility

Faculty members should retain the following records:

Retain one (1) year:

- Records concerning completed student work for instructor-generated assessments including examinations, tests, term papers and homework file (does not include test scores).
- Student recruitment files.

Retain three (3) years:

- Class attendance rosters (including LMS statistic files)
- Student grades (including LMS gradebook file)
- Course evaluation files
- Student withdrawal files
- Student Association and Organization files to include constitutions, by-laws, newsletters, minutes, brochures, announcements, photographs, reports, scrapbooks, and other related records.

Retain four (4) years:

- Student Disciplinary file. Records concerning student violations of academic or non-academic regulations including correspondences, charges, evidence, transcripts and other related records.

Retain five (5) years:

- Student Academic Advisement file. Records concerning student success and individual student advising. File includes advisors' notes and reports, interview forms, student test profiles, aptitude test scores, approved schedule forms, degree audit/program evaluation reports, correspondence, and other related records.
- Student Awards and Honors file. Award recipients' information should be transferred to Student Services office. Records concerning student awards including recommendations, approvals, reference information, and other related records.

If after no litigation, claim, audit, or other official action involving the records has been initiated, the faculty member should ensure that the records are shredded. Any records involved in any litigation, claims audits, or official action should be destroyed after completion of action and resolution of issues.

In addition, faculty should also comply with applicate provisions of 20 USCA 123g regarding confidentiality of student records.

Student Services will ensure that any related eTrieve documents are deleted.

Technology Services will ensure that all student grades and attendance stored in the College's LMS are maintained according to the records retention policy (see more detailed information under **LMS Content** section below).

Student Services Staff Responsibility

The following are examples of curriculum records that should be maintained by the Dean of Enrollment Management and her designees for five years:

- Admission,
- Academic transcripts,
- Academic standing lists,
- Attendance records,
- Degree audit,
- Medical records,
- Planning records,
- Correspondence,
- Dean's lists,
- President's lists,
- Graduation data sheets,
- Grade distributions,
- Class schedules,
- Proposed developmental studies,
- Reference copies of Board of Trustees minutes,
- Memorandums,
- Projection data
- Other related records.

Students' grades should be retained—along with copies of change of grade forms when relevant—for each class taught for three years. If, after three years, no litigation, claim, audit, or other official action involving the records has been initiated, the Dean and/or her designees should destroy the records. Any records involved in any litigation, claims audits, or official action should be destroyed after completion of action and resolution of issues.

- eTrieve-related documents should also be deleted.

The **Institution's Class Report** (ICR), along with back-up records, rosters, registration, and attendance information should be maintained for five (5) years, including records in electronic format concerning each curriculum class of instruction and the student hours generated. The College will also comply with applicable provisions of 20 USCA 1232g regarding confidentiality of student records.

Disposition Instructions: Transfer data electronically to the Community College System Office when created and after completion of quality control procedures. Transfer backup records to an off-site location for backup storage and update monthly. Retain in office backup records and remaining records permanently.

- eTrieve-related documents should also be retained *permanently*.

Technology Services Staff Responsibility

The office of Technology Services is responsible for providing electronic archives student attendance and grades captured in the Learning Management System, Moodle. The office will ensure archiving of these student records for three years. If, after three years, no litigation, claim, audit, or other official action involving the records has been initiated, the VP of Technology Services and/or her designees should destroy the records. Any records involved in any litigation, claims audits, or official action should be destroyed after completion of action and resolution of issues.

DATA RETENTION SCHEDULE

All archives not meeting other schedules as required by licensure/certification boards or other authorities will remain in network disk storage for three years and then destroyed by designated Technology Services staff.

- eTrieve-related documents will also be deleted.

Data Retention Schedule Exceptions

All archives for courses with licensure/certification board or other authority requirements will be retained as required by superseding policy (see table below). Technology Services must be notified in writing of any changes in requirements for data retention upon discovery of the changes.

Licensure & Certification Board Retention Requirements

Data Type	Retention Schedule	Reason/Requirement
Basic Law Enforcement Training (BLET)	Retain in perpetuity Student Evaluations Instructor File Instructor Evaluations (F16) Retain for 3 years, then destroy	North Carolina Criminal Justice Standards Division
Continuing Education	Retain for 5 years, then destroy	Community Colleges Disposition Schedule for all Continuing Education Records.
Cosmetology (COS)	Completers – retain student records until the following inspection – usually 12 months, then destroy Students who have stopped attending – called "withdrawals" – retain records for five years, then destroy	North Carolina Board of Cosmetic Art Examiners
Detention Officer Certification Class (DOCC)	Retain in perpetuity Student Evaluations Instructor Files Instructor Evaluations (F16) retain for 3 years, then destroy	North Carolina Sheriff's Standards Division
Emergency Medical Services Course (EMS)	Retain for 5 years, then destroy	Coincides with the renewal period of Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)accreditation
Fire and Rescue Programs (FIP, WLF, EPT)	Retain 10-year minimum, then destroy	Office of the State Fire Marshall (OSFM) requirement to cover 2 National Fire Protection Association (NFPA) revision cycles
Medical Assisting Course (MED)	Retain for 5 years, then destroy	Medical Assisting Education Review Board (MAERB) requires for certification audit compliance.
Medical Laboratory Technology Course (MLT)	Retain for 7 years, then destroy	Complies with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) self-study cycle

Data Type	Retention Schedule	Reason/Requirement
Nurse Aide Course(s)	NAC I – Retain for 3 years, then destroy NAC II - Retain for 5 years, then destroy	Division of Health Service Regulation requirement North Carolina Board of Nursing requirement
Nursing: Associate Degree Nursing (ADN) Nursing: Associate Degree Nursing (LPN-ADN)	Retain for 3 years, then destroy	North Carolina Board of Nursing (NCBON)
Phlebotomy Course (PBT)	Retain for 7 years, then destroy	Complies with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) self-study cycle The Phlebotomy (PBT) self-study cycle is 4 years; however, the joint on-site review occurs every 7 years
Physical Therapist Assistants (PTA)	Retain for 1 year after graduation, then destroy	Commission on Accreditation in Physical Therapy Education (CAPTE)
Therapeutic Massage Course (MTH)	Retain in perpetuity	North Carolina Board of Massage and Bodywork Therapy (NCBMBT)

LMS Course Archives

All scheduled courses will be archived upon completion of the class. For curriculum classes, completion will be after the last day to make up incomplete grades. Archives are stored on a network disk storage device. The archival process is a non-destructive backup only. Merge courses must be archived differently, as noted below:

a) Merge courses in Moodle for web-assisted (seated) classes will be archived after the semester end date, after which the Moodle shell may be merged with sections for the next term.
b) Merge courses in Moodle for online or hybrid classes will be archived on the standard archive schedule, after which the Moodle shell may be merged with sections for the next corresponding term; i.e., spring term merge courses can only be used for spring terms when supporting online and hybrid classes.

LMS Data Retention

All scheduled courses will remain available within the LMS for a period of one year from the original delivery term, after which they will be deleted from the LMS. Merge courses will remain on the LMS indefinitely but modified according to instructor request to merge for subsequent terms. Only archives will be retained past one year according to the data retention schedule.

LMS Data Retention Schedule

All archives not meeting other schedules as required by licensure/certification boards or other authorities will remain in network disk storage for three years and then destroyed.

Retention for LMS Courses Archived Upon Request

Technology Services periodically receives requests to archive courses. Requested archives should be retained as follows:

a) If archived as part of legal proceedings, transfer the archive to permanent storage media and retain in perpetuity.
b) If archived for instructor review or backup, retain the archive for three years from the archival date.

Unsupported LMS

When using an unsupported LMS, instructors must coordinate with their supervisors to ensure compliance with archive and retention policies. Instructors can submit a work order to Technology Services to verify that an LMS is unsupported.

Related Policies, Procedures, References, Forms, or Terms

Type	Name	Location
Reference	NCGA - General Assembly website for statutes	Perform web search using term "NCGA Statutes;" first item returned: North Carolina General Assembly Statutes
Reference	NCGS Chapter, 115D, 121, 132	Search NCGA website with terms "academic AND records AND retention"
Reference	NC Department of Cultural Resources retention schedules	Perform web search with terms "NC records retention law". NC Department of Cultural Resources Retention Schedules
Reference	U.S. Department of Education Family Educational Rights and Privacy Act (FERPA)	The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. US Department of Education Family Educational Rights and Privacy Act (FERPA)

Contact Information

Subject	Contact	Telephone	E-mail Address
Policy Clarification	VP Technology Services	336.386.3382	holderc@surry.edu
Continuing Education Clarification	VP Corporate & Continuing Education	336.386.3280	sappenfieldg@surry.edu
Curriculum Clarification	VP Academic Affairs	336.386.3266	woodsj@surry.edu
eLearning Clarification	VP Technology Services	336.386.3382	holderc@surry.edu

Approved by Board of Trustees, September 12, 2016

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 Academic Affairs 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 Academic Affairs (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 Surry Community College 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. (Surry Community College).

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

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 Academic Affairs or the Vice President of Administrative Services.

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.

CONFLICT OF INTEREST POLICY

A conflict of interest may occur when an individual's private interests influence his or her professional obligations such that an independent observer might reasonably question whether the individual's actions or decisions are determined by considerations of personal gain, financial or otherwise. A conflict of interest is assessed based on the factual context of the situation; it is not based on any implied judgment about the character or intent of the individual.

In order to uphold the most objective evaluations of students, faculty members are prohibited from teaching their own relatives or significant others in SCC's credit-bearing courses. Similarly, faculty and staff members are prohibited from participating in a 1) decision, 2) transaction or 3) service in which the employee's immediate family member personally benefits from the decision, transaction, or service.

Employees shall make every effort to avoid conflicts of interest or perceived conflicts of interest and should discuss any potential conflict of interest with their immediate supervisor prior to such occurrence. As appropriate, the immediate supervisor shall inform the Vice President of Academic Affairs or the VP of Finance for a final decision.

NOTE: For the purposes of this policy, a "relative" is considered a spouse, life partner, parent, child, child by adoption, sibling, grandparent, grandchild, uncle, aunt, cousin, niece or nephew of the employee or of the employee's spouse or partner. Relatives also include "step" relationships such as stepchild and stepparent.

Approved by Board of Trustees, September 12, 2016

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 US Copyright Office Frequently Asked Questions*.*

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 measures include those developed from a broad consensus of copyright owners and service providers. These measures reflect multi-industry standards that ensure 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; Recording Industry Association of America

Motion Picture Association of America 1600 Eye Street, NW Washington, DC 20006; (phone) 202.293.1966; Motion Picture Association of America

Surry Community College Technology Services Division 630 South Main Street, Dobson, NC 27017; (phone) 336.386.3382

Definitions

Copyright

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

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 (US Copyright Office).

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:
      Counselor
      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 of Academic Affairs. 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 of Academic Affairs 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 of Academic Affairs 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 of Academic Affairs.

   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 of Academic Affairs 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

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 an appropriate administration's attention, and a respondent is found to have violated this policy, serious 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.

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.

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.

The North Carolina General Statutes identify those who cannot consent and define "sexual act," "sexual contact," and "touching." (§14-27.20): (1979, c. 682, s. 1; 2002-159, s. 2(a); 2003-252, s. 1; 2006-247, s. 12(a). 2015-181, s. 2.)

EMERGENCY LAW ENFORCEMENT/CRISIS RESPONSE RESOURCES

As a first priority, the College encourages all individuals to report *Sexual Violence, Interpersonal Violence, Stalking,* or potential criminal conduct by calling 911 or by contacting SCC Campus Police: 336-386-8121. If the incident occurred off-campus, Campus Police will refer the report to the police department or law enforcement agency in the correct jurisdiction.

Law Enforcement Agencies

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

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

Elkin Police Department
226 North Bridge Street
Elkin, NC 28261
Phone: 336.794.6464
Website: Elkin Police Department

Mount Airy Police Department
150 Rockford Street
Mount Airy, NC 27030
Phone: 336.786.3535
Website: Mount Airy Police Department

Yadkin County Sheriff's Office
210 East Hemlock Street
Yadkinville, NC 27055
Phone: 336.679.4217
Fax: 336.679.7982
Website: Yadkin County Sheriff Office

Boonville Police Department
110 Carolina Avenue North
Booneville, NC 27011
Phone: 336.367.7828
Website: Booneville Police Department

Victim and Educational 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: Surry County Domestic Violence and Sexual Assault

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

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: Office of Civil Rights

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: Office on Violence Against Women

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

National Sexual Violence Resource Center
Phone: 877.739.3895
Fax: 717.909.0714
TTY: 717.909.0715
Website: National Sexual Violence Resource Center

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

National Teen Dating Abuse Helpline
Phone: 866.331.9474
TTY: 866.331.8453
Website: National Teen Dating Abuse Helpline

Stalking Resource Center
Phone: 202.467.8700
Fax: 202.467.8701
Website: Stalking Resource Center

Break the Cycle
Washington DC Office
Phone: 202.824.0707
Website: Break the Cycle

NO MORE
Website: No More

Not Alone: Together Against Sexual Assault
Website: Not Alone: Together Against Sexual Assault

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: NC Coalition Against Sexual Assault

North Carolina Victim Assistance Network
5700 Six Forks Road, Suite 101
Raleigh, NC 27609
Phone: 800.348.5068
Fax: 919.831.0824
Website: NC Victim Assistance Network

REPORTING OPTIONS

The College encourages all individuals to seek the support of on and off campus resources, regardless of when or where the incident occurred. Trained professionals can provide guidance in making decisions, information about available resources and procedural options, and assistance to either party in the event that a report and/or resolution under the Gender and Sexual Misconduct Policy is pursued. There are two categories of college resources: Confidential Resources and Reporting Resources.

1. **Confidential Resources**
   The College Counselor is classified as a voluntary reporter, meaning that she does not have to disclose the incident unless she believes the complainant or the campus community is in immediate danger. Students wishing to file confidential reports should contact the Counselor:

   Anne Marie Woodruff
   A Building, Main Floor
   336-386-3247
   woodruffam@surry.edu

2. **Reporting Resources**
   Students may report the incident to the **Title IX Coordinator** or **Deputy Title IX Coordinators**.

   Jami Woods
   Title IX Coordinator
   A Building, Main Floor
   336-386-3266
   woodsj@surry.edu

   Melonie Weathers
   Deputy Title IX Coordinator &
   Director of HR
   A Building, Second Floor
   336-386-3207
   weathersm@surry.edu

Students should be aware that *all SCC employees* are considered **mandatory reporters** for gender-based and sexual misconduct. This means that if a student discloses a gender-based or sexual misconduct incident to an SCC employee, that employee has a duty to report the complaint to a Title IX Coordinator or the SCC Campus Police.

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 impairing 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.

Jurisdiction

The College is able to respond to an 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 Academic Affairs. 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.

Amnesty for Alcohol and Drug Use/Abuse

The health and safety of every student and employee at Surry Community College is of utmost importance. To encourage the reporting of alleged incidents of gender-based or sexual misconduct, neither complainants, respondents, nor witnesses or bystanders will face disciplinary actions under the *Student Code of Conduct* or the *Drug and Alcohol Use/Abuse Policies* if they personally engage in the unlawful or prohibited use of alcohol and/or drugs during the alleged incident of gender-based or sexual misconduct.

Amnesty only applies to personal use of alcohol and/or drugs and does not extend to other potential violations under the *Student Code of Conduct* or the *Drug and Alcohol Use/Abuse Policies.* For example, if the respondent distributes alcohol and/or drugs to the complainant, the respondent may face disciplinary action under the *Drug and Alcohol Use/Abuse Policy* for the distribution of alcohol and/or drugs to the complainant.

DEFINITION OF KEY TERMS

Coercion

Includes conduct, intimidation, and express or implied threats of physical or emotional harm, that would reasonably place an individual in fear of immediate or future harm and that is employed to persuade or compel someone to engage in Sexual Contact. Examples of Coercion include causing the deliberate Incapacitation of another person; conditioning an academic benefit or employment advantage on submission to the Sexual Contact; threatening to harm oneself if the other party does not engage in Sexual Contact; or threatening to disclose an individual's Sexual Orientation, Gender Identity, Gender Expression, or other personal sensitive information if the other party does not engage in the Sexual Contact. Also see Force.

Complicity

Any act that knowingly aids, facilitates, promotes, or encourages the commission of prohibited conduct by another person.

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.

Consent

The communication of an affirmative, conscious and freely-made decision by each participant to engage in agreed upon forms of Sexual Contact. Consent requires an outward demonstration, through understandable words or actions, that conveys a clear willingness to engage in Sexual Contact.

Consent is not to be inferred from silence, passivity, or a lack of resistance, and relying on non-verbal communication alone may result in a violation of this Policy. For example, a person who does not physically resist or verbally refuse Sexual Contact may not necessarily be giving Consent. There is no requirement that an individual verbally or physically resist unwelcome Sexual Contact for there to be a violation of this Policy.

Consent is not to be inferred from an existing or previous dating or sexual relationship. Even in the context of a relationship, there must be mutual Consent to engage in Sexual Contact.

Consent to one form of Sexual Contact does not constitute Consent to any other form of Sexual Contact, nor does Consent to Sexual Contact with one person constitute Consent to Sexual Contact with any other person. Additionally, Consent to Sexual Contact on one occasion is not Consent to engage in Sexual Contact on another occasion.

Consent cannot be obtained by Coercion or Force or by taking advantage of one's inability to give Consent because of Incapacitation or other circumstances. Coercion or Force and Incapacitation are described in more detail below.

A person who has given Consent to engage in Sexual Contact may withdraw Consent at any time. However, withdrawal of Consent requires an outward demonstration, through understandable words or actions that clearly conveys that a party is no longer willing to engage in Sexual Contact. Once Consent is withdrawn, the Sexual Contact must cease immediately.

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.

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.

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.

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.

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.

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.

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 another orifice.

For more information on North Carolina's General Statutes related to Non-Consensual Sexual Contact, please refer to statutes §14-27.26, §14-27.28, §14-27.27, and §14-27.33 at NC General Assembly Statutes.

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 §14-27.21, §14-27.23, §14-27.22, §14-27.31, §14-27.32, §14-27.25, and §14-27.34 at NC General Assembly Statutes.

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.

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.

The North Carolina General Statutes use the following definition for domestic violence (§50B-1) G.S. 14-27.21 through G.S. 14-27.31.

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.

Retaliatory harassment

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.

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.

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.

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.

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 lying 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).

STUDENT AND EMPLOYEE GRIEVANCE POLICY

PURPOSE

The purpose of the Grievance Policy is 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 investigation.

Most criminal investigations 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 Academic Affairs, 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 Academic Affairs 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 Complainant

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 Academic Affairs, 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.

Conduct Hearing

During the hearing process, the Director of Human Resources and/or the Vice President of Academic Affairs 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 Academic Affairs 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 Academic Affairs.

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.

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

Dr. Jami Woods
Vice President, Academic Affairs
Title IX Coordinator
A-Building, first floor
woodsj@surry.edu

Surry Community College
630 South Main Street
Dobson, NC 27017
(336) 386-3266

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

Melonie Weathers
Deputy Title IX Coordinator
Director, Human Resources
A-Building, second floor
weathersm@surry.edu

Surry Community College
630 South Main Street
Dobson, NC 27017
(336) 386-3207

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 Association of Title IX Administrators*.*

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:

- Negatively impacts an employee's employment opportunities and/or employment benefits or negatively impacts a student's educational opportunities; *and*
- 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 Academic Affairs is the Compliance Officer for students.

Dr. Jami Woods
Vice President, Academic Affairs
Title IX Coordinator
A-Building, first floor
Surry Community College
630 South Main Street
Dobson, NC 27017
(336) 386-3266
woodsj@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) WFMY News 2
- WGHP-TV - High Point (Channel 8) My Fox 8
- WXII- TV - Winston Salem (Channel 12) WXII News Channel 12
- TIME Warner Cable – Triad (Channel 14) Time Warner Cable News Channel 14
- WXLV-TV- Winston Salem (Channel 45) WXLV News Channel 45

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 (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. Unauthorized distribution of College data and information including the unauthorized use of email auto-forwarding.
7. 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.
8. Downloading or using software or any other materials that may constitute a copyright or licensing violation or implicate the College for licensing agreements.
9. Damaging computers, computer systems, or computer networks.
10. Accessing, distributing or damaging removable electronic media and data stored on these devices.
11. Copying, altering, disabling, or deleting computer system programs or data without authorization.
12. Storing of personal music, pictures or other items on college owned devices.
13. Violating plagiarism laws.
14. Using the passwords or identities of others.
15. Associating a Surry Community College account-including e-mail-with a personal social media site or any website requiring a profile.

16. Trespassing in the folders, files, or work of others.
17. Sharing or storing files and data using cloud based network storage (such as Dropbox, Google docs), external devices (such as USB drives), or any other portable, electronic means of data sharing without appropriate job related need and authorization.
18. Opening files from people not known to the user or files that are spammed via email.
19. Committing fraud or obtaining property under false pretenses.
20. Using the college's network for commercial purposes.
21. Connecting, without authorization, non-college-owned equipment to the campus network in any area other than public wireless access.
22. 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.
10. Ensure compliance with State and College acceptable use policies.

College employees who are authorized to work from home, must ensure that the College-defined standards for off-site work are strictly followed. Personnel shall take extra precautions to ensure that confidential information stored on personal computers or electronic devices is not divulged to unauthorized persons, including family members.

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.

- Refer to the College’s Social Media Policy and Social Media Request Form for further details and requirements.

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. G.S. §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 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: 1001 College Circle Drive, 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, emergency medical technician, computer skills, HVAC, electrical contractor, and general contractor.

COLLEGE AND CAREER READINESS PROGRAMS

College and Career Readiness Programs consist of ***Adult Basic Education (ABE), High School Equivalency (GED), English Language Acquisitions (ELA), Adult High School and Basic Skills Plus***. Books, materials and instruction for all College and Career Readiness classes are **FREE OF CHARGE**.

Students must be at least 16 years old to enroll in the College and Career Readiness programs. If students are under 18, they need to complete a Surry Community College student release form which is available online at High School Equivalency or from one of our learning centers.

Adult Basic Education (ABE)

Adult Basic Education is a program of instruction designed for adults who need to improve their reading, writing, math and employability skills to function more effectively in society, on a job, or in the family. Classes are offered at our learning centers listed above. For more information, contact Jennifer Pardue at (336) 386-3674 or parduejs@surry.edu.

Students with Intellectual Disabilities (formerly Compensatory Education)

Surry offers ABE classes designed specifically for adults with developmental disabilities and traumatic brain injuries. The focus of these classes are 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. For more information, contact Sheila Swift at (336) 386-3596 or swifts@surry.edu.

High School Equivalency (HSE)

Two tests -- one diploma: Surry Community College offers two assessment options for earning a High School Equivalency Diploma. Students can take either the **General Educational Development (GED®) Test or the High School Equivalency Test (HiSET®).** Successful passage of either test results in the same High School Equivalency Diploma issued by the North Carolina Board of Community Colleges. **Free preparation classes** are offered to give students an opportunity to gain the knowledge and skills needed to successfully pass the tests.

The GED® test is computer based only, but paper testing is available as an accommodation. The test has four content areas: Reasoning through Language Arts, Mathematical Reasoning, Science and Social Studies. For more details visit our webpage at High School Equivalency.

For more information, contact Jennifer Pardue, Chief GED Examiner at (336) 386-3674 or parduejs@surry.edu.

HiSET® Test

This test is available at Surry as a paper-based exam only. Various accommodations are available with proper documentation and approval from HiSET®. This exam has five content areas: Reading, Writing, Science, Social Studies and Mathematics. For more details visit our webpage at High School Equivalency and compare the HiSET® and GED® tests.

HSE Online

Prepare for the high school equivalency test in the comfort of your own home or anywhere you have Internet access. Complete HSE orientation with a fifth grade level in Reading (determined by your TABE reading score) and you will be considered a candidate for the HSE Online class. Students may take the Online class by itself or in combination with the HSE classroom. For more information, contact Jennifer Pardue (336) 386-3674 or parduejs@surry.edu.

Adult High School (AHS)

The program is online so you can work from home and attend our learning centers for instructor assistance. You will need to attend an orientation session and meet with Jennifer Pardue to evaluate your high school transcript to determine your eligibility. Seating is limited so registration is first come, first served. For more information, contact Jennifer Pardue (336) 386-3674 or parduejs@surry.edu.

Basic Skills Plus

This program was developed to provide employability skills, job-specific occupational and technical skills, and developmental education instruction to students concurrently enrolled in a community college course leading to a high school diploma or equivalent certificate. For more information, contact Nichole Shores, Transition Coach (336) 386-3441 or shoresrn@surry.edu.

English Language Acquisitions (ELA)

ELA classes provide a means for speakers of other languages to attend classes to learn English communication skills as well as American customs and history. For more information, contact Rosa Torres at (336) 386-3660 or torresr@surry.edu.

ELA-Pronunciation

This class helps improve pronunciation and communication skills for the students that are studying English Language Acquisitions. It is offered to students who have achieved the level of Low Intermediate according to the placement test administered to them.

ELA-Citizenship

The purpose of this class is to increase students' knowledge of civics in the United States that will help them become active and informed parents, workers and community members. It will include a contextualize instruction on the rights and responsibilities of a citizen, the U.S. History and government, civics participation and naturalization procedures.

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. Statewide, the SBCN assists in starting an average of more than 700 businesses each year and help to create and retain over 3,000 jobs annually. SBC services are free or offered at a very low cost. These services include:

- Confidential one-on-one business counseling
- Seminars on relevant business topics
- Online entrepreneurship training
- Computer classes like QuickBooks Pro
- Networking and referral

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

Continuing Education Courses: Tuition

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.

Continuing Education Courses: Fees

Type of Fee	Amount
Parking (non-refundable) (For courses more than 20 hours)	$5
Basic Law Enforcement Training (BLET)	$12-$25.00 (Shirt) $9.00 (Cap) $125.00 (Ammunition) $3.00 (Accident Insurance)
National Career Readiness Certificate Program (CCE Students)	$30.00 fee includes: Reading for Information, Locating Information. Applied Mathematics which are required to earn Certificate. $10.00 (Additional Work Keys) $20.00 (Work Place Observation)
Certified Nursing Assistant (CCE Students)	$16.00 (Malpractice Insurance) $45-$100.00 (Criminal Background & Drug Screen) $3.00 (Accident Insurance)
Emergency Medical Training (EMS) (CCE Students)	$10-$50.00 (Uniform Shirt) $16.00 (Malpractice Insurance) $20-$150.00 (Paramedic Graduate Pin – student choice) $18-$20.00 (State & International Fees for ITLS Course) $90-$200.00 (ALS Clinical/Testing) $45-$100.00 (Criminal Background & Drug Screen) $3.00 (Accident Insurance) $3-$10.00 (Card Fees for AHA Certification Courses)
Fire Rescue Special Schools (CCE Students)	$10-$150.00 (Supplies/Materials Fee)
Leadership Program (CCE Students)	$200-$275.00 (Supplies/Materials Fee) (Amount varies by activities in County)
Luthier (Violin/Banjo) (CCE Students)	$100-$200.00 (Supplies/Materials Fee)
Official Transcript Request	$3.00
Parking (All Students)	$5.00 (Per year)
Phlebotomy Program	$16.00 (Malpractice Insurance) $45-$100.00 (Criminal Background & Drug Screen)
Real Estate Broker/Appraiser (CCE Students)	$50.00 (Per student for books/materials)
Sports Medicine Technology I	$3.00 (Accident Insurance)

Approved by Board of Trustees, April 11, 2016.

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.

Continuing Education Courses: Waivers

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.

Continuing Education Courses: Refund Policy

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.

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	Certificate/License
Pet Grooming	24-39	Fall, Spring, Summer	None
Veterinarian Assisting I	45	Fall, Spring	None
Veterinarian Assisting II (Hybrid)	45	Spring, Summer	None

AUTOMOTIVE/TRANSPORTATION	Hours	Semester	Certificate/License
Alive at 25	4	Fall, Spring, Summer	None
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	None
Truck Driver Training	384	Fall, Spring, Summer	License

PERSONAL ENRICHMENT	Hours	Semester	Certificate/License
Cake Decorating	24	Fall, Spring	None
Painting (Acrylic, Decorative, Oil)	24	Fall, Spring	None
Photography (Digital)	20	Fall, Spring, Summer	None
Quilting	24	Fall, Spring	None

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

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.

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
Hazardous 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	None

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	None
Basic Pump Operations	24	On Request	None
Sprinklers & Stan	15	On Request	None
Pump Hydraulics	15	On Request	None
Service Testing Pump	15	On Request	None
Water Supply/Pump	15	On Request	None

AERIAL OPERATIONS	Hours	Semester	Certificate/License
Introduction to Aerial Operations	15	On Request	None
Basic Aerial Operations	15	On Request	None
Aerial Maintenance	15	On Request	None
Aerial Testing Procedures	15	On Request	None
Rescue	12	On Request	None
Fire Control	4	On Request	None
Fire Behavior	4	On Request	None
Extinguishers	3	On Request	None
Fire Hose	3	On Request	None
Ladders	4	On Request	None
Get Out Alive	9	On Request	None
Team Search	2	On Request	None
Rookie	32	On Request	None
SCBA	12	On Request	None
Flammable Liquids	12	On Request	None
LP-Gas	12	On Request	None
General Practices	12	On Request	None
Technical Rescuer	81	On Request	None
TR: Rescue Operations	9	On Request	None

AERIAL OPERATIONS	Hours	Semester	Certificate/License
TR: Personal Protective Equipment	9	On Request	None
TR: Rescue Equipment	6	On Request	None
TR: Helicopter Transport	6	On Request	None
TR: Rescue Rigging	15	On Request	None
TR: Ropes	21	On Request	None
TR: Victim Management	15	On Request	None
Victim Management Rescuer	60	On Request	None
VMR: Rescue Operations	12	On Request	None
VMR: Vehicle Anatomy	9	On Request	None
VMR: Stabilization Extricate	15	On Request	None
VMR: Bus & Machinery	9	On Request	None
VMR: Victim Management	15	On Request	None
Ropes	75	On Request	None
Ropes: Rescue Operations	6	On Request	None
Ropes: Anchors	15	On Request	None
Ropes: Mechanical Advantage	6	On Request	None
Ropes: Fixed Rope Systems	12	On Request	None
Ropes: Lowers and Raises	12	On Request	None
Ropes: High Lines	9	On Request	None
Ropes: Victim Management	15	On Request	None
TR Confined Space (series)	64	On Request	None
TR: Rescue Operations	9	On Request	None
TR: Rescue Rigging	21	On Request	None
TR: Hazard Control	25	On Request	None
TR: Victim Management	9	On Request	None
TR: Trench (series)	64	On Request	None
TR: Rescue Operations	9	On Request	None
TR: Rigging	21	On Request	None
TR: Protective Systems	21	On Request	None
TR: Load Stabilization	4	On Request	None
TR: Victim Management	9	On Request	None
TR: Collapse (series)	88	On Request	None
TR: Rescue Operations	12	On Request	None
TR: Shoring	24	On Request	None

AERIAL OPERATIONS	Hours	Semester	Certificate/License
TR: Breaking and Breaching	18	On Request	None
TR: Metal Burning	4	On Request	None
TR: Heavy Lifting	18	On Request	None
TR: Victim Management	12	On Request	None
TR: Wilderness (series)	60	On Request	None
TR: Rescue Operations	18	On Request	None
TR: Rescue Rigging	12	On Request	None
TR: Navigation and Tracking	21	On Request	None
TR: Victim Management	9	On Request	None

Law Enforcement

BASIC LAW ENFORCEMENT TRAINING (BLET) | 680 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
Blood borne Pathogens	2	On Request	None
Chief's Topic of Choice	4	On Request	None
Domestic Violence Update	4	On Request	None
Ethics	2	On Request	None
Hazardous Materials	2	On Request	None
In-service Firearms	8	On Request	None
In-service Law Enforcement Driving	4	On Request	None
Juvenile Minority Sensitivity Update	2	On Request	None
Legal In-service Update	4	On Request	None
Methamphetamine Recognition & Response	4	On Request	None

Advanced/In-Service Continuing Education Training

FOR LAW ENFORCEMENT	Hours	Semester	Certification
Advanced Civil Process	4	On Request	None
Arrest, Search, & Seizure	8	On Request	None
Basic Special Weapons	44	On Request	None
Bomb Recognition	24	On Request	None
Canine Training	8	On Request	None
Chemical Agent Training	8	On Request	None
Civil Process In-Service	8	On Request	None
Crisis Management	8	On Request	None
Defensive Tactics/Ground Fighting	16	On Request	None
Defensive Tactics-ASP Baton	8	On Request	None
Drug Investigation Patrol Officer	24	On Request	None
Field Training Officer	40	Fall	None
Firearms Sniper	8	On Request	None
Firearms Training Simulator	1	On Request	None
Interview & Interrogation	24	On Request	None
Mechanics of Arrest-Vehicle Stops	8	On Request	None
OC Pepper Spray Initial	6	On Request	None
OC Pepper Spray In-Service	6	On Request	None
Officer Survival	32	Spring	None
Rapid Deployment	8	On Request	None
Report Writing	8	On Request	None
Standardized Field Sobriety	32	On Request	None
SWAT In-Service	40	On Request	None
Use of Force	4	On Request	None

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

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.

MEDICAL BILLING AND CODING (Hybrid) | 180 hours | Fall, Spring | Certification
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.

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.

Sports Medicine

Sports Medicine I | 165 hours | Fall | Certification

This course is designed to introduce skill standards applicable to health and fitness professionals who perform individualized assessments and design, safe, effective individualized exercise and conditioning programs. Students will gain necessary skills and knowledge in the basic fundamentals and concepts in health science, medical terminology, biomechanics, anatomy, kinesiology and injury. Therapeutic modalities and rehabilitation, as well as, fitness programming and design will be incorporated in this program. Basic CPR will be included in this course. Upon successful completion students will have the knowledge to sit for a national certification.

Sports Medicine II | 165 hours | Spring | Certification

This course is designed for students who are looking to work in the field of Sports Medicine such as athletic training, personal training, physical therapy, performance enhancement, occupational therapy, and orthopedics just to name a few. Students will gain necessary skills and knowledge in the basic fundamentals and concepts in health science, medical terminology, emergency preparedness, anatomy and biomechanics, kinesiology and injury, therapeutic modalities and rehabilitation, and fitness programing and design. This program places an emphasis on the learning objectives of the National Academy of Sports Medicine, the American Council on Exercise, and the professional domains of competency set by the board of certification for the athletic trainer.

Healthcare Administrative Professional | 138 hours | Fall, Spring | Certification

This course is designed to give students an opportunity to learn the skills and earn the certificate to work in a physician's office or patient access area, typically found in the hospital setting. Students may earn two national certifications:

1. Certified Medical Administrative Assistant (CMAA) through the National Health Career Association.
2. Certified Access Associate (CAA) through the North Carolina Association of Healthcare Access Management.

Topics include medical terminology, communication skills, administrative duties, and office/financial procedures. Students will be required to complete 24 hours of shadowing experience as part of the course.

Miscellaneous

MISCELLANEOUS	Hours	Semester	Certification/License
Bank Teller	84 hours	Fall, Spring	None
Leadership	50 hours	Fall	None
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

TRADES	Hours	Semester	Certification/License
Auto Body Repair	128 hours	Fall, Spring, Summer	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	None
Small Gas Engine Mechanic	96 hours	Fall, Spring, Summer	None
Taxidermy	48-90 hours	Fall, Spring, Summer	None
Upholstery: Furniture & Automotive	80-100 hours	Fall, Spring, Summer	None
Welding	420 hours	Fall, Spring, Summer	Certification
Woodworking & Cabinetmaking	100 hours	Fall, Spring, Summer	None

WorkKeys®

Work Keys 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 Work Keys assessments are:

- Applied Technology
- Business Writing
- Listening for understanding
- Teamwork
- Workplace Observation

WorkKeys website: WorkKeys

Continuing Education to Curriculum Articulation Agreements

Trades

Continuing Education Course Number	CE Course Title	CC Course Number	CC Course Title
MNT 3111, Forklift Training	Safety (CPT module) Forklift Training	ISC-112, 2 credits	Industrial Safety
WLD 3106, WLD 3106	Basic Welding Oxy-Fuel/SMAW/GMAW-S + Advanced Welding Oxy-Fuel/SMAW/GMAW-S	WLD-121 2 credits	GMAW (MIG) FCAW/PI
MNT 3111, MNT 3111, MNT 3111	Manufacturing Processes & Production + Quality Practices & Measurement + Maintenance Awareness	MNT-110, 2 credits	Intro to Maintenance Procedures

Criteria to award college credit

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

1. A score of 80% or higher on the Manufacturing Skills Standard Council (MSSC) Assessment.
2. Successful completion of forklift training. (An earned forklift license).
3. Successful completion of Basic and Advanced Welding. (An earned AWS GMAW qualification on A36 carbon steel plate in accordance with AWS D1.1 standards and specifications.

The official Continuing Education transcript and all official post-assessment scores shall be required to verify that the criteria have 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 Continuing Education transcript. This form is available upon request from Surry Community College. Once SCC receives the transcript and the 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 Continuing Education transcript for college credit.

Updated August 2014

Health

Continuing Education Course Number	CE Course Title	CC Course Number	CC Course Title
NUR 3240	Nurse Aide I **(19.2 CEU's)** Lecture 50 hrs. Lab 94 hrs. Clinical 32 hrs. **Total 192 hrs.**	**NAS 101** (6 credits) Lecture 48 hrs. Lab 64 hrs. Clinical 48 hours **Total 160 hrs.**	Nurse Aide I

Continuing Education Student Learning Outcomes

- Obtaining vital signs.
- Provision of personal care.
- Communicating effectively while providing care to individuals.
- Collaboration to safely provide personal care to the individual and assistance to the interdisciplinary team.

Curriculum NAS 101 Student Learning Outcomes

- Obtaining vital signs.
- Provision of personal care.
- Communicating effectively while providing care to individuals.
- Collaboration to safely provide personal care to the individual and assistance to the interdisciplinary team.

Criteria to Award College Credit

"S" (pass) in CE. Students must maintain an 80 average in order to obtain an "S" or satisfactory in the class. Students must pass the state competency exam given by Pearson Vue on both parts of the exam (skills and written). Both CE and CU students must pass the following courses:

Updated May 2015

Continuing Education Course Number	CE Course Title	CC Course Number	CC Course Title
NUR 3241	Nurse Aide II **(19.2 CEU's)** Lecture 48 hrs. Lab 48 hrs. Clinical 96 hrs., **Total 192 hrs.**	**NAS 102** (6 credits) Lecture 48 hrs. Lab 32 hrs. Clinical 96 hours **Total 176 hrs.**	Nurse Aide II
MED 3030	Medical Billing & Coding	**OST 148**	Medical Ins & Billing

Continuing Education Student Learning Outcomes:

1. Discuss the role of the NA II.
2. Compare and contrast the role of the NA II with that of the NA I and of the nurse.
3. Discuss supervision required for the NA II.
4. Collaborate to safely provide personal care to the individual and assistance to the interdisciplinary team.
5. Demonstrate the skills of the NA II as delineated by the NCBON.

Curriculum NAS 102 Student Learning Outcomes:

1. Discuss the role of the NA II.
2. Compare and contrast the role of the NA II with that of the NA I and of the nurse
3. Discuss supervision required for the NA II.
4. Collaborate to safely provide personal care to the individual and assistance to the interdisciplinary team.
5. Demonstrate the skills of the NA II as delineated by the NCBON.

Criteria to Award College Credit

"S" (pass) in CE. Students must achieve a grade of 80% in the theory portion of NUR 3241, a satisfactory in clinical performance, and a satisfactory on lab check-offs. Students must also obtain an 80% on their final exam in order to be eligible for listing on the NCBON Nurse Aide II Registry.

Grade of Satisfactory (S) in MED 3030. Students must make a minimum grade of 80% in both the theory and coding components of MED 3030.

Updated May 2015

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.

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.

Currently eight degrees and six certificate programs are offered completely online. Each online degree program follows the same program of study as a traditional face-to-face program. For complete program details refer to the program of study. Online program offerings include:

- Accounting
- Advertising and Graphic Design Technology
- Associate in Arts
- Business Administration
- Criminal Justice Technology
- Early Childhood Associate
- Medical Office Administration
- Office Administration

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. Online learning opportunities provide a means for students to enroll in credit classes that do not require traditional classroom attendance.

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 (e.g., HUM-115-HB1) Online Courses: IT (e.g., CIS-110-IT1) Information Highway: IH (e.g., COM-231-IH1)

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, microphones, and video cameras. All necessary technologies are provided in the classrooms.

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.

Students considering online learning should complete this brief assessment to see if they are ready for online learning. Online Readiness Checklist

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. Java
    d. 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 2016 (provided free to all SCC students)
- 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 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 6 credit hours toward program of study;
3. Must have a minimum GPA of 2.0;
4. Recommendation from an instructor within program of study;
5. Approval from Work-Based Learning Coordinator.
6. Certain curriculum programs may specify additional conditions.

Application Procedure: Interested students should complete an application for Work-Based Learning and schedule a meeting with the Work-Based Learning 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 Work-Based Learning 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 Work-Based Learning Coordinator before going on their assignments. Students interested in Work-Based Learning are invited to contact the Work-Based Learning 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.

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.

Many private North Carolina institutions are a part of the Independent Colleges and Universities Comprehensive Articulation Agreement (ICAA), which contains the same regulations and requirements outlined on the following pages. A few of the participating colleges and universities are listed below:

1. Barton College
2. Gardner-Webb University
3. Guilford College
4. Lees-McRae College
5. Lenoir-Rhyne University
6. Salem College
7. Wingate University

A full list can be found online at: College Transfer Articulation Agreements

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 participating 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 CAA 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 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 participating 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 of some majors, additional courses at the 4-year 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 participating 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 participating 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 participating institution with all courses fulfilling lower division general education and other degree requirements.

Find these plans online at: NC Community College Transfer

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: Transfer Credit Appeal Procedure

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.

UNIFORM ARTICULATION AGREEMENT

The RN to BSN articulation agreement establishes the procedures governing the transfer of credits for students who graduate from North Carolina Community College AAS programs and apply to RN to BSN programs at constituent institutions of The University of North Carolina.

Eligibility

A student who completes an AAS in Nursing with a GPA of at least 2.0 and a grade of C or better in the RN to BSN articulation agreement courses listed in Blocks one through three and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of her or his choice. All other applicants to RN to BSN programs at constituent institutions of The University of North Carolina are eligible to transfer credits on a course-by-course basis.

In order to use the RN to BSN AA effectively, students should follow the prescribed five block course list.

Participating Programs

Appalachian State University
Fayetteville State University
East Carolina University
North Carolina Agricultural and Technical University
North Carolina Central University
University of North Carolina Charlotte
University of North Carolina Greensboro
University of North Carolina Pembroke
University of North Carolina Wilmington
Western Carolina University
Winston-Salem State University

Five Block Degree Plan with Transfer Course List

Block 1 (23 course credits)

- Consists of certain prerequisite nursing courses that are (or will be) taken as a part of all North Carolina community college AAS nursing programs. The courses are:

Course Category	Transferable Courses	Credits
English Composition	Select two: ENG 111, 112, 114	6 (3,3)
Human Anatomy & Physiology with lab	BIO 165&166 or 168 & 169	8 (4,4)
Humanities/Fine Arts	Select one from the following: ART 111, ART 114, ART 115, MUS 110, MUS 112, PHI 215, PHI 240, HUM 115	3
Psychology	PSY150, PSY 241	6 (3,3)

Block 2 (18-19 credits):

- Consists of additional university general education requirements that are not a part of an AAS degree but are required to earn a BSN.
- These general education requirements will be met by completing one listed course in each of the first four categories and two in the last.

Course Category	Transferable Courses	Credits
English Literature	ENG 231,232	3
History	HIS 111, 112, 131, 132.	3
Fine Arts	Select one additional course not taken in Block 1 from the following: ART 114, ART 115, MUS 110, MUS112	3
College Transfer Math	MAT 143 or MAT 171	3 or 4
Sociology	SOC 210 and one of the following: SOC 213, SOC 220, SOC 225, SOC 230, SOC 240	6(3,3)

Block 3 (17-18 credits):

- Consists of additional nursing or other requirements that are not a part of an AAS degree but are required to earn a BSN. These courses are:

Course Category	Transferable Courses	Credits
Statistics	MAT 152	4
Microbiology with lab	BIO 175 or 275	3 or 4
Chemistry with lab	CHM 151 or CHM 130 and CHM 130A or CHM 131 and 131A	4
Social Science/ Elective: Select 2 from either category or one from each.	ECO 251, ECO 252, POL 120. Suggested electives include but are not limited to foreign language, speech, culture, and computer science. Electives must be selected from the Transfer Course List in the Comprehensive Articulation Agreement.	6 (3,3)

Note: Individual nursing programs may require a maximum of two courses or six credits to meet school specific degree requirements that are not a part of the RN to BSN AA. In no case will these additional requirements necessitate completing more than 128 credits in order to earn a BSN. Each UNC RN to BSN institution will develop, publish, and maintain on their website a RN to BSN degree plan that identifies specific degree requirements that are not part of the RN to BSN AA.

Block 4 (normally 30-34 credits but may vary depending on credit allocation in block 5):

- Consists of credit awarded by the constituent institutions for nursing course (NUR) content taken as a part of the AAS degree program.
- These credits are awarded only after an RN student has successfully completed one or two initial nursing courses.

Block 5 (remaining credits, normally 30-34 but may vary depending on credit allocation in block 4):

- Consists of university-based courses that are taken as a part of the RN to BSN program.
- The number of awarded credits in blocks 1 through 5 must total between 120 and 128; the number of credits required to earn a BSN at the UNC constituent institutions' RN to BSN Programs.

RN to BSN Articulation Agreement Transfer Credit Appeal Procedure

If a student from a North Carolina Community College System (NCCCS) college believes the terms of the RN to BSN AA have not been honored by a University of North Carolina (UNC) institution to which the student has been admitted, the student may invoke the RN to BSN AA Transfer Credit Appeal Procedure.

Steps in Filing an Appeal

Step #1:

- **By the last day of classes of the first semester for which admission is offered**, the student must submit an RN to BSN Transfer Credit Appeal Form along with any supporting documentation to the Director of Admissions or other campus designee at the UNC campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- **The student must specify on the appeal form the specific RN to BSN AA language that is in contention. Appeals that lack this information will not be considered.**
- The Director of Admission or other campus designee will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

- If the student is not satisfied with the decision of the Director of Admission or other campus designee, he/she may appeal on the same form to the Chief Academic Officer (Provost) of the specific University within 15 days of written notice of the director's decision.
- The Provost will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the Provost, he/she may appeal to the RNBSNTC subcommittee, composed of the Co-chairs, a representative from the UNC General Administration, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the RNBSNTC subcommittee should be sent to:

UNC-GA RN to BSN Transfer Committee RN to BSN AA Appeal
PO Box 2688, Chapel Hill, NC 27515

If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full RNBSNTC within 10 business days. The RNBSNTC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

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	Associate in Science	Associate in Fine Arts
Anthropology	Biology	Art
Art Education	Biology Education	Music
Business Administration	Chemistry	Drama
Business & Marketing Education	Chemistry Education	
Communication	Engineering	
Computer Science	Mathematics	
Criminal Justice	Mathematics Education	
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		

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.
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 – 1012C

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)
ENG 241 British Literature I**W** (3)
ENH 242 British 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 Pre-Calculus 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)
ENG 241 British Literature I**W** (3)
ENH 242 British 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 Pre-Calculus Algebra (4)
MAT 172 Pre-Calculus Trigonometry (4)
MAT 263 Brief Calculus (4)
MAT 271 Calculus I (4)
MAT 272 Calculus II (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)

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 Disc. (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)
___ ENG 231 American Literature I[W] (3)
___ ENG 232 American Literature II[W] (3)
___ ENG 241 British Literature I[W] (3)
___ ENG 242 British Literature II[W] (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)
___ ENG 241 British Literature I[W] (3)
___ ENG 242 British 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[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)

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 Pre-Calculus 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 Courses (14 SHC)
Second Math (4 SHC)
Select 1 course.
___ MAT 152 Statistical Methods I (4)
___ MAT 171 Pre-Calculus Algebra (4)
___ MAT 172 Pre-Calculus 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)

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 [W] (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)

Additional Courses (Continued)
___ ENG 113 Literature-Based Research (3)
___ ENG 114 Prof Research & Reporting (3)
___ ENG 131 Intro to Literature (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 Values 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 Religions (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)

Elective Course List continues on next page
___ 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.)*

ONLINE PROGRAM INFORMATION: Surry offers the Associate in Arts program online. Further information can be found on Surry's website at Surry Community College 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.*
5. *Students interested in taking advanced Spanish language courses may also be interested in adding the Spanish Language Certificate to the Associate in Arts degree. See Community Spanish Interpreter-Spanish Language Certificate under Programs of Study.*
6. *Check course prerequisites in the course descriptions located at the end of the catalog.*

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 Disc. (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)
___ ENG 241 British Literature I [W] (3)
___ ENG 242 British 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 Pre-calculus Algebra (4)
___ MAT 172 Pre-calculus Trigonometry (4)
___ MAT 263 Brief Calculus (4)
___ MAT 271 Calculus I (4)
___ MAT 272 Calculus II (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 Courses (11 SHC)
Math/Science Courses (8 SHC)
Select 2 courses.
___ 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 Pre-calculus Algebra (4)
___ MAT 172 Pre-calculus 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)

Additional Courses (3 SHC)
Select 3 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 [W] t (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 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 Values 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 Religions (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)
Math/Science Courses (8 SHC):
Select 8 hours from the list below and/or from the General Education Math/Sciences courses at left.
___ 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)

Additional Courses (6 SHC)
Select 6 hours from any course on this page and/or on 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)
___ ART 285 Ceramics II (3)
___ ART 286 Ceramics IV (3)
___ ART 288 Studio (3)
___ 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 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)
___ 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.
5. Students interested in taking advanced Spanish language courses may also be interested in adding the Spanish Language Certificate to the Associate in Science degree. See Community Spanish Interpreter-Spanish Language Certificate under Programs of Study.
6. Check course prerequisites in the course descriptions located at the end of the catalog.

ASSOCIATE OF FINE ARTS IN VISUAL ARTS

(College Transfer Degree)

Curriculum Description

The Associate in Fine Arts degree in Visual Arts program focuses heavily on the visual fine arts and is recommended for those who plan to continue their education at a senior institution. This program prepares transfer students to meet selective admission criteria for acceptance into a BFA or BA in visual arts at a senior college or university.

The course work in this program consists of Universal General Education Transfer Component courses (UGETC) in literature, humanities, social/behavioral sciences, mathematics and natural science. Students in this program are provided an opportunity to concentrate in a major area of fine art study that includes elective choices in drawing, painting, sculpture, ceramics and digital photography.

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.*

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

Pathways

Upon entering the program, a student has the opportunity to pursue two media pathways: two-dimensional design and three-dimensional design. Elective options should be chosen according to the student's artistic interests and four-year transfer institution.

Two-Dimensional Design Pathway

Course	Title	Semester
ART 132	Drawing II	Spring only
ART 240	Painting I	Fall only
ART 241	Painting II	Spring only
ART 244	Watercolor	Spring only
ART 264	Digital Photography	Fall, Spring

Three-Dimensional Design Pathway

Course	Title	Semester
ART 281	Sculpture I	On Demand
ART 283	Ceramics I	Fall, Spring
ART 284	Ceramics II	Fall, Spring
ART 285	Ceramics III	Fall, Spring
ART 286	Ceramics IV	Fall, Spring

Program Learning Outcomes

Associate in Fine Arts students will:

- Demonstrate proficiency in the use of aesthetic and visual literacy skills.
- Demonstrate proficiency in applying the visual elements of design and the organizational principles of design to their own two- and three-dimensional work.
- Demonstrate professional behavior and conduct commensurate with industry standards for maintaining equipment and managing a studio.

Contact

Danajean Mabry
Lead Instructor
mabryd@surry.edu
336.386.3284

ASSOCIATE OF FINE ARTS IN VISUAL ARTS (A10600)

(College Transfer Degree)

1st Fall Semester		**Lect.**	**Lab**	**Cr**	**Offered**	**Pre-Requisites**
ACA 122	College Trans Success	0	2	1	All	None
ART 111	Art Appreciation	3	0	3	All	None
ART 121	Two-Dimensional Design	0	6	3	Fall only	None
ART 131	Drawing I	0	6	3	Fall, Spring	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
		6	14	13		
1st Spring Semester		**Lect.**	**Lab**	**Cr**	**Offered**	**Pre-Requisites**
ART 116	Survey of American Art **W**	3	0	3	Fall only	ENG-111
ART 122	Three-Dim. Design	0	6	3	Spring only	ART-121
BIO 111	General Biology I	3	3	4	All	DRE-098 and DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050
OR	CHM 151 Gen Chem.	(3	3	4)	Fall only	DRE-098 and DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080
ENG 112	Writing/Res in Disc.	3	0	3	All	ENG-111 (min grade of C)
MAT 152	Statistical Models I	3	2	4	All	DRE-098 and DMA-010, 020, 030, 040, 050
		12	11	17		
2nd Fall Semester		**Lect.**	**Lab**	**Cr**	**Offered**	**Pre-Requisites**
ART 114	Art History Survey I	3	0	3	Fall only	None
ART Elective*		Varies	Varies	3	All	*See Program Elective List below*
ART Elective*		Varies	Varies	3	All	*See Program Elective List below*
ENG 231	American Literature I	3	0	3	All	ENG-111 and ENG-112 or ENG-113 or ENG-114
OR	ENG 232 Am. Lit II	(3	0	3)	Spring only	ENG-111 and ENG-112 or ENG-113 or ENG-114
HIS 131	American History I	3	0	3	Fall, Spring	None
		9+	0+	15		
2nd Spring Semester		**Lect.**	**Lab**	**Cr**	**Offered**	**Pre-Requisites**
ART 115	Art History Survey II	3	0	3	Spring only	None
ART Elective*		Varies	Varies	3	All	*See Program Elective List below*
ART 288	Studio Art **W**	0	6	3	On Demand	ENG-111, ART-111, ART-121, ART-122, and ART-131
ART Elective*		Varies	Varies	3	All	*See Program Elective List below*
SOC 210	Intro Sociology	(3	0	3)	All	None
		6+	6+	15		
	Total	**Credit**	**Hours**	**60**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

**Pathway should be chosen according to student interest and transfer institution.*

****Program Elective List**

Course	**Title**	**Lect.**	**Lab**	**Cr**	**Offered**	**Pre-Requisites**
ART 132	Drawing II	0	6	3	Spring only	ART-131
ART 240	Painting I	0	6	3	Fall only	ART-131
ART 241	Painting II	0	6	3	Spring only	ART-240
ART 244	Watercolor	0	6	3	Spring only	None
ART 264	Digital Photography	1	4	3	Fall, Spring	None
ART 281	Sculpture I	0	6	3	On Demand	None
ART 283	Ceramics I	0	6	3	Fall, Spring	None
ART 284	Ceramics II	0	6	3	Fall, Spring	ART-283
ART 285	Ceramics III	0	6	3	Fall, Spring	ART-284
ART 286	Ceramics IV	0	6	3	Fall, Spring	ART-285

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 **W**	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)**

COURSE	TITLE	TRANSFER DESIGNATION
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
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)**

COURSE	TITLE	TRANSFER DESIGNATION
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 IW**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 232	**American Literature IIW**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 233	Major American Writers	GEN ED: Humanities/Fine Arts
ENG 241	**British Literature IW**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 242	**British Literature IIW**	**UGETC: Humanities/Fine Arts (AA/AS)**
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 IIW**	**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

COURSE	TITLE	TRANSFER DESIGNATION
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**	**UGETC: Mathematics (AS)**
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
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

COURSE	TITLE	TRANSFER DESIGNATION
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
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.

Academic Transition (1 SHC)

Select 1 course.

___ ACA 111 College Student Success (1)
___ ACA 122 College Transfer Success (1)

General Education (15 SHC)

English Composition (6 SHC)

___ ENG 111 Writing and Inquiry (3)
and one of the following:
___ ENG 112 Writ/Research in Disc. (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 **W** (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**W** (3)
___ ENG 242 British Literature II**W** (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 Pre-calculus Algebra (4)
___ MAT 172 Pre-calculus 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)

W – *Writing Intensive Course (ENG-111 pre-req.)*

OTHER REQUIRED HOURS (50 SHC)

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.

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-Integrated Machining
Construction Management Technology
Cosmetology
Criminal Justice Technology
Criminal Justice Technology: Forensic Science Concentration
Digital Media Technology
Early Childhood Education
Electrical Systems Technology – Electrical Track
Electrical Systems Technology – Photovoltaic Track
Electronics Engineering Technology
Health Information Technology ***(pending NCCCS approval)***
Information Technology
Management Information Systems
Mechatronics Engineering Technology
Medical Assisting Technology
Medical Office Administration
Nursing: Associate Degree Nursing (ADN)
Nursing: Associate Degree Nursing 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	Dental Assisting (Diploma)
Lees-McRae College	LPN-BSN
Lees-McRae College	RN-BSN

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. Some 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*
Early Childhood Education*
Electrical Systems Technology – Electrical Track
Electrical Systems Technology – Photovoltaic Track
Engineering Design
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*
Air Conditioning, Heating, and Refrigeration Technology*
Automotive Systems Technology*
Business Administration*
Collision Repair and Refinishing Technology*
Community Spanish Interpreter*
Computer Programming and Development*
Computer-Integrated Machining*
Computer-Integrated Machining – CNC Machining*
Construction Technology: Carpentry*
Criminal Justice*
Digital Media Technology*
Early Childhood Administration
Early Childhood Education*
Early Childhood Education: Infant/Toddler Care*
Electrical Systems Technology – Electrical Track*
Electrical Systems Technology – Photovoltaic Track*
Electronics Engineering Technology*
Engineering Design Technology*
Graphic Design*
Health Information Technology*
Horticulture - Sustainable Horticulture*
Industrial Systems Technology*
Information Technology*
Mechatronics Engineering Technology*
Medical Assisting*
Medical Office Administration*
Network Management*
Nurse Aide*
Office Administration*
Office Administration – Office Finance*
Paralegal Technology
Spanish Language*
Trucking Operations Management*
Viticulture & Enology – Enology Track
Viticulture & Enology – Viticulture Track
Viticulture & Enology – Marketing Track
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 **W** (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**W** (3)
ENG 242 British Literature II**W** (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, & Ref. 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
Business Administration	A25120	Elective or WBL	3	WBL 111, 112, 113, 121, 122, or 131
Collision Repair and Refinishing Diploma	D60100	AUB 162 or WBL	2	WBL 111, 112, 121
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 Diploma	D55220	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 Technology Degree	A40200	ELN 152 or WBL	2	WBL 111, 112, 121
Information Technology	A25590	Elective or WBL	3	WBL 111, 112, 113, 121, 122, 131
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, Business Administration, and Management Information Systems
BUS 260	Business Communication	Accounting, Business Administration, Management Information Systems, Medical Office Administration, Office Administration, and 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 223	Contemporary Hair Coloring	Cosmetology
COS 260	Design Applications	Cosmetology
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 Technology, 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
ENG 241	British Literature I	College Transfer Programs and Various AAS Programs
ENG 242	British 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
HIT 216	Quality Mgmt.	Health Information Technology
HIT 218	Mgmt. Principles in HIT	Health Information Technology
LEX 121	Legal Research/Writing II	Paralegal
MAC 214	Machining Technology IV	Computer-Integrated Machining
MAC 224	Advanced CNC Milling	Computer-Integrated Machining
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 264	Medical Assisting Overview	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
SEC 110	Security Concepts	Information Technology
SST 120	Energy Use Analysis	Electrical Systems – both tracks
SST 140	Green Building and Design	Construction Management
VEN 288	Wine Finishing and Packaging	Viticulture and Enology

ACCOUNTING

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.

Program Learning Outcomes

Accounting students will:

- Master a fundamental understanding of accounting concepts.
- Demonstrate the ability to independently and objectively analyze information and situations to arrive at unique solutions.
- Effectively analyze financial data
- Effectively use technology (relevant software and hardware) as required of accounting professionals
- Demonstrate professional skills, behaviors, and conduct, commensurate with industry expectations

Employment Opportunities

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 Online Learning

Contact

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Lead Instructor for Accounting
worleyc@surry.edu
336.386.3363

ACCOUNTING
DEGREE
(A25100)

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ACC 120	Prin. of Financial Acct	3	2	4	Fall, Spring	None
BUS 110	Introduction to Business	3	0	3	Fall, Spring	None
ECO 151	Survey of Economics	3	0	3	Fall only	None
OR	ECO 251 Micro-Econ.	(3	0	3)	Fall, Spring	DRE-098
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
Humanities/Fine Arts	Elective*	3	0	3	All	*See page 201 for options*
		16	**2**	**17**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 121	Prin. of Managerial Acct	3	2	4	Fall, Spring	ACC-120
BUS 125	Personal Finance	3	0	3	Spring only	None
CIS 110	Intro to Computers	2	2	3	All	None
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
MAT 143	Quantitative Literacy **W**	2	2	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
		13	**6**	**16**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 122	Prin. of Financial Acct II	3	0	3	Fall only	ACC-120
ACC 220	Intermediate Acct I	3	2	4	Fall only	ACC-120
ACC 225	Cost Accounting **W**	3	0	3	Fall only	ACC-121 and ENG-111
BUS 115	Business Law I	3	0	3	Fall only	None
CTS 130	Spreadsheet I	2	2	3	Fall, Spring	CIS-110 or CIS-111 or OST-137
Social Science	Elective*	3	0	3	All	*See page 201 for options*
		17	**4**	**19**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 131	Federal Income Taxes	2	2	3	Spring only	None
ACC 150	Acct Software Appl.	1	2	2	Spring only	ACC-120
ACC 221	Intermediate Acct II	3	2	4	Spring only	ACC-220
BUS 225	Business Finance **W**	2	2	3	Spring only	ACC-120 and ENG-111
BUS 260	Bus Communications **W**	3	0	3	Spring only	ENG-111
		11	**8**	**15**		
	Total Credit Hours			**67**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

ACCOUNTING
CERTIFICATE
C25100

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 120	Prin. of Financial Acct.	3	2	4	Fall, Spring	None
BUS 115	Business Law I	3	0	3	Fall only	None
		6	**2**	**7**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 121	Prin. of Manager Acct	3	2	4	Fall, Spring	ACC-120
ACC 131	Federal Income Taxes	2	2	3	Spring only	None
BUS 110	Intro to Business	3	0	3	Fall, Spring	None
		8	**4**	**10**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C25100X).

ADVERTISING & GRAPHIC DESIGN TECHNOLOGY

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.

Program Learning Outcomes

Advertising and Graphic Design students will:

- Think practically and creatively to analyze, synthesize, and develop design solutions that meet client needs.
- Demonstrate an ability to effectively troubleshoot when projects do not go as planned.
- Effectively use relevant software and hardware to research and prepare design solutions and related Advertising and Graphics publications.
- Demonstrate professional behavior and conduct commensurate with industry expectations.

Employment Opportunities

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 Online Learning

Contact

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336.386.3329.

ADVERTISING & GRAPHIC DESIGN TECHNOLOGY
DEGREE
A30100

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ART 111	Art Appreciation	3	0	3	All	None
ART 121	Two-Dimensional Design	0	6	3	Fall only	None
GRD 110	Typography I	2	2	3	Fall only	None/GRA-151 (co-req.)
GRD 121	Drawing Fund I	1	3	2	Fall only	None
OR	ART 131 Drawing I	(0	6	3)	Fall, Spring	None
GRA 151	Computer Graphics I	1	3	2	Fall only	None
		8/7	**14/17**	**14/15**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ART 264	Digital Photography I	1	4	3	Fall, Spring	None
GRA 152	Computer Graphics II	1	3	2	Spring only	GRA-151 (min grade of C)
GRD 230	Technical Illustration	1	3	2	Spring only	ART-131 or DES-125 or GRD-121
GRD 142	Graphic Design II	2	4	4	Spring only	GRD-141 or ART-121 or DES-135
Social Science	Elective*	3	0	3	All	See page 201 for options
		8	**14**	**14**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
		5	**2**	**6**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
GRA 153	Computer Graphics III	1	3	2	Fall only	GRA-152 (min grade of C)
GRA 163	Computer Graphics Apps III	0	3	1	Fall only	None/GRA-153 (co-req.)
GRD 241	Graphic Design III**W**	2	4	4	Fall only	ENG-111 and GRD-142 or DES-136
WEB 110	Internet/Web Fund	2	2	3	Fall only	None
MKT 120	Principles of Marketing	3	0	3	Fall only	None
		11	**12**	**16**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
GRD 180	Interactive Design	1	4	3	Spring only	GRD-151 or GRA-151
GRD 117	Design Career Exploration	2	0	2	Spring only	None
GRD 280	Portfolio Design **W**	2	4	4	Spring only	ENG-111 and GRD-142 and either GRD-152 or GRA-152
WBL 111	Work-Based Learn***	(0	10	1)	All	None
WEB 210	Web Design	2	2	3	Spring only	None
**Program Elective		-	-	3		See list below
		7	**10**	**15/16**		
	Total Credit Hours	**65**	**66**	**67**		

W – *Writing Intensive Course (ENG-111 pre-req.)*
***WBL** is not required for degree - elective opportunity only.

****Program Elective List**

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ART 114	Art History Survey I	3	0	3	Fall only	None
ART 115	Art History Survey II	3	0	3	Spring only	None
ART 122	Three-Dimensional Design	0	6	3	Spring only	ART-121
ART 244	Watercolor	0	6	3	Spring only	None
BUS 110	Intro to Business	3	0	3	Fall, Spring	None
WEB 140	Web Development Tools	2	2	3	Fall, Spring	None

GRAPHIC DESIGN
CERTIFICATE
C30100A

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ART 121	Two-Dim Design	0	6	3	Fall only	None
GRA 151	Computer Graphics I	1	3	2	Fall only	None
GRD 110	Typography I	2	2	3	Fall only	None/GRA-151 (co-req.)
GRD 121	Drawing Fund I	1	3	2	Fall only	None
		4	**14**	**10**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
GRA 152	Computer Graphics II	1	3	2	Spring only	GRA-151 (min grade of C)
GRD 230	Technical Illustration	1	3	2	Spring only	ART-131 or DES-125 or GRD-121
GRD 142	Graphic Design II	2	4	4	Spring only	GRD-141 or ART-121 or DES-135
		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

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
GRA 151	Computer Graphics I	1	3	2	Fall only	None
WEB 110	Internet/Web Fund	2	2	3	Fall only	None
WEB 140	Web Dev Tools	2	2	3	Fall, Spring	None
		5	**7**	**8**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
GRA 152	Computer Graphics II	1	3	2	Spring only	GRA-151 (min grade of C)
GRD 180	Interactive Design	1	4	3	Spring only	GRD-151 or GRA-151
WEB 210	Web Design	2	2	3	Spring only	None
		4	**9**	**8**		
	Total Credit Hours			**16**		

AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

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.

Program Learning Outcomes

Air Conditioning, Heating, and Refrigeration Technology students will:

- Effectively charge units.
- Diagnose and repair mechanical refrigeration problems.
- Read air conditioning, heating, and refrigeration schematic diagrams.
- Communicate with customers effectively in writing and speaking.
- Diagnose electrical and electronics problems with a VOM.

Employment Opportunities

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.

Contact

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AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY DEGREE
A35100

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
AHR 110	Intro to Refrigeration	2	6	5	Fall	None
AHR 113	Comfort Cooling	2	4	4	Fall	None/AHR-110 (co-req.)
ELC 112	DC/AC Electricity	3	6	5	Fall	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
		9	18	17		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AHR 112	Heating Technology	2	4	4	Spring	None
AHR 114	Heat Pump Technology	2	4	4	Spring	AHR-110 or AHR-113
AHR 160	Refrigerant Certification	1	0	1	Spring	AHR-110 or AHR-120
AHR 213	HVACR Building Code	1	2	2	Spring	None
AHR 215	Comm. HVAC Controls	1	3	2	Spring	AHR-111 or ELC-111 or ELC-112
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
		10	**13**	**16**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AHR 133	HVAC Servicing	2	6	4	Summer	AHR-112 or AHR-113; AHR-112 or AHR-113 (co-req.)
ELC 117	Motors & Control	2	6	4	Spring, Summer	ELC-112 or ELC-131
		4	**12**	**8**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AHR 212	Adv. Comfort System	2	6	4	Fall	AHR-114/AHR-250 (co-req.)
AHR 250	HVAC Syst. Diag. (or **WBL**)	0	4	2	Fall	AHR-110 or AHR-112; AHR-212 (co-req.)
AHR 263	Energy Management **W**	1	3	2	Fall	ENG-111 and AHR-125 or AHR-215
CIS 111	Basic PC Literacy	1	2	2	Fall, Spring	None
MAT 110, OR	Math Measurement	2	2	3	All	DMA-010,020,030
PHY 110/110A	Conceptual Physics	(3	2	4)	Fall, Spring	DMA-010,020,030,040,050
		6/7	**17**	**13/14**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AHR 120	HVAC Maintenance	1	3	2	Fall	None
AHR 211	Resident System Design **W**	2	2	3	Spring	ENG-111
ENG 114	Prof Res and Report	3	0	3	All	ENG-111 (min grade of C)
PSY 118	Interpersonal Psychology	3	0	3	All	None
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
		12	**5**	**14**		
	Total Credit Hours			**68/69**		

W – *Writing Intensive Course (ENG-111 pre-req.)*
WBL options: WBL 111, 112, or 121

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY
DIPLOMA
D35100

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AHR 110	Intro to Refrigeration	2	6	5	Fall only	None
AHR 113	Comfort Cooling	2	4	4	Fall only	None/AHR-110 (co-req.)
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
		10	**20**	**19**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AHR 112	Heating Technology	2	4	4	Spring only	None
AHR 114	Heat Pump Technology	2	4	4	Spring only	AHR-110 or AHR-113
AHR 160	Refrigerant Certification	1	0	1	Spring only	AHR-110 or AHR-120
AHR 213	HVACR Building Code	1	2	2	Spring only	None
AHR 215	Comm. HVAC Controls	1	3	2	Spring only	AHR-111 or ELC-111 or ELC-112
ENG 101	App Comm. I (or ENG 111)	3	0	3	Fall, Spring	None
		10	**13**	**16**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AHR 133	HVAC Servicing	2	6	4	Summer only	AHR-112 or AHR-113; AHR-112 or AHR-113 (co-req.)
ELC 117	Motors & Control	2	6	4	Spring, Summer	ELC-112 or ELC-131
		4	**12**	**8**		
	Total Credit Hours			**43**		

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY
CERTIFICATE
C35100

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AHR 110	Intro to Refrigeration	2	6	5	Fall only	None
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
		6	**14**	**12**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AHR 112	Heating Technology	2	4	4	Spring only	None
AHR 160	Refrigerant Certification	1	0	1	Spring only	AHR-110 AHR-120
		3	**4**	**5**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C35100X).

AUTOMOTIVE SYSTEMS TECHNOLOGY

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.

Program Learning Outcomes

Automotive Systems Technology students will:

- Use safe working practices as defined by OSHA for clothing, eye protection, hand tools, power equipment, ventilation handling, storage and disposal of chemicals.
- Use precision measuring instruments and industry standard diagnostic equipment to measure and repair vehicles.
- Diagnose and repair engine emissions and exhaust problems.
- Identify system concerns and solutions (brake systems, electrical / electronic systems, or heating and air conditioning).
- Communicate effectively with the employer and the customer to determine repair and service needs.

Employment Opportunities

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.

Contact

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336.386.3254

AUTOMOTIVE SYSTEMS TECHNOLOGY
DEGREE
A60160

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
AUT 116	Engine Repair	2	3	3	Fall only	None
AUT 116A	Engine Repair Lab	0	3	1	Fall only	None/AUT-116 (co-req.)
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
TRN 110	Intro to Transport Tech	1	2	2	Fall only	None
TRN 170	PC Skills for Transport	1	2	2	Fall only	None
		10	**12**	**15**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 114	Safety & Emissions	1	2	2	Spring only	None
AUT 141	Suspension & Steering Sys	2	3	3	Spring only	None
AUT 141A	Suspension & Steer Systems Lab	0	3	1	Spring only	None/AUT-141 (co-req.)
AUT 151	Brake Systems	2	3	3	Spring only	None
AUT 151A	Brake Systems Lab	0	3	1	Spring only	None/AUT-151 (co-req.)
AUT 212	Auto Shop Management	3	0	3	Spring only	None
ENG 114	Prof. Research & Report	3	0	3	All	ENG-111 (min grade of C)
		11	**14**	**16**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 113	Auto Servicing I (or **WBL**)	0	6	2	Summer only	None
TRN 140	Transp. Climate Control	1	2	2	Summer only	None
TRN 140A	Transp. Climate Control Lab	1	2	2	Summer only	None/TRN-140 (co-req.)
		2	**10**	**6**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 181	Engine Performance I	2	3	3	Fall only	None
AUT 183	Engine Performance II	2	6	4	Fall only	AUT-181
AUT 221	Automotive Transmissions **W**	2	3	3	Fall only	ENG-111
AUT 221A	Auto Transmissions Lab	0	3	1	Fall only	None/AUT-221 (co-req.)
TRN 120	Basic Transp. Elect.	4	3	5	Fall only	None
		10	**18**	**16**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 163	Adv. Auto Electric (or **WBL**)	2	3	3	Spring only	TRN-120
AUT 231	Manual Drive Trans/Axles **W**	2	3	3	Spring only	ENG-111
AUT 231A	Man. Drive Trans/Axles Lab	0	3	1	Spring only	None/AUT-231 (co-req.)
PSY 118	Interpersonal Psychology	3	0	3	All	None
TRN 145	Adv. Transp. Electronics	2	3	3	Spring only	TRN-120
Humanities/Fine Arts	**Elective***	3	0	3	All	
		12	**12**	**16**		
	Total Credit Hours			**69**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

WBL options: WBL 111, 112, or 121

***Humanities Elective – Select one course from the following:**

Course	Title	Lect.	Lab	Cred	Offered	Pre-Requisites
HUM 110	Technology & Society	3	0	3	All	None
PHI 240	Introduction to Ethics	3	0	3	All	ENG-111

AUTOMOTIVE SYSTEMS TECHNOLOGY
DIPLOMA
D60160

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 116	Engine Repair	2	3	3	Fall only	None
AUT 116A	Engine Repair Lab	0	3	1	Fall only	None/AUT-116 (co-req.)
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
TRN 110	Intro to Transport Tech	1	2	2	Fall only	None
TRN 170	PC Skills for Transport	1	2	2	Fall only	None
		6	**12**	**11**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 114	Safety & Emissions	1	2	2	Spring only	None
AUT 141	Suspension & Steering Sys	2	3	3	Spring only	None
AUT 141A	Suspension & Steering Systems Lab	0	3	1	Spring only	None/AUT-141 (co-req.)
AUT 151	Brake Systems	2	3	3	Spring only	None
AUT 151A	Brake Systems Lab	0	3	1	Spring only	None/AUT-151(co-req.)
ENG 101, OR	Applied Comm. I	3	0	3	Fall, Spring	None
ENG 111	Writing/Inquiry	3	0	3	All	DRE-098
		8	**14**	**13**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 113	Auto Servicing I (or **WBL**)	0	6	2	Summer only	None
TRN 140	Transp. Climate Control	1	2	2	Summer only	None
TRN 140A	Transp. Climate Control Lab	1	2	2	Summer only	None/TRN-140 (co-req.)
		2	**10**	**6**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 181	Engine Performance I	2	3	3	Fall only	None
AUT 183	Engine Performance II	2	6	4	Fall only	AUT-181
TRN 120	Basic Transp. Elect.	4	3	5	Fall only	None
		8	**12**	**12**		
	Total Credit Hours			**42**		

WBL options: WBL 111, 112, or 121

AUTOMOTIVE SYSTEMS TECHNOLOGY
CERTIFICATE
C60160

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 181	Engine Performance I	2	3	3	Fall only	None
TRN 110	Intro to Transport Tech	1	2	2	Fall only	None
TRN 120	Basic Transp. Elect.	4	3	5	Fall only	None
		7	**8**	**10**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUT 141	Suspension & Steering Sys	2	3	3	Spring only	None
AUT 141A	Suspension & Steering Sys Lab	0	3	1	Spring only	None/AUT-141 (co-req.)
AUT 151	Brake Systems	2	3	3	Spring only	None
AUT 151A	Brake Systems Lab	0	3	1	Spring only	None/AUT-151 (co-req.)
		4	**12**	**8**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C60160X).

BUSINESS ADMINISTRATION

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.

Program Learning Outcomes

Business Administration students will:

- Develop computer skills with proficiency in Microsoft Word, Excel, PowerPoint and internet search, and navigation skills.
- Demonstrate competency in written and oral communication skills.
- Master a working knowledge of managerial skills.
- Demonstrate the ability to apply business concepts to a business problem and to correctly analyze quantitative data.
- Demonstrate professional skills, behaviors, and conduct commensurate with industry expectations

Employment Opportunities

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 Online Learning

Contact

Dr. Dawn Worley
Lead Instructor for Business Administration
worleyc@surry.edu
336.386.3363

BUSINESS ADMINISTRATION
DEGREE
A25120

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ACC 120	Principles of Financial Accounting I	3	2	4	Fall, Spring	None
BUS 110	Introduction to Business	3	0	3	Fall, Spring	None
ECO 151, OR	Survey of Economics	3	0	3	Fall only	None
ECO 251	Microeconomics	3	0	3	Fall, Spring	DRE-098
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
Humanities/Fine Arts	**Elective***	3	0	3	All	See page 201 for options
		16	**2**	**17**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 121	Principles of Managerial Accounting	3	2	4	Fall, Spring	None
BUS 125	Personal Finance	3	0	3	Spring only	None
CIS 110	Intro to Computers	2	2	3	All	None
ENG 114	Prof. Research & Report	3	0	3	All	ENG-111 (min grade of C)
MAT 143	Quantitative Literacy **W**	2	2	3	All	ENG-111 and DMA-010,020,030,040,050
		13	**6**	**16**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BUS 115	Business Law I	3	0	3	Fall only	None
BUS 121	Business Math	2	2	3	Fall, Spring	DMA-010,020,030
BUS 137	Principles of Management	3	0	3	Fall only	None
BUS 139	Entrepreneurship I	3	0	3	Fall only	None
MKT 120	Principles of Marketing	3	0	3	Fall only	None
OST 137, OR	Office Software Apps	2	2	3	Fall, Spring	None
CTS 130	Spreadsheet I	2	2	3	Fall, Spring	CIS-110 or CIS-111 or OST-137
		16	**4**	**18**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 131	Federal Income Taxes	2	2	3	Spring only	None
ACC 150	Acct Software Applications	1	2	2	Spring only	ACC-120
BUS 225	Business Finance **W**	2	2	3	Spring only	ACC-120 and ENG-111
BUS 260	Bus Communications **W**	3	0	3	Spring only	ENG-111
**Program Elective	(or **WBL**)	3	0	3		
Social Science	**Elective***	3	0	3	All	See page 201 for options
		14	**6**	**17**		
	Total Credit Hours			**68**		

W – *Writing Intensive Course (ENG-111 pre-req.)*
WBL options: WBL 111, 112, 113, 121, 122, or 131

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

****Program Elective – Select one course from the following:**

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 122	Principles of Financial Accounting II	3	0	3	Fall only	ACC-120
ACC 220	Intermediate Acct I	3	2	4	Fall Only	ACC-120
BUS 116	Business Law II	3	0	3	Spring only	BUS-115
BUS 151	People Skills	3	0	3	Fall, Spring	None
DBA 110	Database Concepts	2	3	3	Fall only	None
ECO 252	Prin. of Macroeconomics	3	0	3	Spring only	DRE-098

BUSINESS ADMINISTRATION
CERTIFICATE
C25120

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BUS 115	Business Law I	3	0	3	Fall only	None
BUS 137	Prin. of Management	3	0	3	Fall only	None
MKT 120	Principles of Marketing	3	0	3	Fall only	None
		9	**0**	**9**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 120	Prin. of Financial Acct I	3	2	4	All	None
BUS 110	Introduction to Business	3	0	3	Fall, Spring	None
		6	**2**	**7**		
	Total Credit Hours			**16**		

This certificate is offered to high school students through the Career and College Promise program (C25120X).

COLLISION REPAIR AND REFINISHING TECHNOLOGY

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.

Program Learning Outcomes

Collision Repair and Refinishing Technology students will:

- Demonstrate knowledge on the fundamentals of structural damage repairs.
- Demonstrate knowledge of safety in the workshop area, and when using hand tools.
- Repair techniques of body fillers, plastic repair, and fiber glass repair.
- Demonstrate knowledge of automotive detailing techniques and preparation.
- Working with customers on their projects and how to discuss the work that needs to be performed.

Employment Opportunities

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.

Contact

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Lead Instructor for Collision Repair and Refinishing Technology
bolesj@surry.edu
336.386.3404

COLLISION REPAIR AND REFINISHING TECHNOLOGY
DIPLOMA
D60130

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUB 111	Paint and Refinish I	2	6	4	Fall only	None
AUB 121	Nonstructural Damage I	1	4	3	Fall only	None
AUB 131	Structural Damage I	2	4	4	Fall only	None
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
TRN 110	Intro to Transport Tech	1	2	2	Fall only	None
TRN 180	Basic Weld for Tran.	1	4	3	Fall only	None
		9	**22**	**19**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUB 112	Paint and Refinish II	2	6	4	Spring only	AUB-111
AUB 132	Structural Damage II	2	6	4	Spring only	AUB-131
AUB 136	Plastics and Adhesives	1	4	3	Spring only	None
AUB 150	Automotive Detailing	1	3	2	Spring only	None
ENG 101	App. Comm. I (or ENG 111)	3	0	3	Fall, Spring	None
		9	**19**	**16**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUB 114	Special Finishes	1	2	2	Summer only	AUB-111
AUB 122	Nonstructural Damage II	2	6	4	Summer only	None
AUB 162	Auto body Est. (or WBL)	1	2	2	Summer only	None
		4	**10**	**8**		
	Total Credit Hours			**43**		

WBL options: WBL 111, 112, or 121

COLLISION REPAIR AND REFINISHING TECHNOLOGY
CERTIFICATE
C60130

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUB 111	Paint & Refinish I	2	6	4	Fall only	None
AUB 121	Nonstructural Damage I	1	4	3	Fall only	None
AUB 131	Structural Damage I	2	4	4	Fall only	None
TRN 110	Intro to Transport Tech	1	2	2	Fall only	None
		6	**16**	**13**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
AUB 112	Paint & Refinish II	2	6	4	Spring only	AUB-111
		2	**6**	**4**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C60130X).

COMMUNITY SPANISH INTERPRETER

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.

Program Learning Outcomes

Community Spanish Interpreter students will:

- Communicate clearly and effectively in Spanish and English in both oral and written formats.
- Research and use the specific vocabulary of various professions.
- Analyze the cultural artifacts of relevant Spanish-speaking regions.
- Assess and evaluate understanding of the parties involved in the process of interpretation.
- Demonstrate professionalism in interactions, specifically respect for cultural differences/nuances.

Employment Opportunities

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

Contact

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Laura Hudson
Spanish Instructor
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COMMUNITY SPANISH INTERPRETER CERTIFICATE
C55370

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
SPA 141	Culture & Civilization	3	0	3	Fall only	None
SPI 113	Intro Spanish Interpret	3	0	3	Fall only	None
SPI 114	Analytic Skills for Interpreting	3	0	3	Fall only	None
		9	0	9		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
SPI 213	Review of Grammar	3	0	3	Spring only	None
SPI 214	Intro to Translation	3	0	3	Spring only	None
SPI 245	Comm. Interpreting I	2	3	3	Spring only	None
		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-INTEGRATED MACHINING

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.

Program Learning Outcomes

Computer-Integrated Machining students will:

- Safely perform the basic operation of machine shop equipment and machinery.
- Demonstrate the ability to properly operate all necessary machine shop hand tools and measuring devices.
- Demonstrate the ability to properly operate a vertical milling machine.
- Demonstrate the ability to properly operate a lathe turning machine.
- Demonstrate knowledge of basic and advance usage of the Computer Numerical Controls systems (CNC) milling machine.
- Demonstrate knowledge of basic and advance usage of the CNC lathe machine.

Employment Opportunities

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.

Contact

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COMPUTER-INTEGRATED MACHINING
DEGREE
A50210

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
BPR 111	Print Reading	1	2	2	Fall only	None
CIS 110	Intro to Computers	2	2	3	All	None
MAC 111	Machining Technology I	2	12	6	Fall only	None
MAC 121	Intro to CNC	2	0	2	Fall only	None
MAT 121	Algebra/Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		10	**18**	**17**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BPR 121	Blueprint Read: Mechanical	1	2	2	Spring only	BPR-111 or MAC-131
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MAC 112	Machining Technology II	2	12	6	Spring only	MAC-111 or MAC-111AB and MAC-111BB
MAC 124	CNC Milling	1	3	2	Spring only	MAC-121
MAC 151	Machining Calculations	1	2	2	Spring only	None
MEC 110	Intro to CAD/CAM	1	2	2	Fall, Spring	None
		9	**21**	**17**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
MAC 113	Machining Technology III	2	12	6	Summer only	MAC-112 or MAC-112AB and MAC-112AB
MAC 122	CNC Turning	1	3	2	Summer only	MAC-121
		3	**15**	**8**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	3	All	ENG-111
MAC 152	Advanced Machining Calc.	1	2	2	Fall only	None
MAC 214	Machining Tech IV**W**	2	12	6	Fall only	ENG-111 and MAC-112 or MAC112AB and MAC-112BB
MAC 222	Advanced CNC Turning	1	3	2	Fall only	None
MEC 231	Comp-Aided Manuf. I	1	4	3	Fall only	None
		8	**21**	**16**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
Humanities/Fine Arts	Elective*	3	0	3	All	*See page 201 for options*
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
MAC 224	Advanced CNC Milling **W**	1	3	2	Spring only	ENG-111
MEC 142	Physical Metallurgy	1	2	2	Spring only	None
Social Science	Elective*	3	0	3	All	*See page 201 for options*
		10	**5**	**12**		
	Total Credit Hours			**70**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

COMPUTER-INTEGRATED MACHINING
DIPLOMA
D50210

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BPR 111	Print Reading	1	2	2	Fall only	None
CIS 110	Intro to Computers	2	2	3	All	None
MAC 111	Machining Technology I	2	12	6	Fall only	None
MAC 121	Intro to CNC	2	0	2	Fall only	None
MAT 121	Algebra/Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		9	**18**	**16**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BPR 121	Blueprint Read: Mechanical	1	2	2	Spring only	BPR-111 or MAC-131
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MAC 112	Machining Technology II	2	12	6	Spring only	MAC-111 or MAC-111AB and MAC-111BB
MAC 124	CNC Milling	1	3	2	Spring only	MAC-121
MAC 151	Machining Calculations	1	2	2	Spring only	None
		8	**19**	**15**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
MAC 113	Machining Technology III	2	12	6	Summer only	MAC-112 or MAC-112AB and MAC-112AB
MAC 122	CNC Turning	1	3	2	Summer only	MAC-121
		3	**15**	**8**		
	Total Credit Hours			**39**		

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

COMPUTER-INTEGRATED MACHINING
CERTIFICATE
C50210

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
MAC 111	Machining Technology I	2	12	6	Fall only	None
		2	**12**	**6**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
MAC 112	Machining Technology II	2	12	6	Spring only	MAC-111 or MAC-111AB and MAC-111BB
		2	**12**	**6**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
MAC 113	Machining Technology III	2	12	6	Summer only	MAC-112 or MAC-112AB and MAC-112AB
		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
CERTIFICATE – CNC MACHINING
C50210A

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
MAC 111	Machining Technology I	2	12	6	Fall only	None
BPR 111	Print Reading	1	2	2	Fall only	None
MAC 121	Intro to CNC	2	0	2	Fall only	None
		5	**14**	**10**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
MEC 110	Intro to CAD/CAM	1	2	2	Fall, Spring	None
MAC 124	CNC Milling	1	3	2	Spring only	MAC-121
		2	**5**	**4**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
MAC 122	CNC Turning	1	3	2	Summer only	MAC-121
		1	**3**	**2**		
	Total Credit Hours			**16**		

This certificate is offered to high school students through the Career and College Promise program (C50210AX).

CONSTRUCTION MANAGEMENT TECHNOLOGY

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.

Program Learning Outcomes

Construction Management Technology students will:

- Understand the North Carolina Occupational Safety and Health Standards for the construction industry, and will be able to use control factors in order to create a safe environment at a construction site.
- Manage the preplanning, planning, scheduling, and estimating of a major live project.
- Demonstrate the basic skills necessary to be successful as a supervisor in the construction industry.
- Plan, manage, and estimate a residential structure, and will be able to perform quantity takeoffs and cost estimates for the same project.
- Understand the construction logic needed to build a residential structure from obtaining the building permits to the completion of the project.
- Demonstrate an understanding of how costs may be controlled and productivity improved on a construction project.

Employment Opportunities

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.

Contact

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CONSTRUCTION MANAGEMENT TECHNOLOGY
DEGREE
A35190

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
BPR 130	Print Reading-Construction	3	0	3	Fall only	None
BUS 137	Prin. of Management	3	0	3	Fall only	None
CAR 111	Carpentry I	3	15	8	All	None
CMT 210	Prof Construction Supervision	3	0	3	Fall only	None
		13	**15**	**18**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACC 120	Principles of Financial Acct	3	2	4	Fall, Spring	None
ARC 112	Const. Materials & Method	3	2	4	Spring only	None
CIS 111	Basic PC Literacy	1	2	2	Fall, Spring	None
OR	CIS 110 Intro Computers	(2	2	3)	All	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
		12	**8**	**16**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ENG 114	Prof Research and Report	3	0	3	All	ENG-111 (min grade of C)
Humanities/Fine Arts	Elective*	3	0	3	All	*See below*
		6	**0**	**6**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BUS 139	Entrepreneurship I	3	0	3	Fall only	None
CMT 212	Total Safety Performance	3	0	3	Fall only	None/CMT-210 (co-req.)
CMT 214	Planning and Scheduling	3	0	3	Fall only	CMT-210 and BPR-130
ECO 151	Survey of Economics	3	0	3	Fall only	None
ELC 113	Residential Wiring I	2	6	4	Fall only	None
SST 140	Green Building Concepts **W**	3	0	3	Fall only	ENG-111
		17	**6**	**19**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
CIV 230	Construction Estimating	2	3	3	Spring only	ARC-111 or CIS-110 or CIS-111 or EGR 115
CMT 120	Codes and Inspection	3	0	3	Spring only	None
CMT 216	Cost and Productivity	3	0	3	Spring only	CMT-210
CMT 218	Human Relations Issues **W**	3	0	3	Spring only	CMT-210 and ENG-111
		11	**3**	**12**		
	Total Credit Hours			**71**		

***Humanities Elective – Select one course from the following:**

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
HUM 110	Technology & Society	3	0	3	All	None
PHI 240	Introduction to Ethics	3	0	3	All	ENG-111

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

CONSTRUCTION TECHNOLOGY: CARPENTRY

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.

Program Learning Outcomes

Construction Technology: Carpentry students will:

- Explain and employ safety requirements at a construction site by identifying and operating personal protection equipment (hand power tools) safety.
- Identify and interpret the details in foundations, floor plans, elevations, and schedules while recognizing and differentiating between the various components of plans for the building site.
- Identify and explain residential building code requirements while exhibiting an understanding of and categorizing the residential building code inspections process.
- Recognize and explain the preplanning and planning processes work. Calculate math estimating and estimating procedures for residential structures. Create and develop quality take-offs and cost estimates.
- Recognize and differentiate between the components of basic construction methods along with site preparations. Assemble and construct residential building from layout to finish trim with instructor direction.

Employment Opportunities

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.

Contact

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CONSTRUCTION TECHNOLOGY: CARPENTRY
DIPLOMA
D35180

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BPR 130	Print Reading-Construction	3	0	3	Fall only	None
CAR 110	Intro to Carpentry	2	0	2	Fall only	None
CAR 111	Carpentry I	3	15	8	Fall, Spring	None
ENG 101	Written Comm. I	3	0	3	Fall, Spring	None
OR	ENG 111 Writing/Inquiry	(3	0	3)	All	DRE-098
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
		13	**17**	**19**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ARC 112	Const. Materials & Method	3	2	4	Spring only	None
CAR 112	Carpentry II	3	15	8	Fall, Spring	CAR-111
CAR 115	Res Planning/Estimating	3	0	3	Spring only	BPR-130
CMT 120	Codes and Inspection	3	0	3	Spring only	None
		12	**17**	**18**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
CAR 113	Carpentry III	3	9	6	All	CAR-111
		3	**9**	**6**		
	Total Credit Hours			**43**		

This diploma is offered to high school students through the Career and College Promise program (D35180X).

CONSTRUCTION TECHNOLOGY: CARPENTRY
CERTIFICATE
C35180

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BPR 130	Print Reading-Construction	3	0	3	Fall only	None
CAR 111	Carpentry I	3	15	8	Fall, Spring	None
		6	**15**	**11**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ARC 112	Construction Materials & Methods	3	2	4	Spring only	None
CMT 120	Codes and Inspection	3	0	3	Spring only	None
		6	**2**	**7**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C35180X).

COSMETOLOGY

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.

Program Learning Outcomes

Cosmetology students will:

- Master sufficient knowledge to pass the North Carolina State Board of Cosmetic Art Examiners Theory and Clinical Exam.
- Demonstrate an understanding of basic business, record-keeping and accounting skills and the ability to succeed as a small business owner.
- Analyze client needs and information to provide a professional, customized client service.
- Demonstrate professional skills, self-confidence and behaviors commensurate with industry expectations.
- Perform appropriate services depending upon client needs, including manicures, pedicures, facials, artificial nails, makeup application, and cutting, coloring, styling, perming, and relaxing hair.

Employment Opportunities

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.

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.

Contact

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Lead Instructor for Cosmetology
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336.386.3227

COSMETOLOGY
DEGREE
A55140

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
COS 111	Cosmetology Conc. I	4	0	4	Fall, Spring	DRE-096/COS-112 (co-req.)
COS 112	Salon I	0	24	8	Fall, Spring	None/COS-111 (co-req.)
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
		8	**24**	**16**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
BUS 151	People Skills	3	0	3	Fall, Spring	None
COS 113	Cosmetology Conc. II	4	0	4	Fall, Spring	COS-111 and COS-112/COS-114 (co-req.)
COS 114	Salon II	0	24	8	Fall, Spring	COS- 111 and COS-112/COS-113 (co-req.)
COS 119	Esthetics Concepts I	2	0	2	Spring only	COS-111 and COS-112
		8	**27**	**17**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
COS 115	Cosmetology Conc. III	4	0	4	All	COS-111, COS-112, COS-113, COS-114/COS-116 (co-req.)
COS 116	Salon III	0	12	4	All	COS-111, COS-112, COS-113, and COS-114/COS-115 (co-req.)
		4	**12**	**8**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
COS 117	Cosmetology Conc. IV	2	0	2	Fall, Spring	COS-111, COS-112, COS-115, and COS-116 COS-118 (co-req.)
COS 118	Salon IV	0	21	7	Fall, Spring	COS-111, COS-112, COS-115, and COS-116 COS-117 (co-req.)
COS 223	Contemporary Haircolor**W**	1	3	2	Fall only	COS-111, COS-112, COS-113, COS-114, and ENG-111
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
		7	**21**	**14**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
CIS 110	Intro to Computers	2	2	3	All	None
COS 260	Design Applications **W**	1	3	2	Spring only	COS-111, COS-112, COS-113, COS-114, and ENG-111
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
PSY 118	Interpersonal Psychology	3	0	3	All	None
		11	**7**	**14**		
	Total Credit Hours			**69**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

COSMETOLOGY
DIPLOMA
D55140

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
COS 111	Cosmetology Conc. I	4	0	4	Fall, Spring	DRE-096/COS-112 (co-req.)
COS 112	Salon I	0	24	8	Fall, Spring	None/COS-111 (co-req.)
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
		8	**24**	**16**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
COS 113	Cosmetology Conc. II	4	0	4	Fall, Spring	COS-111 and COS-112/COS-114 (co-req.)
COS 114	Salon II	0	24	8	Fall, Spring	COS- 111 and COS-112/COS-113 (co-req.)
PSY 118	Interpersonal Psychology	3	0	3	All	None
		7	**24**	**15**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
COS 115	Cosmetology Conc. III	4	0	4	All	COS-111, COS-112, COS-113, COS-114/COS-116 (co-req.)
COS 116	Salon III	0	12	4	All	COS-111, COS-112, COS-113, and COS-114/COS-115 (co-req.)
		4	**12**	**8**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
COS 117	Cosmetology Conc. IV	2	0	2	Fall, Spring	COS-111, COS-112, COS-115, and COS-116, COS-118 (co-req.)
COS 118	Salon IV	0	21	7	Fall, Spring	COS-111, COS-112, COS-115, and COS-116, COS-117 (co-req.)
		2	**21**	**9**		
	Total Credit Hours			**48**		

This certificate is offered to high school students through the Career and College Promise program (D55140X).

CRIMINAL JUSTICE TECHNOLOGY

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.

Program Learning Outcomes

Criminal Justice students will:

- Apply local, state, and federal statutes to protect individual rights and preserve public order.
- Interpret evidence and analyze potential motives to develop theories in the investigation of crimes.
- Practice ethical behavior and adhere to professional codes of conduct.

Employment Opportunities

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.

BLET Credit

Students successfully completing a Basic Law Enforcement Training (BLET) 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 Online Learning

Contact

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CRIMINAL JUSTICE TECHNOLOGY
DEGREE
A55180

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
OR	ACA 122	(0	2	1)	All	None
CIS 110	Intro to Computers	2	2	3	All	None
CJC 111	Intro to Criminal Justice	3	0	3	Fall only	None
CJC 112	Criminology	3	0	3	Fall only	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
PSY 150	General Psychology	3	0	3	All	DRE-098
		14/15	**0/2**	**16**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
CJC 113	Juvenile Justice	3	0	3	Spring only	None
CJC 131	Criminal Law	3	0	3	Spring only	None
CJC 232	Civil Liability	3	0	3	Spring only	None
COM 231	Public Speaking **W**	3	0	3	All	ENG-111
ENG 114	Prof. Research & Reporting	3	0	3	All	ENG-111 (min grade of C)
OR	ENG 112	(3	0	3)	All	ENG-111 (min grade of C)
		18	**0**	**18**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
CJC 132	Court Proc & Evidence	3	0	3	Fall only	None
CJC 141	Corrections (or **WBL**)	3	0	3	Fall only	None
CJC 231	Constitutional Law	3	0	3	Fall only	None
CJC 121	Law Enforcement Opera. (or **WBL**)	3	0	3	Fall only	None
MAT 110	Math Measurement	2	2	3	All	DMA-010, 020, 030
OR	MAT 143**W**	(2	2	3)	All	DMA-010, 020, 030, 040, 050
POL 120	American Government	3	0	3	All	None
		17	**2**	**18**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
CJC 212	Ethics & Comm. Relations **W**	3	0	3	Spring only	ENG-111
CJC 221	Investigative Principles **W**	3	2	4	Spring only	ENG-111
CJC 213	Substance Abuse	3	0	3	Spring only	None
PSY 231	Forensic Psychology	3	0	3	Spring only	PSY-150
SOC 230	Race & Ethnic Relations	3	0	3	Fall, Spring	None
		15	**2**	**16**		
	Total Credit Hours			**68**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

WBL options: WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, or 231

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

CRIMINAL JUSTICE TECHNOLOGY
CERTIFICATE
C55180

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CJC 111	Intro to Criminal Justice	3	0	3	Fall only	None
CJC 121	Law Enf. Oper. (or WBL)	3	0	3	Fall only	None
CJC 132	Court Proc & Evidence	3	0	3	Fall only	None
CJC 231	Constitutional Law	3	0	3	Fall only	None
		12	**0**	**12**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CJC 113	Juvenile Justice	3	0	3	Spring only	None
CJC 131	Criminal Law	3	0	3	Spring only	None
		6	**0**	**6**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C55180X).

CRIMINAL JUSTICE TECHNOLOGY: FORENSIC SCIENCE CONCENTRATION

Curriculum Description

Forensic Science is a concentration under the curriculum of Criminal Justice Technology. This curriculum is designed to provide knowledge of forensic science 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 forensic science. 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.

Program Learning Outcomes

Criminal Justice Technology, Forensic Science Concentration students will:

- Research, reconstruct, analyze, and investigate crime scenes.
- Search, collect, analyze, and interpret trace evidence from crime scenes.
- Interpret evidence and analyze potential motives to develop theories in criminal investigation.
- Conduct professional criminal investigations and assist in their successful prosecution in a criminal court.
- Exhibit ethical behavior and adhere to professional codes of conduct in criminal evidence collection, analysis, and interpretation.

Employment Opportunities

Graduates should qualify for employment in a variety of criminal justice organizations especially in local, state, and federal law enforcement, and correctional agencies.

Contact

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FORENSIC SCIENCE
DEGREE
A5518C

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
OR	ACA 122	(0	2	1)	All	None
CIS 110	Intro to Computers	2	2	3	All	None
CJC 111	Intro to Criminal Justice	3	0	3	Fall only	None
CJC 112	Criminology	3	0	3	Fall only	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
PSY 150	General Psychology	3	0	3	All	DRE-098
		14/15	**2/4**	**16**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CJC 113	Juvenile Justice	3	0	3	Spring only	None
CJC 131	Criminal Law	3	0	3	Spring only	None
CJC 144	Crime Scene Processing **E**	2	3	3	Spring only	None
CJC 232	Civil Liability	3	0	3	Spring only	None
ENG 114	Prof. Research & Reporting	3	0	3	All	ENG-111 (min grade of C)
OR	ENG 112	(3	0	3)	All	ENG-111 (min grade of C)
PSY 231	Forensic Psychology	3	0	3	Spring only	PSY-150
		17	**3**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CJC 115	Crime Scene Photography **E**	2	3	3	Fall only	None
CJC 132	Court Proced. & Evidence	3	0	3	Fall only	None
CJC 146	Trace Evidence **E**	2	3	3	Fall only	None
CJC 231	Constitutional Law	3	0	3	Fall only	None
CJC 245	Friction Ridge Analysis **E**	2	3	3	Fall only	None
MAT 110	Math Measurement	2	2	3	All	DMA-010, 020, 030
OR	MAT 143**W**	(2	2	3)	All	DMA-010, 020, 030, 040, 050
		14	**11**	**18**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
CJC 212	Ethics & Comm. Relations **W**	3	0	3	Spring only	ENG-111
CJC 221	Investigative Principles **W**	3	2	4	Spring only	ENG-111
CJC 222	Criminalistics **E**	3	0	3	Spring only	None
CJC 246	Adv. Frict. Ridge Analysis **E**	2	3	3	Spring only	CJC-245
		14	**5**	**16**		
	Total Credit Hours			**68**		

E - *These courses offered at the Elkin Center Crime Lab.*
W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

DIGITAL MEDIA TECHNOLOGY

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.

Program Learning Outcomes

Digital Media Technology students will:

- Design, create, edit, and integrate visual components consisting images, drawings, text, and animations.
- Demonstrate proficiency in scripting languages [Cascading Style Sheets (CSS), Hypertext Markup Language (HTML), Extensible Hypertext Markup Language (XHTML), ActionScript, and JavaScript] for interactive Web design.
- Create 3D models and text elements for use in 3D animations for multimedia applications.
- Demonstrate proficiency using media industry standard hardware and software to generate and manipulate images, and create digital special effects.
- Create and implement digital media applications for immersive learning and education.

Employment Opportunities

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.

Contact

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Dean – Business, Technologies, & Health Sciences
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DIGITAL MEDIA TECHNOLOGY
DEGREE
A25210

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
CIS 110	Introduction to Computers	2	2	3	All	None
DEA 111	Introduction to DEAT	2	2	3	Fall only	None
DME 110	Intro to Digital Media	2	2	3	Fall only	None
DME 115	Graphic Design Tools	2	2	3	Fall only	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
		12	**8**	**16**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CIS 115	Intro to Programming & Logic	2	3	3	Spring only	Take one group: A) DMA-010,020,030,040 B) MAT-121 C) MAT-171
DEA 213	3D Design & Animation I	2	3	3	Spring only	DEA-111
DME 120	Intro to Multimedia Appl.	2	2	3	Spring only	DME-110
DME 130	Digital Animation I	2	2	3	Spring only	DME-110
DME 215	Adv. Graphic Design Tools	2	2	3	Spring only	DME-115
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
		13	**12**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DEA 214	3D Design & Animation II	2	3	3	Fall only	DEA-213
DME 140	Intro to Audio/Video Media	2	2	3	Fall only	DME-110
DME 220	Interact Multimedia Prgm. **W**	2	2	3	Fall only	DME-120 and ENG-111
DME 230	Digital Animation II	2	2	3	Fall only	DME-130
MAT 143	Quantitative Literacy **W**	2	2	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
WEB 151	Mobile Application Dev I	2	2	3	Fall only	None
		12	**13**	**18**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DME 260	Emerging Tech Dig Media	2	2	3	Spring only	DME-120 and DME-130
DME 285	Systems Project **W**	2	2	3	Spring only	DME-120 and DME-130 and ENG-111
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
Social Science	Elective*	3	0	3	All	See page 201 for options
WEB 210	Web Design	2	2	3	Spring only	None
		12	**6**	**15**		
	Total Credit Hours			**67**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

DIGITAL MEDIA TECHNOLOGY
CERTIFICATE
C25210A

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
DME 110	Intro to Digital Media	2	2	3	Fall only	None
DME 115	Graphic Design Tools	2	2	3	Fall only	None
DEA 111	Introduction to DEAT	2	2	3	Fall only	None
		6	**6**	**9**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
DME 120	Intro to Multimedia App.	2	2	3	Spring only	DME-110
DME 130	Digital Animation I	2	2	3	Spring only	DME-110
WEB 210	Web Design	2	2	3	Spring only	None
		6	**6**	**9**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C25210XA).

EARLY CHILDHOOD EDUCATION

Curriculum Description

The Early Childhood Education 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.

Program Learning Outcomes

Early Childhood students will:

- Identify and explain the multiple interacting influences that impact learning and development among young children.
- Identify and explain the important and complex characteristics of children's families and communities.
- Identify and employ a variety of assessment tools that promote development and learning in young children.
- Design and implement activities that promote development and learning between children and families.
- Demonstrate professional conduct as members of the early childhood profession.

Employment Opportunities

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 Online Learning

Contact

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EARLY CHILDHOOD EDUCATION
DEGREE
A55220

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
OR	ACA 122 College Trans Success	(0	2	1)	All	None
EDU 119	Intro to Early Child Edu.	4	0	4	All	None
EDU 144	Child Dev. I	3	0	3	Fall only	None/DRE-097 (co-req.)
EDU 153	Health, Safety & Nutrition	3	0	3	Fall only	None/DRE-097 (co-req.)
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
PSY 150	General Psychology	3	0	3	All	DRE-098
OR	SOC 210 Intro Sociology	(3	0	3)	All	None
		16/17	**0/2**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 131	Child, Family, & Comm.	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 145	Child Development II	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 146	Child Guidance	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 151	Creative Activities	3	0	3	Spring only	None/DRE-097 (co-req.)
ENG 112	Writing/Res in Disciplines	3	0	3	All	ENG-111 (min grade of C)
OR	ENG 113 Lit Base Research	(3	0	3)	On Demand	ENG-111 (min grade of C)
OR	ENG 114 Prof Research	(3	0	3)	All	ENG-111 (min grade of C)
ART 111	Art Appreciation	3	0	3	All	None
OR	MUS 110 Music Appreciation	(3	0	3)	All	None
		18	**0**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 152	Music, Move & Lang	3	0	3	Fall only	None/DRE-097 (co-req.)
OR	Literature or History Transfer Elective*	(3	0	3)	All, Fall Only	*See list below.
EDU 221	Children w/ Except Needs	3	0	3	Fall only	EDU-144 and EDU-145 DRE-098 (co-req.)
EDU 251	Exploration Activities	3	0	3	Fall only	DRE-098 (co-req.)
OR	Other Transfer Elective*				All	*See list below.
EDU 280	Language & Literacy Exp. **w**	3	0	3	Fall only	ENG-111/DRE-098 (co-req.)
MAT 143	Quantitative Literacy **w**	2	2	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
OR	MAT 171 Pre-calc. Algebra	(3	2	4)	Fall, Spring	Take one group: A) MAT-121 or B) DMA-010,020,030,040,050,060,070, and 080/MAT-001P (co-reg.)
OR	MAT 152 Statistical Methods I	(3	2	4)	Fall, Spring	DMA-010, 020, 030, 040, 050
		15/16	**4**	**15/16**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 125	Sign Lang. for Edu.	3	0	3	Spring only	None/DRE-097 (co-req.)
OR	Hum. /Fine Arts Transfer Elective*	(3	0	3)	All, Spring Only	*See list below.
EDU 216	Foundations of Education	4	0	4	Spring, Summer	None/DRE-098 (co-req.)
OR	Science Transfer Elective*				All	*See list below.
EDU 234	Infants, Toddlers & Twos	3	0	3	Spring only	EDU-119/DRE-098 (co-req.)
EDU 259	Curriculum Planning	3	0	3	Spring only	EDU-119/DRE-098 (co-req.)
OR	Social Science Transfer Elective*				All	*See list below.
EDU 284	EC Capstone Pract. **w**	1	9	4	Spring only	EDU-119, EDU-144, EDU-145, EDU-146, EDU-151, and ENG-111
		14	**9**	**17**		
	Total Credit Hours			**67/68**		

***Transfer elective options:**

1) Complete EDU-125 OR 3 hours from Humanities/Fine Arts:
   ART-111, ART-114, ART-115, DRA-126, HUM-110, HUM-130, MUS-110, PHI-230, PHI-240, REL-110, REL-211, REL-212
2) Complete EDU-152 OR 3 hours from Literature or History:
   ENG-231, ENG-232, ENG-241, ENG-242, HIS-111, HIS-112, HIS-131, HIS-132
3) Complete EDU-216 OR 4 hours from Science:
   BI0-111, BIO-112, BIO-140/140A, CHM-151, CHM-152
4) Complete EDU-251 OR one course from Other Electives:
   COM-231, HEA-110, PED-110, CIS-110, SPA-111, EDU-261, EDU-262
5) Complete EDU-259 OR 3 hours from Social/Behavioral Science:
   GE0-111, POL-120, PSY-241, PSY-243, PSY-263, SOC-210, SOC-213, SOC-230

**Students should choose elective options based on the institution they plan to transfer to. Courses cannot be counted in more than one category.*

A criminal background check may be required for degree completion based upon practicum placement.

W – *Writing Intensive Course (ENG-111 pre-req.)*

EARLY CHILDHOOD EDUCATION
DIPLOMA
D55220

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
EDU 119	Intro to Early Child Edu.	4	0	4	All	None
EDU 144	Child Dev. I	3	0	3	Fall only	None/DRE-097 (co-req.)
EDU 153	Health, Safety & Nutrition	3	0	3	Fall only	None/DRE-097 (co-req.)
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
		13	**0**	**13**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
EDU 131	Child, Family, & Comm.	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 145	Child Development II	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 146	Child Guidance	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 151	Creative Activities	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 234	Infants, Toddlers, & Twos	3	0	3	Spring only	EDU-119/DRE-098 (co-req.)
		15	**0**	**15**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
EDU 221	Children w/ Except Needs	3	0	3	Fall only	Take one group: A) EDU-144 and EDU-145 or B) PSY-244 and PSY-245, DRE-098 (co-req.)
EDU 280	Language & Literacy Exp. **W**	3	0	3	Fall only	ENG-111/DRE-098 (co-req.)
PSY 150	General Psychology	3	0	3	All	DRE-098
WBL 111	Work-Based Learning	0	10	1	All	None
		9	**10**	**10**		
	Total Credit Hours			**38**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

EARLY CHILDHOOD ADMINISTRATION
CERTIFICATE
C55850

Pending State Approval

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 119	Intro Early Childhood Edu.	4	0	4	All	None
EDU 153	Health, Safety, Nutrition	3	0	3	Fall only	None/DRE-097 (co-req.)
EDU 261	Early Childhood Admin I	3	0	3	Fall only	EDU-119/DRE-098 (co-req.)
		10	**0**	**10**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 131	Child, Family, & Comm.	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 262	Early Childhood Admin II	3	0	3	Spring only	EDU-261, EDU-119/DRE-098 (co-req.)
		6	**0**	**6**		
	Total Credit Hours			**16**		

EARLY CHILDHOOD EDUCATION
CERTIFICATE
C55220

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
EDU 119	Intro Early Childhood Ed.	4	0	4	All	None
EDU 153	Health, Safety, Nutrition	3	0	3	Fall only	None/DRE-097 (co-req.)
		7	**0**	**7**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
EDU 131	Child, Family, & Comm.	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 145	Child Development II	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 146	Child Guidance	3	0	3	Spring only	None/DRE-097 (co-req.)
		9	**0**	**9**		
	Total Credit Hours			**16**		

This certificate is offered to high school students through the Career and College Promise program (C55220X).

INFANT/TODDLER CARE
CERTIFICATE
C55290

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
EDU 119	Intro Early Childhood Ed.	4	0	4	All	None
EDU 144	Child Development I	3	0	3	Fall only	None/DRE-097 (co-req.)
EDU 153	Health, Safety, Nutrition	3	0	3	Fall only	None/DRE-097 (co-req.)
		10	**0**	**10**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
EDU 131	Child, Family, & Comm.	3	0	3	Spring only	None/DRE-097 (co-req.)
EDU 234	Infants, Toddlers, & Twos	3	0	3	Spring only	EDU-119/DRE-098 (co-req.)
		6	**0**	**6**		
	Total Credit Hours			**16**		

This certificate is offered to high school students through the Career and College Promise program (C55290X).

ELECTRICAL SYSTEMS TECHNOLOGY: ELECTRICAL TRACK

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.

Program Learning Outcomes

Electrical Systems Technology students will:

- Design and analyze systems in residential, commercial, and industrial buildings that meet all codes and regulations as defined by OSHA standards.
- Apply principles of mathematics and applied science to perform the laws encountered with electrical technology.
- Read and interpret electrical diagrams and blueprints.
- Recognize the need for life-long learning and possess the skills to maintain and improve technical abilities.
- Diagnose and correct electrical and electronic problems effectively using various testing instruments.
- Communicate effectively with customers and with members of multiple teams from a variety of backgrounds.

Employment Opportunities

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.

Contact

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ELECTRICAL TRACK
DEGREE
A35130

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 113	Residential Wiring	2	6	4	Fall only	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
MAT 121	Algebra/Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		9	**16**	**15**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
CIS 110	Intro to Computers	2	2	3	All	None
ELC 114	Commercial Wiring	2	6	4	Spring only	ELC-113
ELC 118	National Electric Code	1	2	2	Spring only	ELC-113
ELC 121	Electrical Estimating	1	2	2	Spring only	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MNT 110	Intro to Main Procedures	1	3	2	Spring only	None
		10	**15**	**16**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 115	Industrial Wiring (or WBL)	2	6	4	Summer only	None
ELC 117	Motors and Controls	2	6	4	Spring, Summer	ELC-112 or ELC-131
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		6	**12**	**10**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 128	Introduction to PLC[W]	2	3	3	Fall only	ENG-111 and one of the following: ELC-112 or ELC-131 or ELC-125
ELC 220	Photovoltaic Sys Tech	2	3	3	Fall only	None
ENG 114	Prof. Research & Report	3	0	3	All	ENG-111 (min grade of C)
Humanities/Fine Arts	**Elective***	3	0	3	All	See page 201 for options
HYD 110	Hydraulic Pneumatics I	2	3	3	Fall only	None
WLD 112	Basic Welding Processes	1	3	2	Fall only	None
		13	**12**	**17**		

2nd Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 221	Adv. PVC Sys Design	2	3	3	Spring only	ELC-220
ELC 228	PLC Applications	2	6	4	Spring only	ELC-128
Social Science	**Elective****	3	0	3	All	See page 201 for options
SST 120	Energy Use Analysis [W]	2	2	3	Spring only	ENG-111
		9	**11**	**13**		
	Total Credit Hours			**73**		

***Humanities Elective – Select one course from the following:**

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
HUM 110	Technology & Society	3	0	3	All	None
PHI 240	Introduction to Ethics	3	0	3	All	ENG-111

****Social/Behavioral Science Elective - Select one course from the following:**

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ECO 151	Survey of Economics	3	0	3	Fall only	None
ECO 251	Microeconomics	3	0	3	Fall, Spring	DRE-098
PSY 118	Interpersonal Psych	3	0	3	All	None
PSY 150	General Psychology	3	0	3	All	DRE-098
SOC 210	Intro to Sociology	3	0	3	All	None

W – *Writing Intensive Course (ENG-111 pre-req.)*
WBL options: WBL 111, 112, 113, 114, 121, 122, 123, or 131

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

ELECTRICAL TRACK
DIPLOMA
D35130A

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 113	Residential Wiring	2	6	4	Fall only	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
MAT 121	Algebra/Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		8	**16**	**14**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 114	Commercial Wiring	2	6	4	All	None
ELC 118	National Electric Code	1	2	2	Spring only	ELC-113
ELC 121	Electrical Estimating	1	2	2	Spring only	ELC-113
ENG 111	Writing and Inquiry	3	0	3	Spring only	None
MNT 110	Intro to Main. Procedures	1	3	2	All	DRE-098
SST 120	Energy Use Analysis	2	2	3	Spring only	ENG-111
		10	**15**	**16**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 115	Industrial Wiring (or WBL)	2	6	4	Summer only	None
ELC 117	Motors and Controls	2	6	4	Spring, Summer	ELC-112 or ELC-131
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		6	**12**	**10**		
	Total Credit Hours			**40**		

WBL options: WBL 111, 112, 113, 114, 121, 122, 123, or 131

ELECTRICAL TRACK
CERTIFICATE
C35130A

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 113	Residential Wiring	2	6	4	Fall only	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
		6	**14**	**11**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 114	Commercial Wiring	2	6	4	Spring only	ELC-113
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		4	**6**	**6**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C35130XA).

ELECTRICAL SYSTEMS TECHNOLOGY: PHOTOVOLTAIC TRACK

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.

Program Learning Outcomes

Electrical Systems Technology, Photovoltaic Track students will:

- Design and analyze systems in residential, commercial, and industrial buildings that meet all codes and regulations as defined by OSHA standards.
- Apply principles of mathematics and applied science to perform the laws encountered with electrical technology.
- Read and interpret electrical diagrams and blueprints.
- Recognize the need for life-long learning and possess the skills to maintain and improve technical abilities.
- Diagnose and correct electrical and electronic problems effectively using various testing instruments.
- Communicate effectively with customers and with members of multiple teams from a variety of backgrounds.

Employment Opportunities

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.

Contact

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PHOTOVOLTAIC TRACK
DEGREE
A35130B

1st Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 113	Residential Wiring	2	6	4	Fall only	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
MAT 121	Algebra/Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		9	**16**	**15**		

1st Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ALT 120	Renewable Energy Tech	2	2	3	Spring only	None
CIS 110	Intro to Computers	2	2	3	All	None
ELC 118	National Electric Code	1	2	2	Spring only	ELC-113
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
Social/Behavioral Science	**Elective****	3	0	3	All	See page 201 for options
		11	**6**	**14**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 115	Industrial Wiring (or WBL)	2	6	4	Summer only	None
ELC 117	Motors and Controls	2	6	4	Spring, Summer	ELC-112 or ELC-131
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		6	**12**	**10**		

2nd Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 128	Introduction to PLC[W]	2	3	3	Fall only	ENG-111 and one of the following: ELC-112 or ELC-131 or ELC-125
ELC 220	Photovoltaic Sys Tech	2	3	3	Fall only	None
ENG 114	Prof. Research & Reporting	3	0	3	All	ENG-111 (min grade of C)
Humanities/Fine Arts	**Elective***	3	0	3	All	See page 201 for options
SST 110	Intro to Sustainability	3	0	3	Fall only	None
		13	**6**	**15**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AHR 211	Residential System Design	2	2	3	Spring only	ENG-111
ELC 221	Adv. PVC Sys Design	2	3	3	Spring only	ELC-220
ELC 230	Wind & Hydro Power Sys	2	2	3	Spring only	None
SST 120	Energy Use Analysis [W]	2	2	3	Spring only	ENG-111
SST 130	Modeling Renewable Energy	2	2	3	Spring only	None
		10	**11**	**15**		
	Total Credit Hours			**69**		

***Humanities Elective – Select one course from the following:**

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
HUM 110	Technology & Society	3	0	3	All	None
PHI 240	Introduction to Ethics	3	0	3	All	ENG-111

****Social/Behavioral Science Elective - Select one course from the following:**

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ECO 151	Survey of Economics	3	0	3	Fall only	None
ECO 251	Microeconomics	3	0	3	Fall, Spring	DRE-098
PSY 118	Interpersonal Psych	3	0	3	All	None
PSY 150	General Psychology	3	0	3	All	DRE-098
SOC 210	Intro to Sociology	3	0	3	All	None

W – *Writing Intensive Course (ENG-111 pre-req.)*
WBL options: WBL 111, 112, 113, 114, 121, 122, 123, or 131

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

PHOTOVOLTAIC TRACK
DIPLOMA
D35130B

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 113	Residential Wiring	2	6	4	Fall only	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
ELC 220	Photovoltaic Sys Tech	2	3	3	Fall only	None
MAT 121	Algebra/Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		10	**19**	**17**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ALT 120	Renewable Energy Tech	2	2	3	Spring only	None
ELC 230	Wind & Hydro Power Sys	2	2	3	Spring only	None
ELC 118	National Electric Code	1	2	2	Spring only	ELC-113
ELC 221	Adv. PVC Sys Design	2	3	3	Spring only	ELC-220
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
SST 130	Modeling Renewable Energy	2	2	3	Spring only	None
		12	**11**	**17**		

Summer Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 117	Motors and Controls	2	6	4	Spring, Summer	ELC-112 or ELC-131
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		4	**6**	**6**		
	Total Credit Hours			**40**		

PHOTOVOLTAIC TRACK
CERTIFICATE
C35130B

Fall Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ELC 113	Residential Wiring	2	6	4	Fall only	None
ELC 220	Photovoltaic Sys Tech	2	3	3	Fall only	None
		4	**9**	**7**		

Spring Semester

Course	Title	Lect.	Lab	Cr	Offered	Pre-Requisites
ALT 120	Renewable Energy Tech	2	2	3	Spring only	None
ELC 118	National Electric Code	1	2	2	Spring only	ELC-113
ELC 221	Adv. PVC Sys Design	2	3	3	Spring only	ELC-220
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		7	**7**	**10**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C35130XB).

ELECTRONICS ENGINEERING TECHNOLOGY

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.

Program Learning Outcomes

Electronics Engineering Technology students will:

- Design, build install and safely test, troubleshoot, repair and modify developmental and production electronic components, equipment and systems such as industrial controls, manufacturing systems, communication and computer systems.
- Demonstrate analytical and solution skills for complex systems comprised of mixed analog and digital technologies, to include PLC, microprocessor and Robotic system programming knowledge.
- Use relevant testing instruments, software programs, and observation techniques to troubleshoot components and/or equipment.
- Demonstrate responsible thinking that has informed judgment and is self-correcting.
- Read and interpret electronic schematics, PLC diagrams and programs, microprocessor programs and industrial robotic system language programs.

Employment Opportunities

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.

Contact

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ELECTRONICS ENGINEERING TECHNOLOGY
DEGREE
A40200

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
CIS 110	Intro to Computers	2	2	3	All	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
ELC 131	Circuit Analysis I	3	3	4	Fall only	None/ELC-131A (co-req.)
ELC 131A	Circuit Analysis I Lab	0	3	1	Fall only	None/ELC-131 (co-req.)
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MAT 121	Algebra/Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		11	**12**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELN 131	Analog Electronics I	3	3	4	Spring only	ELC-112 or ELC-131
ELN 133	Digital Electronics	3	3	4	Spring only	ELC-112 or ELC-131
ENG 114	Prof. Research & Reporting	3	0	3	All	ENG-111 (min grade of C)
MAT 122	Algebra/Trigonometry II	2	2	3	Spring only	MAT-121
PHY 131	Physics Mechanics	3	2	4	Spring only	MAT-121 or MAT-171
		14	**10**	**18**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELC 117	Motors and Controls	2	6	4	Spring, Summer	ELC-112 or ELC-131
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
Social Science	Elective*	3	0	3	All	See page 201 for options
		7	**6**	**9**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELC 128	Introduction to PLC[W]	2	3	3	Fall only	ENG-111 or one of the following: ELC-112 or ELC-131 or ELC-125
ELN 132	Linear IC Applications	3	3	4	Fall only	ELC-131
ELN 232	Intro to Microprocessors	3	3	4	Fall only	ELN-133
ELN 275	Troubleshooting	1	3	2	Fall only	None
		9	**12**	**13**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ATR 280	Robotic Fundamentals	3	2	4	Spring only	ELC-117
ELC 228	PLC Applications	2	6	4	Spring only	ELC-128
ELN 152	Fabrication Tech [W] (or WBL)	1	3	2	Spring only	ELC-131 and ENG-111
ELN 246	Cert. Elect. Tech. Prep.	3	0	3	Spring only	None
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
		12	**11**	**16**		
	Total Credit Hours			**73**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

WBL options: WBL 111, 112, or 121

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

ELECTRONICS ENGINEERING TECHNOLOGY
CERTIFICATE
C40200

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
ELC 131	Circuit Analysis I	3	3	4	Fall only	None, ELC-131A (co-req.)
ELC 131A	Circuit Analysis I Lab	0	3	1	Fall only	None, ELC-131 (co-req.)
		4	**8**	**7**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELN 131	Analog Electronics I	3	3	4	Spring only	ELC-112 or ELC-131
ELN 133	Digital Electronics	3	3	4	Spring only	ELC-112 or ELC-131
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		8	**6**	**10**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C40200X).

ENGINEERING DESIGN TECHNOLOGY

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.

Program Learning Outcomes

Engineering Design Technology students will:

- Effectively contribute to the product development and manufacturing processes within a variety of organizational settings.
- Demonstrate an ability to balance technical and logical thinking with creative thinking to successfully master the product development process.
- Effectively use relevant software and hardware to research and design product development solutions.
- Demonstrate professional skills, behavior, and self-conduct commensurate with industry expectations.

Employment Opportunities

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.

Contact

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ENGINEERING DESIGN
DIPLOMA
D50340

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DFT 111	Tech Drafting I	1	3	2	Fall, Spring	None/DFT-111A (co-req.)
DFT 111A	Tech Drafting I Lab	0	3	1	Fall, Spring	None/DFT-111 (co-req.)
DFT 151	CAD I	2	3	3	Fall only	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MAT 121	Algebra/Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
CIS 110	Intro. to Computers	2	2	3	All	None
		10	**13**	**15**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DFT 112	Tech Drafting II	1	3	2	Spring only	DFT-111/DFT-112A
DFT 112A	Tech Drafting II Lab	0	3	1	Spring only	DFT-112 (co-req.)
MEC 111	Machine Processes I	1	4	3	Spring only	None
DFT 152	CAD II	2	3	3	Spring only	DFT-151
CIV 125	Civil/Surveying CAD	1	6	3	Spring only	None
DFT 154	Intro to Solid Modeling	2	3	3	Fall, Spring	None
MEC 110	Intro to CAD/CAM	1	2	2	Fall, Spring	None
		8	**24**	**17**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ARC 111	Intro to Arch Technology	1	6	3	Summer only	None
DDF 221	Design Draft Project	0	4	2	Summer only	Take All: DFT-111, DFT-112, and DFT-151
		1	**10**	**5**		
	Total Credit Hours			**37**		

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

ENGINEERING DESIGN
CERTIFICATE
C50340

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CIS 110	Intro. to Computers	2	2	3	All	None
DFT 111	Tech Drafting I	1	3	2	Fall, Spring	None/DFT-111A (co-req.)
DFT 111A	Tech Drafting I Lab	0	3	1	Fall, Spring	None/DFT-111 (co-req.)
DFT 151	CAD I	2	3	3	Fall only	None
		5	**11**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DFT 152	CAD II	2	3	3	Spring only	DFT-151
DFT 154	Intro to Solid Modeling	2	3	3	Fall, Spring	None
MEC 111	Machine Processes I	1	4	3	Spring only	None
		5	**10**	**9**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C50340X).

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

HEALTH INFORMATION TECHNOLOGY

Curriculum Description

The Health Information Technology curriculum provides individuals with the knowledge and skills to process, analyze, abstract, compile, maintain, manage, and report health information.

Students will supervise departmental functions; classify, code, and index diagnoses and procedures; coordinate information for cost control, quality management, statistics, marketing, and planning; monitor governmental and non-governmental standards; facilitate research; and design system controls to monitor patient information security.

Program Learning Outcomes

Graduates of the SCC HIT Program will:

- Apply and evaluate accuracy of diagnostic and procedure codes according to current guidelines including diagnostic and procedural groupings.
- Analyze and verify congruency of the health record and the diagnostic and procedural coding.
- Design and apply policies and procedures to ensure the accuracy and integrity of health data.
- Collect, aggregate, maintain, and present health data.
- Apply legal concepts and principles to the practice of health information management (HIM).
- Apply internal and external standards to ensure the protection, integrity, and appropriate exchange of health data.
- Utilize computer hardware and software including networks to complete HIM processes.
- Utilize research methodology and statistical methods to analyze health data.
- Apply policies and procedures in reimbursement processes to comply with industry standards and regulatory requirements.
- Practice ethical leadership behaviors in the Health Information Management field incorporating personal responsibility and accountability.

Employment Opportunities

Graduates of this program may be eligible to write the national certification examination to become a Registered Health Information Technician (RHIT). Employment opportunities include hospitals, rehabilitation facilities, nursing homes, health insurance organizations, outpatient clinics, physicians' offices, hospice, and mental health facilities.

Contact

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johnsony@surry.edu
336.386.3368

Each Health Information Technology (HIT) course must be successfully completed in order to progress to subsequent Health Information Technology courses.

A Health Information Technology student prohibited from participating in a clinical agency will be dismissed from the Health Information Technology program due to their inability to progress.

*****Pending State Approval*****

HEALTH INFORMATION TECHNOLOGY
DEGREE
A45360

Pending State Approval

1st Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	0	1	All	None
BIO 168	Anatomy & Physiology I	4	2	0	4	All	Take course from all four groups: A) DRE-098 B) DMA-010,020,030,040 C) High school biology or BIO-111 D) high school chemistry or CHM-131 and CHM-131A
CIS 110	Intro to Computers	2	2	0	3	All	None
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
HIT 110	Fundamentals of HIM	3	0	0	3	Fall only	None
MED 121	Medical Terminology I	3	0	0	3	Fall, Spring	None
		16	**4**	**0**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
BIO 169	Anatomy & Physiology II	3	3	0	4	All	BIO-168 (min grade of C)
ENG 114	Prof Research/Reporting	3	0	0	3	All	ENG-111 (min grade of C)
HIT 112	Health Laws and Ethics	3	0	0	3	Spring only	HIT-110
HIT 114	Health Data Sys/Standards	2	3	0	3	Spring only	HIT-110
MED 122	Medical Terminology II	3	0	0	3	Fall, Spring	MED-121
		14	**6**	**0**	**16**		

Summer Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
Hum. /Fine Arts	Elective*	3	0	0	3		See page 201 for options
HIT 211	ICD Coding	2	6	0	4	Summer only	HIT-112 and HIT-114
MAT 143	Quantitative Literacy **W**	2	2	0	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
		7	**8**	**0**	**10**		

2nd Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
HIT 122	Prof Practice Exp. I	0	0	3	1	Fall only	HIT-211, HIT-210/HIT-214/HIT-216 and HIT-226 (co-req.)
HIT 210	Healthcare Statistics	2	2	0	3	Fall only	HIT-211 and MAT-143, HIT-122/HIT-214/HIT-216 and HIT-226 (co-req.)
HIT 214	CPT/Other Coding Sys	1	3	0	2	Fall only	HIT-211, HIT-122-HIT-210/HIT-216 and HIT-226 (co-req.)
HIT 216	Quality Mgmt. **W**	1	3	0	2	Fall only	HIT-114 and HIT-211, HIT-122/HIT-210/HIT-214 and HIT-226
HIT 226	Principles of Disease	3	0	0	3	Fall only	HIT-211 and either BIO-166 or BIO-169, HIT-122/HIT-210/HIT-214 and HIT-216 (co-req.)
PSY 150	General Psych	3	0	0	3	All	DRE-098
		109	**8**	**3**	**14**		

2nd Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
HIT 215	Reimbursement Methodology	1	2	0	2	Spring only	HIT-214, HIT-218/HIT-222/HIT-225 and HIT-280 (co-req.)
HIT 218	Mgmt Principles in HIT **W**	3	0	0	3	Spring only	HIT-214, HIT-215/HIT-222/HIT-225 and HIT-280 (co-req.)
HIT 222	Prof Practice Exp III	0	0	6	2	Spring only	HIT-214, HIT-215/HIT-218/HIT-225 and HIT-280 (co-req.)
HIT 225	Healthcare Informatics	3	2	0	4	Spring only	HIT-214, HIT-215/HIT-218/HIT-222 and HIT-280
HIT 280	Professional Issues	2	0	0	2	Spring only	HIT-211 and HIT-214, HIT-215/HIT-218/HIT-222 and HIT-225 (co-req.)
		9	**4**	**6**	**13**		
	Total Credit Hours				**70**		

***** Pending State Approval***** **W** – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

HEALTH INFORMATION TECHNOLOGY
CERTIFICATE
C45360

Pending State Approval

Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
HIT 110	Fundamentals of HIM	3	0	0	3	Fall only	None
MED 121	Medical Terminology I	3	0	0	3	Fall, Spring	None
PSY 150	General Psych	3	0	0	3	All	DRE-098
		9	**0**	**0**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
CIS 110	Intro to Computers	2	2	0	3	All	None
HIT 112	Health Law and Ethics	3	0	0	3	Spring only	HIT-110
MED 122	Medical Terminology II	3	0	0	3	Fall, Spring	MED-121
		8	**2**	**0**	**9**		
	Total Credit Hours				**18**		

***** Pending State Approval*****

This certificate is offered to high school students through the Career and College Promise program (C45360X).

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

HORTICULTURE TECHNOLOGY

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.

Program Learning Outcomes

Horticulture Technology students will:

- Identify and select appropriate plants for varied locations, apply proper planting techniques, and control pests and weeds.
- Illustrate the use of management and supervisory skills needed in the field such as bidding and pricing jobs and managing greenhouses.
- Effectively communicate about their field in both written and oral formats.
- Commercially propagate bedding and landscape plants and evaluate plant material for marketability in this area.

Employment Opportunities

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.

Contact

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Chairperson
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SUSTAINABLE HORTICULTURE CERTIFICATE C15240

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AGR 139	Intro to Sustainable Ag	3	0	3	Fall only	None
HOR 166	Soil and Fertilizers	2	2	3	Fall only	None
HOR 142	Fruit & Veg Product	1	2	2	Fall only	None
HOR 162	Applied Plant Science	2	2	3	Fall only	None
		8	**6**	**11**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
HOR 164	Hort. Pest Mgmt	2	2	3	Spring only	None
HOR 160	Plant Materials I	2	2	3	Spring only	None
		4	**4**	**6**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C15240X).

INDUSTRIAL SYSTEMS TECHNOLOGY

Curriculum Description

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needing for inspecting, testing, trouble-shooting, and diagnosing industrial systems.
Students will learn multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Program Learning Outcomes

Industrial Systems Technology students will:

- Use relevant testing instruments, software programs, and observation techniques to troubleshoot components/and or equipment.
- Demonstrate responsible thinking that has informed judgment and is self-correcting.
- Read and interpret electrical, mechanical diagrams and blueprints.

Employment Opportunities

Upon completion of this curriculum, graduates should be able to individually, or with a team, safely install, inspect, diagnose, repair, and maintain industrial process and support equipment. Students will also be encouraged to develop their skills as life-long learners.

Contact

Doug Slate
Lead Instructor for Industrial Systems Technology
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336.386.3302

INDUSTRIAL SYSTEMS TECHNOLOGY
CERTIFICATE
C50240

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 125	Diagrams & Schematics	1	2	2	Fall, Spring	None
WLD 112	Basic Welding Processes	1	3	2	Fall only	None
		5	**11**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
MEC 111	Machine Processes I	1	4	3	Spring only	None
MNT 110	Intro to Maint Procedures	1	3	2	Spring only	None
		4	**7**	**7**		
	Total Credit Hours			**16**		

This certificate is offered to high school students through the Career and College Promise program (C50240X).

INFORMATION TECHNOLOGY

Curriculum Description

The Information Technology (IT) Curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Program Learning Outcomes

Computer Information Technology students will:

- Locate, analyze, and evaluate data to solve problems.
- Demonstrate effective oral and written communication skills.
- Demonstrate the ability to utilize operating systems, hardware, and software to plan, design and/or create various application tasks as needed to input, process, and manipulate data into information.
- Apply programming techniques and systems analysis that demonstrate an ability to think logically and critically.
- Work collaboratively as a part of a team to complete a CIT project.

Employment Opportunities

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.

Contact

Kim White
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336.386.3335

INFORMATION TECHNOLOGY
DEGREE
A25590

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
CTS 135	Integrated Software Intro	2	4	4	Fall only	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
BUS 151	People Skills	3	0	3	Fall, Spring	None
CTI 110	Web, Pgm, & DB Found.	2	2	3	Fall only	None
CTI 120	Network & Security Found.	2	2	3	Fall only	None
		13	**8**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
NOS 110	Operating Sys Concepts	2	3	3	Spring only	None
SEC 110	Security Concepts **W**	2	2	3	Spring only	ENG-111
WEB 210	Web Design	2	2	3	Spring only	None
MAT 143	Quantitative Literacy **W**	2	2	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
CTS 115	Info Sys Business Concepts	3	0	3	Spring only	None
		14	**9**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
NOS 120	Linux/Unix Single User	2	2	3	Fall only	NOS-110
DBA 110	Database Concepts	2	3	3	Fall only	None
NET 125	Introduction to Networks	1	4	3	Fall only	None
CSC 153	C# Programming	2	3	3	Fall only	None
CTS 120	Hardware/Software Support	2	3	3	Fall only	None
WEB 151	Mobile App Develop	2	2	3	Fall only	None
		11	**17**	**18**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CSC 151	Java Programming	2	3	3	Spring only	None
CTS 289	System Support Project **W**	1	4	3	Spring only	CTI-110, CTI-120, CTS-115, and ENG-111
NET 126	Routing Basics	1	4	3	Spring only	NET-125
Social Science	Elective*	3	0	3	All	See page 201 for options
Humanities/Fine Arts	Elective*	3	0	3	All	
	Program Elective** (or WBL)	2	2	3		
		13	**12**	**18**		
	Total Credit Hours			**71**		

W - *Writing Intensive Course (ENG-111 pre-req.)*

WBL options: WBL 111, 112, 113, 121, 122, or 131

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

***Program Elective List**

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CSC 134	C++ Programming	2	3	3	Spring only	None
CSC 253	Adv. C# Programming	2	3	3	Spring only	CSC-153
CTI 140	Virtualization Concepts	1	4	3	Spring only	None
WEB 140	Web Development Tools	2	2	3	Spring only	None

INFORMATION TECHNOLOGY
CERTIFICATE
C25590A

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CTI 110	Web, Pgm, & DB Found.	2	2	3	Fall only	None
CTS 120	Hardware/Software Support	2	3	3	Fall only	None
CTI 120	Network & Security Found.	2	2	3	Fall only	None
		6	**7**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CTS 115	Info Sys Business Concepts	3	0	3	Spring only	None
NOS 110	Operating Sys Concepts	2	3	3	Spring only	None
WEB 210	Web Design	2	2	3	Spring only	None
		7	**5**	**9**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C25590AX).

NETWORK MANAGEMENT
CERTIFICATE
C25590B

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CTI 120	Network & Security Found.	2	2	3	Fall only	None
NOS 120	Linux/Unix Single User	2	2	3	Fall only	NOS-110
NET 125	Introduction to Networks	1	4	3	Fall only	None
		5	**8**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CTI 140	Virtualization Concepts	1	4	3	Spring only	None
NET 126	Routing Basics	1	4	3	Spring only	NET-125
NOS 110	Operating Sys Concepts	2	3	3	Spring only	None
		4	**9**	**9**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C25590BX).

COMPUTER PROGRAMMING AND DEVELOPMENT
CERTIFICATE
C25590C

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CTI 110	Web, Pgm, & DB Found.	2	2	3	Fall only	None
WEB 151	Mobile App Dev I	2	2	3	Fall only	None
CSC 153	C# Programming	2	3	3	Fall only	None
		6	**7**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CSC 151	Java Programming	2	3	3	Spring only	None
CSC 134	C++ Programming	2	3	3	Spring only	None
CSC 253	Advanced C# Programming	2	3	3	Spring only	CSC-153
		6	**9**	**9**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C25590CX).

MANAGEMENT INFORMATION SYSTEMS

Curriculum Description

The Management Information Systems curriculum prepares students for a wide variety of careers in business and technology. Students will be provided with a fundamental knowledge of business processes in order to recommend technological solutions to enhance business operations.

Course work includes technical concepts such as programming, networking, security, databases, and web design. Students will be introduced to business processes and functions through the completion of course work in business, accounting, economics, management, and marketing. Students will develop the skills necessary to support an organization in selecting and implementing technology to carry out business functions.

Program Learning Outcomes

Management Information Systems students will:

- Develop technical skills with competency in spreadsheets, database, networking, and web design.
- Demonstrate competency in written and oral communication skills.
- Demonstrate skills necessary to manage and maintain information.
- Demonstrate the ability to comprehend a business problem, analyze it using appropriate tools, and recommend an appropriate business solution.
- Demonstrate professional skills, behaviors, and conduct commensurate with industry expectations.

Employment Opportunities

Graduates are prepared for employment in entry-level positions in government agencies, educational systems, financial institutions, and large to small business or industry.

Contact

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Lead Instructor for Management Information Systems
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MANAGEMENT INFORMATION SYSTEMS
DEGREE
A25120A

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ACC 120	Prin. of Financial Acct I	3	2	4	Fall, Spring	None
BUS 110	Introduction to Business	3	0	3	Fall, Spring	None
CTI 110	Web, Pgm, & DB Foundation	2	2	3	Fall only	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
Humanities/Fine Arts	Elective*	3	0	3	All	*See page 201 for options*
		15	**4**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 121	Prin. of Managerial Acct	3	2	4	Fall, Spring	None
CIS 110	Intro to Computers	2	2	3	All	None
ECO 151	Survey of Economics (or ECO 251)	3	0	3	Fall only	None
ENG 114	Prof. Research & Report	3	0	3	All	ENG-111 (min grade of C)
MAT 143	Quantitative Literacy **W**	2	2	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
		13	**6**	**16**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 115	Business Law I	3	0	3	Fall only	None
BUS 137	Prin. of Management	3	0	3	Fall only	None
BUS 153	Human Resources Mgmt.	3	0	3	Fall only	None
CTI 120	Network & Sec Foundation	2	2	3	Fall only	None
DBA 110	Database Concepts	2	3	3	Fall only	None
MKT 120	Principles of Marketing	3	0	3	Fall only	None
		16	**5**	**18**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 151	People Skills	3	0	3	Fall, Spring	None
BUS 225	Business Finance **W**	2	2	3	Spring only	ACC-120 and ENG-111
BUS 260	Bus Communications **W**	3	0	3	Spring only	ENG-111
CTS 130	Spreadsheets	2	2	3	Fall, Spring	None
WEB 210	Web Design	2	2	3	Spring only	None
Social Science	Elective*	3	0	3	All	*See page 201 for options*
		15	**6**	**18**		
	Total Credit Hours			**69**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

MECHATRONICS ENGINEERING TECHNOLOGY

Curriculum Description

The Mechatronics curriculum prepares the students to use basic engineering principles and technical skills in developing and testing automated, servo-mechanical, 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.

Program Learning Outcomes

Mechatronics Engineering Technology students will:

- Demonstrate proficiency in Mechatronics systems;
- Perform preventive maintenance on various industrial systems involving electronics, PLCs, robotics, sensors, actuators, fluid mechanics, instrumentation, and controls;
- Write programs for control devices used in Mechatronics systems;
- Demonstrate techniques used in troubleshooting problems in mechatronics systems;
- Effectively describe the function of components used in closed loop systems;
- Identify opportunities to apply lean manufacturing and predictive maintenance techniques to Mechatronics systems;
- Perform all work safely per established industry standards.

Employment Opportunities

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.

Contact

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Lead Instructor for Mechatronics Engineering Technology
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336.386.3302

MECHATRONICS ENGINEERING TECHNOLOGY
DEGREE
A40350

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 125	Diagrams and Schematics	1	2	2	Fall, Spring	None
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
HYD 110	Hydraulic Pneumatics I	2	3	3	Fall only	None
MAT 121	Algebra & Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		12	**13**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ATR 112	Intro to Automation	2	3	3	Spring only	None
CIS 110	Intro to Computers	2	2	3	All	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MEC 111	Machine Processes I	1	4	3	Spring only	None
MNT 110	Intro to Maint Procedures	1	3	2	Spring only	None
PHY 131	Physics – Mechanics	3	2	4	Spring only	MAT-121 or MAT-171
		12	**14**	**18**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELC 115	Industrial Wiring (or WBL)	2	6	4	Summer only	None
ELC 117	Motors and Controls	2	6	4	Spring, Summer	ELC-112 or ELC-131
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		6	**12**	**10**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DFT 151	CAD I	2	3	3	Fall, Spring	None
ELC 128	Introduction to PLC**W**	2	3	3	Fall only	ENG-111 or one of the following: ELC-112 or ELC-131 or ELC-125
ENG 114	Prof Research & Reporting	3	0	3	All	ENG-111 (min grade of C)
MAC 121	Intro to CNC	2	0	2	Fall only	None
OR	WLD 112 Basic Welding	(1	3	2)	Fall only	None
Social/Behavioral Science	Elective**	3	0	3	All	See page 201 for options
		11/12	**6/9**	**12/14**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ATR 212	Industrial Robots	2	3	3	Spring only	None
ELC 213	Instrumentation	3	2	4	Spring only	None
ELC 228	PLC Applications	2	6	4	Spring only	ELC-128
MEC 130	Mechanisms **W**	2	2	3	Spring only	ENG-111
PCI 162	Instrumentation Controls					
	(or WBL)	2	3	3	Spring only	None
		11	**16**	**17**		
	Total Credit Hours			**76**		

W – *Writing Intensive Course (ENG-111 pre-req.)*
WBL options for PCI 162: WBL 111, 112, or 113
WBL options for ELC 115: WBL 111, 112, 113, 114, 121, 122, 123, or 131

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

***Humanities Elective – Select one course from the following:**

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
HUM 110	Technology & Society	3	0	3	All	None
PHI 240	Introduction to Ethics	3	0	3	All	ENG-111

****Social/Behavioral Science Elective - Select one course from the following:**

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ECO 151	Survey of Economics	3	0	3	Fall only	None
ECO 251	Microeconomics	3	0	3	Fall, Spring	DRE-098
GEO 111	World Reg. Geog.	3	0	3	Fall, Spring	None
PSY 150	General Psychology	3	0	3	All	DRE-098
SOC 210	Intro to Sociology	3	0	3	All	None

MECHATRONICS ENGINEERING TECHNOLOGY
DIPLOMA
D40350

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CIS 110	Intro to Computers	2	2	3	All	None
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 125	Diagrams and Schematics	1	2	2	Fall, Spring	None
HYD 110	Hydraulic Pneumatics I	2	3	3	Fall only	None
MAT 121	Algebra & Trigonometry I	2	2	3	Fall only	DMA-010,020,030,040,050,060
		10	**15**	**16**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ATR 112	Intro to Automation	2	3	3	Spring only	None
ELC 213	Instrumentation	3	2	4	Spring only	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MEC 111	Machine Process I	1	4	3	Spring only	None
MNT 110	Intro to Maint Procedures	1	3	2	Spring only	None
PHY 131	Physics – Mechanics	3	2	4	Spring only	MAT-121 or MAT-171
		13	**14**	**19**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELC 115	Industrial Wiring (or WBL)	2	6	4	Summer only	None
ELC 117	Motors & Controls	2	6	4	Spring, Summer	ELC-112 or ELC-131
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
		6	**12**	**10**		
	Total Credit Hours			**45**		

WBL options for ELC 115: WBL 111, 112, 113, 114, 121, 122, 123, or 131

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

MECHATRONICS ENGINEERING TECHNOLOGY
CERTIFICATE
C40350

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 125	Diagrams and Schematics	1	2	2	Fall, Spring	None
HYD 110	Hydraulic Pneumatics I	2	3	3	Fall only	None
		6	11	10		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ATR 112	Intro to Automation	2	3	3	Spring only	None
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
MEC 111	Machine Process I	1	4	3	Spring only	None
		5	7	8		
	Total Credit Hours			18		

This certificate is offered to high school students through the Career and College Promise program (C40350X).

MEDICAL ASSISTING

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.

Program Learning Outcomes

Medical Assisting students will:

- Be prepared as competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- Communicate effectively in both written and oral communication formats using appropriate medical terminology.
- Effectively apply diagnostic and clerical procedures such as vitals, lab testing, basic anatomy and physiology, and triage in a medical environment.
- Apply safe and professional procedures with Asepsis control in a medical environment.
- Exhibit an understanding of ethical, legal, and professional rules of conduct required by CAAHEP.

Employment Opportunities

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
25400 US Highway 19N, Suite 158
Clearwater, FL 33763
727.210.2350

Contact

Carol Roberts
Director of Medical Assisting
robertscd@surry.edu
336.386.3390

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

1st Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	0	1	All	None
BIO 163	Basic Anatomy & Phys	4	2	0	5	Fall, Spring	DRE-098 and DMA-010,020,030
CIS 110	Intro to Computers	2	2	0	3	All	None
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
MED 110	Orient to Med Assist	1	0	0	1	Fall only	None
MED 121	Medical Terminology I	3	0	0	3	Fall, Spring	None
OST 131	Keyboarding	1	2	0	2	Fall, Spring	None
		15	**6**	**0**	**18**		

1st Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
MAT 110	Math Measurement	2	2	0	3	All	DMA-010,020,030
MED 118	Medical Law and Ethics **W**	2	0	0	2	Spring only	ENG-111
MED 122	Medical Terminology II	3	0	0	3	Fall, Spring	MED-121
MED 130	Adm. Office Proced I	1	2	0	2	Spring only	OST-131
MED 140	Exam Room Procedures	3	4	0	5	Spring only	BIO-163/MED-122 (co-req.)
MED 232	Med Insurance Coding	1	3	0	2	Spring only	MED-121
MED 276	Patient Education	1	2	0	2	Spring only	None
		13	**13**	**0**	**19**		

2nd Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
MED 131	Adm. Office Proced II	1	2	0	2	Fall only	MED-130
MED 150	Lab Procedures I	3	4	0	5	Fall only	MED-122 and MED-140
MED 240	Exam Room Proced II	3	4	0	5	Fall only	MED-140
MED 270	Symptomology	2	2	0	3	Fall only	None
MED 272	Drug Therapy	3	0	0	3	Fall only	MAT-110
		12	**12**	**0**	**18**		

2nd Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 114	Prof Research/Reporting	3	0	0	3	All	ENG-111 (min grade of C)
Humanities/Fine Arts	Elective*	3	0	0	3	All	See page 201 for options
MED 230	Admin Office Proced III	1	2	0	2	Spring only	MED-131
MED 260	MED Clinical Practicum	0	0	15	5	Spring only	MED-122, MED-150, MED-240, MED-272 and successful completion of the 1st three semesters of the program.
MED 264	Medical Assisting Overview **W**	2	0	0	2	Spring only	Successful completion of the 1st three semesters of the program
PSY 118	Interpersonal Psych	3	0	0	3	All	None
OR	PSY 150 General Psych	(3	0	0	3)	All	DRE-098
		12	**2**	**15**	**18**		
	Total Credit Hours				**73**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

MEDICAL ASSISTING
CERTIFICATE
C45400

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BIO 163	Basic Anatomy & Phys	4	2	5	Fall, Spring	DRE-098 and DMA-010,020,030
MED 110	Orient to Med Assist	1	0	1	Fall only	None
MED 121	Medical Terminology I	3	0	3	Fall, Spring	None
		8	**2**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MED 122	Medical Terminology II	3	0	3	Fall, Spring	MED-121
OST 131	Keyboarding	1	2	2	Fall, Spring	None
CIS 110	Intro to Computers	2	2	3	All	None
		6	**4**	**8**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C45400X).

Students completing the Medical Assisting certificate will need to apply to the Medical Assisting degree. Please see the Enrollment Information section for admission requirements.

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

MEDICAL OFFICE ADMINISTRATION

Curriculum Description

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, and oral and written communication.

Program Learning Outcomes

Medical Office Administration will:

- Demonstrate competency with Word, Excel, PowerPoint, and other software programs.
- Demonstrate competency in written and oral communication skills.
- Demonstrate professional skills, behaviors, and conduct commensurate with industry expectations.
- Demonstrate speed and accuracy in creating letter, memos, tables, reports, and other documents required in a medical office setting.
- Demonstrate the ability to complete a variety of tasks in a medical office including front end/back end skills, insurance filing, and EHR/EMR systems.

Employment Opportunities

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 Online Learning

Note: A background check and/or drug screening may be required for degree completion based upon Work-Based Learning placement.

Contact

Mitzi D. Poore
Lead Instructor for Medical Office Administration
poorem@surry.edu
336.386.3293

MEDICAL OFFICE ADMINISTRATION
DEGREE
A25310

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
MED 121	Medical Terminology I	3	0	3	Fall only	None
OST 131	Keyboarding**	1	2	2	Fall, Spring	None
OST 164	Office Editing	3	0	3	Fall only	None
		13	**4**	**15**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
MED 122	Medical Terminology II	3	0	3	Spring only	MED-121
OST 134	Text Entry & Formatting	2	2	3	Spring only	OST-131
OST 137	Office Applications I	2	2	3	Fall, Spring	None
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
Social/Behavioral Science	Elective	3	0	3	All	See page 201 for options
		16	**4**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MED 134	Medical Transcription	2	2	3	Fall only	MED-121 and MED-122 and OST-134
OST 136	Word Processing	2	2	3	Fall only	OST-134
OST 148	Med Ins & Billing	3	0	3	Fall only	MED-121
OST 181	Office Procedures	2	2	3	Fall only	OST-134 and OST-137, OST-136 (co-req.)
OST 184	Records Management	2	2	3	Fall only	None
OST 286	Professional Develop **W**	3	0	3	Fall only	ENG-111
		13	**10**	**18**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 121	Business Math	2	2	3	Fall, Spring	DMA-010,020,030
BUS 260	Business Comm. **W**	3	0	3	Spring	ENG-111
OST 149	Medical Legal Issues	3	0	3	Spring only	None
OST 243	Med Office Simulation	2	2	3	Spring only	OST-148 and OST-134
OST 289	Office Admin Capstone	2	2	3	Spring only	OST-164 and OST-181 and either OST-134 or OST-136
WBL 111	Work-Based Learning	0	10	1	All	None
		12	**16**	**16**		
	Total Credit Hours			**67**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

****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.*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

MEDICAL OFFICE ADMINISTRATION
DIPLOMA
D25310

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
OST 131	Keyboarding**	1	2	2	Fall, Spring	None
OST 164	Office Editing	3	0	3	Fall only	None
OST 184	Records Management	2	2	3	Fall only	None
MED 121	Medical Terminology I	3	0	3	Fall only	None
		12	**4**	**14**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OST 134	Text Entry & Formatting	2	2	3	Spring only	OST-131
OST 137	Office Applications I	2	2	3	Fall, Spring	None
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
MED 122	Medical Terminology II	3	0	3	Spring only	MED-121
		9	**6**	**12**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MED 134	Medical Transcription	2	2	3	Fall only	MED-121 and MED-122 and OST-134
OST 136	Word Processing	2	2	3	Fall only	OST-134
OST 148	Med Ins & Billing	3	0	3	Fall only	MED-121
OST 181	Office Procedures	2	2	3	Fall only	OST-134 and OST-137, OST-136 (co-req.)
		9	**6**	**12**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OST 149	Medical Legal Issues	3	0	3	Spring only	None
OST 243	Med Office Simulation	2	2	3	Fall only	OST-148 and OST-134
OST 289	Office Admin Capstone	2	2	3	Spring only	OST-164 and OST-181 and either OST-134 or OST-136
		7	**4**	**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.

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

MEDICAL OFFICE ADMINISTRATION
CERTIFICATE
C25310

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OST 131	Keyboarding**	1	2	2	Fall, Spring	None
OST 164	Office Editing	3	0	3	Fall only	None
OST 184	Records Management	2	2	3	Fall only	None
MED 121	Medical Terminology I	3	0	3	Fall only	None
		9	**4**	**11**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OST 134	Text Entry & Formatting	2	2	3	Spring only	OST-131
MED 122	Medical Terminology II	3	0	3	Spring only	MED-121
		5	**2**	**6**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C25310X).

****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.

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

NURSING: ASSOCIATE DEGREE NURSING – (ADN)

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.

Program Learning Outcomes

Graduates of the SCC ADN Program will:

- Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
- Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
- Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.
- Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
- Implement caring interventions incorporating documented best practices for individuals in diverse settings.
- Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.
- Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes.
- Manage healthcare for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

Employment Opportunities

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.

Contact

Dr. Yvonne Johnson
Associate Dean for Health Sciences
johnsony@surry.edu
336.386.3368

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.

ASSOCIATE DEGREE NURSING
A45110

1st Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from all four groups: A) DRE-098 B) DMA-010,020,030,040 C) High school biology or BIO-111 D) high school chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
NUR 111	Intro. to Health Concepts	4	6	6	8	Fall only	Admission to the ADN Program
NUR 117	Pharmacology	1	3	0	2	Fall, Spring	Admission to the ADN Program
		12	**12**	**6**	**18**		

1st Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
BIO 169	Anatomy & Physiology II	3	3	0	4	All	BIO-168 (min grade of C)
NUR 112	Health-Illness Concepts	3	0	6	5	Spring only	NUR-111
NUR 113	Family Health Concepts	3	0	6	5	Spring only	NUR-111
PSY 150	General Psychology	3	0	0	3	All	DRE-098
		12	**3**	**12**	**17**		

Summer Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	0	3	All	ENG-111 (min grade of C)
NUR 114	Holistic Health Concepts	3	0	6	5	Summer only	NUR-111
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150
		9	**0**	**6**	**11**		

2nd Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 211	Health Care Concepts	3	0	6	5	Fall only	NUR-111
NUR 212	Health Sys Concepts **W**	3	0	6	5	Fall only	NUR-111 and ENG-111
		6	**0**	**12**	**10**		

2nd Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
Humanities/Fine Arts	Elective*	3	0	0	3		
NUR 213	Complex Health Conc. **W**	4	3	15	10	Spring only	NUR-111, NUR-112, NUR-113, NUR-114, NUR-211, NUR-212, AND ENG-111
		7	**3**	**15**	**13**		
	Total Credit Hours				**69**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

***Humanities/Fine Arts Elective** *Select one course from the following:*

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART 111	Art Appreciation	3	0	3	All	None
ART 114	Art History Survey I	3	0	3	Fall only	None
ART 115	Art History Survey II	3	0	3	Spring only	None
HUM 115	Critical Thinking	3	0	3	Spring only	DRE-098
MUS 110	Music Appreciation	3	0	3	All	None
MUS 112	Intro to Jazz	3	0	3	On Demand	None
PHI 215	Philosophical Issues	3	0	3	All	ENG-111
PHI 240	Intro to Ethics	3	0	3	All	ENG-111

NURSING: ASSOCIATE DEGREE NURSING

(LPN-ADN) For Licensed Practical Nurses Only (Day or Evening Option)

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.

Program Learning Outcomes

Graduates of the SCC ADN Program will:

- Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence;
- Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team;
- Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment;
- Incorporate informatics to formulate evidence-based clinical judgments and management decisions;
- Implement caring interventions incorporating documented best practices for individuals in diverse settings;
- Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles;
- Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes;
- Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

Employment Opportunities

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.

Contact

Dr. Yvonne Johnson
Associate Dean for Health Sciences
johnsony@surry.edu
336.386.3368

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.

ASSOCIATE DEGREE NURSING
LPN-ADN (DAY OPTION)
A45110

Courses listed in the first and second semester must be completed prior to admission to the Nursing Program.

First Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from all four groups: A) DRE-098 B) DMA-010,020,030,040 C) High school biology or BIO-111 D) high school chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
PSY 150	General Psychology	3	0	0	3	All	DRE-098
		10	**3**	**0**	**11**		

Second Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
BIO 169	Anatomy & Physiology II	3	3	0	4	All	BIO-168 (min grade of C)
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150
		6	**3**	**0**	**7**		

Courses listed below are to be completed after admission to Nursing Program.

1st Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	0	3	All	ENG-111 (min grade of C)
NUR 117	Pharmacology	1	3	0	2	All	Admission to LPN-ADN Program
NUR 214	Nursing Transition Conc.	3	0	3	4	Spring only	Admission to LPN-ADN Program
		7	**3**	**3**	**9**		

Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 221	LPN to ADN Concepts I**W**	6	0	9	9	Fall only	NUR-214 and ENG-111
Humanities/Fine Arts	Elective*	3	0	0	3		
		9	**0**	**9**	**12**		

2nd Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 223	LPN to ADN Concepts II**W**	6	0	9	9	Spring only	NUR-221 and ENG-111
		6	**0**	**9**	**9**		
	Total Credit Hours				**48**		

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.)*

***Humanities/Fine Arts Elective** *Select one course from the following:*

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART 111	Art Appreciation	3	0	3	All	None
ART 114	Art History Survey I	3	0	3	Fall only	None
ART 115	Art History Survey II	3	0	3	Spring only	None
HUM 115	Critical Thinking	3	0	3	Spring only	DRE-098
MUS 110	Music Appreciation	3	0	3	All	None
MUS 112	Intro to Jazz	3	0	3	On Demand	None
PHI 215	Philosophical Issues	3	0	3	All	ENG-111
PHI 240	Intro to Ethics	3	0	3	All	ENG-111

ASSOCIATE DEGREE NURSING
LPN-ADN (EVENING OPTION)
A45110

Courses listed in the first and second semester must be completed prior to admission to the Nursing Program.

First Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from all four groups: A) DRE-098 B) DMA-010,020,030,040 C) High school biology or BIO-111 D) high school chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
PSY 150	General Psychology	3	0	0	3	All	DRE-098
		10	**3**	**0**	**11**		

Second Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
BIO 169	Anatomy & Physiology II	3	3	0	4	All	BIO-168 (min grade of C)
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150
		6	**3**	**0**	**7**		

Courses listed below are to be completed after admission to Nursing Program.

1st Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	0	3	All	ENG-111 (min grade of C)
NUR 117	Pharmacology	1	3	0	2	All	Admission to LPN-ADN Program
NUR 214	Nursing Transition Conc.	3	0	3	4	Spring only	Admission to LPN-ADN Program
		7	**3**	**3**	**9**		

Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 221	LPN to ADN Concepts I**W**	6	0	9	9	Fall only	NUR-214 and ENG-111
Humanities/Fine Arts	Elective*	3	0	0	3		
		9	**0**	**9**	**12**		

2nd Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 223	LPN to ADN Concepts II**W**	6	0	9	9	Spring only	NUR-221 and ENG-111
		6	**0**	**9**	**9**		
	Total Credit Hours				**48**		

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.)*

***Humanities/Fine Arts Elective** *Select one course from the following:*

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART 111	Art Appreciation	3	0	3	All	None
ART 114	Art History Survey I	3	0	3	Fall only	None
ART 115	Art History Survey II	3	0	3	Spring only	None
HUM 115	Critical Thinking	3	0	3	Spring only	DRE-098
MUS 110	Music Appreciation	3	0	3	All	None
MUS 112	Intro to Jazz	3	0	3	On Demand	None
PHI 215	Philosophical Issues	3	0	3	All	ENG-111
PHI 240	Intro to Ethics	3	0	3	All	ENG-111

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.

Program Learning Outcomes

Practical Nursing students will:

- Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.
- Practice professional nursing behaviors, within the legal practice boundaries of the practical nurse, incorporating personal responsibility and accountability for continued competence.
- Participate in providing evidence-based nursing care, from an established plan of care based on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development while assisting them to attain their highest level of wellness.
- Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision.
- Demonstrate caring behaviors in implementing culturally-competent, client-centered nursing care to diverse clients across the lifespan.
- Participate in collaboration with the interdisciplinary healthcare team as assigned by the registered nurse (RN) to support positive individual and organizational outcomes in a safe and cost effective manner.
- Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and learning principles.
- Utilize informatics to access, manage, and communicate client information and validate best practices.
- Participate in Quality Improvement (QI) by identifying hazards and error and by suggesting, to the RN, changes to improve the client care process.

Employment Opportunities

Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

Contact

Dr. Yvonne Johnson
Associate Dean for Health Sciences
johnsony@surry.edu
336.386.3368

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

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
BIO 163	Basic Anatomy & Physio	4	2	0	5	Fall, Spring	DRE-098 and DMA-010,020,030
NUR 101	Practical Nursing I	7	6	6	11	Spring only	Admission to PN Program: NUR-117 (co-req.)
NUR 117	Pharmacology	1	3	0	2	Fall, Spring	Admission to PN Program
PSY 150	General Psychology	3	0	0	3	All	DRE-098
		15	**11**	**6**	**21**		

Summer Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
NUR 102	Practical Nursing II	7	0	9	10	Summer only	NUR-101 and NUR-117
		10	**0**	**9**	**13**		

Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 103	Practical Nursing III**W**	6	0	9	9	Fall only	NUR-101, NUR-102, and ENG-111/NUR-118 (co-req.)
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150
		9	**0**	**9**	**12**		
	Total Credit Hours				**46**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

NURSING: LPN-BSN RIBN COLLABORATIVE

Overview

This program is a collaboration between Surry Community College (SCC) and Lees-McRae College (LMC) providing Licensed Practical Nurses with an affordable and accessible opportunity to attain a baccalaureate degree in nursing on the campus of Surry Community College. Students are dually enrolled at SCC and LMC taking classes at both SCC (on SCC campus) and LMC (on-line) during the first two years of the program. At the end of the second-year students take the licensure examination for registered nurses (NCLEX-RN) and are then eligible to work as an RN while completing their final year of nursing courses online with Lees-McRae.

Completion of this program will provide opportunities for employment in various fields of nursing, and will open doors to additional opportunities in nursing including board-certifications, and the ability to attain further education at the master's and doctoral levels.

Curriculum Description

The LPN-BSN curriculum provides the 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. The final year of education provides a particular emphasis on gerontological and community health nursing, use of evidence-based nursing knowledge, and leadership development.

SCC Program Learning Outcomes

Graduates of the SCC/LMC LPN-BSN RIBN Program will:

- Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence;
- Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team;
- Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment;
- Incorporate informatics, to formulate evidence-based clinical judgments and management decisions;
- Implement caring interventions incorporating documented best practices for individuals in diverse settings;
- Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles;
- Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes;
- Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

LMC Program Learning Outcomes

Graduates of the SCC/LMC LPN-BSN RIBN Program will:

- Provide culturally sensitive care that is based on a patients physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values;
- Deliver patient care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive patient outcomes;
- Incorporate current knowledge from research and other credible sources, upon which clinical judgment and patient care is based;
- Develop and implement plans to improve health care services to better meet the needs of patients;
- Promote quality care and maintain secure environments for patients, self, and others;
- Utilize information technology to support clinical decision making and scientifically based nursing practice;
- Provide health-related education to patients that will facilitate their acquisition of new knowledge and skills, adopt new behaviors, and modify attitudes;
- Demonstrate accountable and responsible behavior that incorporates legal and ethical principles and complies with the standards of nursing practice;
- Integrate leadership skills that directs and influences others in the provision of individualized, safe, quality patient care;
- Deliver healthcare within interrelated microsystems that exist in the larger system or organization.

Employment Opportunities

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. Additionally, opportunities in nursing including management and leadership, community and population health, and case management are available to graduates of this program.

Contacts

Surry Community College
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336.386.3368

Lees-McRae College
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May School of Nursing and Health Sciences
ferol@lmc.edu
828.898.8769

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.

LPN-BSN RIBN CURRICULUM PLAN
SURRY COMMUNITY COLLEGE & LEES-MCRAE
A45110LR

1st Fall Semester Sophomore Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from all four groups: A) DRE-098 B) DMA-010,020,030,040 C) High school biology or BIO-111 D) high school chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
PSY 150	General Psychology	3	0	0	3	All	DRE-098
*LMC- HWS 255	Nutrition Health & Wellness	0	0	0	3	Fall - 2nd 8 wks.	
		10	**3**	**0**	**14**		

1st Spring Semester Sophomore Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
BIO 169	Anatomy & Physiology II	3	3	0	4	All	BIO-168 (min grade of C)
MAT 171	Pre-calc. Algebra	3	2	0	4	Fall, Spring	Take one group: A) MAT-121 or B) DMA-010,020,030,040,050,060,070, and 080/MAT-001P (co-reg.)
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150
*LMC-CHM 200	Intro to Biochemistry	0	0	0	3	Spring - 2nd 8 wks	
		9	**5**	**0**	**14**		

1st Summer Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	0	3	All	ENG-111 (min grade of C)
NUR 117	Pharmacology	1	3	0	2	Fall, Spring	
NUR 214	Nursing Transition Conc.	3	0	3	4	Spring only	
*LMC-HWS 300	Pathophysiology	0	0	0	3		
		7	**3**	**3**	**12**		

Junior Year

2nd Fall Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
PHI 240	Introduction to Ethics	3	0	0	3	All	ENG-111
NUR 221	LPN to I Concepts I**W**	6	0	9	9	Fall only	NUR-214 and ENG-111
*LMC-LIT 230	American Literature: Maj Authors	0	0	0	3	Fall – 1st 8 wks	
		9	**0**	**9**	**15**		

2nd Spring Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 223	LPN to ADN Concepts II**W**	6	0	9	9	Spring only	NUR-221 and ENG-111
BIO 275	Microbiology	3	3	0	4	Spring only	BIO-110, BIO-111, BIO-163, BIO-165, OR BIO-168 *with a minimum grade of C*
		9	**3**	**9**	**13**		

2nd Summer Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
*LMC-SOC 251	Social Problems	0	0	0	3		
*LMC-HIS 210	History of South App	0	0	0	3		
*LMC-ART 250	Arts & Life	0	0	0	3		
		0	**0**	**0**	**9**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

***All Lees-McRae (LMC) courses are 8 weeks in length and delivered in an online format.**

Senior Year

Fall Senior Year (LMC Online)

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
*LMC-NUR 305R	Prof and Acad Success	0	0	0	3	Fall – 1st 8 wks	
*LMC-NUR 309R	Stat for Crit Dec-Making	0	0	0	3	Fall – 1st 8 wks	
*LMC-NUR 352R	EBP & Nursing Research	0	0	0	3	Fall – 2nd 8 wks	
*LMC-NUR 330R	Gerontological Nursing	0	0	0	3	Fall – 2nd 8 wks	
		0	**0**	**0**	**12**		

Spring Senior Year (LMC Online)

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
*LMC-NUR 406R	Com & Pop-Centered Care	0	0	0	4	Spring - 1st 8 wks	
*LMC-NUR 401R	Leadership & Management	0	0	0	3	Spring - 1st 8 wks	
*LMC-NUR 499R	Professional Nursing Capstone	0	0	0	3	Spring - 2nd 8 wks	
*LMC-NUR 342R	Nurse Inq, Inform, & Tech	0	0	0	3	Spring - 2nd 8 wks	
		0	0	0	13		
	Total Credit Hours				**102**		

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. *All Lees-McRae (LMC) courses are 8 weeks in length and delivered in an online format.

NURSING: RIBN COLLABORATIVE

Overview

This program is a collaboration between Surry Community College (SCC) and Lees-McRae College (LMC) providing nursing students with an affordable and accessible opportunity to attain a baccalaureate degree in nursing on the campus of Surry Community College. Students are dually enrolled at SCC and LMC taking classes at both SCC (on SCC campus) and LMC (on-line) during the first three years of the program. At the end of the third-year students take the licensure examination for registered nurses (NCLEX-RN) and are then eligible to work as and RN while completing their final year of nursing courses online with Lees-McRae.

Completion of this program will provide opportunities for employment in various fields of nursing, and will open doors to additional opportunities in nursing including board-certifications, and the ability to attain further education at the master's and doctoral levels.

Curriculum Description

The RIBN 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. The final year of education provides a particular emphasis on gerontological and community health nursing, use of evidence-based nursing knowledge, and leadership development.

SCC Program Learning Outcomes

Graduates of the SCC/LMC RIBN Program will:

- Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team;
- Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment;
- Incorporate informatics, to formulate evidence-based clinical judgments and management decisions;
- Implement caring interventions incorporating documented best practices for individuals in diverse settings;
- Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles;
- Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes;
- Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

LMC Program Learning Outcomes

Graduates of the SCC/LMC RIBN Program will:

- Provide culturally sensitive care that is based on a patients physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values;
- Deliver patient care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive patient outcomes;
- Incorporate current knowledge from research and other credible sources, upon which clinical judgment and patient care is based;
- Develop and implements plans to improve health care services to better meet the needs of patients;
- Promote quality care and maintains secure environments for patients, self, and others;
- Utilize information technology to support clinical decision making and scientifically based nursing practice;
- Provide health-related education to patients that will facilitate their acquisition of new knowledge and skills, adopt new behaviors, and modify attitudes;
- Demonstrate accountable and responsible behavior that incorporates legal and ethical principles and complies with the standards of nursing practice;
- Integrate leadership skills that directs and influences others in the provision of individualized, safe, quality patient care;
- Deliver healthcare within interrelated microsystems that exist in the larger system or organization.

Employment Opportunities

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) at the completion of the third year. Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities. Additionally, opportunities in nursing including management and leadership, community and population health, and case management are available to graduates of this program.

Contacts

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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.

RIBN CURRICULUM PLAN
SURRY COMMUNITY COLLEGE & LEES-MCRAE
A45110R

1st Fall Semester Freshman Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from all four groups: A) DRE-098 B) DMA-010,020,030,040 C) High school biology or BIO-111 D) high school chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
MAT 171 OR *LMC- MAT 112	Pre-calc. Algebra College Algebra	3	2	0	4	Fall, Spring	Take one group: A) MAT-121 or B) DMA-010,020,030,040,050,060,070, and 080/MAT-001P (co-reg.)
*LMC- HWS 255	Nutrition Health & Wellness	0	0	0	3	Fall - 2nd 8 wks	
		10	**5**	**0**	**15**		

1st Spring Semester Freshman Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
BIO 169	Anatomy & Physiology II	3	3	0	4	All	BIO-168 (min grade of C)
BIO 275 OR *LMC- BIO 214	Microbiology Micro for Nursing	3	3	0	4	Spring only	BIO-110, BIO-111, BIO-163, BIO-165, OR BIO-168 with a minimum grade of C
PSY 150	General Psychology	3	0	0	3	All	DRE-098
*LMC-CHM 200	Intro to Biochemistry	0	0	0	3	Spring – 2nd 8 wks	
		9	**6**	**0**	**14**		

2nd Fall Semester Sophomore Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 111	Intro. to Health Concepts	4	6	6	8	Fall only	
NUR 117	Pharmacology	1	3	0	2	Fall, Spring	
*LMC-LIT 230	American Literature: Maj Authors	0	0	0	3	Fall - 1st 8 wks	
		5	**9**	**6**	**13**		

2nd Spring Semester Sophomore Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 112	Health-Illness Concepts	3	0	6	5	Spring only	NUR-111
NUR 113	Family Health Concepts	3	0	6	5	Spring only	NUR-111
*LMC-HIS 210	History of South App	0	0	0	3	Spring – 1st 8 wks	
		6	**0**	**12**	**13**		

Summer Semester Sophomore Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	0	3	All	ENG-111 (min grade of C)
NUR 114	Holistic Health Concepts	3	0	6	5	Summer only	NUR-111
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150
		9	**0**	**6**	**11**		

3rd Fall Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 211	Health Care Concepts	3	0	6	5	Fall – 1st 8 wks	NUR-111
NUR 212	Health Sys Concepts **W**	3	0	6	5	Fall – 2nd 8 wks	NUR-111 and ENG-111
*LMC-SOC 251	Social Problems	0	0	0	3	Fall – 1st 8 wks	
		6	**0**	**12**	**13**		

3rd Spring Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
PHI 240	Introduction to Ethics	3	0	0	3	All	ENG-111
NUR 213	Complex Health Conc. **W**	4	3	15	10	Spring only	NUR-111, NUR-112, NUR-113, NUR-114, NUR-211, NUR-212, AND ENG-111
*LMC-ART 250	Arts & Life	0	0	0	3	Spring - 1st 8 wks	
		7	**3**	**15**	**16**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

***All Lees-McRae (LMC) courses are 8 weeks in length and delivered in an online format.**

Fall Senior Year (LMC Online)

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
*LMC-NUR 305R	Prof and Acad Success	0	0	0	3	Fall - 1st 8 wks	
*LMC-NUR 309R	Stat for Crit Dec-Making	0	0	0	3	Fall - 1st 8 wks	
*LMC-NUR 352R	EBP & Nursing Research	0	0	0	3	Fall - 2nd 8 wks	
*LMC-NUR 330R	Gerontological Nursing	0	0	0	3	Fall - 2nd 8 wks	
		0	**0**	**0**	**12**		

Spring Senior Year (LMC Online)

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
*LMC-NUR 406R	Com & Pop-Centered Care	0	0	0	4	Spring- 1st 8 wks	
*LMC-NUR 401R	Leadership & Management	0	0	0	3	Spring- 1st 8 wks	
*LMC-NUR 499R	Professional Nursing Capstone	0	0	0	3	Spring- 2nd 8 wks	
*LMC-NUR 342R	Nurse Inq, Inform, & Tech.	0	0	0	3	Spring- 2nd 8 wks	
		0	0	0	13		
	Total Credit Hours				**120**		

NURSE AIDE

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.

Program Learning Outcomes

Nurse Aide students will:

- Practice supportive functions for nursing staff incorporating personal responsibility and accountability for competence
- Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team
- Implement caring interventions appropriate for the Nursing Assistant for individuals in diverse settings.

Employment Opportunities

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.

Contact

Debbie Cave
Director for Nurse Aide
caved@surry.edu
336.386.3372

NURSE AIDE
CERTIFICATE
C45840

Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NAS 101	Nurse Aide I	3	4	3	6	Fall, Spring	DRE-098
PSY 150	General Psychology	3	0	0	3	All	DRE-098
		6	**4**	**3**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NAS 102	Nurse Aide II	3	2	6	6	Spring only	NAS-101
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150
		6	2	6	9		
	Total Credit Hours				**18**		

This certificate is offered to high school students through the Career and College Promise program (C45840X).

Students must be 16.5 years or older in order to enroll in NAS 101, Nurse Aide I.

OFFICE ADMINISTRATION

Curriculum Description

The Office Administration curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, and records management.

Program Learning Outcomes

Office Administration students will:

- Demonstrate competency with Word, Excel, PowerPoint, and other software programs.
- Demonstrate competency in written and oral communication skills.
- Demonstrate professional skills, behaviors, and conduct commensurate with industry expectations.
- Demonstrate speed and accuracy in creating letters, memos, tables, reports, and other documents required in an office setting.
- Demonstrate the ability to complete a variety of office tasks including accounting/financial transactions, records management, and office management skills.

Employment Opportunities

Graduates should qualify for employment in a variety of office positions in business, government, and industry.

Online Program Information

Surry offers this program online. Further information can be found on Surry's website at Online Learning

Note: A background check and/or drug screening may be required for degree completion based upon Work-Based Learning placement.

Contact

Mitzi Poore
Lead Instructor for Office Administration
poorem@surry.edu
336.386.3293

OFFICE ADMINISTRATION
DEGREE
A25370

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
OST 131	Keyboarding**	1	2	2	Fall, Spring	None
OST 164	Office Editing	3	0	3	Fall only	None
OST 184	Records Management	2	2	3	Fall only	None
		15	**6**	**18**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 110	Intro to Business	3	0	3	Fall, Spring	None
BUS 125	Personal Finance	3	0	3	Spring only	None
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
OST 134	Text Entry & Formatting	2	2	3	Spring only	OST-131
OST 137	Office Applications I	2	2	3	Fall, Spring	None
Social/Behavioral Science	Elective*	3	0	3	All	See page 201 for options
		16	**4**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 120	Princ of Financial Acct I	3	2	4	Fall, Spring	None
BUS 137	Princ of Management	3	0	3	Fall only	None
OST 136	Word Processing	2	2	3	Fall only	OST-134
OST 181	Office Procedures	2	2	3	Fall only	OST-134 and OST-137, OST-136 (co-req.)
OST 286	Professional Develop **W**	3	0	3	Fall only	ENG-111
		13	**6**	**16**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 150	Acct Software Appl.	1	2	2	Spring only	ACC-120
BUS 121	Business Math	2	2	3	Fall, Spring	DMA-010, 020, 030
BUS 151	People Skills	3	0	3	Fall, Spring	None
BUS 260	Business Comm **W**	3	0	3	Spring only	ENG-111
OST 289	Office Admin Capstone	2	2	3	Spring only	OST-164 and OST-181 and either OST-134 or OST-136
WBL 111	Work-Based Learning	0	10	1	All	None
		11	**16**	**15**		
	Total Credit Hours			**67**		

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.*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

OFFICE ADMINISTRATION
DIPLOMA
D25370

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
OST 131	Keyboarding**	1	2	2	Fall, Spring	None
OST 164	Office Editing	3	0	3	Fall only	None
OST 184	Records Management	2	2	3	Fall only	None
		9	**4**	**11**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 110	Intro. To Business	3	0	3	Fall, Spring	None
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030
OST 134	Text Entry & Formatting	2	2	3	Spring only	OST-131
OST 137	Office Applications I	2	2	3	Fall, Spring	None
		9	**6**	**12**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 120	Princ of Financial Acct I	3	2	4	Fall, Spring	None
OST 286	Professional Develop	3	0	3	Fall only	ENG-111
OST 136	Word Processing	2	2	3	Fall only	OST-134
OST 181	Office Procedures	2	2	3	Fall only	OST-134 and OST-137, OST-136 (co-req.)
		10	**6**	**13**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 150	Acct Software Appl.	1	2	2	Spring only	ACC-120
BUS 125	Personal Finance	3	0	3	Spring only	None
BUS 151	People Skills	3	0	3	Fall, Spring	None
OST 289	Office Admin Capstone	2	2	3	Spring only	OST-164 and OST-181 and either OST-134 or OST-136
		9	**4**	**11**		
	Total Credit Hours			**47**		

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.*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

OFFICE ADMINISTRATION
CERTIFICATE
C25370

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OST 131	Keyboarding**	1	2	2	Fall, Spring	None
OST 164	Office Editing	3	0	3	Fall only	None
OST 184	Records Management	2	2	3	Fall only	None
		6	**4**	**8**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 151	People Skills	3	0	3	Fall, Spring	None
OST 134	Text Entry & Formatting	2	2	3	Spring only	OST-131
OST 137	Office Applications I	2	2	3	Fall, Spring	None
		7	**4**	**9**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C25370X).

***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.*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

OFFICE ADMINISTRATION
CERTIFICATE – OFFICE FINANCE
C25370A

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 120	Prin. of Financial Acct I	3	2	4	Fall, Spring	None
OST 131	Keyboarding**	1	2	2	Fall, Spring	None
OST 137	Office Applications I	2	2	3	Fall, Spring	None
		6	**6**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 150	Acct Software Application	1	2	2	Spring only	ACC-120
BUS 121	Business Math	2	2	3	Fall, Spring	DMA-010, 020, 030
BUS 125	Personal Finance	3	0	3	Spring only	None
		6	**4**	**8**		
	Total Credit Hours			**17**		

This certificate is offered to high school students through the Career and College Promise program (C25370AX).

***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.*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

PARALEGAL TECHNOLOGY

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.

Program Learning Outcomes

Paralegal Technology students will:
Master a working knowledge of fundamental concepts in the law
Effectively develop computer skills with proficiency in Microsoft Word, Excel, Outlook, and PowerPoint.
Understand the legal and ethical principles that guide paralegal conduct and will demonstrate the ability to identify and resolve ethical dilemmas in the workplace.
Be able to research statutes and case law and apply them to problems that require legal analysis
Be able to communicate effectively in both written and oral formats.

Employment Opportunities

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.

Contact

Selina Dougherty
Lead Instructor of Paralegal Technology
doughertys@surry.edu
336.386.3257

Note: Surry Community College is designated as a Qualified Paralegal Studies Program by the North Carolina State Bar Board of Paralegal Certification.

PARALEGAL TECHNOLOGY
DEGREE
A25380

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
LEX 110	Intro to Paralegal Study	2	0	2	Fall only	None
LEX 120	Legal Res & Writing I	2	2	3	Fall only	None
LEX 160	Criminal Law & Proced	2	2	3	Fall only	None
OST 131	Keyboarding	1	2	2	Fall, Spring	None
OST 137	Office Applications I	2	2	3	Fall, Spring	None
OR	CIS 110 Intro to Computers	(2	2	3)	All	None
		13	**8**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 114	Prof. Research & Report	3	0	3	All	ENG-111 (min grade of C)
LEX 121	Legal Res & Writing II[W]	2	2	3	Spring only	LEX-120 and ENG-111
LEX 130	Civil Injuries	3	0	3	Spring only	None
LEX 140	Civil Litigation I	3	0	3	Spring only	None
LEX 150	Commercial Law	2	2	3	Spring only	None
OST 134	Text Entry & Formatting	2	2	3	Spring only	OST-131
		15	**6**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
LEX 141	Civil Litigation II	2	2	3	Fall only	LEX-140
LEX 210	Real Property I	3	0	3	Fall only	None
LEX 240	Family Law	3	0	3	Fall only	None
LEX 260	Bankruptcy & Collection	3	0	3	Fall only	None
MAT 143	Quantitative Literacy [W]	2	2	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
		16	**4**	**18**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 260	Business Comm. [W]	3	0	3	Spring only	ENG-111
LEX 211	Real Property II	1	4	3	Spring only	LEX-210
LEX 250	Wills, Estates, & Trusts	2	2	3	Spring only	None
LEX 280	Ethics & Professionalism	2	0	2	Spring only	None
Social/Behavioral Science	Elective*	3	0	3	All	See page 201 for options
WBL 111	Work-Based Learning	0	10	1	All	None
OR	ACC 120 Acct I	(3	2	4)	Fall, Spring	None
		11	**16**	**15**		
	Total Credit Hours			**68**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

PARALEGAL TECHNOLOGY
CERTIFICATE
Real Property Concentration
C25380

Fall Semester

Course	Title	Lect	Lab	Credit	Offered	Pre-Requisites
LEX 110	Intro to Paralegal Study	2	0	2	Fall only	None
LEX 120	Legal Res. & Writing	2	2	3	Fall only	None
LEX 210	Real Property I	3	0	3	Fall only	None
		7	**2**	**8**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
LEX 150	Commercial Law	2	2	3	Spring only	None
LEX 211	Real Property II	1	4	3	Spring only	LEX-210
LEX 250	Wills, Estates & Trusts	2	2	3	Spring only	None
		5	**8**	**9**		
	Total Credit Hours			**17**		

PHYSICAL THERAPIST ASSISTANT (PTA)

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.

Program Learning Outcomes

Physical Therapist Assistant students will:

- Demonstrate competence in the cognitive, psychomotor, and affective processes necessary to provide physical therapy services under the supervision of a physical therapist.
- Demonstrate professional behaviors of respect, integrity, and honesty in all interactions with patients/clients, family members, caregivers, supervising physical therapists, coworkers, other health care providers, students, other consumers, employers, and payers.
- Demonstrate behaviors that establish the primacy of patient safety.
- Communicate effectively verbally, non-verbally, and in writing.
- Identify and modify a career development plan along with lifelong learning opportunities.
- Locate relevant physical therapy-related information using information technology and demonstrate the ability to read, understand and apply health care literature to promote evidence-based practice.

Employment Opportunities

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, skilled nursing facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

Competitive admissions are anticipated for a challenging 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: CAPTE Online

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.

Contact

Eileen Coleman
PTA Program Director
colemanei@surry.edu
336.386.3513

PHYSICAL THERAPIST ASSISTANT
DEGREE
A45620

1st Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from all four groups: A) DRE-098 B) DMA-010,020,030,040 C) High school biology or BIO-111 D) high school chemistry or CHM-131 and CHM-131A
PHY 110	Conceptual Physics	3	0	0	3	Fall, Spring	DMA-010,020,030,040,050, PHY-110A (co-req.)
PHY 110A	Conceptual Physics Lab	0	2	0	1	Fall, Spring	None/PHY-110 (co-req.)
PTA 110	Introduction to PT	2	3	0	3	Fall only	None
PTA 130	Physical Therapy Proc. I	1	6	0	3	Fall only	None/PTA-110 (co-req.)
PTA 170	Pathophysiology	3	0	0	3	Fall only	None
		13	**14**	**0**	**18**		

1st Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
BIO 169	Anatomy & Physiology II	3	3	0	4	All	BIO-168 (min grade of C)
ENG 111	Writing and Inquiry	3	0	0	3	All	DRE-098
PSY 150	General Psychology	3	0	0	3	All	DRE-098
PTA 120	Functional Anatomy	1	6	0	3	Spring only	None/PTA-140 (co-req.)
PTA 140	Therapeutic Exercise	2	6	0	4	Spring only	None/PTA-120 (co-req.)
PTA 150	Physical Therapy Proc. II	1	6	0	3	Spring only	PTA-130
		13	**21**	**0**	**20**		

Summer Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
PTA 180	PTA Clinical Ed. Intro.	0	0	9	3	Summer only	None
PTA 212	Healthcare Resources	2	0	0	2	Summer only	None
PTA 252	Geriatrics for the PTA	2	0	0	2	Summer only	None
PTA 254	Pediatrics for the PTA	0	3	0	1	Summer only	None
		4	**3**	**9**	**8**		

2nd Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 112	Writing/Res in Disciplines	3	0	0	3	All	ENG-111 (min grade of C)
OR	ENG 113 Lit Base Res	(3	0	0	3)	On Demand	ENG-111 (min grade of C)
OR	ENG 114 Prof Research	(3	0	0	3)	All	ENG-111 (min grade of C)
Humanities/Fine Arts	Elective*	3	0	0	3	All	See page 201 for options
PTA 160	Physical Therapy Proc. III	2	3	0	3	Fall only	PTA-150
PTA 222	Professional Interactions **W**	2	0	0	2	Fall only	ENG-111
PTA 240	Physical Therapy Proc. IV	3	6	0	5	Fall only	PTA-130 and PTA-150
		13	**9**	**0**	**16**		

2nd Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
PTA 260AB	Adv PTA Clinical Edu	0	0	15	5	Spring only	PTA-180
PTA 260BB	Adv PTA Clinical Edu	0	0	15	5	Spring only	PTA-180
PTA 270	PTA topics (4 weeks)	1	0	0	1	Spring only	None
PTA 280	PTA Issues I (4 weeks) **W**	1	0	0	1	Spring only	ENG-111
		2	**0**	**30**	**12**		
	Total Credit Hours				**74**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

SPANISH LANGUAGE CERTIFICATE

Curriculum Description

The Spanish Language Certificate will provide students with the conversational skills, written skills, and the cultural background knowledge needed to effectively communicate in Spanish in the workplace, community agencies, etc.

All of the courses in this program are part of the Comprehensive Articulation Agreement and can be used to help satisfy graduation requirements for Associate in Arts and Associate in Science degree programs. Many four-year colleges and universities require a foreign language as part of their general education requirements.

Learning Outcomes

Students who receive the Spanish language certificate will:

- Communicate effectively in Spanish at an intermediate level of fluency.
- Strengthen the development of listening, speaking, reading and writing skills.
- Comprehend text and write structurally correct compositions at an intermediate level of Spanish.
- Comprehend spoken Spanish and respond to complex questions in Spanish using advanced vocabulary.
- Think critically about the culture of Spanish speaking countries.

Contact

Jennifer Jimenez
Spanish Instructor
jimenezjm@surry.edu
336.386.3484

Laura Hudson
Spanish Instructor
hudsonl@surry.edu
336.386.3288

SPANISH LANGUAGE CERTIFICATE
C55370B

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
SPA 111	Elem. Spanish I	3	0	3	All	None
SPA 112	Elem. Spanish II	3	0	3	All	SPA-111 (with a min grade of C)
SPA 211	Inter. Spanish I	3	0	3	All	SPA-112 (with a min grade of C)
SPA 212	Inter. Spanish II	3	0	3	All	SPA-211 (with a min grade of C)
SPA 221	Spanish Conversation	3	0	3	Fall only	SPA-212 (with a min grade of C)
SPA 231	Reading & Composition	3	0	3	Spring only	SPA 212 (with a min grade of C)
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C55370XB).

Note all courses are designated as general education or elective courses under the Comprehensive Articulation Agreement (CAA).

TRUCKING OPERATIONS MANAGEMENT

Curriculum Description

The Supply Chain Management curriculum prepares individuals for a multitude of career opportunities in distribution, transportation, warehousing, trucking operations, supply chain, and manufacturing organizations.
Course work includes the international and domestic movement of goods from the raw materials source(s) through production and ultimately to the consumer. Courses in economics and finance, transportation, warehousing, inventory control, material handling, purchasing, computerization, supply chain operations, federal transportation and safety regulations are emphasized.

Program Learning Outcomes

Trucking Operations Management students will:

- Identify and explain federal and state DOT regulations.
- Analyze Routing Systems, Vehicle Locating Systems, and Vehicle Identification Systems.
- Analyze the necessary insurance requirements to sustain the business.
- Create a plan to find and buy the proper equipment for the trucking business.
- Evaluate logistics supply chain networks and strategies.

Employment Opportunities

Graduates should qualify for positions in a wide range of supply chain and logistics positions in government agencies, manufacturing, and service organizations. Employment opportunities include entry-level distribution, planning, material management, warehousing, inventory, transportation, trucking operations, international freight, and logistics.

Contact

Shelia Martin
Chairperson, Business Technologies
martins@surry.edu
336.386.3352

TRUCKING OPERATIONS CERTIFICATE C25620

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 115	Business Law I	3	0	3	Fall only	None
LOG 110	Intro to Logistics	3	0	3	Fall only	None
TOM 250	Operations of Trucking I	3	0	3	Fall only	None
		9	**0**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
LOG 125	Transportation Logistics	3	0	3	Spring only	None
LOG 210	Fleet Management	3	0	3	Spring only	LOG-110
TOM 260	Operations of Trucking II	3	0	3	Spring only	TOM-250
		9	**0**	**9**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C25620X).

VITICULTURE & ENOLOGY

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 viticulture/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.

Program Learning Outcomes

Viticulture & Enology students will:

- Apply the scientific method to solve practical problems of winegrowing in the southeastern United States.
- Develop a business/marketing plan to establish and operate a vineyard and/or winery.
- Recognize and apply environmentally responsible and sustainable agricultural practices in wine grape production and in winery design and operations.
- Understand grapevine physiology and its effect on decision making in winery.
- Use crop estimates to plan winery functions and logistics to enhance safety and profitability.

Employment Opportunities

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.

Contact

Joseph Geller
Viticulture Instructor
gellerj@surry.edu
336.386.3461

David Bower
Enology Instructor
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336.386.3569

VITICULTURE & ENOLOGY
DEGREE
A15430

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
CIS 110	Intro to Computers	2	2	3	All	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
VEN 132	Wines of the World[21]	1	2	2	Fall only	None
VEN 133	Intro to Winemaking	3	0	3	Fall only	None
VEN 134	Grape Harvest	1	0	1	Fall only	None
VEN 135	Intro to Viticulture	3	2	4	Fall only	None
		14	**6**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 110	Intro to Business	3	0	3	Fall, Spring	None
ENG 114	Prof. Research & Report	3	0	3	All	ENG-111 (min grade of C)
MAT 143	Quantitative Literacy [W]	2	2	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
VEN 138	Vineyard Est. & Develop	3	0	3	Spring only	VEN-135
VEN 139	Grape & Wine Science	4	2	5	Spring only	None
		14	**7**	**17**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 285	Winery Operations	3	2	4	Summer only	VEN-133
OR	VEN 287 Vineyard Ops	(3	2	4)	Summer only	None
		3	**2**	**4**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 137	Prin. of Management	3	0	3	Fall only	None
BUS 139	Entrepreneurship I	3	0	3	Fall only	None
SPA 120	Spanish in the Workplace	3	0	3	Fall only	Restricted to Viticulture & Enology Program
VEN 238	Grape Pests, Diseases	3	0	3	Fall only	None
VEN 283	Wine Product & Analysis	2	6	5	Fall only	VEN-133 and VEN-139
		11	**6**	**17**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Humanities/Fine Arts	Elective*	3	0	3	All	See page 201 for options
PSY 118	Interpersonal Psych	3	0	3	All	None
Program Elective**	(or WBL 112)	Varies	Varies	Varies		
VEN 284	Wine Design & Mgmt	3	0	3	Spring only	VEN-133
VEN 286	Wine Marketing	3	0	3	Spring only	VEN-132 and VEN-133
VEN 288	Wine Finish & Package [W]	1	4	3	Spring only	VEN-283 and ENG-111
		13+	**4+**	**15+**		
	Total Credit Hours			**72+**		

[21]Students must be 21 years or older in order to enroll in VEN 132, Wines of the World.

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

****Program Elective - Select one course from the following:**

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AGR 139	Intro to Sust. Agric.	3	0	3	Fall only	None
HOR 162	Applied Plant Science	2	2	3	Fall only	None
HOR 164	Hort. Pest Mgmt	2	2	3	Spring only	None
VEN 282	Wine Microbiology	3	0	3	On Demand	VEN-133
VEN 285	Winery Operations	3	2	4	Summer only	VEN-133
VEN 287	Vineyard Operations	3	2	4	Summer only	None
WBL 112	Work-Based Learning	0	20	2	All	None

W – *Writing Intensive Course (ENG-111 pre-req.)*

VITICULTURE & ENOLOGY
DIPLOMA
D15430

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
SPA 120	Spanish in the Workplace	3	0	3	Fall only	Restricted to Viticulture & Enology Program
VEN 132	Wines of the World[21]	1	2	2	Fall only	None
VEN 133	Intro to Winemaking	3	0	3	Fall only	None
VEN 134	Grape Harvest	1	0	1	Fall only	None
VEN 135	Intro to Viticulture	3	2	4	Fall only	None
VEN 238	Grape Pests, Diseases	3	0	3	Fall only	None
		16	**4**	**17**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 110	Intro to Business	3	0	3	Fall, Spring	None
CIS 110	Intro to Computers	2	2	3	All	None
ENG 111	Writing and Inquiry	3	0	3	All	DRE-098
VEN 138	Vineyard Est. & Develop	3	0	3	Spring only	VEN-135
VEN 139	Grape and Wine Science	4	2	5	Spring only	None
Program Elective**	(or WBL 112)	Varies	Varies	Varies		
		15+	**4+**	**17+**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MAT 143	Quantitative Literacy **W**	2	2	3	All	ENG-111 and DMA-010, 020, 030, 040, 050
VEN 285	Winery Operations	3	2	4	Summer only	VEN-133
OR	VEN 287 Vineyard Ops	(3	2	4)	Summer only	None
		5	**4**	**7**		
	Total Credit Hours			**41+**		

W – *Writing Intensive Course (ENG-111 pre-req.)*

"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

VITICULTURE & ENOLOGY
CERTIFICATE – VITICULTURE TRACK
C15430A

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 134	Grape Harvest	1	0	1	Fall only	None
VEN 135	Intro to Viticulture	3	2	4	Fall only	None
VEN 238	Grape Pests, Diseases	3	0	3	Fall only	None
		11	**4**	**8**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 138	Vineyard Est. & Develop	3	0	3	Spring only	VEN-135
WBL 112	Work-Based Learning	0	20	2	All	None
		3	**20**	**5**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 287	Vineyard Operations	3	2	4	Summer only	None
		3	2	4		
	Total Credit Hours			**17**		

VITICULTURE & ENOLOGY
CERTIFICATE – ENOLOGY TRACK
C15430B

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 133	Intro to Winemaking	3	0	3	Fall only	None
		3	**0**	**3**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 139	Grape and Wine Science	4	2	5	Spring only	None
		4	**2**	**5**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 285	Winery Operations	3	2	4	Summer only	VEN-133
		3	**2**	**4**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 283	Wine Product & Analysis	2	6	5	Fall only	VEN-133 and VEN-139
		2	**6**	**5**		
	Total Credit Hours			**17**		

VITICULTURE & ENOLOGY
CERTIFICATE – MARKETING TRACK
C15430C

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 132	Wines of the World[21]	1	2	2	Fall only	None
VEN 133	Intro to Winemaking	3	0	3	Fall only	None
VEN 135	Intro to Viticulture	3	2	4	Fall only	None
		7	**4**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 284	Wine Design & Mgmt	3	0	3	Spring only	VEN-133
VEN 286	Wine Marketing	3	0	3	Spring only	VEN-132 and VEN-133
		6	**0**	**6**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WBL 111	Work-Based Learning	0	10	1	All	None
		0	**10**	**1**		
	Total Credit Hours			**16**		

Students must be 21 years or older in order to enroll in VEN 132, Wines of the World.

WELDING TECHNOLOGY

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.

Program Learning Outcomes

Welding Technology students will:

- Interpret blueprints and weld the part to specification.
- Demonstrate the ability to select appropriate tools, welding supplies and equipment.
- Apply safe working practices as defined by OSHA for clothing, eye protection, hand tools, power equipment, ventilation handling, storage and disposal of scrap metal.
- Demonstrate an understanding of multiple welding techniques, including Oxy-fuel, plasma arc cutting, "stick" arc (SMAW), flux core arc (MIG), and gas tungsten arc (TIG) welding.
- Produce welds that consistently meet industry and American Welding Society (AWS) standards.

Employment Opportunities

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.

Contact

Michael Dixon
Lead Instructor for Welding Technology
dixonm@surry.edu
336.386.3435

WELDING TECHNOLOGY
DIPLOMA
D50420

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MAT 110	Math Measurement	2	2	3	All	DMA-010,020,030 or MAT-060 (min grade of C)
WLD 110	Cutting Processes	1	3	2	Fall only	None
WLD 115	SMAW (STICK) Plate	2	9	5	Fall only	None
WLD 121	GMAW (MIG) FCAW/Plat	2	6	4	Fall only	None
WLD 141	Symbols and Specific	2	2	3	Fall only	None
		9	**22**	**17**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 101	App. Comm. I	3	0	3	Fall, Spring	None
OR	ENG 111 Writing/Inq	(3	0	3)	All	DRE-098
MEC 110	Intro to CAD/CAM	1	2	2	Fall, Spring	None
MEC 111	Machine Processes	1	4	3	Spring only	None
WLD 116	SMAW (STICK) Plate/Pipe	1	9	4	Spring only	WLD-115
WLD 131	GTAW (TIG) Plate	2	6	4	Spring only	None
WLD 151-AB	Fabrication I	1	3	2	Fall, Spring	None
		9	**24**	**18**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ISC 112	Industrial Safety	2	0	2	Spring, Summer	None
WLD 143	Welding Metallurgy	1	2	2	Spring, Summer	None
WLD 151 – BB	Fabrication I	1	3	2	Spring, Summer	None
WLD 261	Certification Practices	1	3	2	Summer only	WLD-115 and WLD-121 and WLD-131
OR	WBL 112 Work Learn	(0	20	2)	All	None
WLD 265	Auto Welding/Cutting	2	6	4	Summer only	WLD-110 and WLD-121
		7	**14**	**12**		
	Total Credit Hours			**47**		

WELDING TECHNOLOGY
CERTIFICATE
C50420

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WLD 110	Cutting Processes	1	3	2	Fall only	None
WLD 115	SMAW (STICK) Plate	2	9	5	Fall only	None
WLD 141	Symbols and Specific	2	2	3	Fall only	None
		5	**14**	**10**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WLD 121	GMAW (MIG) FCAW/Plat	2	6	4	Fall, Spring	None
WLD 131	GTAW (TIG) Plate	2	6	4	Spring only	None
		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

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WLD 110	Cutting Processes	1	3	2	Fall only	None
WLD 121	GMAW (MIG) FCAW/Plat	2	6	4	Fall only	None
WLD 141	Symbols and Specific	2	2	3	Fall only	None
		5	**11**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WLD 122	GMAW (MIG) FCAW/Pipe	1	6	3	Fall, Spring	WLD-121
WLD 143	Welding Metallurgy	1	2	2	Spring, Summer	None
WLD 131	GTAW (TIG) Plate	2	6	4	Spring only	None
		4	**14**	**9**		
	Total Credit Hours			**18**		

This certificate is offered to high school students through the Career and College Promise program (C50420AX).

WELDING TECHNOLOGY
SMAW
CERTIFICATE
C50420B

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WLD 110	Cutting Processes	1	3	2	Fall only	None
WLD 115	SMAW (STICK) Plate	2	9	5	Fall only	None
WLD 141	Symbols and Specific	2	2	3	Fall only	None
		5	**14**	**10**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MEC 110	Introduction to CAD/CAM	1	2	2	Fall, Spring	None
WLD 116	SMAW (STICK) Plat/Pipe	1	9	4	Spring only	WLD-115
WLD 143	Welding Metallurgy	1	2	2	Spring, Summer	None
		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)
Fall/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)
Spring
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 or 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)
On Demand 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)
On Demand 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)
On Demand 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)
On Demand 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)
On Demand 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-111 Intro to Arch Technology (1/6/3)
Summer
Prerequisites: None
Corequisites: None
This course introduces basic architectural drafting techniques, lettering, use of architectural and engineer scales, and sketching. Topics include orthographic, axonometric, and oblique drawing techniques using architectural plans, elevations, sections, and details; reprographic techniques; and other related topics. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards.

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)
Spring CAA Elective
Prerequisites: *ENG-111, ART-111, ART-121, ART-122, and ART-131*
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 DRE-098 and 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)
On Demand 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)
On Demand 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: *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; Group B) DMA-010, DMA-020, DMA-030, and DMA-040; Group C) high school biology or BIO-111; Group D) high school chemistry or CHM-131 and CHM-131A*
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: D*MA-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-153 Human Resource Management (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

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-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
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
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-131 Introduction to Chemistry (3/0/3)
Fall/Spring CAA GEN ED
Prerequisites: Take *DRE-098 and 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/Spring CAA UGETC
Prerequisites: *Take DRE-098 and 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)
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
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-125 Civil/Surveying CAD (1/6/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces civil/surveying computer-aided drafting (CAD) software. Topics include drawing, editing, and dimensioning commands; plotting; and other related civil/surveying topics. Upon completion, students should be able to produce civil/surveying drawings using CAD software.

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-115 Crime Scene Photography (2/3/3)
Fall
Prerequisites: None
Corequisites: None
This course covers methodologies for photographing crime scenes including their application to forensic sciences, the legal system, and the proper use of

digital cameras and accessories. Topics include digital cameras, operational functions required to properly photograph physical evidence and crime scenes, factors affecting admissibility of crime scene photographs, and methods and techniques specific to photographing crime scenes. Upon completion, students should be able to operate digital cameras using appropriate settings to control exposure and depth of field, properly compose various types of crime scene photographs, and use specialized techniques to properly photograph key items of evidence.

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-213 Substance Abuse (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

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-232 Civil Liabilty (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues.

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*
Corequisites: COS-112 and 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 and COS-112
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-111 and 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, COS-112, *COS-113, and COS-114*
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-111, COS-112, *COS-113, 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-112, *COS-115, and COS-116*
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-111, COS-112, *COS-115, 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)
Spring
Prerequisites: *COS-111 and COS-112*
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)
Fall
Prerequisites: *COS-111, COS-112, COS-113, COS-114, and ENG-111*
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, COS-113, COS-114, 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)
Spring 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)
On Demand 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-115 Info Sys Business Concepts (3/0/3)
Spring
Prerequisites: None
Corequisites: None
The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems.

CTS-120 Hardware/Software Support (2/3/3)
Fall
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: None
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-135 Integrated Software Intro (2/4/4)
Fall
Prerequisites: None
Corequisites: None
This course instructs students in the Windows or Linux based program suites for word processing, spreadsheet, database, personal information manager, and presentation software. This course prepares students for introductory level skills in database, spreadsheet, personal information manager, word processing, and presentation applications to utilize data sharing. Upon completion, students should be able to design and integrate data at an introductory level to produce documents using multiple technologies.

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-289 System Support Project (1/4/3)
Spring
Prerequisites: CTI-110, CTI-120, CTS-115 *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 capstone course required to successfully complete the Computer Information Technology degree program.*

COMPUTER TECH INTEGRATION

CTI-110 Web, Pgm, & Db Foundation (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table.

CTI-120 Network & Sec Foundation (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to

networking mathematics, terminology, media and protocols.

CTI-140 Virtualization Concepts (1/4/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces operating system virtualization. Emphasis is placed on virtualization terminology, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to installation, configuration and management of virtual machines.

DATABASE MANAGEMENT

DBA-110 Database Concepts (2/3/3)
Fall
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.

DESIGN: DRAFTING

DDF-221 Design Draft Project (0/4/2)
Summer
Prerequisites: Take All: DFT-111, DFT-112, and DFT-151
Corequisites: None
This course incorporates ideas from concept to final design. Topics include reverse engineering, design for manufacturability, and mock-up construction. Upon completion, students should be able to generate working drawings and models based on physical design parameters.

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-112 Technical Drafting II (1/3/2)
Spring
Prerequisites: DFT-111
Corequisites: *DFT-112A*
This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and sub-assembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings.

DFT-112A Technical Drafting II Lab (0/3/1)
Spring
Prerequisites: None
Corequisites: DFT-112
This course provides a laboratory setting to enhance advance drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 112. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 112.

DFT-151 CAD I (2/3/3)
Fall
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)
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: DMA-010, DMA-020, DMA-030
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: DMA-010, DMA-020, DMA-030, 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: DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050
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: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, 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: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, 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)
Fall
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
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
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: *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: *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
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
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
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
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
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
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
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
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 CAA Elective
Prerequisites: None
Corequisites: DRE-098

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: EDU-144 and EDU-145
Corequisites: DRE-098
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
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
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-251 Exploration Activities (3/0/3)
Fall
Prerequisites: None
Corequisites: DRE-098
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

EDU-259 Curriculum Planning (3/0/3)
Spring
Prerequisites: EDU-119
Corequisites: DRE-098
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
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
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-280 Language & Literacy Exp (3/0/3)
Fall
Prerequisites: *ENG-111*
Corequisites: DRE-098
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: EDU-119, EDU-144, EDU-145, EDU-146, EDU-151 and *ENG-111*
Corequisites: None
This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

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)
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-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
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/Summer 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/Summer CAA UGETC
Prerequisites: 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)
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 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)
Fall 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)
Spring 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-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.

GRA-163 Computer Graphics Apps III (0/3/1)
Fall
Prerequisites: None
Corequisites: GRA-153
This course is designed to provide additional hands-on training using computer software and hardware for production and design in graphic arts. Emphasis is placed on utilizing various computer software and hardware to produce advanced graphic arts projects. Upon completion, students should be able to effectively use the computer as a graphic arts production tool.

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-117 Design Career Exploration (2/0/2)
Spring
Prerequisites: None
Corequisites: None
This course covers opportunities in the graphic design field and employment requirements. Topics include evaluation of career choices, operations, structure of advertising and graphic design businesses, and related business issues. Upon completion, students should be able to demonstrate an understanding of the graphic design field and consider an appropriate personal direction of career specialization.

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-230 Technical Illustration (1/3/2)
Spring
Prerequisites: *ART-131, DES-125, or GRD-121*
Corequisites: None
This course introduces technical and industrial illustration techniques. Topics include orthographic, isometric, linear perspective, and exploded views. Upon completion, students should be able to demonstrate competence in various technical rendering techniques.

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/Summer 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/Summer 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/Summer 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/Summer 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)
On Demand 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)
On Demand 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-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.*

HEALTH INFORMATION TECHNOLOGY

HIT-110 Fundamentals of HIM (3/0/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces Health Information Management (HIM) and its role in healthcare delivery systems. Topics include standards, regulations and initiatives; payment and reimbursement systems, healthcare providers and disciplines; and electronic health records (EHRs). Upon completion, students should be able to demonstrate an understanding of health information management and healthcare organizations, professions and trends.

HIT-112 Health Law and Ethics (3/0/0/3)
Spring
Prerequisites: *HIT-110*
Corequisites: None
This course covers legislative and regulatory processes, legal terminology, and professional-related and practice-related ethical issues. Topics include confidentiality; privacy and security policies, procedures and monitoring; release of information policies and procedures; and professional-related and practice-related ethical issues. Upon completion, students should be able to apply policies and procedures for access and disclosure of Protected Health Information and apply and promote ethical standards.

HIT-114 Health Data Sys/Standards (2/3/0/3)
Spring
Prerequisites: *HIT-110*
Corequisites: None
This course covers concepts and techniques for managing and maintaining manual and electronic health records (EHR). Topics include structure and use of health information including data collection and analysis, data sources/sets, archival systems, and quality and integrity of healthcare data. Upon completion, students should be able to monitor and apply system-wide clinical documentation guidelines and comply with regulatory standards.

HIT-122 Prof Practice Exp I (0/0/3/1)
Fall
Prerequisites: *HIT-211*
Corequisites: *HIT-210, HIT-214, HIT-216, and HIT-226*
This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices.

HIT-210 Healthcare Statistics (2/2/0/3)
Fall
Prerequisites: *HIT-211* and MAT-143
Corequisites: *HIT-122, HIT-214, HIT-216, and HIT-226*
This course covers maintenance, compilation, analysis, and presentation of healthcare statistics and research protocols and techniques. Topics include basic statistical principles, indices, databases, registries, vital statistics, descriptive statistics, research protocol monitoring, Institutional Review Board processes, and knowledge-based research techniques. Upon completion, students should be able to apply, interpret, and present healthcare statistics and utilize research techniques to gather and interpret healthcare data.

HIT-211 ICD Coding (2/6/0/4)
Summer
Prerequisites: *HIT-112 and HIT-114*
Corequisites: None
This course covers ICD diagnostics and procedural coding conventions and guidelines for inpatient, outpatient and ambulatory care. Emphasis is placed on a comprehensive application of anatomy, physiology and interrelationships among organ systems. Upon completion, students should be able to accurately assign and sequence diagnostic and procedural codes for patient outcomes, statistical and reimbursement purposes.

HIT-214 CPT/Other Coding Systems (1/3/0/2)
Summer
Prerequisites: HIT -211
Corequisites: *HIT-122, HIT-210, HIT-216, and HIT-226*
This course covers application of principles and guidelines of CPT/HCPCS coding. Topics include clinical classification/nomenclature systems such as SNOMED, DSM, ICD-O and the use of encoders. Upon completion, students should be able to apply coding principles to correctly assign *CPT/HCPCS codes.*

HIT-215 Reimbursement Methodology (1/2/0/2)
Summer
Prerequisites: *HIT -214*
Corequisites: *HIT-218, HIT-222, HIT-225, and HIT-280*
This course covers reimbursement methodologies used in all healthcare settings as they relate to national billing, compliance, and reporting requirements. Topics include prospective payment systems, billing process and procedures, chargemaster maintenance, regulatory guidelines, reimbursement monitoring, and compliance strategies and reporting. Upon completion, students should be able to perform data quality reviews to validate code assignment and comply

with reimbursement and reporting requirements.

HIT-216 Quality Management (1/3/0/2)
Fall
Prerequisites: HIT -114 and *HIT-211*
Corequisites: *HIT-122, HIT-210, HIT-214, and HIT-226*
This course introduces principles of quality assessment and improvement, and utilization, risk, and case management, in healthcare. Topics include Continuous Quality Improvement, and case management processes, data analysis/reporting techniques, credentialing, regulatory quality monitoring requirements, and outcome measures and monitoring. Upon completion, students should be able to abstract, analyze, and report clinical data for facility-wide quality management/performance
improvement programs and monitor compliance measures.

HIT-218 Mgmt Principles in HIT (3/0/0/3)
Spring
Prerequisites: *HIT -214*
Corequisites: *HIT-215, HIT-222, HIT-225, and HIT-280*
This course covers organizational management concepts as applied to healthcare settings. Topics include roles/functions of teams/committees, leadership, communication and interpersonal skills, designing and implementing orientation/training programs, monitoring workflow, performance standards, revenue cycles, and organizational resources. Upon completion, students should be able to apply management, leadership, and supervisory concepts to various healthcare settings.

HIT-222 Prof Practice Exp III (0/0/6/2)
Spring
Prerequisites: *HIT -214*
Corequisites: *HIT-215, HIT-218, HIT-225, and HIT-280*
This course provides supervised clinical experience in healthcare settings. Emphasis is placed on practical application of curriculum concepts to the healthcare setting. Upon completion, students should be able to apply health information theory to healthcare facility practices.

HIT-225 Healthcare Informatics (3/2/0/4)
Spring
Prerequisites: *HIT-214*
Corequisites: *HIT-215, HIT-218, HIT-222, and HIT-280*
This course covers data analysis to support decision making, patient care, and regulatory compliance. Topics include clinical terminology and vocabulary systems, data capture methodology, data presentation and reporting, and initiatives to improve the quality of patient care. Upon completion, students should be able to identify data elements and sets, analyze capture methodology in healthcare settings, analyze compliance issues and make improvement recommendations.

HIT-226 Principles of Disease (3/0/0/3)
Fall
Prerequisites: BIO-166 or BIO-169 and *HIT-211*
Corequisites: *HIT-122, HIT-210, HIT-214, and HIT-216*
This course covers disease etiology and organ system involvement, including physical signs and symptoms, prognoses, and common complications and their management. Topics include basic microbiology, basic pharmacology, and principles of disease. Upon completion, students should be able to relate disease processes to etiology, physical signs and symptoms, prognosis, and common complications and their management.

HIT-280 Professional Issues (2/0/0/2)
Spring
Prerequisites: HIT-211 and *HIT-214*
Corequisites: *HIT-215, HIT-218, HIT-222, and HIT-225*
This course provides a comprehensive discussion of topics common to the health information profession. Emphasis is placed on application of professional competencies, job search tools, and preparation for the certification examination. Upon completion, students should be able to demonstrate competence in entry-level domains and subdomains for health information technologies.

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)
Fall/Spring CAA GEN ED
Prerequisites: DRE-098
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)
On Demand 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)
On Demand 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)
On Demand 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)
On Demand 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)
Spring
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.

LOGISTICS

LOG-110 Intro to Logistics (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry.

LOG-125 Transportation Logistics (3/0/3)
Spring

Prerequisites: None
Corequisites: None
This course covers the role and importance of the transportation industry. This is an overview of transportation emphasizing its environmental and sociological aspects, economic impact, services, regulatory guidelines, policies, and its future. Upon completion, students should be able to identify modes of transportation, interpret governing regulations, and describe the principles and terminology used in the transportation industry.

LOG-210 Fleet Management (3/0/3)
Spring
Prerequisites: LOG-110
Corequisites: None
This course covers the management of transportation, fleet operations, and safety. Emphasis is placed on DOT safety regulations in the hiring, training, and supervision of drivers in transportation. Upon completion, students should be able to write a safety program for drivers involved in interstate commerce following DOT regulations.

MACHINING

MAC-111 Machining Technology I (2/12/6)
Fall/Spring/Summer
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)
Fall/Spring/Summer
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)
Fall/Spring/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-121*
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-121*
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/Spring/Summer
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)
Fall/Spring/Summer
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-001P Math Skills Support (0/2/1)
Fall/Spring
Prerequisites: None
Corequisites: MAT-171
This course provides opportunities for students to build a stronger foundation for success in their corequisite math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the co-requisite math course. Upon completion, students should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's co-requisite math course.

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
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
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* DMA-010, DMA-020, DMA-030, DMA-040, DMA-050
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: DRE-098 and DMA-010, DMA-020, DMA-030, DMA-040, DMA-050
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)
On Demand 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: MAT-121 or DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080
Corequisites: *MAT-001P required for any student meeting the prerequisite for MAT-171 but who has an unweighted high school GPA between 2.60 and 2.99, inclusively.*
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)
Fall/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)
On Demand 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)
Fall/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/Spring
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)
Fall/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: *OST-131*
Corequisites: None
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: *BIO-163*
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-264 Medical Assisting Overview (2/0/2)
Spring
Prerequisites: Completion of 3 semesters in the Med. Assist program.
Corequisites: None
This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures perfromed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants.

MED-270 Symptomology (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to the symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions.

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.

MED-276 Patient Education (1/2/2)
Spring
Prerequisites: None
Corequisites: None
This course is designed to provide communication skills, basic education principles, and knowledge of available

community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.

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)
On Demand 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*
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 Introduction to Networks (1/4/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

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: None
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: None
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)
Spring
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)
Fall
Prerequisites: *NOS-110*
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)
On Demand
Prerequisites: None
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)
On Demand
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 Applications I (2/2/3)
Fall/Spring

Prerequisites: None
Corequisites: None
This course introduces the concepts and functions of software that meet 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 Ins & Billing (3/0/3)
Fall
Prerequisites: *MED-121*
Corequisites: None
This course introduces fundamentals of medical insurance and billing. 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 (2/2/3)
Spring
Prerequisites: CIS-110, CIS-111 or OST-137
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 Office Editing (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 Office Procedures (2/2/3)
Fall
Prerequisites: *OST-134 and OST-137*
Corequisites: *OST-136*
This course introduces the skills and procedures 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)
Spring
Prerequisites: OST-148 *AND OST-134*
Corequisites: None
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections.

OST-286 Professional Development (3/0/3)
Fall
Prerequisites: *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 Office Admin Capstone (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 administrative office procedures. Emphasis is placed on written and oral communication skills, office software applications, office procedures, ethics, and professional development. 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)
Fall/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-119 Circuit Training (0/3/1)
Spring CAA Elective
Prerequisites: None
Corequisites: None
This course covers the skills necessary to participate in a developmental fitness program. Emphasis is placed on the circuit training method which involves a series of conditioning timed stations arranged for maximum benefit and variety. Upon completion, students should be able to understand and appreciate the role of circuit training as a means to develop fitness. *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)
On Demand 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)
On Demand 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)
Fall/Spring CAA Elective
Prerequisites: DRE-098
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)
Fall 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)
Spring 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)
On Demand 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)
On Demand 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)
On Demand 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*
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)
Spring
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)
On Demand 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 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)
On Demand 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: *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)
Fall/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)
On Demand 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)
On Demand 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)
On Demand 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)
On Demand 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 (1/6/0/3)
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 (1/6/0/3)
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 (2/6/0/4)
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 (1/6/0/3)
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 (2/3/0/3)
Fall
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 (3/0/0/3)
Fall
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 (2/0/0/2)
Summer
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 (2/0/0/2)
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 (3/6/0/5)
Fall
Prerequisites: *PTA-130 and PTA-150*
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 (2/0/0/2)
Summer
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-254 Pediatrics for the PTA (0/3/0/1)
Summer
Prerequisites: None
Corequisites: None
This course provides an in-depth study of pediatric dysfunction and rehabilitation techniques. Topics include severe and profound attention deficit disorder, sensory integration, and rehabilitation in the school setting. Upon completion, students should be able to discuss selected pediatric dysfunctions and demonstrate specialized rehabilitation techniques.

PTA-260 AB/BB 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 (1/0/0/1)
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 (1/0/0/1)
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 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 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)
Spring
Prerequisites: ENG-111
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)
On Demand
Prerequisites: None
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)
On Demand
Prerequisites: None
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)
On Demand 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)
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.*

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)
On Demand 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)
On Demand 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/Spring/Summer 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)
Spring 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)
Spring 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)
On Demand 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)
On Demand 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.

TRUCKING OPERATIONS MANAGEMENT

TOM-250 Operations of Trucking I (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course provides an overview of operating a trucking business. Topics include the business, marketing, economics, finance, accounting, freight brokerage and entrepreneurship aspects of operating a trucking business. Upon completion, students should be able to define the skills and personnel needed to operate a successful trucking business.

TOM-260 Operations of Trucking II (3/0/3)
Spring
Prerequisites: TOM-250
Corequisites: None
This course covers the advanced aspects of operating a trucking business. Topics include the advanced aspects of business, marketing, economics, finance, accounting, freight brokerage and entrepreneurship aspects of operating a trucking business. Upon completion, students should be able to demonstrate the skills needed to operate a trucking business.

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-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
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-125 Mobile Web Design (2/2/3)
On Demand
Prerequisites: None
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/Spring
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)
Fall/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)
Spring/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-151 Fabrication I AB & BB (2/6/4)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment.

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.

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