



2022-2023
SURRY COMMUNITY COLLEGE CATALOG

SURRY Community College

Serving Surry and Yadkin Counties
www.surry.edu

SURRY COMMUNITY COLLEGE

CATALOG
2022-2023

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
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Coordinator, Student Services
630 South Main Street
Dobson, NC 27017-8432
Telephone (336) 386-3384
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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, certificates, as well as numerous opportunities for technical and short-term training through our Workforce, Technologies, and Community Education Division. We have an exceptional 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 eager to help you reach your farthest star. We provide relevant programs and support services for students in a positive learning environment utilizing proven and emerging technologies. It is with great pride that I serve as President of Surry Community College.
It is with great pride that I serve as President of Surry Community College.



Surry Community College is proud of its partnerships with the area public school systems as through our collaboration, we can provide unprecedented opportunities to meet the needs of all students. We remain steadfast in our commitment to serve the economic and workforce development needs of our business, industry, healthcare providers, economic development agencies, and federal, state, and local governments to ensure continuous improvement of student-focused programs and services.

The College consistently ranks high with state licensure and state board examinations and has been named as the leader in college transfer student success. Our customized industry training continually ranks as the top producer in the NC Community College System.

A community college education provides the skills and knowledge one needs to successfully compete in the workforce. Whether you are starting a new career, looking to improve job skills, or planning to transfer to a university, 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.

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Updated February 2022.

ACADEMIC CALENDAR 2022-2023

Fall Semester 2022

Faculty Workdays ..... Wednesday, Thursday, Friday, August 10th, 11th, 12th
First Day of Class.....Monday, August 15th
Labor Day Observance.....Monday, September 5th
Fall Break.....Monday & Tuesday, October 17th and 18th
Veteran's Day Observance..... Friday, November 11th
Thanksgiving Holiday..... Wednesday – Saturday, November 23rd, 24th, and 25th
Last Day of Class .....Friday, December 16th

Spring Semester 2023

Faculty Workdays .....Thursday and Friday, January 5th and 6th
First Day of Class..... Monday, January 9th
Dr. Martin Luther King Jr Birthday Observance ..... Monday, January 16th
Spring Break..... Saturday, March 11th – Sunday March 18th
Easter Observance ..... Thursday & Friday, April 6th & 7th
Last Day of Class .....Friday, May 12th
Graduation Day .....Saturday, May 13th

Summer Semester 2023

First day of summer session .....Monday, May 22nd
Memorial Day Observance .....Monday, May 29th
Last Day of First Summer Session.....Monday, June 26th
First Day of Second Summer Session .....Tuesday, June 27th
Fourth of July Break ..... Tuesday, July 4th – Friday, July 7th
Last Day of Full and Second Summer Session .....Friday, August 4th

Approved by Board of Trustees, February 10, 2020
Amended by Board of Trustees, January 10, 2022

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:

a. Increase student enrollment, retention, and goal completion.
b. Improve and expand student learning through excellence in academic programs and support services.
c. Support the educational and economic development of our community.
d. Secure and manage resources to ensure growth and success.
e. Effectively communicate with internal and external stakeholders.

Approved by the SCC Board of Trustees on June 13, 2016.

VALUES

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

- Excellence in teaching and learning through an emphasis on critical thinking.
- A culture of collaboration, cooperation, and caring among students, faculty, staff, and community stakeholders.
- Developing students' sense of personal responsibility.
- Using emerging technologies to enhance students' learning and to increase institutional effectiveness.
- Continuous improvement and research-driven decision making.

LEARNING COLLEGE PHILOSOPHY

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

a. The learning college creates substantive change in individual learners.
b. The learning college engages learners in the learning process as full partners, assuming primary responsibility for their own choices.
c. The learning college creates and offers as many options for learning as possible.
d. The learning college assists learners to form and participate in collaborative learning activities.
e. The learning college defines the roles of its learning facilitators by the needs of the learners.
f. 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 (1997).

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 2018-2019. Questions may be addressed to the SCC Office of Institutional Research at 336-386-3436.

Performance Measures and Standards 2021 Report

#	*Measure*	*State-Wide College Percentage*	*System Goal*	*SCC Results*	*Met Goal*
1.	**Basic Skills Student Progress**	33.5%	42.5.6%	**43.8%**	Yes
2.	**English Success**	62.6%	70.4%	**58.9%**	No
3.	**Math Success**	46.3%	54.5%	**43.3%**	No
4.	**First Year Progression**	66.8%	71.8%	**65.2%**	No
5.	**Completion Rate**	55.3%	61.3%	**58.9%**	No
6.	**Licensure Pass Rate**	1.00**	1.10**	**1.00****	No
7.	**Transfer Performance**	87.2%	91.1%	**93.2%**	Yes

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

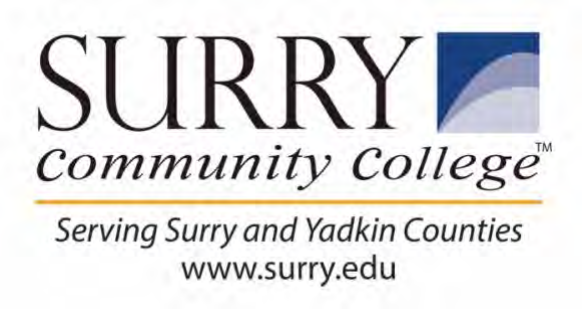
**Weighted index score of first-time test taker results on licensure and certification exams. Exams included in this measure are state mandated exams, which candidates must pass before becoming active practitioners. Weights are based on the tier associated with the related instructional program.

-Updated February 2, 2021

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 Research, Richards Building, Room H-218.

PROGRAMS


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CURRICULUM PROGRAMS

DEGREES

Associate 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, and PTA).

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 allows 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.G.E. (Associate in General Education - Nursing Degree)

The Associate in General Education (AGE) – Nursing is designed for students who wish to begin their study toward a Baccalaureate degree in Nursing as based on Blocks 1 through 3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015. The AGE-Nursing shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of courses.

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.

A.A.T.P. (Associate in Art Teacher Preparation Degree)

The Associate in Arts Teacher Preparation curriculum provides basic course work in humanities, fine arts, English, mathematics, and social sciences with additional concentration in education. 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 Education. The Associate in Arts Teacher Preparation 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.

A.S.T.P (Associate in Science Teacher Preparation Degree)

The Associate in Science Teacher Preparation curriculum provides basic course work in humanities, fine arts, English, mathematics, and social sciences with additional concentration in S.T.E.M. 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 Education. The Associate in Science Teacher Preparation 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.

- **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.
- **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.
- **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.
- **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.
- **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.
- **Technology Skills:** SCC graduates will be able to use technology effectively as a tool for research, problem solving, communication, and career enrichment.
- **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 students that are striving to find balance between education, work and family obligations.

Currently fourteen degrees and eleven 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 & Finance
- Associate in Arts
- Associates in Arts in Teacher Preparation
- Business Administration
- Computer Programming and Development
- Criminal Justice Technology
- Digital Media Technology - Graphic Design
- Early Childhood Administration
- Early Childhood Education
- Management Information Systems
- Medical Office Administration
- Information Technology
- 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 and blended courses (combines face-to-face and online), Internet (online) courses, video conference, and virtual 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: H (51 to 99% online) (e.g., HUM-115-H1)
Blended courses: B (<=50% online) (e.g., MAT-152-B1)
Online courses: I (e.g., CIS-110-I1)
Video conference courses: T (e.g., COM-231-T1)
Virtual courses: V (some synchronous online) (e.g. ENG-111-1)

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. Online courses are designated with a section code of I. Virtual courses are designated with a section code of V.

Hybrid/blended 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, weblinks, online and in- class discussions, collaboration and problem-solving. Hybrid classes are designated with a section code of H. Blended classes are designated with a section code of B.

Hyflex courses allow students to attend classes in person with the instructor in the classroom or to view the lectures and participate in activities online. In most Hyflex courses (nursing classes are an exception), students can choose to exclusively attend remotely, if they prefer. As necessary, the HyFlex class can flip to completely online. If some in person attendance is required, faculty will communicate with students before the start date to clarify how and when to attend (applies to nursing courses only).

Selected courses are taught on-campus using SCC's specially-designed video conferencing classroom. Video conferencing classes bring together students located at multiple locations across North Carolina, with communication conducted through interactive use of television monitors, microphones, and video cameras. All necessary technologies are provided in the classrooms. Students will find video conferencing class instruction collaborative and engaging. Video conferencing classes are designated with a section code of T.

In order to successfully complete online, hybrid, blended or virtual 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 (https://vlc.nccommunitycolleges.edu/faculty/online-readiness-checklist/)

Online Course Information

Characteristics of Successful Online Learners

To be successful in an online class, students must be self-disciplined and willing to interact with their classmates and instructor regularly. They must have access to a computer with internet access and you must be capable of using computers and the Web for basic activities such as sending email and completing online research. While online learning provides flexibility, most students find that online learning takes more time than the traditional classroom.

Computer skills, hardware, and software

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 2019 (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

Surry Community College currently uses Moodle for online learning classes. Students need basic computer and technical skills to participate in an online course. These skills include but are not limited to the following:

- Using a mouse including scrolling, left-clicking and right-clicking.
- Typing information for coursework.
- Creating documents, spreadsheets, and presentations.
- Opening, minimizing and closing computer applications.
- Saving files to a computer and other devices such as flash drive.
- Recognizing and understanding common file formats such as .doc or .docx, .pdf, and .txt.
- Participating in online discussion boards.
- Participating in online chat rooms.
- Printing pages from a web browser.
- Search the Internet.

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: Requirements will vary depending on program of study.

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.

Contact Rachel Hiatt
Email: hiattr@surry.edu_Phone:
(336) 386-3291
NOTE: Work-based learning options are listed under each participating curriculum program of study.

PROGRAMS

Transfer to University

COLLEGE TRANSFER PROGRAMS

STUDENTS PLANNING TO TRANSFER TO A FOUR-YEAR INSTITUTION

Students taking classes in the Associate in Arts (AA), Associate in Art Teacher Preparation (AATP), Associate in Fine Arts (AFA), Associate in Science (AS), and Associate in Science Teacher Preparation (ASTP) 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 Articulation Agreement 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 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, MUS 112	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 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 Articulation Agreement. 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 Articulation Agreement.

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 Articulation Agreement 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 Articulation Agreement 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 Articulation Agreement 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.

NC CAREER AND COLLEGE PROMISE TRANSFER PATHWAYS

High school juniors and seniors are eligible to enroll in 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 2.8 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, Associate in Fine Arts in Visual Arts, or the Associate in Science.

Surry Community College offers CCP College Transfer Pathway courses at the Center for Public Safety in Mt. Airy, the Elkin Center, the Pilot Center, the Yadkin Center, the main campus, and online.

Associate in Arts Pathway – P1012C

This CCP College Transfer Pathway provides up to 32-33 credit hours leading to the Associate in Arts 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)
All required.

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:

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)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 240 Introduction to Ethics (3)

Literature (3 credit hours)
Select one course from the following:

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)

Math (3-4 credit hours)
Select one course from the following.

MAT 143 Quantitative Literacy (3)
MAT 152 Statistical Methods I (4)
MAT 171 Pre-Calculus Algebra (4)

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

Social/Behavioral Science (6 credit hours)
Select two courses from the following:

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 (3 credit hours)
Select one course from the following:

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)

Natural Sciences (4 credit hours)
Select four credit hours from the following:

BIO 110 Principles of Biology (4)
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)

***OPTIONAL General Education Hours (0-6 SHC)**
A student may take up to 6 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not part of the Universal General Education Transfer Component.

Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Associate in Fine Arts in Visual Arts Pathway – P1062C

This CCP College Transfer Pathway provides up to 33 credit hours leading to the Associate in Fine Arts in Visual Arts and is designed for high school juniors and seniors who wish to begin study toward the Associate in Fine Arts in Visual Arts and a baccalaureate degree in a Fine Arts-Visual Arts.

English Composition (6 credit hours)

All required.

ENG 111 Writing & Inquiry (3)
ENG 112 Writing/Research in the Disc. (3)

Communication/Humanities/Fine Arts (3 credit hours)

Select one course from the following:

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)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 240 Introduction to Ethics (3)

Literature (3 credit hours)

Select one course from the following:

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)

Math (4 credit hours)

Select one course from the following.

MAT 143 Quantitative Literacy (4)
MAT 152 Statistical Methods I (4)
MAT 171 Pre-Calculus Algebra (4)

Social/Behavioral Science (3 credit hours)

Select one course from the following:

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 (3 credit hours)

Select one course from the following:

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)

Natural Sciences (4 credit hours)

Select four credit hours from the following.

BIO 110 Principles of Biology (4)
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)

Art (6 credit hours)

ART 121 Two-Dimensional Design (3)
ART 131 Drawing I (3)

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)

All required.

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)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 240 Introduction to Ethics (3)

Literature (3 credit hours)

Select one course from the following:

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)

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)

W – Writing Intensive Course (ENG-111 pre-req

Social/Behavioral Science (3 credit hours)

Select one course from the following:

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 (3 credit hours)

Select one course from the following:

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)

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)

Associate in Arts in Teacher Preparation Pathway – P1012T

This CCP College Transfer Pathway provides up to 40-48 credit hours leading to the Associate in Arts in Teacher Preparation is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts in Teacher Preparation degree and a baccalaureate degree in a non-STEM major.

English Composition (6 credit hours)

All required.

ENG 111 Writing & Inquiry (3)
ENG 112 Writing/Research in the Disc. (3)

Communication/Humanities/Fine Arts (3 credit hours)
Select one course from the following:

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)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 240 Introduction to Ethics (3)

Literature (3 credit hours)
Select one course from the following:

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)

Math (3-4 credit hours)
Select one course from the following.

MAT 143 Quantitative Literacy (3)
MAT 152 Statistical Methods I (4)
MAT 171 Pre-**Calculus Algebra (4)**

Social/Behavioral Science (6 credit hours)
Required:

SOC 225 Social Diversity (3)

Select one course from the following:

ECO 251 Principles of Microeconomics (3)
ECO 252 Principles of Macroeconomics (3)
POL 120 American Government (3)
PSY 150 General Psychology (3)
SOC 210 Introduction to Sociology (3)

History (3 credit hours)
Select one course from the following:

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)

Natural Sciences (4 credit hours)
Select four credit hours from the following:

BIO 110 Principles of Biology (4)
BIO 111 General Biology I (4)
CHM 151 General Chemistry I (4)
PHY 110/110A Conceptual Physics and Lab (4)

Education (7 SHC)
Required:

EDU 187 Teaching & Learning for All***** (4)
EDU 216 Foundations in Education (3)

Academic Transition (1 credit hour)

ACA 122 College Transfer Success (1)

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

** Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.*

***OPTIONAL General Education Hours (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Associate in Science in Teacher Preparation Pathway – P1042T

This CCP College Transfer Pathway provides up to 42-50 credit hours leading to the Associate in Science in Teacher Preparation and is designed for high school juniors and seniors who wish to begin study toward the Associate in Science in Teacher Preparation degree and a baccalaureate degree in a STEM or technical major.

English Composition (6 credit hours)

All required.

ENG 111 Writing & Inquiry (3)
ENG 112 Writing/Research in the Disc. (3)

Communication/Humanities/Fine Arts (3 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)
MUS 110 Music Appreciation (3)
MUS 112 Introduction to Jazz (3)
PHI 240 Introduction to Ethics (3)

Literature (3 credit hours)

Select one course from the following:

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)

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)

Required:
SOC 225 Social Diversity (3)
Select one course from the following:

ECO 251 Principles of Microeconomics (3)
ECO 252 Principles of Macroeconomics (3)
POL 120 American Government (3)
PSY 150 General Psychology (3)
SOC 210 Introduction to Sociology (3)

History (3 credit hours)

Select one course from the following:

ECO 251 Principles of Microeconomics (3)
ECO 252 Principles of Macroeconomics (3)
POL 120 American Government (3)
SOC 210 Introduction to Sociology (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)

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)

Education (7 SHC)

Required:
EDU 187 Teaching & Learning for All***** (4)
EDU 216 Foundations in Education (3)

Academic Transition (1 credit hour)

ACA 122 College Transfer Success (1)

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

** Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.*

***OPTIONAL General Education Hours (0-8 SHC)**

A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

ASSOCIATE IN ARTS – COLLEGE TRANSFER DEGREE

ASSOCIATE IN ARTS (A10100) 60-61 SEMESTER HOURS

ACADEMIC TRANSITION (1 CREDIT HOUR)

- ☐ ACA 122 College Transfer Success (1)

UGETC UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (31 32 CREDIT HOURS)

English Composition (6 credit hours) Select both courses.

- ☐ ENG 111 Writing and Inquiry (3)
- ☐ ENG 112 Writing/Research in Disc. (3)

Humanities/Fine Arts and Communications (6 credit hours) 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 IIW (3)
- ☐ MUS 110 Music Appreciation (3)
- ☐ MUS 112 Intro to Jazz (3)
- ☐ PHI 240 Intro to Ethics (3)

Literature Requirement (3 credit hours) 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 credit hours) 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 credit hours) 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 credit hours) Select 1 course.

- ☐ MAT 143 Quantitative Literacy (3)
- ☐ MAT 152 Statistical Methods I (4)
- ☐ MAT 171 Pre-Calculus Algebra (4)

Natural Sciences (4 credit hours) Select 1 course.

- ☐ BIO 110 Principles of Biology (4)
- ☐ BIO 111 General Biology I (4)
- ☐ CHM 151 General Chemistry I (4)
- ☐ PHY 110/110A Conceptual Physics (4)

GENERAL EDUCATION COURSES (14 CREDIT HOURS)

Second Math (4 credit hours) Select 1 course.

- ☐ MAT 143 Quantitative Literacy (3)
- ☐ 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 273 Calculus III (4)

Second Natural Science (4 credit hours) Select 1 course.

- ☐ BIO 110 Principles of Biology (4)
- ☐ 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 General Education Courses (6 credit hours) Select 6 hours from any of the previous course listings and/or from the following list. Choose courses based on your intended major.

- ☐ ANT 210 General Anthropology (3)
- ☐ CIS 110 Intro to Computers (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 122 Southern Culture (3)
- ☐ HUM 130 Myth in Human Culture (3)
- ☐ HUM 220 Human Values and Meaning (3)
- ☐ MUS 210 History of Rock Music (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/PRE MAJOR COURSES (14 CREDIT HOURS)

Select 14 hours from any of the previous course listings and/or from the following list. Choose courses related to your intended major.

- ☐ ACC 120 Prin. Financial Accounting (4)
- ☐ ACC 121 Prin. Managerial Accounting (4)
- ☐ ART 121 Two-Dimensional Design (3)
- ☐ ART 122 Three-Dimensional Design (3)
- ☐ ART 131 Drawing I (3)
- ☐ ART 132 Drawing II (3)
- ☐ ART 140 Basic Painting (2)
- ☐ ART 214 Portfolio and Resume (1)
- ☐ ART 215 Visual Art Portfolio[W] (3)
- ☐ 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 III (3)
- ☐ ART 286 Ceramics IV (3)
- ☐ BIO 143 Field Biology Mini-Course (2)
- ☐ BIO 145 Ecology (4)
- ☐ BIO 146 Regional Natural History (4)
- ☐ BIO 155 Nutrition (3)
- ☐ BIO 163 Basic Anatomy & Physiology (5)
- ☐ BIO 168 Anatomy & Physiology I (4)
- ☐ BIO 169 Anatomy & Physiology II (4)
- ☐ BIO 250 Genetics (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 113 Juvenile Justice (3)
- ☐ CJC 121 Law Enforcement Operation (3)
- ☐ CJC 141 Corrections (3)
- ☐ CJC 212 Ethics & Community Relations (3)
- ☐ CSC 134 C++ Programming (3)
- ☐ CSC 139 Visual BASIC Programming (3)
- ☐ CSC 151 JAVA Programming (3)
- ☐ CSC 239 Advance Visual BASIC Programming (3)
- ☐ EDU 144 Child Development I (3)
- ☐ EDU 145 Child Development II (3)
- ☐ EDU 216 Foundations of Education (3)
- ☐ EDU 221 Children with Exceptionalities (3)
- ☐ EGR 150 Intro to Engineering (2)
- ☐ 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 The World Since 1945 (3)
- ☐ HIS 221 African-American History (3)
- ☐ HIS 226 The Civil War (3)
- ☐ HIS 227 Native American History (3)
- ☐ HIS 237 The American Revolution (3)
- ☐ HIS 262 Middle East History (3)
- ☐ HUM 123 Appalachian Culture (3)
- ☐ HUM 180 Internat Cultural Explor (3)
- ☐ HUM 230 Leadership Development (3)
- ☐ JOU 110 Intro to Journalism (3)
- ☐ MAT 280 Linear Algebra (3)
- ☐ MAT 285 Differential Equations (3)
- ☐ PED Any Physical Education Course (1-3)
- ☐ PSY 231 Forensic Psychology (3)
- ☐ PSY 243 Child Psychology (3)
- ☐ PSY 263 Educational Psychology (3)
- ☐ SOC 234 Sociology of Gender (3)
- ☐ SOC 244 Sociology of Death and Dying (3)
- ☐ SPA 141 Culture & Civilization (3)
- ☐ SPA 221 Spanish Conversation (3)
- ☐ SPA 231 Reading and Composition (3)

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.

W = Writing Intensive Courses (ENG 111 pre-req)

ASSOCIATE IN SCIENCE – COLLEGE TRANSFER DEGREE

ASSOCIATE IN SCIENCE (A10400) 60-61 SEMESTER HOURS

ACADEMIC TRANSITION (1 CREDIT HOUR)

- ☐ ACA 122 College Transfer Success (1)

UGETC UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (34 CREDIT HOURS)

English Composition (6 credit hours) Select both courses.

- ☐ ENG 111 Writing and Inquiry (3)
- ☐ ENG 112 Writing/Research in Disc. (3)

Humanities/Fine Arts and Communications (3 credit hours) 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 240 Intro to Ethics (3)

Literature Requirement (3 credit hours) 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 credit hours) 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 credit hours) 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 credit hours) 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 credit hours) Select a 2- course sequence.

- ☐ BIO 111 General Biology I (4)
- ☐ BIO 112 General Biology II (4)
- ☐ CHM 151 General Chemistry I (4)
- ☐ CHM 152 General Chemistry II (4)
- ☐ PHY 151 College Physics I (4)
- ☐ PHY 152 College Physics II (4)
- ☐ PHY 251 General Physics I (4)
- ☐ PHY 252 General Physics II (4)

GENERAL EDUCATION COURSES (11 CREDIT HOURS)

Select at least 8 hours from any of the previous math and science courses and/or from the following list.

- ☐ BIO 110 Principles of Biology (4)
- ☐ 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 General Education Courses (3 credit hours)
Select 3 hours from any of the previous course listings and/or from the following list. Choose courses based on your intended major.

- ☐ ANT 210 General Anthropology (3)
- ☐ CIS 110 Intro to Computers (3)
- ☐ DRA 111 Theatre Appreciation (3)
- ☐ DRA 126 Storytelling (3)
- ☐ ECO 151 Survey of Economics (3)
- ☐ EGR 150 Intro to Engineering (2)
- ☐ 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 122 Southern Culture (3)
- ☐ HUM 130 Myth in Human Culture (3)
- ☐ HUM 220 Human Values and Meaning (3)
- ☐ MUS 210 History of Rock Music (3)
- ☐ PHY 110/110A Conceptual Physics (4)
- ☐ 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/PRE MAJOR COURSES (14 CREDIT HOURS)

Math/Science Courses (8 SHC) Select 8 hours from the list below and/or from the General Education Math/Science courses.

- ☐ BIO 143 Field Biology Mini-Course (2)
- ☐ BIO 145 Ecology (4)
- ☐ BIO 146 Regional Natural History (4)
- ☐ BIO 155 Nutrition (3)
- ☐ BIO 163 Basic Anatomy & Physiology (5)
- ☐ BIO 168 Anatomy & Physiology I (4)
- ☐ BIO 169 Anatomy & Physiology II (4)
- ☐ BIO 250 Genetics (4)
- ☐ BIO 275 Microbiology (4)
- ☐ CHM 251 Organic Chemistry I (4)
- ☐ CHM 252 Organic Chemistry II (4)
- ☐ MAT 280 Linear Algebra (3)
- ☐ MAT 285 Differential Equations (3)

Select 6 hours from any of the previous course listings and/or from the following. Choose courses related to your intended major.

- ☐ ACC 120 Prin. Financial Accounting (4)
- ☐ ACC 121 Prin. Managerial Accounting (4)
- ☐ ART 121 Two-Dimensional Design (3)
- ☐ ART 122 Three-Dimensional Design (3)
- ☐ ART 131 Drawing I (3)
- ☐ ART 132 Drawing II (3)
- ☐ ART 140 Basic Painting (2)
- ☐ ART 214 Portfolio and Resume (1)
- ☐ ART 215 Visual Art Portfolio[W] (3)
- ☐ 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)
- ☐ BUS 110 Introduction to Business (3)
- ☐ BUS 115 Business Law I (3)
- ☐ BUS 137 Principles of Management (3)
- ☐ CJC 111 Intro to Criminal Justice (3)
- ☐ CJC 113 Juvenile 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)
- ☐ CJC 212 Ethics & Community Relations (3)
- ☐ CSC 239 Advance Visual BASIC Programming (3)
- ☐ EDU 144 Child Development I (4)
- ☐ EDU 145 Child Development II (4)
- ☐ EDU 216 Foundations of Education (4)
- ☐ EDU 221 Children with Exceptionalities (4)
- ☐ 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 The World Since 1945 (3)
- ☐ HIS 221 African-American History (3)
- ☐ HIS 226 The Civil War (3)
- ☐ HIS 227 Native American History (3)
- ☐ HIS 237 The American Revolution (3)
- ☐ HIS 262 Middle East History (3)
- ☐ HUM 123 Appalachian Culture (3)
- ☐ HUM 180 Internat Cultural Explor (3)
- ☐ HUM 230 Leadership Development (3)
- ☐ JOU 110 Intro to Journalism (3)
- ☐ PED Any Physical Education Course (1-3)
- ☐ PSY 231 Forensic Psychology (3)
- ☐ PSY 243 Child Psychology (3)
- ☐ PSY 263 Educational Psychology (3)
- ☐ SOC 234 Sociology of Gender (3)
- ☐ SOC 244 Sociology of Death and Dying (3)
- ☐ SPA 141 Culture & Civilization (3)
- ☐ SPA 221 Spanish Conversation (3)
- ☐ SPA 231 Reading and Composition (3)

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.

W = Writing Intensive Courses (ENG 111 pre-req)

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.

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

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Lead Instructor
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(336) 386-3479

ASSOCIATE IN FINE ARTS – COLLEGE TRANSFER DEGREE

ASSOCIATE IN FINE ARTS – VISUAL ARTS (A10600) 60 SEMESTER HOURS

ACADEMIC TRANSITION (1 CREDIT HOUR)

- ☐ ACA 122 College Transfer Success (1)

UGETC UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT (25 26 CREDIT HOURS)

English Composition (6 credit hours) Select both courses.

- ☐ ENG 111 Writing and Inquiry (3)
- ☐ ENG 112 Writing/Research in Disc. (3)

Humanities/Fine Arts and Communications (3 credit hours)

- ☐ ART 111 Art Appreciation (3)

Literature Requirement (3 credit hours) 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 credit hours) 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 credit hours).

- ☐ 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 credit hours) Select 1 course.

- ☐ MAT 143 Quantitative Literacy (3)
- ☐ MAT 152 Statistical Methods I (4)
- ☐ MAT 171 Pre-Calculus Algebra (4)

Natural Sciences (4 credit hours) Select 1 course.

- ☐ BIO 110 Principles of Biology (4)
- ☐ BIO 111 General Biology I (4)
- ☐ CHM 151 General Chemistry I (4)
- ☐ PHY 110/110A Conceptual Physics (4)

REQUIRED ART COURSES (18 CREDIT HOURS)

Complete all of the following courses.

- ☐ ART 114 Art History Survey I (3)
- ☐ ART 115 Art History Survey II (3)
- ☐ ART 121 Two-Dimensional Design (3)
- ☐ ART 122 Three-Dimensional Design (3)
- ☐ ART 131 Drawing I (3)
- ☐ ART 215 Visual Art Portfolio[W] (3)

ELECTIVE COURSES (16 17 CREDIT HOURS)

Select 4-5 courses – Courses may also be selected from pre-major electives, general education electives, or UGETC within the CAA.

- ☐ ACC 120 Prin. Financial Accounting (4)
- ☐ ACC 121 Prin. Managerial Accounting (4)
- ☐ ANT 210 General Anthropology (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)
- ☐ BIO 110 Principles of Biology (4)
- ☐ 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)
- ☐ BIO 143 Field Biology Mini-Course (2)
- ☐ BIO 145 Ecology (4)
- ☐ 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 250 Genetics (4)
- ☐ BIO 275 Microbiology (4)
- ☐ BUS 110 Introduction to Business (3)
- ☐ BUS 115 Business Law I (3)
- ☐ BUS 137 Principles of Management (3)
- ☐ 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)
- ☐ CHM 251 Organic Chemistry I (4)
- ☐ CHM 252 Organic Chemistry II (4)
- ☐ CIS 110 Intro to Computers (3)
- ☐ CJC 111 Intro to Criminal Justice (3)
- ☐ CJC 113 Juvenile Justice (3)
- ☐ CJC 121 Law Enforcement Operation (3)
- ☐ CJC 141 Corrections (3)
- ☐ CJC 212 Ethics & Community Relations (3)
- ☐ COM 231 Public Speaking[W] (3)
- ☐ CSC 134 C++ Programming (3)
- ☐ CSC 139 Visual BASIC Programming (3)
- ☐ CSC 151 JAVA Programming (3)

- ☐ CSC 239 Advance Visual BASIC Programming (3)
- ☐ DRA 111 Theatre Appreciation (3)
- ☐ DRA 126 Storytelling (3)
- ☐ ECO 151 Survey of Economics (3)
- ☐ ECO 251 Prin. of Microeconomics (3)
- ☐ ECO 252 Prin. of Macroeconomics (3)
- ☐ ENG 111 Writing and Inquiry (3)
- ☐ ENG 112 Writing/Research in Disc. (3)
- ☐ ENG 113 Literature-Based Research (3)
- ☐ ENG 114 Prof Research & Reporting (3)
- ☐ ENG 125 Creative Writing I (3)
- ☐ ENG 126 Creative Writing II (3)
- ☐ ENG 131 Intro to Literature (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)
- ☐ ENG 261 World Literature I (3)
- ☐ ENG 262 World Literature II (3)
- ☐ ENG 272 Southern Literature (3)
- ☐ GEO 111 World Regional Geography (3)
- ☐ HEA 110 Personal Health/Wellness (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)
- ☐ 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)
- ☐ HIS 145 The Second World War (3)
- ☐ HIS 163 The World Since 1945 (3)
- ☐ HIS 221 African-American History (3)
- ☐ HIS 226 The Civil War (3)
- ☐ HIS 227 Native American History (3)
- ☐ HIS 237 The American Revolution (3)
- ☐ HIS 262 Middle East History (3)
- ☐ HUM 110 Technology and Society (3)
- ☐ HUM 115 Critical Thinking (3)
- ☐ HUM 120 Cultural Studies (3)
- ☐ HUM 122 Southern Culture (3)
- ☐ HUM 123 Appalachian Culture (3)
- ☐ HUM 130 Myth in Human Culture (3)
- ☐ HUM 180 Internat Cultural Explore (3)
- ☐ HUM 220 Human Values and Meaning (3)
- ☐ HUM 230 Leadership Development (3)
- ☐ JOU 110 Intro to Journalism (3)
- ☐ MAT 143 Quantitative Literacy (3)
- ☐ 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)
- ☐ MAT 280 Linear Algebra (3)
- ☐ MAT 285 Differential Equations (3)
- ☐ MUS 110 Music Appreciation (3)
- ☐ MUS 112 Intro to Jazz (3)
- ☐ MUS 210 History of Rock Music (3)
- ☐ PED Any Physical Education Course (1-3)
- ☐ PHI 240 Introduction to Ethics (3)
- ☐ 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)
- ☐ POL 120 American Government (3)
- ☐ PSY 150 General Psychology (3)
- ☐ PSY 231 Forensic Psychology (3)
- ☐ PSY 239 Psychology of Personality (3)
- ☐ PSY 241 Developmental Psychology (3)
- ☐ PSY 243 Child Psychology (3)
- ☐ PSY 263 Educational 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 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 and Ethnic Relations (3)
- ☐ SOC 234 Sociology of Gender (3)
- ☐ SOC 244 Sociology of Death and Dying (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)
- ☐ SPA 221 Spanish Conversation (3)
- ☐ SPA 231 Reading and Composition (3)

NOTES

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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.

W = Writing Intensive Courses

ASSOCIATE IN ARTS IN TEACHER PREPARATION COLLEGE TRANSFER DEGREE

ASSOCIATE IN ARTS IN TEACHER PREPARATION (A1010T) 60 SEMESTER HOURS

ACADEMIC TRANSITION (1 CREDIT HOUR)

- ☐ ACA 122 College Transfer Success (1)

EDUCATION COURSES (14 CREDIT HOURS)

- ☐ EDU 187 Teaching & Learning for All (4)
- ☐ EDU 216 Foundations of Education (3)
- ☐ EDU 279 Literacy Development and Instruction (4)
- ☐ EDU 250 Teacher Licensure Preparation (3)

UGETC UNIVERSAL GENERAL EDUCATION TRANSFER (28 29 CREDIT HOURS)

English Composition (6 credit hours) Select both courses.

- ☐ ENG 111 Writing and Inquiry (3)
- ☐ ENG 112 Writing/Research in Disc. (3)

Humanities/Fine Arts and Communications (6 credit hours) 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 IIW (3)

- ☐ MUS 110 Music Appreciation (3)
- ☐ MUS 112 Intro to Jazz (3)
- ☐ PHI 240 Intro to Ethics (3)

Literature Requirement (3 credit hours) 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 credit hours) 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 (3 credit hours) Selection 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 credit hours) Select 1 course.

- ☐ MAT 143 Quantitative Literacy (3)
- ☐ MAT 152 Statistical Methods I (4)
- ☐ MAT 171 Pre-Calculus Algebra (4)

Natural Sciences (4 credit hours) Select 1 course.

- ☐ BIO 110 Principles of Biology (4)
- ☐ BIO 111 General Biology I (4)
- ☐ CHM 151 General Chemistry I (4)
- ☐ PHY 110/110A Conceptual Physics (4)

GENERAL EDUCATION COURSES (17 18 CREDIT HOURS)

Courses may also be selected from UGETC within the CAA.

Required:

- ☐ SOC 225 Social Diversity (3)

Select additional 3-4 courses:

- ☐ ANT 210 General Anthropology (3)
- ☐ BIO 110 Principles of Biology (4)
- ☐ 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)
- ☐ CIS 110 Intro to Computers (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 122 Southern Culture (3)
- ☐ HUM 130 Myth in Human Culture (3)
- ☐ HUM 220 Human Values and Meaning (3)
- ☐ MAT 143 Quantitative Literacy (3)
- ☐ 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 273 Calculus III (4)
- ☐ MUS 210 History of Rock Music (3)
- ☐ 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)
- ☐ 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 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)

NOTES

1. Students should select courses based on their intended major and transfer university requirements.
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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.

W = Writing Intensive Courses (ENG 111 pre-req)

** Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.*

ASSOCIATE IN SCIENCE IN TEACHER PREPARATION COLLEGE TRANSFER DEGREE

ASSOCIATE IN SCIENCE IN TEACHER PREPARATION (A1040T) 60-61 SEMESTER HOURS

ACADEMIC TRANSITION (1 CREDIT HOUR)

- ☐ ACA 122 College Transfer Success (1)

EDUCATION COURSES (14 CREDIT HOURS)

- ☐ EDU 187 Teaching & Learning for All (4)
- ☐ EDU 216 Foundations of Education (3)
- ☐ EDU 279 Literacy Development and Instruction (4)
- ☐ EDU 250 Teacher Licensure Preparation (3)

UGETC UNIVERSAL GENERAL EDUCATION TRANSFER (31 CREDIT HOURS)

English Composition (6 credit hours) Select both courses.

- ☐ ENG 111 Writing and Inquiry (3)
- ☐ ENG 112 Writing/Research in Disc. (3)

Humanities/Fine Arts and Communications (3 credit hours) 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 240 Intro to Ethics (3)

Literature Requirement (3 credit hours) 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)

Mathematics (8 credit hours) 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)

Social/Behavioral Sciences (3 credit hours) 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)
- ☐ 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)

Natural Sciences (8 credit hours) Select a 2-course sequence.

- ☐ BIO 111 General Biology I (4)
- ☐ BIO 112 General Biology II (4)
- ☐ CHM 151 General Chemistry I (4)
- ☐ CHM 152 General Chemistry II (4)
- ☐ PHY 151 College Physics I (4)
- ☐ PHY 152 College Physics II (4)
- ☐ PHY 251 General Physics I (4)
- ☐ PHY 252 General Physics II (4)

GENERAL EDUCATION COURSES (14 15 CREDIT HOURS)

Courses may also be selected from UGETC within the CAA.

Required:

- ☐ SOC 225 Social Diversity (3)

Select additional 3-4 courses:

- ☐ ANT 210 General Anthropology (3)
- ☐ BIO 110 Principles of Biology (4)
- ☐ 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)
- ☐ CIS 110 Intro to Computers (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 122 Southern Culture (3)
- ☐ HUM 130 Myth in Human Culture (3)

- ☐ HUM 220 Human Values and Meaning (3)
- ☐ MAT 143 Quantitative Literacy (3)
- ☐ 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 273 Calculus III (4)
- ☐ MUS 210 History of Rock Music (3)
- ☐ 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)

**Courses may also be selected from the UGETC within the CAA*

- ☐ 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 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)

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** Students who have completed Teacher Cadet or Teaching as a Profession courses in high school with a B or better may substitute that course for EDU 187 Teaching and Learning for All.*

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
ART 111	**Art Appreciation**	**UGETC: Humanities/Fine Arts (AA/AS)**
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 121	Two-Dimensional Design	Pre-Major/Elective
ART 122	Three-Dimensional Design	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 215	Visual Art Portfolio	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
BIO 110	**Principles of Biology**	**UGETC: Natural Sciences (AA/AS)**
BIO 111	**General Biology I**	**UGETC: Natural Sciences (AA/AS)**
BIO 112	**General Biology II**	**UGETC: Natural Sciences (AS)**
BIO 120	Introductory Botany	GEN ED: Natural Sciences
BIO 130	Introductory Zoology	GEN ED: Natural Sciences
BIO 140	Environmental Biology	GEN ED: Natural Sciences
BIO 140A	Environmental Biology Lab	GEN ED: Natural Sciences
BIO 143	Field Biology Mini-course	Pre-Major/Elective

COURSE	TITLE	TRANSFER DESIGNATION
BIO 145	Ecology	Pre-Major/Elective
BIO 146	Regional Natural History	Pre-Major/Elective
BIO 155	Nutrition	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 250	Genetics	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
CJC 111	Introduction to Criminal Justice	Pre-Major/Elective
CJC 113	Juvenile Justice	Pre-Major/Elective
CJC 121	Law Enforcement Operations	Pre-Major/Elective
CJC 141	Corrections	Pre-Major/Elective
CJC 212	Ethics & Community Relations	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)**
EDU 144	Child Development I	Pre-Major/Elective
EDU 145	Child Development II	Pre-Major/Elective

COURSE	TITLE	TRANSFER DESIGNATION
EDU 216	Foundations of Education	Pre-Major/Elective
EDU 221	Children with Exceptionalities	Pre-Major/Elective
EGR 150	**Intro to Engineering**	**Pre-Major/Elective**
ENG 111	**Writing and Inquiry**	**UGETC: English Composition (AA/AS)**
ENG 112	**Writing and Research in the Disciplines**	**UGETC: English Composition (AA/AS)**
ENG 113	Literature-Based Research	GEN ED: English Composition
ENG 114	Professional Research and Reporting	GEN ED: English Composition
ENG 125	Creative Writing I	Pre-Major/Elective
ENG 126	Creative Writing II	Pre-Major/Elective
ENG 131	Introduction to Literature	GEN ED: Humanities/Fine Arts
ENG 231	**American Literature I^{W}**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 232	**American Literature II^{W}**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 241	**British Literature I^{W}**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 242	**British Literature II^{W}**	**UGETC: Humanities/Fine Arts (AA/AS)**
ENG 261	World Literature I	GEN ED: Humanities/Fine Arts
ENG 262	World Literature II	GEN ED: Humanities/Fine Arts
ENG 272	Southern Literature	Pre-Major/Elective
GEO 111	World Regional Geography	GED ED: Social/Behavioral Sciences
HEA 110	Personal Health and Wellness	Pre-Major/Elective
HIS 111	**World Civilizations I**	**UGETC: Social/Behavioral Sciences (AA/AS)**
HIS 112	**World Civilizations II^{W}**	**UGETC: Social/Behavioral Sciences (AA/AS)**
HIS 131	**American History I**	**UGETC: Social/Behavioral Sciences (AA/AS)**
HIS 132	**American History II**	**UGETC: Social/Behavioral Sciences (AA/AS)**
HIS 145	The Second World War	Pre-Major/Elective
HIS 163	The World Since 1945	Pre-Major/Elective
HIS 221	African-American History	Pre-Major/Elective
HIS 226	The Civil War	Pre-Major/Elective
HIS 227	Native American History	Pre-Major/Elective
HIS 237	The American Revolution	Pre-Major/Elective
HIS 262	Middle East History	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

COURSE	TITLE	TRANSFER DESIGNATION
HUM 130	Myth in Human Culture	GEN ED: Humanities/Fine Arts
HUM 180	Internat Cultural Explor	Pre-Major/Elective
HUM 220	Human Values and Meaning	GEN ED: Humanities/Fine Arts
HUM 230	Leadership Development	Pre-Major/Elective
JOU 110	Intro to Journalism	Pre-Major/Elective
MAT 143	**Quantitative Literacy**	**UGETC: Mathematics (AA)**
MAT 152	**Statistical Methods I**	**UGETC: Mathematics (AA)**
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 210	History of Rock & Roll	GEN ED: Humanities/Fine Arts
PED	All PED courses	Pre-Major/Elective
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 120	**American Government**	**UGETC: Social/Behavioral Sciences (AA/AS)**
PSY 150	**General Psychology**	**UGETC: Social/Behavioral Sciences (AA/AS)**
PSY 231	Forensic Psychology	Pre-Major/Elective
PSY 239	Psychology of Personality	GEN ED: Social/Behavioral Sciences
PSY 241	Developmental Psychology	GEN ED: Social/Behavioral Sciences
PSY 243	Child Psychology	Pre-Major/Elective
PSY 263	Educational 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

COURSE	TITLE	TRANSFER DESIGNATION
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	Pre-Major/Elective
SOC 230	Race and Ethnic Relations	GEN ED: Social/Behavioral Sciences
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 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

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 241 British Literature I**W** (3)
___ ENG 242 British Literature II**W** (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 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)
___ 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)
___ HIS 262 Middle East History (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 230 Race & Ethnic Relations (3)

Natural Sciences/Mathematics (3 SHC)

Select 1 course.

___ BIO 110 Principles of Biology I (4)
___ 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)
___ MAT 143 Quantitative Literacy (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 110 Conceptual Physics I (3)
___ PHY 110A Conceptual Physics Lab (1)
___ 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

Associate in Applied Science Programs

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 DEGREES

Degrees 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 and Finance
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 – Graphic Design
Early Childhood Education
Electrical Systems Technology – Electrical Track
Electronics Engineering Technology
Emergency Medical Science Bridge
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)*
Nursing: Associate in General Education Degree Nursing
Office Administration
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

Programs Offered Online

Accounting
Associates in Arts
Associates in Arts in Teacher Preparation Business Administration
Computer Programming & Development
Criminal Justice Technology
Digital Media Technology – Graphic Design
Early Childhood Administration
Early Childhood Education
Information Technology
Management Information Systems
Medical Office Administration
Office Administration

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.

Accounting & Finance
Air Conditioning, Heating & Refrigeration Technology
Applied Animal Science Technology*
Automotive Systems Technology
Business Administration
Carpentry*
Community Spanish Interpreter
Computer-Integrated Machining
Construction Technology:
Cosmetology*
Criminal Justice
Digital Media
Early Childhood Education
Electrical Systems Technology – Electrical Track
Engineering Design
Engineering Technology
Forensic Sciences
Information 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 and Finance*
Air Conditioning, Heating, and Refrigeration Technology*
Applied Animal Science Technology*
Automotive Systems Technology*
Bookkeeping
Business Administration*
Customer Services Representative
Industrial Certificate
Community Spanish Interpreter* Community Spanish Medical Interpreter* Computer Programming and Development* Computer-Integrated Machining*
Computer-Integrated Machining – CNC Machining*
Construction Assistant
Construction Technology: Carpentry*
Criminal Justice*
Criminal Justice –Forensic Science*
Digital Media Technology*
Digital Media Technology - Graphic Design
Digital Media Technology - Multimedia
Early Childhood Administration
Early Childhood Education*
Early Childhood Education: Infant/Toddler Care*
Electrical Assistant
Electrical Systems Technology – Electrical Track*
Electronics Engineering Technology*
Engineering Design Technology*
HVAC Technical Assistant
Industrial Systems Technology*
Information Technology*
Maintenance Technician
Masonry Assistant
Mechatronics Engineering Technology*
Mechatronics Engineering Technology Industrial
Medical Office Administration*
Medical Office Administration – Medical Billing and Insurance
Network Management*
Nurse Aide*
Nursing: Associate Degree Nursing (ADN)*
Office Administration*
Office Administration – Office Finance*
Patient Services Representative
Production Welder
Spanish Language*
Sustainable Agriculture Science Technology*
Viticulture & Enology – Enology Track Viticulture & Enology – Viticulture Track* Viticulture & Enology – Marketing Track
Viticulture & Enology – Tasting Room Operations Welding Technology*
Welding Technology Industrial
Welding Technology – GMAW*
Welding Technology - SMAW

**Denotes programs approved for Career and College Promise*

WORKFORCE CERTIFICATE PROGRAMS

Workforce Certificate Programs offer students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements, and a college application. Students will also pay continuing educations rates without regard to residency requirements. Workforce Certificates are suited for students looking to acquire workforce skills without receiving college credit.

Air Conditioning, Heating, and Refrigeration
Auto Dealer Pre-license-Renewal
Automotive
Autobody Repair Technician
Autobody Technician
Autobody Welder
Braking, Suspension & Safety
Basic Law Enforcement (BLET)
Central Sterile Processing Certified
Production Technician*
Industrial Certificate
Computer Programming and Development*
Construction Assistant
Construction Certificate
Detention Officer
Digital Media Technology
Multimedia
Electrical Assistant
Electrical Institute
Emergency Medical Responder Emergency
Medical Technician
Basic* Fire & Life Safety Educator
Fire Apparatus Driver/Aerial Operator
Fire/Rescue Instructor
Fire/Rescue Officer
Fire/Hazardous Materials Responder
Fire/National Incident Management System
Fire/Technical Rescuer
Firefighter 2019*
HVAC Technician
Information Technology
Maintenance Technician
Masonry Assistant
Mechatronics
Medical Billing and Coding
Medication Aide
Multimedia
Nail Technician
Notary
eNotary
Nurse Aide*
Nurse Aide II
Paramedic
Patient Access Associate
Pharmacy Technician
Phlebotomy
Production Welder
Truck Driving
Welding Technologies
Welding Technology Industrial Certificate

**Denotes programs approved for Career and College Promise and will receive college credit.*

FAST TRACK CREDENTIAL PROGRAMS

The Fast-Track Workforce Certificate offers students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements, and a college application. All Fast-Track Certificates include an OSHA 10 credential, Lean Six Sigma-Yellow Belt credential as well as interview skills, customer service, teamwork, and basic computer skills. These core skills are desirable for all employers.

Construction Assistant
Electrical Assistant
HVAC Technical Assistant
Maintenance Technician
Masonry Assistant
Production Welder

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)

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 241 British Literature I**W** (3)
*ENG 242 British Literature II**W** (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 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)

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 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 230 Race & Ethnic Relations (3)

**ENG-111 and ENG-112/114 are prerequisites or corequisites; ENG-110 students will not be eligible for these courses.*

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.
- Elective options for Associate in Applied Science (A.A.S.) programs

WORK-BASED LEARNING OPTIONS

Program of Study	Program Code	Program Requirement	Credit Hours	WBL Options
Air Cond., Heating, & Refr. Degree	A35100	AHR 250 or WBL	2	WBL 111, 112, 121
Automotive Systems Degree	A60160	AUT 113 or WBL AUT 163 or WBL	2 or 5	WBL 111, 112, 113, 121,122, 123, 124, 131, 132,133, 211, 212, 213, 221,231
Automotive Systems Diploma	D60160	AUT 113 or WBL	2	WBL 111, 112, 121
Business Administration Degree	A25120	Elective or WBL	3	WBL 111, 112, 113, 121, 122, 131
Criminal Justice Degree	A55180	CJC 121 or WBL, CJC 141 or WBL	3 or 6	WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, 231
Digital Media Technology Degree	A25210A	DME 285 or WBL	1	WBL-111, 121, 131
Electrical Systems: Electrical Track Degree	A35130	ELC 115 or WBL	4	WBL 111, 112, 113, 114, 121, 122, 123, 131
Electrical Systems: Electrical Track Diploma	D35130A	ELC 115 or WBL	4	WBL 111, 112, 113, 114, 121, 122, 123, 131
Electronics Eng. Degree	A40200	ELN 152 or WBL	2	WBL 111, 112, 121
Mechatronics Degree	A40350	ELC 115 or WBL PCI 162 or WBL	3, 4 or 7	WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, 231
Mechatronics Diploma	D40350	ELC 115 or WBL	4	WBL 111, 112, 113, 114, 121, 122, 123, 131
Medical Office Admin. Degree	A25310	WBL 111	1	WBL 111, 121, 131
Office Administration Degree	A25370	WBL 111	1	WBL 111, 121, 131
Paralegal Technology Degree	A25380	WBL 111 (or ACC 120)	1	WBL 111, 121, 131
Viticulture & Enology Degree	A15430	Elective or WBL 113	1	WBL 111, 112, 121
Viticulture & Enology Diploma	D15430	Elective or WBL 113	1	WBL 111, 112, 121
Viticulture & Enology Cert.: Viticulture Track	C15430A	WBL 111	1	WBL 111, 112, 121
Viticulture & Enology Cert.: Marketing Track	C15430C	WBL 111	1	WBL 111
Viticulture & Enology Cert.: Tasting Room Operations	C15430D	VEN 182 or WBL 111	1	WBL 111, 121, 131, 211, 221, 231
Welding Diploma	D50420	WLD 261 or WBL 112	2	WBL 111, 112, 121

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. Students should take the ENG class required for their program and transfer goals. Prerequisites for BUS-260 and OST-286 will be ENG-110 or ENG-111.

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 and Finance
AHR 211	Residential System Design	Air Conditioning, Heating, and Refrigeration
ARC 132	Specifications and Contracts	Construction Management Technology
ART 116	Survey of American Art	College Transfer Programs and Various AAS Programs
*ART 215	Visual Art Portfolio	Associate in Arts, Associates in Fine Arts, Associate in
AUT 221	Auto Transmissions/Transaxles	Automotive Systems
AUT 231	Manual	Automotive Systems
*BUS 225	Business Finance	Accounting and Finance, Business Administration, and Management Information Systems
BUS 260	Business Communication	Accounting and Finance, Business Administration, Management Information Systems, Medical Office Administration, and Office Administration
CMT 210	Prof Construction Supervision	Construction Management
CMT 212	Total Safety Performance	Construction Management
COM 231	Public Speaking	College Transfer Programs and Various AAS Programs
COS 223	Contemporary Hair color	Cosmetology
COS 260	Design Applications	Cosmetology
*DME 210	User Interface Design	Digital
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
HIS 112	World Civilization II	College Transfer Programs and Various AAS Programs
MAC 214	Machining Technology IV	Computer-Integrated Machining
MAC 224	Advanced CNC Milling	Computer-Integrated Machining
MEC 130	Mechanisms	Mechatronics Engineering
*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)
*PTA 222	Professional Interactions	Physical Therapist Assistant
*PTA 280	PTA Issues I	Physical Therapist Assistant

PROGRAMS

Agricultural Science

APPLIED ANIMAL SCIENCE TECHNOLOGY

Curriculum Description

The Applied Animal Science Technology program prepares individuals to select, breed, care for, process, and market livestock and small farm animals. Potential course work includes instruction in basic animal science, animal nutrition, and animal health as applied to various species and breeds; design and operation of housing, feeding, and processing facilities; and related issues of safety, applicable regulations, logistics, and supply.

Program Learning Outcomes

Upon completion of the Applied Animal Science Technology certificate, a graduate should be able to:

- Demonstrate and apply knowledge of fundamental animal husbandry practices.
- Understand the role of nutrition in animal production.
- Develop and analyze various production systems for livestock and poultry.
- Critically evaluate animal production by integrating knowledge of anatomy, physiology, reproduction, health, and genetics on animal management systems and the environment.
- Identify and solve animal health issues.
- Communicate effectively about the global, regional, and local impact of agricultural animal production.

Employment Opportunities

Graduates should qualify for entry-level jobs as herd or flock managers, field service persons, feed salespersons, equipment salespersons, feed mill workers, buyers of poultry and livestock, owners/operators, farm managers, department supervisors, field service representatives, and waste management technicians.

Contact

James Quick
Lead Instructor – Applied Animal Science
quickj@surry.edu
(336) 386-3295

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

APPLIED ANIMAL SCIENCE TECHNOLOGY
CERTIFICATE
C15280

This certificate is offered to high school students through the Career and College Promise program (C15280X).

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACM 110	Intro to Animal Care	3	0	3	Fall only	None
ANS 110	**Animal Science**	3	0	3	Fall only	None
ANS 115	**Animal Feeds & Nutrition**	2	2	3	Fall only	None
		8	**2**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ANS 120	Beef Production	2	2	3	Spring only	None
ANS 130	Poultry Production	2	2	3	Spring only	None
ANS 150	Animal Health Mgmt	3	0	3	Spring only	None
		7	**4**	**9**		
	Total Credit Hours			**18**		

Courses in bold are key courses students should take in their 1st term.

APPLIED ANIMAL SCIENCE TECHNOLOGY
DIPLOMA
D15280

This diploma is offered to high school students through the Career and College Promise program (D15280X).
To complete the diploma, 18 credit hours Applied Animal Sciences Technology Certificate (C15280/C15280X) must be included in D55180.

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
AGR 139	Intro to Sustainable Ag	3	0	3	Fall Only	None
BUS 137	Principles of Management	3	0	3	Fall only	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002P1/ENG-011 (co-req)
		10	**0**	**10**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AGR 111	Basic Farm Maintenance	1	3	2	Spring only	None
ANS 140	Swine Production	2	2	3	Spring only	None
ENG 112	Writing/Research in the Disc	3	0	3	All	ENG-111 with a minimum grade of C
HUM 110	Technology and Society	3	0	3	All	None
		9	**5**	**11**		
	Total Credit Hours			**39**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

SUSTAINABLE AGRICULTURE SCIENCE TECHNOLOGY

Curriculum Description

The Sustainable Agriculture certificate program will focus on agricultural principles and practices that, over the long term, enhance environmental quality, make efficient use of nonrenewable resources, integrate natural biological cycles and controls, and are economically viable and socially responsible; and that may prepare individuals to apply this knowledge to the solution of agricultural and environmental problems. 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

Sustainable Agriculture Science Technology students will:

- Select agricultural enterprises to ensure sustainability and profitability
- Describe sustainable agricultural production practices including best practices for soil, plant, animal, and natural resource management
- Understand farm tools and perform basic farm maintenance
- Identify and control insect and disease pests common to sustainable agriculture production practices

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 agricultural industries.

Contact

Jeff Jones
Division Chair - Sciences
jonesjr@surry.edu
(336) 386-3391

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

SUSTAINABLE AGRICULTURE SCIENCE TECHNOLOGY CERTIFICATE C15410

This certificate is offered to high school students through the Career and College Promise program (C15410X).

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AGR 139	Intro to Sustainable Ag	3	0	3	Fall only	None
AGR 160	Plant Science	2	2	3	Fall only	None
		5	**2**	**6**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AGR 111	Basic Farm Maintenance	1	3	2	Spring only	None
AGR 121	Biological Pest Management	3	0	3	Spring only	None
AGR 265	Organic Crop Prod: Spring	2	2	3	Spring only	None
		6	**5**	**8**		
	Total Credit Hours			**14**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

AGRICULTURE – WORKFORCE TRAINING COURSES

Course Description

Learn to plan and prep your garden for all seasons. Topics covered include: soil amending, plot planning and preparation, transplanting, fertilizing, pest control and pruning. We also offer the Good Agricultural Practices (GAP) Training food safety course to improve understanding of practices to guide assessment of risks and implementation of practices to reduce risk on fresh produce farms.

Instructional Format

Face-to-face class meetings

Contact

Jill Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Agriculture Workforce Courses

HOR	3307H	Spring Gardening Series	24 Hours	$71	Spring
HOR	3307I	Fall Gardening Series	24 Hours	$71	Fall
HOR	3307B	GAP Training (Good Agricultural Practices)	8 Hours	$71	Spring

Virginia residents pay the same tuition rate as in-state students**.**
Funding for tuition may be available for agriculture class through Project Skill-Up, a grant made possible by the NC Tobacco Trust Fund Commission.



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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 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

David Bower
Enology Instructor
bowerd@surry.edu
(336) 386-3569

Sarah Bowman
Viticulture Instructor
bowmanse@surry.edu
(336) 386-3631

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

VITICULTURE & ENOLOGY
CERTIFICATE – VITICULTURE (GRAPE GROWING) TRACK
C15430A

All courses in C15430A are credits in the diploma (D15430).

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 111	Work-Based Learning	0	10	1	All	None
		3	**10**	**4**		

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			**16**		

Courses in bold are key courses students should take in their 1st term.

VITICULTURE & ENOLOGY
CERTIFICATE – VITICULTURE TRACK
C15430AX

This certificate is offered to high school students only through the Career and College Promise program (C15430AX). All courses in C15430AX are credits in the diploma (D15430).

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 132	Wines of the World	1	2	2	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
		8	4	10		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 138	Vineyard Est. & Develop	3	0	3	Spring only	VEN-135
		3	0	3		

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		

Courses in bold are key courses students should take in their 1st term.
Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

VITICULTURE & ENOLOGY
CERTIFICATE – ENOLOGY (WINEMAKING) TRACK
C15430B

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 133	**Intro to Winemaking[21]**	3	0	3	Fall only	21+
		3	**0**	**3**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 139	Grape and Wine Science[21]	4	2	5	Spring only	21+
		4	**2**	**5**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 285	Winery Operations[21]	3	2	4	Summer only	VEN-133 and 21+
		3	**2**	**4**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 283	Wine Product & Analysis[21]	2	6	5	Fall only	VEN-133, VEN-139, and 21+
		2	**6**	**5**		
	Total Credit Hours			**17**		

Twelve credits in C15430B (VEN 133, VEN 139, VEN 285) are credits in the diploma (D15430).
Highlighted courses are credits in the Viticulture & Enology degree only (A15430).
Courses in bold are key courses students should take in their 1st term.

VITICULTURE & ENOLOGY
CERTIFICATE – MARKETING TRACK
C15430C

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 132	**Wines of the World**	1	2	2	Fall only	None
VEN 133	Intro to Winemaking[21]	3	0	3	Fall only	21+
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[21]	3	0	3	Spring only	VEN-133 and 21+
VEN 286	Wine Marketing[21]	3	0	3	Spring only	VEN-132 and VEN-133 or VEN-130, and 21+
		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**		

Ten credits in C15430C (VEN 132, VEN 133, VEN 135, and WBL 111) are credits in the diploma (D15430).
Highlighted courses are credits in the Viticulture & Enology degree only (A15430).
Courses in bold are key courses students should take in their 1st term.

VITICULTURE & ENOLOGY
CERTIFICATE – TASTING ROOM OPERATIONS
C15430D

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 130	Fundamentals of Viticulture and Enology	1	0	1	On Demand	None
VEN 131	**Wine Tasting [21]**	0	2	1	On Demand	21+
VEN 132	**Wines of the World**	1	2	2	Fall only	None
VEN 181	Tasting Room Operations	3	0	3	On Demand	None
VEN 182	Tasting Room Operations Lab	0	2	1	On Demand	None
OR	WBL 111	(0	10	1)	All	None
		5	**6**	**8**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 188	Wine Finance	3	0	3	On Demand	None
VEN 189	Wine Business	2	0	2	On Demand	None
VEN 286	Wine Marketing[21]	3	0	3	Spring only	VEN-132 and VEN-133 or VEN-130, and 21+
		8	**0**	**8**		
	Total Credit Hours			**16**		

Highlighted courses are credits in the Viticulture & Enology diploma (D15430) and degree (A15430).

VEN 130, VEN 131, VEN 181, VEN 182, VEN 188, or VEN 189 may be used in the Viticulture & Enology degree (A15430) as the program elective (one course).

Courses in bold are key courses students should take in their 1st term.

[21] Students must be 21 years or older in order to enroll in wine making classes.

VITICULTURE & ENOLOGY
DIPLOMA
D15430

To complete the diploma, 5 to 17+ credit hours from Viticulture & Enology Certificates: C15430A, C15430AX, C15430B, C15430C, or C15430D must be included in D55180.

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	1	2	2	Fall only	None
VEN 133	Intro to Winemaking[21]	3	0	3	Fall only	21+
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
CIS 110	Intro to Computers	2	2	3	All	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
VEN 138	Vineyard Est. & Develop	3	0	3	Spring only	VEN-135
VEN 139	Grape and Wine Science[21]	4	2	5	Spring only	21+
Program Elective**	(or WBL 111)	Varies	Varies	Varies	All	None
		13+	**4+**	**15+**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002/ MAT-043 (co-req required w/o credit for MAT-003 grade of P2)
VEN 285	Winery Operations[21]	3	2	4	Summer only	VEN-133 and 21+
OR	VEN 287 Vineyard Ops	(3	2	4)	Summer only	None
		5	**4**	**7**		
	Total Credit Hours			**39+**		

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

[21] Students must be 21 years or older in order to enroll in wine making classes.

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

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AGR 111	Basic Farm Main.	1	3	2	Spring only	None
AGR 121	Biological Pest Mgmt.	3	0	3	Spring only	None
AGR 139	Intro to Sust. Agric.	3	0	3	Fall only	None
AGR 160	Plant Science	2	2	3	Fall only	None
VEN 130	Fundamentals of Viticulture and Enology	1	0	1	On Demand	None
VEN 131	Wine Tasting	0	2	1	On Demand	21+
VEN 181	Tasting Room Operations	2	0	2	On Demand	None
VEN 182	Tasting Room Operations Lab	0	2	2	On Demand	None
VEN 188	Wine Finance	2	0	2	On Demand	None
VEN 189	Wine Business	2	0	2	On Demand	None
VEN 285	Winery Operations[21]	3	2	4	Summer only	VEN-133 and 21+
VEN 287	Vineyard Operations	3	2	4	Summer only	None
WBL 111	Work-Based Learning	0	10	1	All	None

[21] Students must be 21 years or older in order to enroll in these VEN courses.

VITICULTURE & ENOLOGY
DEGREE
A15430

To complete the degree, 39+ credit hours from Viticulture & Enology Diploma (D15430) must be included in A15430.

Two Semesters

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
VEN 283	Wine Product & Analysis[21]	2	6	5	Fall only	VEN-133, VEN-139, and 21+
VEN 284	Wine Design & Mgmt[21]	3	0	3	Spring only	VEN-133 and 21+
VEN 286	Wine Marketing[21]	3	0	3	Spring only	VEN-132 and VEN-133 or VEN-130, and 21+
VEN 288	Wine Finish & Package[21]	1	4	3	Spring only	VEN-283, ENG-111, and 21+
BUS 137	Prin. of Management	3	0	3	Fall only	None
BUS 139	Entrepreneurship I	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	2	2	3	All	MAT-003 and ENG-002/ MAT-043 (co-req required w/o credit for MAT-003 grade of P2)
PSY 118	Interpersonal Psych	3	0	3	All	None
Humanities/Fine Arts	Elective*	3	0	3	All	See page 42
		26	**12**	**32**		
	Total Credit Hours			**71+**		

Students may have credit for VEN 284 Wine Design & Mgmt and/or VEN 286 Wine Marketing if they completed the Viticulture & Enology Certificate – Marketing Track (C15430C) or Viticulture & Enology Certification – Tasting Room Operations (C15430D).

[21] Students must be 21 years or older in order to enroll in these VEN courses.

PROGRAMS

Business and Information Technology

ACCOUNTING

Curriculum Description

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations. Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. 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 and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

Online Program Information

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

Contact

Dr. Dawn Hawks
Lead Instructor for Accounting, Business Administration, and MIS
worleyc@surry.edu
(336) 386-3363

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

ACCOUNTING AND FINANCE
CERTIFICATE
C25800

This certificate is offered to high school students through the Career and College Promise program (C25800X).

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 120	**Prin. of Financial Acct**	3	2	4	All	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 Managerial Acct	3	2	4	Fall, Spring	ACC-120
ACC 129	Individual Income Taxes	2	2	3	Spring only	None
		5	**4**	**7**		
	Total Credit Hours	**11**	**6**	**14**		

Courses in bold are key courses students should take in their 1st term.

BOOKKEEPING
CERTIFICATE
C25800A

This certificate is offered to high school students through the Career and College Promise program (C25800AX).

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 120	**Prin. of Financial Acct**	3	2	4	All	None
CTS 130	Spreadsheet I	2	2	3	Fall only	None
		5	**4**	**7**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 121	Prin. of Managerial Acct	3	2	4	Fall, Spring	ACC-120
ACC 150	Acct Software Appl.	1	3	2	Spring only	ACC-120
		4	5	6		
	Total Credit Hours	**9**	**9**	**13**		

Courses in bold are key courses students should take in their 1st term.

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

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

ACCOUNTING AND FINANCE
DIPLOMA
D25800

To complete the diploma (D25800), 14 credit hours must be included from the Accounting and Finance Certificate (C25800/X) or 13 hours from the Bookkeeping Certificate (C25800A/X).

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Fall						
CIS 110	Intro to Computers	2	2	3	All	None
BUS-110	Intro to Business	3	0	3	All	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
ACC 122	Prin. of Financial Acct II	3	0	3	Fall only	ACC-120
CTS 130	Spreadsheet I	2	2	3	Fall only	None
or BUS-115	Business Law I	(3	0	3)	Fall only	None
		13/14	**4/2**	**15**		
Spring						
Humanities/Fine Arts	Elective*	3	0	3	All	*See the choices below*
ACC 150	Acct Software Appl.	1	3	2	Spring only	ACC-120
or ACC-129	Individual Income Taxes	(2	2	3)	Spring only	None
BUS 125	Personal Finance	3	0	3	Spring only	None
BUS 260	Bus Communications	3	0	3	Spring only	ENG-111
		10/11	**3/2**	**11/12**		
	Total Credit Hours			**40**		

Humanities/Fine Arts Elective – Select one course from the following: HUM 115, REL 110, or HUM 110
Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog.

ACCOUNTING AND FINANCE
DEGREE
A25800

To complete the degree (A25800), 40 credit hours must be included from the Accounting and Finance Diploma (D25800).

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Fall						
ACA 111	College Student Success	1	0	1	All	None
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
ECO 151	Survey of Economics	3	0	3	Fall only	None
OR	ECO 251 Prin. Of Microeconomics	(3	0	3)	Fall, Spring	None
		10	**2**	**11**		
Spring						
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002 /MAT-043 (co-req required w/o credit for MAT-003, grade of P2)
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
		10	**6**	**13**		
	Total Credit Hours			**64**		

BANK TELLER – WORKFORCE TRAINING COURSES

Course Description

This course is designed to provide training for individuals to work as a Bank Teller or customer service representatives. Emphasis is placed on MS suite and Internet Explorer, English grammar, basic math skills, functions of the banking industry, telephone skills, the teller's responsibility in banking, daily transaction procedures, customer service, suspicious activity reports, and banking trends. This course is offered at the Yadkin Center.

Program Learning Outcomes

Upon completion the student will be able to describe the basic functions of the banking industry, define the teller's responsibility in banking, explain and perform a variety of daily transaction procedures, demonstrate quality customer service using various strategies, identify counterfeit currency and recognize the tricks used by con artists, complete currency transaction reports and suspicious activity reports, perform basic mathematical operations, use grammatically correct English in oral and written communications and demonstrate knowledge of banking trends.

Instructional Format

Lecture, demonstrations, and practical applications will be the instructional methods used.

Contact

Jill McHone Harding
hardingjm@surry.edu
(336) 386-3331

Bank Teller – Workforce Training Courses

BAF	3249A	Bank Teller	84 Hours	$183	Spring, Fall	
MLS	3874	Notary Public Education	8 Hours	$71	Spring, Fall, Summer	
LEX	3875	eNotary	4 Hours	$71	Spring, Fall, Summer	MLS-3874 & Fully commissioned NC Notary

Cost may not include associated textbooks or supplies.
Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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 Hawks
Lead Instructor for Accounting, Business Administration, and MIS
worleyc@surry.edu
(336) 386-3363

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

BUSINESS ADMINISTRATION
CERTIFICATE
C25120

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

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 120	**Principles of Financial Accounting I**	3	2	4	All	None
BUS 115	Business Law I	3	0	3	Fall only	None
MKT 120	Principles of Marketing	3	0	3	Fall only	None
BUS 110	Introduction to Business	3	0	3	Fall, Spring	None
		12	**2**	**13**		
	Total Credit Hours			**13**		

Courses in bold are key courses students should take in their 1st term.

BUSINESS ADMINISTRATION
DIPLOMA
D25120

To complete the diploma (D25120), 13 credit hours must be included from the Business Administration Certificate (C25120/X).

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Spring						
ACC 150	Acct Software Applications	1	3	2	Spring only	ACC-120
BUS 121	Business Math	2	2	3	Spring only	None
BUS 125	Personal Finance	3	0	3	Spring only	None
CIS 110	Intro to Computers	2	2	3	All	None
		8	**7**	**11**		
Fall						
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
ACC 121	Principles of Managerial Accounting	3	2	4	Fall, Spring	ACC-120
BUS 137	Principles of Management	3	0	3	Fall only	None
Humanities/ Fine Arts	**Elective***	3	0	3	All	See the choices below
		12	**2**	**13**		
	Total Credit Hours			**37**		

Humanities/Fine Arts Elective – Select one course from the following: HUM 115, REL 110, or HUM 110

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

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

BUSINESS ADMINISTRATION
DEGREE
A25120

To complete the degree (A25120), 37 credit hours must be included from the Business Administration Diploma (D25120).

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Spring						
ENG 114	Prof. Research & Report	3	0	3	All	ENG-111 (min grade of C)
ACC 129	Individual Income Taxes	2	2	3	Spring only	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
**Program Elective	Program Elective (or **WBL**)	3 (0	0	3 2)		See the choices below
		13	**4**	**15/14**		
Fall						
ACA 111	College Student Success	1	0	1	All	None
BUS 139	Entrepreneurship I	3	0	3	Fall only	None
CTS 130	Spreadsheet I	2	2	3	Fall only	None
ECO 151, OR ECO 251	Survey of Economics Prin. of Microeconomics	3	0	3	Fall only Fall, Spring	None
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002 /MAT-043 (co-req required w/o credit for MAT-003, grade of P2)
		11	**4**	**13**		
	Total Credit Hours			**65/64**		

Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog.
[W] – Writing Intensive Course (ENG-111 pre-req.)
WBL options: WBL 111, 112, 121

****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 151	People Skills	3	0	3	Spring only	None
ECO 252	Prin. Of Macroeconomics	3	0	3	Spring only	None

DIGITAL MEDIA TECHNOLOGY – GRAPHIC DESIGN

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:

- Think practically and creatively to analyze and develop design and media solutions that meet client needs.
- Demonstrate proficiency using industry standard hardware and software to generate and manipulate images, print and digital advertising, publications, websites, audio, video, motion graphics, and animation.
- Demonstrate an ability to effectively troubleshoot when projects do not go as planned.

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

Jay Smith
Lead Instructor for Digital Media Technology – Graphic Design
smithj@surry.edu
(336) 386-3329

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

MULTIMEDIA
CERTIFICATE
C25210C

This certificate is available to curriculum and workforce students.

Three Semesters

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DME-110	**Intro to Digital Media**	2	2	3	Fall/Spring	None
DME-115	Graphic Design Tools	2	2	3	Fall/Spring	None
DME-140	Intro to Audio/Video Media	2	2	3	Spring only	None
DME-120	Intro to Multimedia Apps	2	2	3	Fall/Spring	None
DME-130	Digital Animation I	2	2	3	Fall/Spring	DME-110
DME-260	Emerging Tech in Digital Media	2	2	3	Spring only	DME-120 and DME-130
		12	**12**	**18**		
	Total Credit Hours			**18**		

Courses in bold are key courses students should take in their 1st term.

DIGITAL DESIGN
CERTIFICATE
C25210B

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DME-115	Graphic Design Tools	2	2	3	Fall/Spring	None
GRD-141	Graphic Design I	2	4	4	Fall only	None
		4	**6**	**7**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART-264	Digital Photography I	1	4	3	Fall/Spring	None
DME-215	Advanced Graphic Design Tools	2	2	3	Spring only	DME-115
GRD-142	Graphic Design II	2	4	4	Spring only	GRD-141
		5	**10**	**10**		
	Total Credit Hours			**17**		

DIGITAL MEDIA TECHNOLOGY
CERTIFICATE
C25210A

This certificate is offered to high school students through the Career and College Promise program (C25210AX).

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DME-110	**Intro to Digital Media**	2	2	3	Fall/Spring	None
DME-115	Graphic Design Tools	2	2	3	Fall/Spring	None
DME-120	Intro to Multimedia Apps	2	2	3	Fall/Spring	None
DME-130	Digital Animation I	2	2	3	Fall/Spring	DME-110
		8	**8**	**12**		
	Total Credit Hours			**12**		

Courses in bold are key courses students should take in their 1st term.
Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

DIGITAL MEDIA TECHNOLOGY
DIPLOMA
D25210

To complete the diploma (D25210), 12 credit hours must be included from the Digital Media Technology Certificate (C25210A/C25210AX).

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DME-140	Intro to Audio/Video Media	2	2	3	Spring	None
DME-215	Advanced Graphic Design Tools	2	2	3	Spring	DME-115
DME-260	Emerging Tech in Digital Media	2	2	3	Spring	DME-120 & DME-130
WEB-210	Web Design	2	2	3	Spring	None
		8	**8**	**12**		

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CIS-110	Intro to Computers	2	2	3	All	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
ART-111	Art Appreciation	3	0	3	All	ENG-002/ENG-101 with minimum grade of C (co-req)
GRD-141	Graphic Design I	2	4	4	Fall	None
		10	**4**	**13**		
	Total Credit Hours			**37**		

DIGITAL MEDIA TECHNOLOGY
DEGREE
A25210A

To complete the degree (A25210), 37 credit hours must be included from the Digital Media Diploma (D25210)

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Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DME-285 OR WBL-111	Systems Project Work-Based Learning	2 (0	2 10	3 1)	Spring	DME-120 & DME-130
GRD-142	Graphic Design II	2	4	4	Spring	GRD-141
PTE-120	Pathways to Emply-Info Tech	2	3	3	Spring	None
CTI-110	Web Programming & Database Foundations	2	2	3	Fall/Spring	None
Elective	Social Science	3	0	3	All	
		11/9	**11/19**	**16/14**		

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART-264	Digital Photography I	1	4	3	Fall/Spring	None
WEB-151	Mobile Application Development I	2	3	3	Fall	None
DME-210	User Interface Design	2	2	3	Fall	ENG-111
ENG-114	Prof Res and Report	3	0	3	All	ENG-111
MAT-143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002 /MAT-043 (co-req required w/o credit for MAT-003, grade of P2)
		10	**11**	**15**		
	Total Credit Hours			**68/66**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

MULTIMEDIA – WORKFORCE CAREER CERTIFICATE

Course Description

This one semester Multimedia Certificate is designed to learn print and digital design, audio and video editing, motion graphics and animation, website design and development, and interface design. Classes are part of the Multimedia Certificate but offered individually as well. This entire certificate is offered online with live and recorded lecture and may be started in Fall or Spring. Additional information: www.surry.edu/dmt.

Instructional Format

Online with live and recorded lecture

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Multimedia Workforce Certificate

					Articulation to CC Course	**CC Course Title**	**Semester**
SGR 3100A	Intro to Digital Media*	64 Hours	$183	Spring, Fall	SGR3100A	DME-110	Fall
SGR 3100B	Graphic Design Tools*	64 Hours	$183	Spring, Fall	SGR3100B	DME-115	Fall
SGR 3100E	Intro to Audio Video Media*	64 Hours	$183	Spring, Fall	SGR3100C	DME-140	Fall
SGR 3100C	Intro to Multimedia Applications*	64 Hours	$183	Spring, Fall	SGR3100D	DME-120	Spring
SGR 3100D	Digital Animation I*	64 Hours	$183	Spring, Fall	SGR3100E	DME-130	Spring
SGR 3100F	Emerging Tech in Digital Media*	64 Hours	$183	Spring	SGR3100F	DME-260	Spring

These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

GRAPHIC DESIGN – WORKFORCE TRAINING COURSES

Course Description

Looking to increase your application skills? Workforce Training Courses are provided to help meet this need. Courses are offered most semesters. Complete details and latest information can be found at https://surry.edu/areas-of-study/workforce-training/computer-technologies.

Instructional Format

Face-to-face and online class meetings

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Graphic Design Workforce Courses

SGR	3100N	Graphic Design I	64 Hours	$183	Fall
SGR	3100O	Advanced Graphic Design Tools	64 Hours	$183	Spring, Fall
SGR	3100B	Graphic Design Tools*	64 Hours	$183	Spring, Fall
SGR	3100E	Intro to Audio Video Media*	64 Hours	$183	Fall
SGR	3100C	Intro to Multimedia Applications*	64 Hours	$183	Spring, Fall
SGR	3100D	Digital Animation I*	64 Hours	$183	Spring, Fall
WEB	3000B	Web Design*	64 Hours	$183	Spring, Fall

These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.

Cost does not include associated textbook and software.
Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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
Lead Instructor for Computer Information Technology
whitek@surry.edu
(336) 386-3335

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

INFORMATION TECHNOLOGY CERTIFICATE C25590A

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

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CTI 110	**Web, Pgm, & DB Found.**	2	2	3	Fall, Spring	None
CTI 120	Network & Security Found.	2	2	3	Fall, Spring	None
CTS 115	Info Sys Business Concepts	3	0	3	Fall, Spring	None
CTS 155	Tech Support Functions	2	2	3	Fall, Spring	None
		9	**6**	**12**		
	Total Credit Hours			**12**		

***Courses in bold are key courses students should take in their 1st term*.**
Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog.

NETWORK MANAGEMENT CERTIFICATE C25590B

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

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CTI 120	Network & Security Found.	2	2	3	Fall, Spring	None
NET 125	Introduction to Networks	1	4	3	Fall Only	None
		3	**6**	**6**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
NET 126	Routing Basics	1	4	3	Spring only	NET-125
SEC 110	Security Concepts	2	2	3	Spring Only	None
		3	**6**	**6**		
	Total Credit Hours			**12**		

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

COMPUTER PROGRAMMING AND DEVELOPMENT CERTIFICATE C25590C

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

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CSC 134	C++ Programming	2	3	3	Fall, Spring	None
CSC 151	Java Programming	2	3	3	Fall, Spring	None
CSC 153	C# Programming	2	3	3	Fall, Spring	None
DBA 110	Database Concepts	2	3	3	Fall, Spring	None
		8	12	12		
	Total Credit Hours	**8**	**12**	**12**		

Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog.
Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

INFORMATION TECHNOLOGY
DIPLOMA
D25590

To complete the diploma (D25590), 12 credit hours must be included from the Information Technology Certificate (C25590A/C25590AX).

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CSC 153	C# Programming	2	3	3	Fall, Spring	None
CTS 120	Hardware/Software Support	2	3	3	Spring only	None
CTS 135	Integrated Software Intro	2	4	4	Spring only	None
SEC 110	Security Concepts	2	2	3	Spring only	None
WEB 210	Web Design	2	2	3	Spring only	None
		10	**14**	**16**		

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DBA 110	Database Concepts	2	3	3	Fall, Spring	None
ENG 111	Writing & Inquiry	3	0	3	All	ENG 002P1/ENG-011 (co-req)
Humanities/Fine Arts	Elective*	3	0	3	All	See list on page 42 for options
NET 125	Introduction to Networks	1	4	3	Fall only	None
WEB 151	Mobile App Dev I	2	3	3	Fall only	None
		11	**10**	**15**		
	Total Credit Hours			**43**		

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

INFORMATION TECHNOLOGY
DEGREE
A25590

To complete the degree (A25590), 43 credit hours must be included from the Information Technology Diploma (D25590).

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Reporting	3	0	3	All	ENG-111 (min grade of C)
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 P1 or DMA-010, 020, 030, and DRE-098 or ENG-002 P1/MAT-043 (co-req required w/o credit for MAT-003 P2)
NET 126	Routing Basics	1	4	3	Spring only	NET-125
NOS 110	Operating Systems Concepts	2	3	3	Spring only	None
SEC 175	Perimeter Defense	1	4	3	Spring only	None
		9	**13**	**15**		

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
CSC 134	C++ Programming	2	3	3	Fall, Spring	None
CSC 151	Java Programming	2	3	3	Fall, Spring	None
NOS 120	Linux/Unix Single User	2	2	3	Fall only	NOS-110
Social Science	Elective*	3	0	3	All	See page 42
		10	**8**	**13**		
	Total Credit Hours			**71**		

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

INFORMATION TECHNOLOGY – WORKFORCE CAREER CERTIFICATE

Course Description

This one-semester Information Technology certificate is designed to introduce students to the business world of information technology. Concepts include operating systems, web design, and introductory programming, networking and information security. Classes are part of the IT Certificate but offered individually as well. This entire certificate is offered online and may be started in Fall or Spring. Additional information: https://surry.edu/areas-of-study/workforce-training/computer-technologies

Instructional Format

Online

Contact

Kim White
Email:whitek@surry.edu
Phone: (336) 386-3335

Information Technology Workforce Certificate

WEB	3000D	Web, Programming & Database Concept*	64 Hours	$183	Spring, Fall
CCT	3110B	Security Concepts*	64 Hours	$183	Spring, Fall
NET	3100B	Network & Security Foundations*	64 Hours	$183	Spring, Fall
MLS	3810H	Info System Business Concepts*	48 Hours	$127	Spring, Fall
CET	3100A	Tech Support Functions*	64 Hours	$183	Spring, Fall
WEB	3000B	Web Design*	64 Hours	$183	Spring, Fall

Cost may not include associated textbooks and supplies.
Virginia residents pay the same tuition rate as in-state students.

These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.*



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

INFORMATION TECHNOLOGY – WORKFORCE TRAINING COURSES

CCT	3110A	Cyber Security Fundamentals	24 Hours	$71	Spring, Summer, Fall
WEB	3000C	Intro to WordPress	24 Hours	$71	Spring, Summer, Fall

Virginia residents pay the same tuition rate as in-state students.

COMPUTER PROGRAMMING TECHNOLOGY – WORKFORCE CAREER CERTIFICATE

Course Description

This one-semester Information Technology certificate is designed to introduce students to the business world of information technology. Concepts include operating systems, web design, and introductory programming, networking and information security. Classes are part of the IT Certificate but offered individually as well. This entire certificate is offered online and may be started in Fall or Spring. Additional information: https://surry.edu/areas-of-study/workforce-training/computer-technologies

Instructional Format

Online

Contact

Kim White
Email: whitek@surry.edu
Phone: (336) 386-3335

Computer Programming Technology Workforce Certificate

WEB	3000D	Web, Programming & Database Concept*	64 Hours	$183	Spring, Fall
WEB	3000E	Mobile App Dev I *	64 Hours	$183	Spring, Fall
CSC	3110E	C# Programming	80 Hours	$183	Spring, Fall
CSC	3110F	Java Programming*	80 Hours	$183	Spring, Fall
CSC	3110B	C++ Programming	80 Hours	$183	Spring, Fall
CSC	3110G	Advanced C# Programming	80 Hours	$183	Spring, Fall

Cost may not include associated textbooks and supplies.
Virginia residents pay the same tuition rate as in-state students.

****These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.***



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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

Dr. Dawn Hawks
Lead Instructor for Accounting, Business Administration, and MIS
worleyc@surry.edu
(336) 386-3363

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

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	All	None
BUS 110	Introduction to Business	3	0	3	Fall, Spring	None
CTI 110	**Web, Pgm, & DB Foundation**	2	2	3	Fall, Spring	None
ECO 151	Survey of Economics (or ECO 251)	3	0	3	Fall only	ENG-002 or ENG-110 or ENG-101 *with a minimum grade of C*
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
		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	ACC-120
BUS 121	Business Math	2	2	3	Spring only	MAT-003
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)
Humanities/Fine Arts	Elective*	3	0	3	All	See the choices below
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002/ MAT-043 (co-req required w/o credit for MAT-003 grade of P2)
		15	**8**	**19**		

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
CTI 120	Network & Sec Foundation	2	2	3	Fall, Spring	None
CTS 130	Spreadsheets	2	2	3	Fall only	None
DBA 110	Database Concepts **W**	2	3	3	Fall, Spring	ENG-111
MKT 120	Principles of Marketing	3	0	3	Fall only	None
		15	**7**	**18**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 151	People Skills	3	0	3	Spring only	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-110 or ENG-111
WEB 210	Web Design	2	2	3	Spring only	None
Social Science	Elective*	3	0	3	All	*See the choices below*
		13	**4**	**15**		
	Total Credit Hours			**69**		

Courses in bold are key courses students should take in their 1st term.

W – *Writing Intensive Course (ENG-110 or ENG-111 pre-req.)*

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

Students on financial aid should speak with their financial advisor before enrolling in less than 12 credit hours per semester.

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

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
HUM 115	Critical Thinking	3	0	3	Fall, Spring	None
HUM 110	Technology & Society	3	0	3	All	None
REL 110	World Religions	3	0	3	Fall, Spring	None/ENG-002 or ENG-101 *with a minimum grade of C* (co-req.)

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

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
POL 120	American Government	3	0	3	Fall, Spring	None
PSY 150	General Psychology	3	0	3	All	None
SOC 210	Intro to Sociology	3	0	3	All	None

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 letters, 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

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

MEDICAL OFFICE ADMINISTRATION
CERTIFICATE
C25310

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

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OST 134	**Text Entry and Formatting**	2	2	3	Fall, Spring	None
MED 121	**Medical Terminology I**	3	0	3	Fall only	None
OST 148	Med Ins & Billing	3	0	3	Fall only	None
OST 286	Professional Develop	3	0	3	Fall only	None
		11	**2**	**12**		
	Total Credit Hours			**12**		

Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog.
Courses in bold are key courses students should take in their 1st term.

MEDICAL OFFICE ADMINISTRATION
DIPLOMA
D25310

To complete the diploma (D25310), 12 credit hours must be included from the Medical Office Administration Certificate (C25310/C25310X).

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Spring						
Social/Behavioral Science	Elective	3	0	3	All	See the choices below
OST 136	Word Processing	2	2	3	Spring only	OST 134
MED 122	Medical Terminology II	3	0	3	Spring only	MED 121
OST 243	Med Office Simulation	2	2	3	Spring only	OST-148
		10	**4**	**12**		
Fall						
ENG 110 or ENG-111	Freshman Comp ENG 111 Writing/Inquiry	3 (3	0 0	3 3)	All All	ENG-002 ENG-002/ENG-011 (co-req)
OST 137	Office Applications I	2	2	3	Fall only	None
OST 184	Records Management	2	2	3	Fall only	None
OST 149	Medical Legal Issues	3	0	3	Fall only	None
OST 164	Office Editing	3	0	3	Fall only	None
		13	**4**	**15**		
		23	**8**	**27**		
	Total Credit Hours			**39**		

Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog.
Social Science Elective – Select one course from the following: PSY 118, PSY 150, or SOC 210
Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

MEDICAL OFFICE ADMINISTRATION
DEGREE
A25310

To complete the degree (A25310), 39 credit hours must be included from the Medical Office Administration Diploma (D25310).

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Spring						
BUS 121	Business Math	2	2	3	Spring only	None
BUS 260	Business Comm.[W]	3	0	3	Spring only	ENG-111 or ENG-110
OST 247	Procedure Coding	2	2	3	Spring only	MED-121
OST 248	Diagnostic Coding	2	2	3	Spring only	MED-121
OST 289	Office Admin Capstone	2	2	3	Spring only	OST-136 and OST-164
		11	**8**	**15**		
Fall						
ACA 111	College Student Success	1	0	1	All	None
ENG 115 or ENG-114	Oral Communication ENG 114 Prof Research/Reporting	3 (3	0 0	3 3)	All	None ENG-111 (min grade of C)
Humanities/Fine Arts	Elective*	3	0	3	All	See the choices below
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003/MAT-010 (co-req required w/o credit for MAT-003)
WBL 111	Work-Based Learning	0	10	1	All	None
		9	**12**	**11**		
		20	**20**	**26**		
	Total Credit Hours			**65**		

W – *Writing Intensive Course (ENG-110 or ENG-111 pre-req.)*

Humanities/Fine Arts Elective – Select one course from the following: ART 111, HUM 110, or MUS 110

MEDICAL BILLING AND INSURANCE
CERTIFICATE
C25310A

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Fall						
MED 121	**Medical Terminology I**	**3**	**0**	**3**	**Fall only**	**None**
OST 148	Med Ins & Billing	3	0	3	Fall only	None
OST 134	Text Entry and Formatting	2	2	3	Fall, Spring	None
		8	**2**	**9**		
Spring						
MED 122	Medical Terminology II	3	0	3	Spring only	MED 121
OST 247	Procedure Coding	2	2	3	Spring only	MED 121
OST 248	Diagnostic Coding	2	2	3	Spring only	MED 121
		7	**4**	**9**		
	Total Credit Hours			**18**		

Courses in bold are key courses students should take in their 1st term.

PATIENT SERVICES REPRESENTATIVE
CERTIFICATE
C25310B

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Fall						
MED 121	Medical Office Terminology I	3	0	3	Fall only	None
OST 148	Med Ins & Billing	3	0	3	Fall only	None
OST 286	Professional Development	3	0	3	Fall only	None
		9	**0**	**9**		
Spring						
OST 134	Text Entry and Formatting	2	2	3	Fall, Spring	None
BUS 121	Business Math	2	2	3	Spring only	None
		4	**4**	**6**		
	Total Credit Hours			**15**		

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

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

MEDICAL BILLING and CODING – WORKFORCE CAREER CERTIFICATE

Course Description

This four-month Medical Billing and Coding Certificate course prepares students for entry-level healthcare billing and coding positions. Additional information: https://surry.edu/areas-of-study/workforce-training/allied-health.

Program Learning Outcomes

Medical Billing and Coding students will:

- Be proficient using medical terminology and vocabulary unique to the medical profession.
- Understand various classification methods for coding patient information needed for insurance reimbursement and patient medical history.
- Be able to identify and examine the five major health insurance carriers.
- Be able to complete claim forms for each of the major health insurance carriers.
- Be able to code medical services and diagnoses using ICD, CPT, HCPCS coding books with correct definition, spelling, and pronunciation of body systems.

Upon completion of this course, individuals should be able to apply for positions in hospital billing departments, physician practices, and insurance companies.

Instructional Format

Hybrid. Some face-to-face class meetings as well as online instruction.

Contact

Debbie Cave, RN
Email: caved@surry.edu
Phone: (336) 386-3372

Medical Billing and Coding Workforce Certificate

MED 3030D* Medical Billing & Coding 180 Hours $183 Spring, Fall High School or Equivalent required

Cost may not include associated textbooks or supplies.
Virginia residents pay the same tuition rate as in-state students.

Certification Testing:

American Health Information Management Association (AHIMA) or American Academy of Professional Coders (AAPC)	**Additional testing information:** www.ahima.org www.aapc.com

Students should contact Debbie Cave concerning details on articulation.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

MEDICAL TERMINOLOGY – WORKFORCE TRAINING COURSE

Course Description

The 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, their combining forms, and body organization. Additional information: https://surry.edu/areas-of-study/workforce-training/allied-health.

Instructional Format

Face-to-face class

Contact

Debbie Cave
Email: caved@surry.edu
Phone: (336) 386-3372

Medical Terminology Workforce Course

NUR	3235	Medical Terminology	96 Hours	$183	Spring, Fall

Cost may not include associated textbooks and supplies.
Virginia residents pay the same tuition rate as in-state students**.**



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

NOTARY PUBLIC EDUCATION – WORKFORCE TRAINING COURSES

Course Description

This course is designed to provide instruction to individuals who want to become commissioned as a Notary Public. Topics include legal, ethical and procedural requirements of the Notary Act. Upon completion of this course with a passing exam grade of 80%, a person is eligible to make application with the NC Secretary of State office.

Program Learning Outcomes

Notary Public students will:

- Demonstrate knowledge of the of the Notary Public Act.
- Identify the requirements of a North Carolina Notary Public commission.
- Discuss the legal and ethical principles of a North Carolina Notary Public commission.
- Demonstrate proficiency of the NC Notary Public Examination.

Instructional Format

Face-to-face & online class meetings to include lecture, demonstrations, and practical applications.

Contact

Dr. Douglas Underwood
Phone: (336) 386-3584
Email: underwoodd@surry.edu

Notary Public & eNotary Education

*Must be fully commissioned NC Notary Public to take eNotary course.

Cost may not include associated textbook or supplies.
Virginia residents pay the same tuition as in-state students.

MLS	3874	Notary Public Education	8 hours $71	Spring, Summer, Fall
LEX	3875	eNotary Public Education	4 hours $71	Spring, Summer, Fall

Certification Testing:
NC Department of the Secretary of State

Additional information:
https://www.sosnc.gov/divisions/notary/become_a_notary
https://surry.edu/areas-of-study/programs/notary-public
https://www.sosnc.gov/divisions/notary/e_notary



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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
CERTIFICATE
C25370

This certificate is offered to high school students through the Career and College Promise (CCP) program (C25370X).
CCP students should complete this certificate over two semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OST 134	**Text Entry and Formatting**	2	2	3	**Fall, Spring**	**None**
OST 137	Office Applications I	2	2	3	Fall only	None
OST 184	Records Management	2	2	3	Fall only	None
OST 286	Professional Develop	3	0	3	Fall only	None
		9	**6**	**12**		
	Total Credit Hours			**12**		

Courses in bold are key courses students should take in their 1st term
"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".

OFFICE ADMINISTRATION
DIPLOMA
D25370

To complete the diploma (D25370), 12 credit hours must be included in the Office Administration Certificate (C25370/C25370X).

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Spring						
BUS 121	Business Math	2	2	3	Spring only	None
BUS 125	Personal Finance	3	0	3	Spring only	None
BUS 151	People Skills	3	0	3	Spring only	None
OST 136	Word Processing	2	2	3	Spring only	OST-134
Social/Behavioral Science	Elective*	3	0	3	All	See the choices below
		13	**4**	**15**		
Fall						
ACC 120	Princ of Financial Acct I	3	2	4	All	None
BUS 110	Intro to Business	3	0	3	Fall, Spring	None
ENG 110	Freshman Comp	3	0	3	All	ENG-002
OST 164	Office Editing	3	0	3	Fall only	None
		12	**2**	**13**		
	Total Credit Hours			**40**		

Social Science Elective – Select one course from the following: PSY 118, PSY 150, or SOC 210
"Highlighted courses are subject to time limitations found in the Time Limits on Course Work section of the catalog".
Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

OFFICE ADMINISTRATION
DEGREE
A25370

To complete the degree (A25370), 40 credit hours from the Office Administration Diploma (D25370) are included.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Spring						
ACC 150	Acct Software Appl.	1	3	2	Spring only	ACC-120
BUS 260	Business Comm [W]	3	0	3	Spring only	ENG-110 or ENG-111
OST 289	Office Admin Capstone	2	2	3	Spring Only	OST-136 and OST-164
ENG 115	Oral Communication	3	0	3	All	None
Humanities/Fine Arts	Elective*	3	0	3	All	See the choices below
		12	**5**	**14**		
Fall						
BUS 115	Business Law I	3	0	3	Fall only	None
BUS 137	Princ of Management	3	0	3	Fall only	None
ACA 111	College Student Success	1	0	1	All	None
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003/MAT-010 (co-req required w/o credit for MAT-003)
WBL 111	Work-Based Learning	0	10	1	All	None
		9	**12**	**11**		
	Total Credit Hours			**65**		

[W] *– Writing Intensive Course (ENG-110 or ENG-111 pre-req.)*

Humanities/Fine Arts Elective – Select one course from the following: ART 111, HUM 110, or MUS 110

OFFICE ADMINISTRATION
CERTIFICATE – OFFICE FINANCE
C25370A

This certificate is offered to high school students through the Career and College Promise (CCP) program (C25370AX).
CCP students should complete this certificate over two semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Fall						
ACC 120	**Princ of Financial Acct I**	**3**	**2**	**4**	**All**	**None**
OST 137	Office Applications I	2	2	3	Fall only	None
OST 134	Text Entry and Formatting	2	2	3	Fall, Spring	None
		7	**6**	**10**		
Spring						
ACC 150	Acct Software Appl.	1	3	2	Spring only	ACC-120
BUS 121	Business Math	2	2	3	Spring only	None
		3	**5**	**5**		
	Total Credit Hours			**15**		

Courses in bold are key courses students should take in their 1st term.

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

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

CUSTOMER SERVICE REPRESENTATIVE
CERTIFICATE
C25370B

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
Fall						
OST 137	Office Applications I	2	2	3	Fall only	None
OST 286	Professional Development	3	0	3	Fall only	None
OST 134	Text Entry and Formatting	2	2	3	Fall, Spring	None
		7	**4**	**9**		
Spring						
BUS 121	Business Math	2	2	3	Spring only	None
BUS 151	People Skills	3	0	3	Spring only	None
		5	**2**	**6**		
	Total Credit Hours			**15**		

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

TECHNOLOGY SKILLS WORKFORCE TRAINING COURSES

Course Description

Looking to increase your application skills? Workforce Training Courses are provided to help meet this need. Courses are offered most semesters. Complete details and latest information can be found at https://surry.edu/areas-of-study/workforce-training/computer-technologies.

Instructional Format

Face-to-face and Online

Contact

Jill McHone Harding
(336) 386-3331
hardingjm@surry.edu

Technology Skills Workforce Courses

MLS	3810E	MS Project	48 Hours	$127	Spring, Summer, Fall
OST	3100J	Microsoft Word/Outlook for Business	24 Hours	$71	Spring, Summer, Fall
OST	3100G	Microsoft Excel	24 Hours	$71	Spring, Summer, Fall
OST	3100K	Microsoft PowerPoint for Business	24 Hours	$71	Spring, Summer, Fall
OST	3100L	Microsoft Access for Business	24 Hours	$71	Spring, Summer, Fall
OST	3100I	Intermediate MS Excel	48 Hours	$127	Spring, Summer, Fall
ACC	3150B	Introduction to QuickBooks 2018	24 Hours	$71	Spring, Summer, Fall
OST	3100N	Microsoft Power BI	24 Hours	$71	Spring, Summer, Fall
OST	3100O	Introduction to Tableau	24 Hours	$71	Spring, Summer, Fall

Virginia residents pay the same tuition rate as in-state students**.**

*****These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.***



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

PROGRAMS

Engineering Technology



AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY

Curriculum Description

The 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 electronic 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

Tim Overby
Lead Instructor for Air Conditioning, Heating, and Refrigeration Technology
overbyt@surry.edu
(336) 386-3268

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/
Contact: financialaid@surry.edu or (336) 386-3264 for more information.

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY CERTIFICATE
C35100

This certificate is offered to high school students through the Career and College Promise (CCP) program (C35100X). CCP Students should complete this certificate over two semesters.

Course	Title	Lec	Lab	Cr	Offered	Pre-Requisites
AHR 110	**Intro to Refrigeration**	2	6	5	Fall only	None
AHR 160	**Refrigerant Certification**	1	0	1	Fall, Spring	None
ELC 112	DC/AC Electricity	3	6	5	Fall only	None
ELC 125	**Diagrams & Schematics**	1	2	2	Fall only	None
AHR 114	Heat Pump Technology	2	4	4	Spring only	AHR-110 or AHR-113
		9	**18**	**17**		
	Total Credit Hours			**17**		

Courses in bold are key courses students should take in their 1st term.

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY DIPLOMA
D35100

To complete the diploma, (17) credit hours from Air Conditioning, Heating, and Refrigeration Technology Certificate (C35100) must be included in D35100.

Course	Title	Lec	Lab	Cr	Offered	Pre-Requisites
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003/MAT-010 (co-req required w/o credit for MAT-003)
AHR 112	Heating Technology	2	4	4	Fall only	None
AHR 113	Comfort Cooling	2	4	4	Spring only	None
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
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	Summer only	ELC-112 or ELC-131
ENG 101	Applied Communications	3	0	3	Fall, Spring	
		15	**27**	**26**		
	Total Credit Hours			**39**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

AIR CONDITIONING, HEATING, and REFRIGERATION TECHNOLOGY DEGREE
A35100

To complete the degree, 43 credit hours from Air Conditioning, Heating, and Refrigeration Technology Certificate (C35100) and Diploma (D35100) must be included in A35100.

Course	Title	Lec	Lab	Cr	Offered	Pre-Requisites
PTE 114	Pathway to Employ Eng Tech	2	3	3	Summer only	None
AHR 212	Adv. Comfort System	2	6	4	Fall only	AHR-114/AHR-250 (co-req.)
AHR 250	HVAC Syst. Diag. (or **WBL**)	0	4	2	Fall only	AHR-133
ENG 110	Freshman Comp	3	0	3	All	ENG-002
AHR 120	HVAC Maintenance	1	3	2	Spring only	None
AHR 211	Resident System Design **W**	2	2	3	Spring only	ENG-110
CIS 110	Intro to Computers	2	2	3	All	None
ENG 115	Oral Communications	3	0	3	All	None
PSY 118	Interpersonal Psychology	3	0	3	All	None
Humanities/Fine Arts	Elective*	3	0	3	All	See page 42
		21	**20**	**29**		
	Total Credit Hours			**69**		

W – *Writing Intensive Course*
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"

HVAC TECHNICAL ASSISTANT

Fast Track Workforce Career Certificate

The HVAC Technical Assistant Certificate is designed to provide students with an opportunity to gain hands-on experience with HVAC systems while learning the skills necessary to become employed in the heating and air conditioning repair field. Training topics focus on operating principles of heating and cooling systems with emphasis on safety, theory, and principles of refrigeration, types of heating/cooling systems, Ohm's law, load calculations, troubleshooting using the various types of test equipment, servicing, repairing and installing components.

After assessments were performed between employers and our local business and industry, certain skills were deemed essential for all applicants entering the local workforce. Core skills include Health and Safety (OSHA 10), Continuous Improvement (Lean Six Sigma), Human Resources Development (HRD), and Basic Computer Skills. Completion of these skills provides potential employee candidates a strong background in workplace culture that consists of a safe working environment, an understanding of efficient processes and practices, recognizing how to become a better team player, and understanding different leadership styles within an organization.

Students will earn the following industry-recognized credentials: OSHA 10, DiSC, Lean Six Sigma (Yellow Belt), Employability Skills and Career Readiness.

Employment Opportunities

Upon completion of this course, individuals should be able to apply for positions with entry-level HVAC field.

HVAC Technician Assistant Fast Track Workforce Certificate

Course	Number	Name	No. of Hours	Cost
AHR	3131H	HVAC Technician Assistant	106 hours	Grant Funded

*This Fast Track Workforce Certificate may be earned in eight weeks.

Cost Information:

- Tuition and related supply costs are grant-funded and provided to the student at no cost.
- Funding for transportation, childcare, and other costs to attend training may be available.
- Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

Internship and Employment Information:

The program includes 20+ hours of jobsite training. Upon successfully completing the workforce certificate and employer entry requirements, students will be placed with employers for immediate employment.

Contact:

Rachel Hiatt, Coordinator, Work-Based Learning & Apprenticeship Initiatives
Phone: (336) 386-3291 | hiattr@surry.edu

HVAC – WORKFORCE CAREER CERTIFICATE

Course Description

The one semester Workforce Certificate offered in the Fall semester, offers students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements and a college application. Students pay continuing educations rates without regard to residency requirements. Workforce Certificates are suited for students looking to acquire workforce skills.

Employment Opportunities

Upon completion of these courses, individuals should be able to apply for entry-level positions within the heating, ventilation, and air conditioning industry.

Heating, Air Conditioning, Refrigeration Technology Certificate

Fall Semester

AHR	3131C	Intro to Refrigeration*	128 Hours	$183
ELC	3014G	DC/AC Electricity*	144 Hours	$183
ELC	3014H	Diagrams & Schematics*	48 Hours	$127
AHR	3131E	Heating Technology*	96 Hours	$183
AHR	3128A	Refrigerant Certification*	16 Hours	$71

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students.

**** These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.***

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Certification Testing:
CFC Certification

Additional testing information:
http://www.refrigerationboard.org/
https://www.escogroup.org/

Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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 conditioning 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

Sam O'Mary
Lead Instructor for Automotive Systems Technology
omarysk@surry.edu
(336) 386-3258

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

AUTOMOTIVE SYSTEMS TECHNOLOGY
CERTIFICATE
C60160

This certificate is offered to high school students through the Career and College Promise (CCP) program (C60160X). CCP Students should complete this certificate over two semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
AUT 181	**Engine Performance I**	2	3	3	Fall only	None
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.)
TRN-110	Intro to Transportation Tech	1	2	2	Fall only	
TRN-120	Basic Transportation Electricity	4	3	5	Fall only	
		9	**25**	**18**		
	Total Credit Hours			**13**		

Courses in bold are key courses students should take in their 1st term.

AUTOMOTIVE SYSTEMS TECHNOLOGY
DIPLOMA
D60160

To complete the diploma, 11 credit hours from Automotive Systems Technology Certificate (C60160) must be included in D60160.

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 & Literacy	2	2	3	All	MAT-003/ MAT-010 (co-req required w/o credit for MAT-003)
TRN 170	PC Skills for Transport	1	2	2	Fall only	None
AUT 114	Safety & Emissions	1	2	2	Spring only	None
ENG 101	Applied Comm. I	3	0	3	Fall, Spring	None
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.)
AUT 183	Engine Performance II	2	6	4	Fall only	AUT-181
		13	**28**	**25**		
	Total Credit Hours			**25**		

WBL options: WBL 111, 112, 121

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

AUTOMOTIVE SYSTEMS TECHNOLOGY
DEGREE
A60160

To complete the degree, 35 credit hours from Automotive Systems Technology Certificate (C60160) and Diploma (D60160) must be included in A60160.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
ENG 110	Freshman Comp	3	0	3	All	ENG-002
ENG 115	Oral Communication	3	0	3	All	None
AUT 221	Automotive Transmissions **W**	2	3	3	Fall only	ENG-110
AUT 221A	Auto Transmissions Lab	0	3	1	Fall only	None/AUT-221 (co-req.)
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-110
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	
		21	**18**	**27**		
	Total Credit Hours			**62**		

W – *Writing Intensive Course (ENG-110 or ENG-111 pre-req.)*
WBL options: WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, 231

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

Course	Title	Lect	Lab	Cred	Offered	Pre-Requisites
HUM 110	Technology & Society	3	0	3	All	*L with a minimum grade of C (co- req.)*
PHI 240	Introduction to Ethics	3	0	3	All	ENG-111

AUTOMOTIVE – WORKFORCE CAREER CERTIFICATE

Workforce Career Certificate

The Workforce Certificate offers students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements and a college application. Students pay continuing educations rates without regard to residency requirements. The Automotive Workforce Certificate will articulate into college credit and includes NC Carolina state Auto-safety Inspections and OBD II Inspection certifications.

Employment Opportunities

Upon completion of this course, individuals should be able to apply for entry-level positions with automotive dealerships and repair shops.

Automotive Workforce Certificate

Spring Semester

*AUT	3137L	Suspension, Brakes, Safety and Emissions	304 Hours	$183

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students.

*College Curriculum credit can be awarded for AUT 114, AUT 141, AUT 141A, AUT 151 and AUT 151A for completion of this certificate.

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Certification Testing:
NC Automotive Safety Inspection/OBD II

Additional testing information
https://www.ncdot.gov/dmv/title-registration/emissions-safety/Pages/default.aspx



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

AUTOMOTIVE – WORKFORCE TRAINING COURSES

Course Description

Looking to increase your skills? Workforce Training Courses are provided to help meet this need. Courses are offered most semesters. Complete details and current information can be found at https://surry.edu/areas-of-study/workforce-training/transportation-system-technologies.

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Automotive Courses

DMV	3129	Auto OBD Emission Init/Recert	8 Hours	$71	Spring, Summer, Fall
DMV	3151	Auto Safety Inspection	8 Hours	$71	Spring, Summer, Fall
AUT	3200	Small Engine Mechanic	72 Hours	$183	Spring, Summer, Fall
AUT	3137J	Auto: Suspension & Steering	128 hours	$183	Spring
AUT	3137I	Braking Systems	128 hours	$183	Spring
AUT	3137P	Engine Repair	128 hours	$183	Fall
CSP	4000T1	DMV: Dealer License Pre-license	12 hours	$126	Spring, Summer, Fall
CSP	4000U1	DMV: Dealer License Renewal	6 Hours	$101	Spring, Summer, Fall DMV: Dealer License Pre-license Required

Cost does not include associated books, tools, and supplies.
Virginia residents pay the same tuition rate as in-state students



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

AUTOBODY TECHNICIAN – WORKFORCE CAREER CERTIFICATE

Course Description

Interested in collision repair? Learn real-world, hands-on repair situations to get practical skills you can use immediately. Expand your knowledge and gain techniques to find a career in the field. In many cases, you can also earn your I-CAR credits. Whether you're a new apprentice or an old pro, our courses are available for you.

The one semester Workforce Certificate offered provides students the opportunity to receive the same instruction and skills as college students without placement tests, general education requirements and a college application. Students pay continuing educations rates without regard to residency requirements. Workforce Certificates are suited for students looking to acquire workforce skills. These skill-specific classes will prepare a student to be successful in the field of collision repair. The student will understand how to assess painting, refinishing, repair structural and automotive detailing.

Employment Opportunities

Upon completion, individuals should be able to apply for entry-level positions within the automotive collision repair industry.

Autobody Workforce Certificate

Fall Semester

AUT	3109M	Paint & Refinish I	128 Hours	$183
AUT	3109	Auto Body Repair	128 Hours	$183
AUT	3110A	Automotive Detailing I	64 Hours	$183

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students.

Contact

David Hawks
Lead Instructor for Collision and Refinishing
hawksd@surry.edu
(336) 386-3623



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

AUTOBODY REPAIR TECHNICIAN – WORKFORCE CAREER CERTIFICATE

Course Description

This course is designed to prepare the student for entry level positions in the Auto Body Repair Field. Students will be taught how to identify and describe the current types of body/frame construction; identify and describe the individual components of both conventional and unitized construction; evaluate vehicle damage through proper application of measuring and gauging equipment and sequencing techniques; identify and differentiate between the types of equipment available for making effective frame and underbody repairs; and return vehicle to pre-accident condition. Upon completion, students will have the knowledge to perform hands-on repairs in the areas of non-structural and structural repairs, MIG welding, plastics and adhesives, refinishing, and other related areas.

Employment Opportunities

Upon completion, individuals should be able to apply for entry-level positions within the automotive collision repair industry.

Autobody Workforce Certificate

Fall Semester

AUT	3109	Autobody Repair	164 Hours	$183

Cost does not include associated books, tools, and supplies

Virginia residents pay the same tuition rate as in-state students.

AUTOBODY WELDER – WORKFORCE CAREER CERTIFICATE

Course Description

This course covers the same terms and procedures for welding carious metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operations of MIG equipment, metal identification methods, types of weld/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.

Employment Opportunities

Upon completion, individuals should be able to apply for entry-level positions within the automotive collision repair industry.

Autobody Workforce Certificate

Fall Semester

AUT	3137T	Basic Welding for Transportation	82 Hours	$183

Contact

David Hawks
Lead Instructor for Collision and Refinishing Technology
hawksd@surry.edu
(336) 386-3623

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 advanced usage of the Computer Numerical Controls systems (CNC) milling machine.
- Demonstrate knowledge of basic and advanced 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

Walter Poplin
Lead Instructor for Computer-Integrated Machining
poplinw@surry.edu
(336) 386-3219

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/
Contact: financialaid@surry.edu or (336) 386-3264 for more information.

COMPUTER-INTEGRATED MACHINING
CERTIFICATE – CNC MACHINING
C50210A

This certificate is offered to high school students through the Career and College Promise (CCP) program (C50210AX). CCP students should complete this certificate over three semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BPR 111	**Print Reading**	1	2	2	Fall only	None
MAC 111	Machining Technology I	2	12	6	All	None
MAC 121	Intro to CNC	2	0	2	Fall only	None
MEC 110	Intro to CAD/CAM	1	2	2	Spring only	None
MAC 124	CNC Milling	1	3	2	Spring only	MAC-121
MAC 122	CNC Turning	1	3	2	Summer only	MAC-121
		8	**22**	**16**		
	Total Credit Hours			**16**		

Courses in bold are key courses students should take in their 1st term.

COMPUTER-INTEGRATED MACHINING
CERTIFICATE
C50210

This certificate is offered to high school students through the Career and College Promise (CCP) program (C50210X). CCP students should complete this certificate over three semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MAC 111	**Machining Technology I**	2	12	6	Fall	None
MAC 112	Machining Technology II	2	12	6	Spring	MAC-111 or MAC-111AB and MAC-111BB
MAC 113	Machining Technology III	2	12	6	Summer	MAC-112 or MAC-112AB and MAC-112AB
		6	**36**	**18**		
	Total Credit Hours			**18**		

Courses in bold are key courses students should take in their 1st term.
Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester

COMPUTER-INTEGRATED MACHINING
DIPLOMA
D50210

To complete the diploma, 18 credit hours from Computer-Integrated Machining Certificate must be included in D50210.

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 121	Intro to CNC	2	0	2	Fall only	None
MAT 121	Algebra/Trigonometry I	2	2	3	Fall, Spring	MAT-003, grade of P2/MAT-021 (co-req required w/o credit for MAT-003, grade
ENG 111	Writing/Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
MAC 124	CNC Milling	1	3	2	Spring only	MAC-121
MAC 151	Machining Calculations	1	2	2	Spring only	None
MAC 122	CNC Turning	1	3	2	Summer only	MAC-121
		13	**14**	**19**		
	Total Credit Hours			**37**		

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

COMPUTER-INTEGRATED MACHINING
DEGREE
A50210

To complete the degree, 37 credit hours from Computer-Integrated Machining Certificate (C50210) and Diploma (D50210) must be included in A50210.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
MEC 110	Intro to CAD/CAM	1	2	2	Spring only	None
ENG 114	Prof Research & Report	3	0	3	All	ENG -110 (waiver)
MAC 152	Advanced Machining Calc.	1	2	2	Fall only	None
MAC 214	Machining Tech IV[W]	2	12	6	Fall only	ENG-110 or 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
ATR 212	Industrial Robotics	2	3	3	Spring only	None
Humanities/Fine Arts	Elective*	3	0	3	All	*See page 42 for options*
ISC 112	Industrial Safety	2	0	2	All	None
MAC 224	Advanced CNC Milling[W]	1	3	2	All	ENG-110 or ENG-111
Social Science	Elective*	3	0	3	All	*See page 42 for options*
		21	**29**	**32**		
	Total Credit Hours			**69**		

W – Writing Intensive Course (ENG-110 or ENG-111 pre-req.)

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

Dale Badgett
Lead Instructor Construction Management
badgettdd@surry.edu
(336) 386-3445

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

CONSTRUCTION MANAGEMENT TECHNOLOGY
DEGREE
A35190

1st 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
CMT 210	Prof Construction Supervision	3	0	3	Fall only	None
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003 / MAT-010 (co-req required w/o credit for MAT-003)
	Total Credit Hours	**11**	**17**	**17**		

Courses in bold are key courses students should take in their 1st term.

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ARC 112	Const. Materials & Method	3	2	4	Spring only	None
CIV 230	Construction Estimating	2	3	3	Spring only	ARC-111 or CIS-110 or CIS-111 or EGR 115
ENG 110	Freshman Comp	3	0	3	All	ENG-002
SST 140	Green Building Concepts	3	0	3	Spring only	ENG-110
		11	**5**	**13**		

Summer Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 114	Prof Research & Report	3	0	3	All	ENG -110 waiver
PTE 110	Pathway to Employment-Construction	2	3	3	Summer only	None
		5	**3**	**6**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 139	Entrepreneurship I	3	0	3	Fall only	None
CIS 110	Intro Computers	2	2	3	All	None
CMT 212	Total Safety Performance **W**	3	0	3	Fall only	None/CMT-210 (co-req.)
ELC 113	Residential Wiring I	2	6	4	Fall only	None
SPA 120	Spanish for the Workplace	3	0	3	Fall only	None
		13	**8**	**16**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACC 120	Principles of Financial Acct	3	2	4	All	None
ARC 132	Specifications and Contracts**W**	2	0	2	Spring only	ARC-112 and ENG-110 or ENG-111
CMT 120	Codes and Inspection	3	0	3	Spring only	None
HUM 110	Technology & Society	3	0	3	All	None/ENG-002 or ENG-101 *with a minimum grade of C* (co-req.)
PSY 118	Interpersonal Psychology	3	0	3	All	None
		14	**2**	**15**		
	Total Credit Hours			**67**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester

W – *Writing Intensive Course (ENG-110 or 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 buildings 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 trade professions as well as positions in industry and government.

Contact

Dale Badgett
Lead Instructor Construction Management
badgettdd@surry.edu
(336) 386-3445

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu_or (336) 386-3264 for more information.

CONSTRUCTION TECHNOLOGY: CARPENTRY
CERTIFICATE
C35180

This certificate is offered to high school students through the Career and College Promise (CCP) program (C35180X). CCP students should complete this certificate over two semesters.

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
ARC 112	Construction Materials & Methods	3	2	4	Spring only	None
CMT 120	Codes and Inspection	3	0	3	Spring only	None
		12	**17**	**18**		
	Total Credit Hours			**18**		

CONSTRUCTION TECHNOLOGY: CARPENTRY
DIPLOMA
D35180

To complete the diploma, 18 credit hours from Construction Technology: Carpentry Certificate (C35180) must be included in D35180. This certificate is offered to high school students through the Career and College Promise (CCP) program (D35180X)

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ENG 110	Freshman Composition	(3	0	3)	All	ENG-002
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003/ MAT-010 (co-req required w/o credit for MAT-003)
CAR 110	Intro to Carpentry	2	0	2	Fall	
CAR 112	Carpentry II	3	15	8	Fall, Spring	
CAR 115	Res Planning/Estimating	3	0	3	Spring only	BPR-130
CAR 113	Carpentry III	3	9	6	All	CAR-111(co-req.)
		16	**26**	**25**		
	Total Credit Hours			**43**		

Courses in bold are key courses students should take in their 1st term.

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

FAST TRACK CREDENTIAL PROGRAMS

CONSTRUCTION ASSISTANT

Fast Track Workforce Career Certificate

This Construction Assistant Certificate is designed to provide students with an opportunity to gain hands-on experience in the Construction labor force while learning the skills necessary to become employed in the field. A construction worker is a manual labor professional responsible for preparing equipment, operating machinery, and taking apart and building structures. Other duties construction workers may perform include:

- Testing machinery and equipment to confirm they work properly
- Transporting supplies and materials from suppliers and vehicles to the job site
- Closely following safety protocols and procedures to maintain the integrity of the project and team
- Measuring and cutting lumber, plaster and other building materials to exact specifications
- Using hand tools and mechanical tools, such as hammers, saws, screwdrivers, drills and many others.

After employers assessed needs with our local business and industry, certain skills were deemed essential for all applicants entering the local workforce. Core skills include Health and Safety (OSHA 10), Continuous Improvement (Lean Six Sigma), Human Resources Development (HRD), and Basic Computer Skills. Completion of these skills provides potential employee candidates a strong background in workplace culture that consists of a safe working environment, an understanding of efficient processes and practices, recognizing how to become a better team player, and understanding different leadership styles within an organization.

Students will earn the following industry-recognized credentials: OSHA 10, DiSC, Lean Six Sigma (Yellow Belt), Employability Skills and Career Readiness.

Employment Opportunities: Upon completion of this course, individuals should be able to apply for positions in the entry-level construction field.

Construction Assistant Fast Track Workforce Certificate

Course	Number	Name	No. of Hours	Cost
CST	3110C	Construction Assistant	96+ hours	Grant Funded

*This Fast Track Workforce Certificate may be earned in eight weeks.

Cost Information:

- Tuition and related supply costs are grant-funded and provided to the student at no cost.
- Funding for transportation, childcare, and other costs to attend training may be available.
- Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

Internship and Employment Information:

The program includes 20+ hours of jobsite training. Upon successfully completing the workforce certificate and employer entry requirements, students will be placed with employers for immediate employment.

Apprenticeships:

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

CONSTRUCTION – WORKFORCE CAREER CERTIFICATE

Workforce Career Certificate

The Workforce Certificate offers students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements and a college application. Students pay continuing educations rates without regard to residency requirements. The Construction Workforce Certificate will articulate to college curriculum credit and includes OSHA 10 Construction certification.

Employment Opportunities: Upon completion of this course, individuals should be able to apply for entry-level positions with construction companies/contractors or work independently as a carpenter.

Construction Workforce Certificate

Course	Number	Name	No. of Hours	Cost
CAR	3112G	Carpentry, Materials and Methods *	368 Hours	$183

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students.

Certification Testing: OSHA – 10 Construction **Additional testing information:** https://www.osha.gov/



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

MASONRY ASSISTANT

Fast Track Workforce Career Certificate

The Masonry Assistant Certificate is designed to provide students with an opportunity to gain hands-on experience in the Construction labor force while learning the skills necessary to become employed in the field. A masonry helper assists a mason who might be working with stone, brick, or tile. They would assist the mason to carry the tools and materials needed for the job and set the location up for the project.

After employers need assessments with our local business and industry, certain skills were deemed essential for all applicants entering the local workforce. Core skills include Health and Safety (OSHA 10), Continuous Improvement (Lean Six Sigma), Human Resources Development (HRD), and Basic Computer Skills. Completion of these skills provides potential employee candidates a strong background in workplace culture that consists of a safe working environment, an understanding of efficient processes and practices, recognizing how to become a better team player, and understanding different leadership styles within an organization.

Students will earn the following industry-recognized credentials: OSHA 10, DiSC, Lean Six Sigma (Yellow Belt), Employability Skills and Career Readiness.

Employment Opportunities: Upon completion of this course, individuals should be able to apply for positions with entry-level masonry field.

Masonry Assistant Fast Track Workforce Certificate

Course	Number	Name	No. of Hours	Cost
MAS	3002	Masonry	96+ hours	Grant Funded

*This Fast Track Workforce Certificate may be earned in eight weeks.

Cost Information:

- Tuition and related supply costs are grant-funded and provided to the student at no cost.
- Funding for transportation, childcare, and other costs to attend training may be available.
- Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

Internship and Employment Information:

The program includes 20+ hours of jobsite training. Upon successfully completing the workforce certificate and employer entry requirements, students will be placed with employers for immediate employment.

Contact

Rachel Hiatt
Email: hiattr@surry.edu
Phone: (336) 386-3291

ELECTRICAL SYSTEMS TECHNOLOGY: ELECTRICAL TRACK

Curriculum Description

This curriculum is designed to provide training for people 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

Darryl Evans
Lead Instructor for Electrical System
evansde@surry.edu
(336) 386-3328

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu_or (336) 386-3264 for more information.

ELECTRICAL TRACK
INDUSTRIAL CERTIFICATE
C35130C

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 only	None
ELC 220	Photovoltaic Sys Tech	2	3	3	Fall only	None
ISC 112	Industrial Safety	2	0	2	All	None
		10	**17**	**16**		
	Total Credit Hours			**16**		

Courses in bold are key courses students should take in their 1st term.

ELECTRICAL TRACK
CERTIFICATE
C35130A

This certificate is offered to high school students through the Career and College Promise (CCP) program (C35130XA). CCP students should complete this certificate over two semesters.

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 only	None
ELC 114	Commercial Wiring	2	6	4	Spring only	ELC-113
ISC 112	Industrial Safety	2	0	2	All	None
		10	**20**	**17**		
	Total Credit Hours			**17**		

Courses in bold are key courses students should take in their 1st term.

ELECTRICAL TRACK
DIPLOMA
D35130A

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
MAT 121	Algebra/Trigonometry I	2	2	3	Fall, Spring	MAT-003 grade of P2/MAT- 021 (co-req required w/o credit for MAT-003 grade of P3)
ELC 118	National Electric Code	1	2	2	Spring only	ELC-113
ELC 121	Electrical Estimating	1	2	2	Spring only	ELC-113
ENG 110	Freshman Comp	3	0	3	All	ENG-002
MNT 110	Intro to Main. Procedures	1	3	2	Spring only	None
ELC 115	Industrial Wiring (or WBL)	2	6	4	Summer only	None
ELC 117	Motors and Controls	2	6	4	Summer only	ELC-112 or ELC-131
		12	**21**	**20**		
	Total Credit Hours			**37**		

To complete the diploma, 17 hours from Electrical Track Certificate (C35130A) must be included in D35130A.

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

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

ELECTRICAL TRACK
DEGREE
A35130

To complete the degree, 37 credit hours from Electrical Track Certificate (C35130A) and Electrical Track Diploma (D35130A) must be included in A35130.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ELC 220	Photovoltaic Sys Tech	2	3	3	Fall only	None
CIS 110	Intro to Computers	2	2	3	All	None
PTE 114	Pathway to Employ Engineering Tech	2	3	3	Summer only	None
ELC 128	Introduction to PLC[W]	2	3	3	Fall only	ENG-110 or ENG-111 and one of the following: ELC- 112 or ELC-131 or ELC-125
Humanities/Fine Arts	**Elective***	3	0	3	All	See page 42 for options
HYD 110	Hydraulic Pneumatics I	2	3	3	Fall only	None
WLD 112	Basic Welding Processes	1	3	2	Fall only	None
ELC 228	PLC Applications	2	6	4	Spring only	ELC-128
ELC 230	Wind & Hydro Power Sys	2	2	3	Spring only	None
ENG 114	Prof Research/Reporting	3	0	3	All	ENG-110 (waiver)
Social Science	**Elective****	3	0	3	All	See page 42 for options
		24	**25**	**33**		
	Total Credit Hours			**70**		

W – *Writing Intensive Course (ENG-110 or 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".

***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/ENG-002 or ENG- 101 *with a minimum grade of C* (co-req.)
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	ENG-002 or ENG-110 or ENG-101 *with a minimum grade of C*
ECO 251	Prin. of Microeconomics	3	0	3	Fall, Spring	ENG-002 or ENG-101 *with a minimum grade of C*
PSY 118	Interpersonal Psych	3	0	3	All	None
PSY 150	General Psychology	3	0	3	All	ENG-002 or ENG-101 *with a minimum grade of C*
SOC 210	Intro to Sociology	3	0	3	All	None/ENG-002 or ENG-101 *with a minimum grade of C* (co-req.)

W – *Writing Intensive Course (ENG-110 or 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 ASSISTANT

Fast Track Workforce Career Certificate

The Electrical Assistant Certificate is designed to provide related training in the electrical trade that will give students the proper coursework in Safety, Electrical Code, Equipment, and knowledge of the trade. Upon completion, students should be able to

- Understand the fundamentals of electricity and power distribution
- Basic trade mathematics
- National electrical code requirements
- Commercial, industrial, and residential wiring requirement
- Other control theory and fundamentals

After needs were assessed with employers and our local business and industry, certain skills were deemed essential for all applicants entering the local workforce. Core skills include Health and Safety (OSHA 10), Continuous Improvement (Lean Six Sigma), Human Resources Development (HRD), and Basic Computer Skills. Completion of these skills provides potential employee candidates a strong background in workplace culture that consists of a safe working environment, an understanding of efficient processes and practices, recognizing how to become a better team player, and understanding different leadership styles within an organization.

Students will earn the following industry-recognized credentials: OSHA 10, DiSC, Lean Six Sigma (Yellow Belt), Employability Skills and Career Readiness.

Employment Opportunities: Upon completion of this course, individuals should be able to apply for positions with entry-level electrical field.

Electrical Assistant Fast Track Workforce Certificate

Course	Number	Name	No. of Hours	Cost
ELC	3014M	Electrical Assistant	96+ hours	Grant Funded

*This Fast Track Workforce Certificate may be earned in eight weeks.

Cost Information:

- Tuition and related supply costs are grant-funded and provided to the student at no cost.
- Funding for transportation, childcare, and other costs to attend training may be available.
- Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

Internship and Employment Information:

The program includes 20+ hours of jobsite training. Upon successfully completing the workforce certificate and employer entry requirements, students will be placed with employers for immediate employment.

Contact: Rachel Hiatt email: hiattr@surry.edu phone: (336) 386-3291

ELECTRICAL SYSTEMS INSTITUTE – WORKFORCE TRAINING CERTIFICATE

Course Description

The Workforce Certificate offers students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements and a college application. Students pay continuing educations rates without regard to residency requirements. The Electrical Workforce Certificate will articulate to college curriculum credit. http://surry.edu/areas-of-study/programs/electrical-systems-institute-workforce

Employment Opportunities: Upon completion of this course, individuals should be able to apply for entry-level positions electrical companies/contractors.

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Electrical Institute Workforce Certificate

*ELC	3014D	Electrical Institute IV	180 Hours	$183	Spring

*College Curriculum credit can be awarded for ELC-113 Residential Wiring and ELC-125 Diagrams and Schematics for completion of this certificate.

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

ELECTRICAL – WORKFORCE TRAINING COURSES

Course Description

Looking to increase your skills? Workforce Training Courses are provided to help meet this need. Courses are offered most semesters. Complete details and latest information can be found at https://surry.edu/areas-of-study/workforce-training.

Instructional Format

Face-to-face class meetings

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Cost: Tuition rates based on course hours.
Virginia residents pay the same tuition rate as in-state students**.**
Cost does not include associated books, tools, and supplies

Electrical Workforce Courses

ELC	3100	Electrical Code License Prep	66 Hours	$183	Fall
ELC	3016A	Electrical Contractor License Renewal	8 Hours	$71	All
ELC	3119A	Residential Wiring*	128 Hours	$183	Fall
ELC	3014H	Diagrams & Schematics*	48 Hours	$127	Spring, Fall
ELC	3014G	DC/AC Electricity*	144 hours	$183	Fall
ELC	3119C	Electrical Estimating	48 Hours	$127	Spring
ELC	3014J	Photovoltaic System Tech*	80 Hours	$183	Fall
ISC	3036	Industrial Safety*	32 Hours	$125	Spring, Fall

Note: This certificate is offered each fall semester (August – December).

These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.

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

William "Russell" Jones
Lead Instructor for Electronics Engineering Technologies
joneswr@surry.edu
(336) 386-3270

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

ELECTRONICS ENGINEERING TECHNOLOGY
CERTIFICATE
C40200

This certificate is offered to high school students through the Career and College Promise (CCP) program (C40200X). CCP students should complete this certificate over two semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
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.)
ELN 131	Analog Electronics I	3	3	4	Spring only	ELC-131
ELN 133	Digital Electronics	3	3	4	Spring only	ELC-131
ISC 112	Industrial Safety	2	0	2	All	None
		11	**18**	**15**		
	Total Credit Hours			**15**		

Courses in bold are key courses students should take in their 1st term.

ELECTRONICS ENGINEERING TECHNOLOGY
DEGREE
A40200

To complete the degree, 15 credit hours from Electronics Engineering Technology Certificate (C40200) must be included in A40200.

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	ENG-002/ENG-011 (co-req)
MAT 121	Algebra/Trigonometry I	2	2	3	Fall, Spring	MAT-003 grade of P2/MAT-021 (co-req required w/o credit for MAT-003 grade of P3)
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
MAT 171	Precalculus Algebra	3	2	4	Spring	MAT-121 or MAT-003
PHY 131	Physics Mechanics	3	2	4	Spring only	MAT-121 or MAT-171
ELC 117	Motors and Controls	2	6	4	Summer	ELC-112 or ELC-131
Social Science	Elective*	3	0	3	All	See page 42 for options
ELC 128	Introduction to PLCW	2	3	3	Fall only	ENG-111 and 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-131 and ELN-133
ELN 275	Troubleshooting	1	3	2	Fall only	ELN-133
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-110 or ENG-111
ELN 246	Cert. Elect Tech. Prep.	3	0	3	Spring only	None
Humanities/Fine Arts	Elective*	3	0	3	All	See page 42 for options
		43	**39**	**57**		
	Total Credit Hours			**72**		

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".

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester

MAINTENANCE TECHNICIAN

Fast Track Workforce Career Certificate

The Maintenance Technician Certificate is designed for general maintenance technicians that are responsible for keeping a variety of machines, appliances, and mechanical systems operating safely and efficiently. In addition to performing routine maintenance, general maintenance technicians usually must be prepared to inspect, troubleshoot, and replace the machines and systems that they work on. Upon completion, students should be able to

- Demonstrate proficiency with a wide range of repair equipment, including power tools;
- Apply safe working practices as defined by OSHA for clothing, eye protection, hand tools, power equipment, ventilation handling, storage, and appropriate handling of hazmat;
- Create and maintain documentation on repairs and preventative maintenance procedures;
- Assist in troubleshooting complicated mechanical systems and monitoring operations.

After employers need assessments with our local business and industry, certain skills were deemed essential for all applicants entering the local workforce. Core skills include Health and Safety (OSHA 10), Continuous Improvement (Lean Six Sigma), Human Resources Development (HRD), and Basic Computer Skills. Completion of these skills provides potential employee candidates a strong background in workplace culture that consists of a safe working environment, an understanding of efficient processes and practices, recognizing how to become a better team player, and understanding different leadership styles within an organization.

Students will earn the following industry-recognized credentials: OSHA 10, DiSC, Lean Six Sigma (Yellow Belt), Employability Skills and Career Readiness.

Employment Opportunities: Upon completion of this course, individuals should be able to apply for positions with entry-level maintenance field.

Maintenance Technician Fast Track Workforce Certificate

Course	Number	Name	No. of Hours	Cost
MNT	3065B	Maintenance Technician	96+ hours	Grant Funded

*This Fast Track Workforce Certificate may be earned in eight weeks.

Cost Information:

- Tuition and related supply costs are grant-funded and provided to the student at no cost.
- Funding for transportation, childcare, and other costs to attend training may be available.
- Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

Internship and Employment Information:

The program includes 20+ hours of on the job training. Upon successfully completing the workforce certificate and employer entry requirements, students will be placed with employers for immediate employment.

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

CERTIFIED PRODUCTION TECHNICIAN – WORKFORCE CAREER CERTIFICATE

Workforce Career Certificate

The Certified Production Technician program provides a nationally portable, industry-led program that prepares and certifies individuals for career pathways in advanced manufacturing. This training program delivers the 21st Century, in-demand skills that today's employers need for over 6 million frontline production jobs. CPT is comprised of four individual credentials: Safety & Employability, Manufacturing Process & Production, Quality Practices & Measurement, and Maintenance Awareness. Achievement for all four credentials yields the full Certified Production Technician credential. The Certified Production Technician will articulate to college curriculum credit and is available to high school juniors and seniors through the College and Career Promise program. https://surry.edu/cpt

Employment Opportunities

Upon completion of this course, individuals should be able to apply for entry-level positions with industrial and manufacturing companies.

Contact

Jill Hone Harding
Email:hardingjm@surry.edu
Phone: (336) 386-3331

Industrial Manufacturing Workforce Certificate

*MNT	3111C	CERTIFIED PRODUCTION TECHNICIAN	176 Hours	$183	Spring

Cost does not include associated books, tools, and supplies

Virginia residents pay the same tuition rate as in-state students.

*College Curriculum credit can be awarded for MEC-111 Machine Processes, MNT-110 intro to Maintenance Procedures and ISC-122 Industrial Safety for completion of this certificate.

Certification Testing: MSSC – Certified Production Technician

Additional testing information:
https://www.msscusa.org/certification/production-certification-cpt/



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

INDUSTRIAL – WORKFORCE TRAINING COURSES

Course Description

Looking to increase your skills? Workforce Training Courses are provided to help meet this need. Courses are offered most semesters. Complete details and latest information can be found at https://surry.edu/areas-of-study/workforce-training/industrial-careers.

Instructional Format

Seated

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Industrial Workforce Training Courses

ISC	3036	Industrial Safety*	32 Hours	$127	Spring, Summer
MNT	3103	Fork Lift Operator	8 Hours	$79	Spring, Summer, Fall
MNT	3111	Manufacturing Production Tech*	192 Hours	$183	Spring, Fall
MNT	3111A	MSSC: Quality Practice & Measurement	48 Hours	$127	Spring, Fall
MNT	3111B	MSSC: Processes & Production	48 Hours	$127	Spring, Fall
MEC	3010E	Intro to CAD	48 Hours	$127	Spring

Cost does not include associated textbooks or supplies.
Virginia residents pay the same tuition rate as in-state students.

These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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

Jordan Crowson
Lead Instructor for Mechatronics Engineering
Technology crowsonj@surry.edu
(336) 386-3302

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/_Contact: financialaid@surry.edu or (336) 386-3264 for more information.

MECHATRONICS ENGINEERING TECHNOLOGY
INDUSTRIAL CERTIFICATE
C40350A

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
DFT 154	Intro to Solid Modeling	2	3	3	Summer only	None
ELC 112	**DC/AC Electricity**	3	6	5	Fall only	None
ELC 125	Diagrams and Schematics	1	2	2	Fall only	None
HYD 110	**Hydraulic Pneumatics I**	2	3	3	Fall only	None
ISC 112	Industrial Safety	2	0	2	All	None
		10	**14**	**15**		
	Total Credit Hours			**15**		

Courses in bold are key courses students should take in their 1st term.

MECHATRONICS ENGINEERING TECHNOLOGY
CERTIFICATE
C40350

This certificate is offered to high school students through the Career and College Promise (CCP) program (C40350X). CCP students should complete this certificate over two semesters.

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 only	None
HYD 110	**Hydraulic Pneumatics I**	2	3	3	Fall only	None
ATR 112	Intro to Automation	2	3	3	Spring only	None
ISC 112	Industrial Safety	2	0	2	All	None
		10	**14**	**15**		
	Total Credit Hours			**15**		

Courses in bold are key courses students should take in their 1st term.

MECHATRONICS ENGINEERING TECHNOLOGY
DIPLOMA
D40350

To complete the diploma, 15 credit hours from Mechatronics Engineering Technology Certificate (C40350) must be included in D40350.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CIS 110	Intro to Computers	2	2	3	All	None
MAT 121	Algebra & Trigonometry I	2	2	3	Fall, Spring	MAT-003 grade of P2/MAT-021 (co-req required w/o credit for MAT- 003 grade of P3)
ELC 213	Instrumentation	3	2	4	Spring only	None
ENG 110	Freshman Comp	(3	0	3)	All	ENG-002
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
ELC 115	Industrial Wiring (or **WBL**)	2	6	4	Summer only	None
ELC 117	Motors & Controls	2	6	4	Summer only	ELC-112 or ELC-131
MEC 111	Machine Process I	1	4	3	Spring only	None
		19	**27**	**30**		
	Total Credit Hours			**45**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

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 DEGREE A40350

To complete the degree, 30 credit hours from Mechatronics Engineering Technology Certificate (C40350) and Diploma (D40350) must be included in A40350

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
Humanities/Fine Arts	**Elective***	3	0	3	All	
ELC 128	Introduction to PLC[W]	2	3	3	Fall	ENG-111 and one of the following: ELC-112 or ELC-131 or ELC-125
ENG 114	Prof Research/Reporting	3	0	3	All	All
MAC 121	Intro to CNC	2	0	2	Fall	None
Social/Behavioral Science	**Elective****	(3	0	3)	Fall	See page 42 for options
ATR 212	Industrial Robots	2	3	3	Spring	None
ELC 228	PLC Applications	2	6	4	Spring	ELC-128
MEC 130	Mechanisms[W]	2	2	3	Spring	ENG-110 or ENG-111
PCI 162	Instrumentation Controls					
	(or WBL)	2	3	3	Spring	None
		24	**25**	**33**		
	Total Credit Hours			**70**		

W – *Writing Intensive Course (ENG-110 or ENG-111 pre-req.)*
WBL options for PCI 162: WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, or 231
WBL options for ELC 115: WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, or 231

***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/ENG-002 or ENG- 101 *with a minimum grade of C* (co-req.)
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	ENG-002 or ENG-110 or ENG-101 *with a*
ECO 251	Prin. of Microeconomics	3	0	3	Fall, Spring	ENG-002 or ENG-101 *with a minimum*
GEO 111	World Reg. Geog.	3	0	3	Fall, Spring	None/ENG-002 or ENG- 101 *with a minimum grade of C*
PSY 150	General Psychology	3	0	3	All	ENG-002 or ENG-101 *with a minimum grade of C*
SOC 210	Intro to Sociology	3	0	3	All	None/ENG-002 or ENG- 101 *with a minimum grade of C*

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 metal-working industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Contact

Ray Hoots
hootsr@surry.edu
(336)386.3267

Apprenticeships

Surry Community College offers real-world education and on the job training through apprenticeships.
Contact: Rachel Hiatt, Coordinator – Work-Based Learning and Apprenticeship Initiatives
(336) 386-3291 | hiattr@surry.edu

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

WELDING TECHNOLOGY
CERTIFICATE
C50420

This certificate is offered to high school students through the Career and College Promise program (C50420X).

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**		

Courses in bold are key courses students should take in their 1st term.

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WLD 121	GMAW (MIG) FCAW/Plate	2	6	4	Fall, Spring	None
WLD 131	GTAW (TIG) Plate	2	6	4	Spring only	None
		4	**12**	**8**		
	Total Credit Hours			**18**		

WELDING TECHNOLOGY
GMAW CERTIFICATE
C50420A

This certificate is offered to high school students through the Career and College Promise program (C50420AX).

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/Plate**	2	6	4	Fall, Spring	None
WLD 141	Symbols and Specific	2	2	3	Fall only	None
		5	**11**	**9**		

Courses in bold are key courses students should take in their 1st term.

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WLD 122	GMAW (MIG) FCAW/Pipe	1	6	3	Spring only	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**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

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**		

Courses in bold are key courses students should take in their 1st term.

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
WLD 116	SMAW (STICK) Plate/Pipe	1	9	4	Spring only	WLD-115
WLD 143	Welding Metallurgy	1	2	2	Spring, Summer	None
		2	**11**	**6**		
	Total Credit Hours			**16**		

WELDING TECHNOLOGY
INDUSTRIAL CERTIFICATE
C50420C

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ISC 112	Industrial Safety	2	0	2	All	None
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/Plate	2	6	4	Fall, Spring	None
WLD 141	Symbols and Specific	2	2	3	Fall only	None
		9	**20**	**16**		
	Total Credit Hours			**16**		

WELDING TECHNOLOGY
DIPLOMA
D50420

To complete the diploma, 18 credit hours Welding Technology Certificate C50420 must be included in D50420.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ISC 112	Industrial Safety	2	0	2	All	None
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003/ MAT-010 (co-req required w/o credit for MAT-003)
MEC 110	Intro to CAD/CAM	1	2	2	Spring only	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 143	Welding Metallurgy	1	2	2	Spring only	None
WLD 151-AB	Fabrication I	1	3	2	Spring only	None
ENG 101	App. Comm. I	3	0	3	All	None
WLD 151 – BB	Fabrication I	1	3	2	Summer only	None
WLD 261	Certification Practices	1	3	2	Summer only	WLD-115, WLD-121, WLD-131
OR	WBL 112 Work Learn	(0	20	2)	All	None
WLD 265	Auto Welding/Cutting	2	6	4	Summer only	WLD-110, WLD-121
		16	**34**	**29**		
	Total Credit Hours			**47**		

WBL Option: WBL 112

PRODUCTION WELDER

Fast Track Workforce Career Certificate

This Production Welder Certificate provides instruction on the principles and practices of welding. Upon completion, students should be able to:

- 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.

After needs were assessed with employers and our local business and industry, certain skills were deemed essential for all applicants entering the local workforce. Core skills include Health and Safety (OSHA 10), Continuous Improvement (Lean Six Sigma), Human Resources Development (HRD), and Basic Computer Skills. Completion of these skills provides potential employee candidates a strong background in workplace culture that consists of a safe working environment, an understanding of efficient processes and practices, recognizing how to become a better team player, and understanding different leadership styles within an organization.

Students will earn the following industry-recognized credentials: OSHA 10, DiSC, Lean Six Sigma (Yellow Belt), Employability Skills and Career Readiness.

Employment Opportunities

Upon completion of this course, individuals should be able to apply for entry-level positions in the welding field.

Production Welder Fast Track Workforce Certificate

Course	Number	Name	No. of Hours	Cost
WLD	3106X	Production Welder	96+ hours	Grant Funded

*This Fast Track Workforce Certificate may be earned in eight weeks.

Cost Information:

- Tuition and related supply costs are grant-funded and provided to the student at no cost.
- Funding for transportation, childcare, and other costs to attend training may be available.
- Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

Internship and Employment Information:

The program includes 20+ hours of jobsite training. Upon successfully completing the workforce certificate and employer entry requirements, students will be placed with employers for immediate employment.

Contact

Rachel Hiatt
Email: hiattr@surry.edu
Phone: (336) 386-3291

WELDING WORKFORCE TRAINING CERTIFICATE

Workforce Career Certificate

The Workforce Certificate offers students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements and a college application. Students pay continuing educations rates without regard to residency requirements.

Employment Opportunities

Upon completion of this course, individuals should be able to apply for entry-level positions electrical companies/contractors.

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Welding Workforce Certificate

WLD 3106O	Cutting Processes*	64 Hours	$198	Fall
WLD 3106E	Welding Stick *	176 Hours	$198	Fall
WLD 3106R	Symbols & Specifications*	64 Hours	$198	Fall
WLD 3106L	GMAW MIG Plate	128 Hours	$198	Fall
ISC 3036	Industrial Safety*	32 Hours	$127	Spring, Fall

Note: This certificate is offered each fall.

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students.

These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

WELDING – WORKFORCE TRAINING COURSES

Course Description

Looking to increase your skills? Workforce Training Courses are provided to help meet this need. Courses are offered most semesters. Complete details and latest information can be found at https://surry.edu/areas-of-study/workforce-training/industrial-careers.

Instructional Format

Face-to-face class meetings

Contact

Jill McHone Harding
Email: hardingjm@surry.edu
Phone: (336) 386-3331

Welding Workforce Courses

WLD	3106V	Combo Welding Stick & TIG	288 Hours	$198	Spring
WLD	3106U	Trailer Welding (with OSHA Safety)	104 Hours	$198	Spring, Fall
WLD	3106S	Welding: Farm Repair & Fabrication	104 Hours	$198	Spring
WLD	3106Q	Welding Fabrication	64 Hours	$198	Spring
WLD	3106E	Welding Stick*	160 Hours	$198	Spring, Fall
WLD	3106L	MIG Plate	128 Hours	$198	Fall
WLD	3106F	Welding TIG-GTAW	128 Hours	$198	Spring

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students

These courses meet the requirements for the "Continuing Education to Curriculum Credit" method of Credit for Prior Learning competencies and earn course credit. The content mastered is comparable to the student learning outcomes of a SCC curriculum course and may be used to fulfill degree, diploma, or certificate requirements. Contact the course instructor for complete details.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

PROGRAMS

Health Sciences

CENTRAL STERILE PROCESSING – WORKFORCE CAREER CERTIFICATE

Course Description

This five-month Central Sterile Processing Certificate is designed to introduce the primary responsibilities of a central sterile technician. The course includes practical applications of learned concepts and procedures. Topics include preparation, storage, distribution of instruments, supplies and equipment, quality assurance and inventory management. Upon completion, students should be able to apply the principles of sterilization/disinfection in the workplace, as well as the principles of distribution of instruments/supplies/equipment. Refer to course description on page 284 for further details.

Program Learning Outcomes

Central Sterile Processing students will:

- Be knowledgeable regarding basic educational foundations required for Central Service Technicians, to include but not limited to, anatomy and physiology, microbiology, decontamination of medical/surgical instrumentation and equipment, preparation and packaging of medical/surgical devices, sterilization, and storage of sterile devices.
- Identify various surgical instruments, chemicals, processing equipment, packaging materials, and wrapping techniques used in the healthcare industry.
- Explain time and quality production standards based upon national averages in the healthcare Central Service industry.
- Understand a range of manufacturer's instructions for use (IFU) for a range of surgical devices and how to determine the most appropriate selection of processing parameters when multiple manufacturer devices are incorporated into hospital specific or physician specific instrument sets.
- Identify various agencies that govern Central Service operations including AORN, APIC, CDC, OSHA, ANSI, AAMI, EPA, ISO, and NIOSH.
- Develop basic skills required by Central Services Technicians through clinical observation and experiences.

Employment Opportunities

Upon completion of this course, individuals should be able to apply for positions in both hospital and ambulatory surgical centers.

Instructional Format

Face-to-face instruction will include lecture, discussion, and lab.

Contact

Debbie Cave, RN
Email:caved@surry.edu
Phone: (336) 386-3372

Central Sterile Processing Certificate

MED	3002	Central Sterile Processing	180 Hours	$259	Spring, Fall	High School or Equivalent required

Virginia residents pay the same tuition rate as in-state students

Certification Testing:
International Association of Healthcare Central Service Material Management

Additional testing information:
www.iahcsmm.org



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

EMERGENCY MEDICAL SCIENCE ASSOCIATE IN APPLIED SCIENCE DEGREE BRIDGE PROGRAM

Curriculum Description

The EMS, AAS program is designed to provide an opportunity for paramedics currently credentialed by North Carolina Office of EMS or National Registry to earn an associates degree online. The Associates degree is being strongly suggested by the Office of Emergency Medical Services and expected to become the entry level for paramedics in the near future.

Admission requirements to the Emergency Medical Science, A.A.S.

- Meet SCC General Admissions Requirements
- Students applying to the EMS AAS Bridge program must be credentialed as a Paramedic by NC or National Registry.
- Hold Basic Life Support (BLS), Advanced Life Support (ACLS), Pediatric Life Support (PALS) certification.

Students with current and unencumbered Paramedic credentials on the North Carolina or National Registry will be awarded credit for the courses listed in the table below (45 credit hours). Credit will be listed as "TR" with credit hours awarded. No quality points are awarded and the grade is not counted in the grade point average.

Students must complete at least 25% of the EMS program at Surry Community College. No more than 7 curriculum credit hours (SHC) can be transferred into SCC with this program.

Individuals who successfully complete EMS 110 are eligible to take the North Carolina EMT credentialing exam.

Course	Name	Credit Hours
EMS 110	EMT	9
EMS 122	EMS Clinical Practicum I	1
EMS 130	Pharmacology	4
EMS 131	Advanced Airway Management	2
EMS 160	Cardiology I	3
EMS 220	Cardiology II	3
EMS 221	EMS Clinical Practicum II	2
EMS 231	EMS Clinical Practicum III	3
EMS 240	Patients w/Special Challenges	2
EMS 241	EMS Clinical Practicum IV	4
EMS 250	Medical Emergencies	4
EMS 260	Trauma Emergencies	2
EMS 270	Life Span Emergencies	4
EMS 285	EMS Capstone	2
Total Credit Hours for EMS Courses Awarded		45

Contact

Dr. Yvonne Johnson
Associate Dean for Health Sciences
johnsony@surry.edu
(336) 386-3368

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

EMERGENCY MEDICAL SCIENCE
ASSOCIATE IN APPLIED SCIENCE DEGREE BRIDGE PROGRAM
A45340BR

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
BIO 168	Anatomy & Physiology I	4	2	4	All	Take course from all four groups: A) ENG-002 B) MAT-003, C) High school biology or BIO-111* D) high school chemistry or CHM-092*
ENG 111	Expository Writing	3	0	3	All	ENG-002/ENG-011 (co-req)
EMS 280	EMS Bridging Course	2	2	3	All	None
PSY 150	General Psychology	3	0	3	All	ENG-002 or ENG-101
		13	**4**	**14**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BIO 169	Anatomy & Physiology II	3	3	4	All	BIO-168 (min grade of C)
ENG 112	Writing/Research in the Discipline	3	0	3	All	ENG-111 (min grade of C)
HUM 115	Critical Thinking	3	0	3	All	ENG-002 or ENG-101 with a minimum grade of C
		9	**6**	**10**		
Credit hours for Bridge Courses without EMS credit				**24**		
Total with credit for EMS courses listed				**69**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

* Waived for students with 45 EMS credit hours.

EMERGENCY MEDICAL RESPONDER – WORKFORCE CAREER CERTIFICATE

Course Description

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. 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. Additional information:
https://surry.edu/areas-of-study/all-programs/medical-responder

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.

Program Learning Outcomes

Emergency Medical Responder students will:

- Develop skills in patient assessment
- Acquire knowledge of patient vital signs
- Develop skills in airway management and CPR
- Learn splinting and hemorrhage control

Employment Opportunities

Upon completion of this course, individuals will be able to volunteer with a fire department or rescue squad to assist with medical calls.

Instructional Format

Face-to-face class meetings

Contact

Dr. Douglas Underwood
Email: underwoodd@surry.edu
Phone: (336) 386-3584

Cost: $183
Virginia residents pay the same tuition rate as in-state students.

Emergency Medical Responder Certificate

EMS	4100	Medical Responder	72 Hours	$183	Taught Per Request	High School or Equivalent required

Certification Testing:
North Carolina Office of EMS

Additional testing information:
http://www.ncems.org



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

EMERGENCY MEDICAL TECHNICIAN – WORKFORCE CAREER CERTIFICATE

Course Description

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. 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. Additional information: https://surry.edu/areas-of-study/all-programs/emergency-medical-technician-basic.

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.

Program Learning Outcomes

Emergency Medical Technician students will:

- Acquire basic life support knowledge through a combination of classroom instruction, practical laboratory exercises and clinical experience in hospitals
- Achieve a thorough understanding of criminal, civil and vehicle laws pertaining to the EMT's services
- Develop understanding and knowledge of human anatomy and physiology
- Be able to deal calmly and efficiently with childbirth, injuries, poisonings and other medical emergencies such as heart disorders, strokes and diabetes
- Be able to provide basic life support for seriously/critically ill patients

Employment Opportunities

Upon completion of this course, individuals should be able to apply for positions with an EMS agency and in a hospital.

Instructional Format

Face-to-face class meetings

Contact

Dr. Douglas Underwood
Email: underwoodd@surry.edu
Phone: (336) 386-3584

Cost: $183
Virginia residents pay the same tuition rate as in-state students**.**

Emergency Medical Technician Certificate

EMS 4200 Emergency Medical Technician 248 Hours $183 Spring, Fall High School or Equivalent required

Certification Testing:
North Carolina Office of EMS

Additional testing information https://www.ncems.org/



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

EMERGENCY MEDICINE – WORKFORCE TRAINING COURSES

Course Description

Surry Community College EMS program offers various classes that provide training, certification, and recertification for American Heart Association (AHA) courses. AHA classes are scheduled upon request to meet the needs of our community and health care providers. The EMS program also provides an EMT and EMR Recertification Continuing Education program. We provide monthly classes on topics that are strategically scheduled to meet the recertification requirements set by NCEMS on a yearly basis and full four-year recertification cycle.

Contact

Dr. Douglas Underwood
Email: underwoodd@surry.edu
Phone: (336) 386.3584

Emergency Medicine Workforce Courses

SAF	3010	CPR/First Aid	8-12 Hours	$71	On request
EMS	3048	ACLS-Advanced Cardiac Life Support	16 Hours	$71	On request
EMS	3041A	ITLS-International Trauma Life Support	16 Hours	$71	On request
EMS	3046	PALS – Pediatric Advanced Life Support	16 Hours	$71	On request
EMS	4202	EMT-Recertification Continuing Ed	36 Hours	$127	All
EMS	4102	Emergency Medical Responder-Recertification Continuing Ed	36 Hours	$127	All

Cost does not include associated textbooks and supplies.

Members of a North Carolina EMS Agency, Fire Department, and/or Rescue Squad can be eligible to receive tuition waivers for these classes.

Virginia residents pay the same tuition rate as in-state students

PARAMEDIC INITIAL– WORKFORCE CAREER CERTIFICATE

Course Description

This course is designed to develop knowledge and skills for the Advanced Emergency care of ill or injured persons. It 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 EMTP 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 a comprehensive entrance exam accessing reading, math, anatomy and physiology, successful completion of an EMT-Basic course is required prior to beginning the course. Successful completion of EMS 3000 Anatomy and Physiology or approved equivalent of Anatomy and Physiology (BIO 163 or BIO 154 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.
The Surry Community College Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

The Surry Community College Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 N., Suite 158
Clearwater, FL 33763
(727) 210-2350
www.caahep.org

Employment Opportunities

Upon completion of this course, individuals should be able to apply for positions in both the EMS Field and hospital.

Instructional Format

Face-to-face class meetings
Additional information: https://surry.edu/areas-of-study/all-programs/paramedic-initial

Contact

Dr. Douglas Underwood
Email: underwoodd@surry.edu
Phone: (336) 386-3584

Paramedic Initial – Workforce Certificate

EMS 4400 Paramedic 1300+ Hours $183 Spring High School or Equivalent required

Virginia residents pay the same tuition rate as in-state students

Certification Testing: ** Upon completion of this course, students are eligible to test for NC State Paramedic credential and National Registry Paramedic credential.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

MEDICATION AIDE CERTIFICATION – WORKFORCE CAREER CERTIFICATE

Course Description

This one-month Medication Aide Technician Certification course is designed to meet the training requirements for becoming qualified as a Medication Aide. Upon completion, students should be able to take the competency exam and demonstrate the skills necessary to qualify for listing on the North Carolina Medication Aide Registry. Additional information: https://surry.edu/areas-of-study/workforce-training/allied-health

Program Learning Outcomes

Medication Aide students will:

- Identify the role of a Medication Aide.
- Explain the expectations and limitations of the role of a Medication Aide.
- Demonstrate proficiency and safety in preparation of medications.
- Use the six rights to administer oral, topical, eye, ear, inhalant, vaginal and rectal medications.
- Demonstrate proficiency in ready medication labels.
- Demonstrate the use of Medication Administration Records (MAR's).
- Identify proper action to take when special circumstances occur in relation to medication administration.

Employment Opportunities

Upon completion of this course, individuals should be able to apply for positions that utilize Medication Aides such as hospitals and skilled facilities.

Instructional Format

Face-to-face class meetings

Contact

Debbie Cave, RN
Email: caved@surry.edu
Phone: (336) 386-3372

Medication Aide Workforce Certificate

PHM	4100	Medication Aide	24 Hours	$71	Spring, Fall	High School or Equivalent required

Cost may not include associated textbooks and supplies.
Virginia residents pay the same tuition rate as in-state students**.**

Certification Testing:
North Carolina Board of Nursing

Additional testing information www.ncbon.org



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

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	None
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	All	Admission to an SCC Nursing Program
PSY 150	General Psychology	3	0	0	3	All	None
		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	ENG-002/ENG-011 (co-req)
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 ENG111/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 SCC (on SCC campus) during the first two years, and LMC (on-line) in the second year 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

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Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

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Lees-McRae College
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Each nursing (NUR) course must be taken sequentially as indicated in the curriculum plan and successfully completed 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 122	College Transfer Success	0	2	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from two groups: A) High school biology or BIO-111 D) high school or chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	ENG-002/ENG-011 (co-req)
PSY 150	General Psychology	3	0	0	3	All	None
SOC 210	Intro to Sociology	3	0	0	3	All	None
		12	**5**	**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)
HIS 112	World Civilizations II	3	0	0	3	All	ENG-111
MAT 171	Pre-calc. Algebra	3	2	0	4	Fall, Spring	MAT-121 or MAT-003 grade of P2/MAT-071 (co-req. required w/o credit for MAT-003 grade of P3)
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150
		12	**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	
PHI 240	Introduction to Ethics	3	0	0	3	All	ENG-111
		10	**3**	**3**	**12**		

Junior Year

2nd Fall Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ENG 231	American Literature I	3	0	0	3	Fall, Summer	ENG-112, ENG-113, or ENG-114 with a minimum grade of C
OR	ENG 232 American Literature II	(3	0	0	3)	Spring, Summer	ENG-112, ENG-113, or ENG-114 with a minimum grade of C
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
POL 120	American Government	3	0	0	3	Fall, Spring	None/ ENG-002 or ENG-101 *with a minimum grade of C* (co-req.)
		12	**0**	**12**	**16**		

2nd Spring Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
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
BIO 275	Microbiology	3	3	0	4	Fall, Spring	BIO-110, BIO-111, BIO-163, BIO-165, OR BIO-168 *with a minimum grade of C*
		7	**6**	**15**	**14**		

2nd Summer Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
*LMC-ART 250	Arts & Life	0	0	0	**3**		
*LMC-CHM 200	Introductory Biochemistry	0	0	0	**3**		
*LMC-HIS 210	History of South App	0	0	0	**3**		
Course	**Title**	**Lect**	**Lab**	**Cln**	**Cr**	**Offered**	**Pre-Requisites**
*LMC-SOC 251	Social Problems	0	0	0	**3**		
		0	**0**	**0**	**12**		

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 330R	Gerontological Nursing	0	0	0	**3**	Fall – 2nd 8 wks	
*LMC-NUR 352R	EBP & Nursing Research	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 342R	Nurse Inq, Inform, & Tech	0	0	0	3	Spring - 2nd 8 wks	
*LMC-NUR 401R	Leadership & Management	0	0	0	3	Spring - 1st 8 wks	
*LMC-NUR 406R	Com & Pop-Centered Care	0	0	0	4	Spring - 1st 8 wks	
*LMC-NUR 499R	Professional Nursing Capstone	0	0	0	3	Spring - 2nd 8 wks	
		0	0	0	13		
	Total Credit Hours				**107**		

Note: Upon successful completion of NUR 214, credit is awarded for NUR 111, NUR 112, and NUR 113.
****All Lees-McRae (LMC) courses are 8 weeks in length and delivered in an online format.***

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

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Contact: financialaid@surry.edu or (336) 386-3264 for more information.

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 122	College Transfer Success	0	2	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from two groups: A) High school biology or BIO-111 B) high school chemistry or CHM-131 and CHM131A
ENG 111	Writing and Inquiry	3	0	0	3	All	ENG-002/ENG-011 (co-req)
NUR 111	Intro. to Health Concepts	4	6	6	8	Fall only	Admission to the ADN Program
NUR 117	Pharmacology	1	3	0	2	All	Admission to an SCC Nursing Program
		11	**14**	**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	None
		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		See below
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 ENG111
		7	**3**	**15**	**13**		
	Total Credit Hours				**69**		

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

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester

***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	Fall/Spring	None
MUS 110	Music Appreciation	3	0	3	All	None
MUS 112	Intro to Jazz	3	0	3	On Demand	None
PHI 240	Intro to Ethics	3	0	3	All	ENG-111

ASSOCIATE DEGREE NURSING
CAREER AND COLLEGE PROMISE CERTIFICATE
P1032C

Fall Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 122	College Transfer Success	0	2	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from two groups: A) High school biology or BIO-111 B) high school chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	ENG-002/ENG-011 (co-req)
PSY 150	General Psychology	3	0	0	3	All	None
		9	**5**	**0**	**11**		

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)
BIO 169	Anatomy & Physiology II	3	3	0	4	All	BIO-168 (min grade of C)
Humanities/Fine Arts	Elective*	3	0	0	3		See below
PSY 241	Developmental Psychology	3	0	0	3	All	PSY-150
		12	**3**	**0**	**13**		
	Total Credit Hours				**24**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

High school students in the CCP Associate Degree Nursing Pathway to the Associate in General Education Nursing (A1030N) program must complete the entire pathway before taking additional courses in the Associate in General Education Nursing (A1030N) program.

***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	Fall/Spring	None
MUS 110	Music Appreciation	3	0	3	All	None
MUS 112	Intro to Jazz	3	0	3	On Demand	None
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 AND 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

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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.

ASSOCIATE DEGREE NURSING
LPN-ADN (DAY OPTION)
A45110BR

All courses listed in the first and second semester except for ACA-122 must be completed prior to admission to the Nursing Program. ACA-122 must be taken by the end of the first semester in the Nursing program.

First Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
ACA 122	College Transfer Success	0	2	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from two groups: A) High school biology or BIO-111 B) high school chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	ENG-002/ENG-011 (co-req)
PSY 150	General Psychology	3	0	0	3	All	None
		9	**5**	**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 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
Humanities/Fine Arts	Elective*	3	0	0	3		See below
		9	**0**	**12**	**13**		

2nd Spring Semester

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
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
		4	**3**	**15**	**10**		
	Total Credit Hours				**50**		

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	Fall/Spring	None
MUS 110	Music Appreciation	3	0	3	All	None
MUS 112	Intro to Jazz	3	0	3	On Demand	None
PHI 240	Intro to Ethics	3	0	3	All	ENG-111

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 a 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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Lees-McRae College
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Each nursing (NUR) course must be taken sequentially as indicated in the curriculum plan and successfully completed 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 122	College Transfer Success	0	2	0	1	All	None
BIO 168	Anatomy & Physiology I	3	3	0	4	All	Take course from two groups: A) High school biology or BIO-111 B) high school chemistry or CHM-131 and CHM-131A
ENG 111	Writing and Inquiry	3	0	0	3	All	ENG-002/ENG-011 (co-req)
MAT 171	Pre-calc. Algebra	3	2	0	4	Fall, Spring	MAT-121 or MAT-003 grade of P2/MAT-071 (co-req. required w/o credit for MAT-003 grade of P3)
SOC 210	Intro to Sociology	3	0	0	3	All	None
		12	**7**	**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	Microbiology	3	3	0	4	Spring only	BIO-110, BIO-111, BIO-163, BIO-165, OR BIO-168 with a minimum grade of C
HIS 112	World Civilizations II	3	0	0	3	All	ENG-111
PSY 150	General Psychology	3	0	0	3	All	None
		12	**6**	**0**	**14**		

2nd Fall 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 111	Intro. to Health Concepts	4	6	6	8	Fall only	
NUR 117	Pharmacology	1	3	0	2	Fall, Spring	
		8	**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 231	American Literature I	3	0	0	3	Fall, Summer	ENG-112, ENG-113, or ENG-114 with a minimum grade of C
OR	ENG 232 American Literature II	(3	0	0	3)	Spring, Summer	ENG-112, ENG-113, or ENG-114 with a minimum grade of C
NUR 114	Holistic Health Concepts	3	0	6	5	Summer only	NUR-111
PHI 240	Introduction to Ethics	3	0	0	3	All	ENG-111
PSY 241	Developmental Psych	3	0	0	3	All	PSY-150

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
		12	**0**	**6**	**14**		

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-CHM 200	Introductory Biochemistry	0	0	0	3	Fall – 1st 8 wks	
*LMC-SOC 251	Social Problems	0	0	0	3	Fall – 1st 8 wks	
		6	**0**	**12**	**16**		

3rd Spring Semester Junior Year

Course	Title	Lect	Lab	Cln	Cr	Offered	Pre-Requisites
NUR 213	Complex Health Conc. **w**	4	3	15	10	Spring only	NUR-111, NUR-112, NUR113, NUR-114, NUR-211, NUR-212, AND ENG-111
POL 120	American Government	3	0	0	3	Fall, Spring	None/ ENG-002 or ENG-101 *with a minimum grade of C*(co-req.)
*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 330R	Gerontological Nursing	0	0	0	3	Fall - 2nd 8 wks	
*LMC-NUR 352R	EBP & Nursing Research	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 342R	Nurse Inq, Inform, & Tech.	0	0	0	3	Spring- 2nd 8 wks	
*LMC-NUR 401R	Leadership & Management	0	0	0	3	Spring- 1st 8 wks	
*LMC-NUR 406R	Com & Pop-Centered Care	0	0	0	4	Spring- 1st 8 wks	
*LMC-NUR 499R	Professional Nursing Capstone	0	0	0	3	Spring- 2nd 8 wks	
		0	0	0	**13**		
	Total Credit Hours				**126**		

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 by the local program of study.

Contact

Debbie Cave
Director for Nurse Aide
caved@surry.edu
(336) 386-3372

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

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	ENG-002
PSY 150	General Psychology	3	0	0	3	All	None
		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.

NURSE AIDE I – WORKFORCE CAREER CERTIFICATE

Course Description

This five-month Nurse Aide I Certificate is designed to prepare students with the knowledge required to provide personal care and basic nursing skills for the elderly and other adults. Additional information: https://surry.edu/areas-of-study/workforce-training/allied-health.

Program Learning Outcomes

Nurse Aide I 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 of this course and certification as a Nurse Aide I, students should be able to apply for positions at hospitals, skilled facilities, assisted living facilities, home health agencies, physician practices, hospice, and group homes.

Instructional Format

Offered in a hybrid format, as well as face-to-face traditional courses.

Contact

Debbie Cave, RN
Email: caved@surry.edu
Phone: (336) 386-3372

Nurse Aide I Workforce Certificate

NUR 3240	Nurse Aide I	192 Hours	$183 Spring, Fall

Cost does not include books and supplies.
Virginia residents pay the same tuition rate as in-state students.

Certification Testing:
Pearson Vue

Additional testing information
www.pearsonvue.com



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

NURSE AIDE REFRESHER – WORKFORCE TRAINING COURSE

Course Description

This program is designed to provide training for persons with an expired NC Nurse Aide I listing in the past 48 months.

Debbie Cave, RN
Email: caved@surry.edu
Phone: (336) 386-3372

Nurse Aide Refresher

NUR	3242	Nurse Aide Refresher	48 Hours	$126	Offered upon Request	Required expired NC Nurse Aide I listing in the past 48 months.

Cost does not include associated textbooks.

Virginia residents pay the same tuition rate as in-state students.

Certification Testing: Additional testing information

Pearson Vue www.pearsonvue.com



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:

financialaid@surry.edu

(336) 386-3264

NURSE AIDE II – WORKFORCE CAREER CERTIFICATE

Course Description

This five-month Nurse Aide II Certificate course is designed to prepare graduates to perform more complex nursing care skills for patients or residents regardless of the setting. A skill/competency evaluation is required for documenting student competency. Additional information: https://surry.edu/areas-of-study/workforcetraining/allied-health.

Program Learning Outcomes

Nurse Aide II students will:

- Discuss the role of the NA II
- Compare and contrast the role of the NA II with that of the NA I and of the licensed nurse
- Discuss supervision required for the NA II
- Collaborate safely to provide care to individuals and assists interdisciplinary team
- Demonstrate the skills of the NA II as delineated by the NCBON

Employment Opportunities

Upon completion of this course, individuals should be able to apply for positions in hospitals and skilled facilities that recognize Nurse Aide II.

Instructional Format

Face-to-Face Instruction

Contact

Debbie Cave, RN
Email: caved@surry.edu
Phone: (336) 386-3372

Nurse Aide II

NUR 3241	Nurse Aide II	192 Hours	$183 Spring, Fall	High School or Equivalent Required and Current NC Nurse Aide I certification

Cost does not include associated books and supplies.
Virginia residents pay the same tuition rate as in-state students.

Certification Testing:
North Carolina Board of Nursing **Additional testing information** www.ncbon.org



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

PHARMACY TECHNICIAN – WORKFORCE CAREER CERTIFICATE

Course Description

This five-month Pharmacy Technician Certificate course is designed to provide instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under the supervision of a registered pharmacist. Additional information: https://surry.edu/areas-of-study/workforce-training/allied-health.

Program Learning Outcomes

Pharmacy Technician students will:

- Assist the pharmacist in serving patients.
- Maintain medication and inventory control systems.
- Participate in the administration and management of pharmacy practice.
- Be proficient on the laws and regulations relating to pharmacy practice.
- Perform the duties of the pharmacy technician in both retail and institutional settings.
- Be proficient in drug classifications.
- Be proficient in pharmaceutical abbreviations, measurements and calculations.

Employment Opportunities

Upon completion of this course, individuals should be able to apply for positions in both hospital and retail pharmacies.

Instructional Format

Hybrid is offered in the Fall semester and face-to-face meetings occur in the Spring.

Contact

Debbie Cave, RN
Email:caved@surry.edu
Phone: (336) 386-3372

Pharmacy Technician Workforce Certificate

PHM	3250	Pharmacy Technician	204 Hours	$183	Spring, Fall	High School or Equivalent Required

Cost does not include associated textbooks or supplies.
Virginia residents pay the same tuition rate as in-state students.

Certification Testing:
Pharmacy Technician Certification Board

Additional testing information www.ptcb.com

Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

PHLEBOTOMY – WORKFORCE CAREER CERTIFICATE

Course Description

This four-month Phlebotomy Technician Certificate provides theory and clinical experiences needed for the proper collection of blood and other specimens used for diagnostic testing. Additional information: https://surry.edu/areas-of-study/workforce-training/allied-health.

Program Learning Outcomes

Phlebotomy Technician students will:

- Be proficient using blood collection equipment.
- Maintain proper phlebotomy (venipuncture) technique.
- Be proficient with specimen handling and processing in a healthcare setting.
- Be familiar with issues regarding today's healthcare setting.
- Communicate effectively with co-workers and other healthcare professionals.

Employment Opportunities

Upon completion of this course, individuals should be able to apply for positions in hospital, corporate, and physician practice laboratories.

Instructional Format

Hybrid. Some face-to-face class meetings as well as online instruction.

Contact

Debbie Cave, RN
Email:caved@surry.edu
Phone: (336) 386-3372

Phlebotomy Workforce Certificate

MLA	3022C	Phlebotomy Technician	196 Hours	$183	Spring, Fall	High School or Equivalent Required

Cost does not include associated textbook of supplies.
Virginia residents pay the same tuition rate as in-state students.

Certification Testing:
Certification will now go through
American Medical Technologists (AMT)
(americanmedtech.org)

Additional testing information www.ascp.com



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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.
- 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
This program is only offered at the Yadkin campus.

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, PT, DPT PTA
Program Director
colemanei@surry.edu
(336) 386-3513

PHYSICAL THERPAIST 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) High school biology or BIO-111 B) high school chemistry or CHM-131 and CHM-131A
PHY 110	Conceptual Physics	3	0	0	3	Fall, Spring	MAT-003 grade of P2 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 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	ENG-002/ENG-011 (co-req)
PSY 150	General Psychology	3	0	0	3	All	None
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)
Humanities/Fine Arts	Elective*	3	0	0	3	All	See page 42 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-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.)*

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

SELECTIVE ADMISSION PROGRAMS

ADMISSION PROCEDURES

A student's admission to the Associate Degree Nursing (ADN), the Practical Nursing (PN), the RIBN, the LPN-BSN, and PTA 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: ADN, PN, and LPN-ADN

Students must complete the following to apply to these programs:

1. SCC General Admissions Application

Students complete the application to the college online.
NOTE: There is no separate admission application for the nursing programs. Students who register for the Nursing Admission Test or have their official transcripts for the required nursing admissions test submitted by the vendor to SCC are considered for admission to the nursing programs.

2. Official Transcripts

Provide Surry Community College Admissions and Records Office with the following official transcripts and records:

- **a.** High school or GED scores.
- **b.** All colleges attended, if applicable.
- **c.** ADN & PN: Successful completion of a state approved program for Nurse Aide I training.
- **d.** LPN-ADN: Documentation of one-year clinical experience as an LPN with direct patient care in a health agency within the last three years or LPN licensure and graduation from a PNE program within one year.

NOTE: 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

Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites. Students have numerous ways to demonstrate they are college ready, as indicated below.

a. <u>RISE for High School/High School Equivalencies:</u>

An applicant who has graduated from a US high school within the past 10 years and has 2.8 or higher unweighted GPA, or has a GED taken since 2014 with a score of 17- or higher in every section, or has HiSet scores with a 15 in every section and a minimum of a 4 on the essay

OR

b. <u>SAT/ACT scores (valid for 10 years)</u>: Specific scores will meet the English/Reading and/or Math requirements

For tests taken prior to March 2016:
SAT Critical Reading – 500+ OR SAT Writing – 500, or ACT Reading – 22+ OR ACT English – 18+ will meet required competency in English/Reading

SAT Math – 500+ OR ACT Math – 22+ will meet required competency in Math

For test taken in March 2016 or later:
SAT Evidence Based Reading and Writing – 480+, or ACT Reading – 22+ OR

ACT English – 18+ will meet required competency in English/Reading

SAT Math – 530 OR ACT Math – 22+ will meet required competence in Math

OR

c. Completion of College level English and Math from a regionally accredited college or university.

A grade or "C" or higher in a college level English composition and math course that meets program requirements

OR

c. Completion of an associate's or bachelor's degree from a regionally accredited US College

OR

e. Placement Test Scores (all scores are valid for 10 years):

While discontinued at Surry Community College in 2019, the NC-DAP Math (DMA) and NC-DAP Reading and English (DRE) tests will be valid for 10 years. The following are the required scores is using NC-DAP test:

NC-DAP DMA		**NC-DAP DRE**	
DMA-010	7 (or higher)	DRE Composite Score	151 (or higher)
DMA-020	7 (or higher)		
DMA-030	7 (or higher)		
DMA-040	7 (or higher)		
DMA-050	7 (or higher)		
DMA-060	7 (or higher)		

Applicants who have taken the NC-DAP for math must demonstrate mastery in DMA 010, 020, 030, 040 and 050. Applicants who have taken the NC-DAP Reading Comprehension and Sentence Skills must demonstrate mastery in DRE 096, 097 and 098.

If DRE/DMA or DMS shell courses from other NC community colleges are being used to meet this requirement, submission of the placement test scores will also be required by the deadline date.

The following tests may also be used to meet English, Reading or Math competencies if taken within the past 10 years:

CPT		**COMPASS**		**ASSET**	
Sentence Skills	86	Writing	70	Writing Skills	41
Reading Comp.	80	Reading	81	Reading Skills	41
Arithmetic	55	Pre-Algebra	47	Numerical Skills	41
Algebra	55	Algebra	46	Elem. Algebra	41

RISE placement testing is available for applicants who a) graduated more than 10 years ago from high school or b) do not meet the GED/HiSet requirements, or c) do not meet any of the above criteria completely including those without a valid unweighted high school GPA.

If an applicant is eligible to take the RISE placement test, the following scores must be met:

RISE for English
70 or higher in Tier 2

RISE for Math
70 or higher in Tier 2

Important information

Applicants who do not meet any of the above methods completely must enroll in either or both the English (ENG 002 grade of P2) and Math (MAT 003 grade of P2) transition courses and complete them by the specified deadline to be eligible for consideration.

Applicants who are required to take a co-requisite course with the program-level English and/or Math must pass the program-level course with a grade of C or better by the specified deadline to be eligible for consideration.

4. GPA:

Achieve and maintain an overall GPA of 2.5 or higher in all college courses. 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. The RIBN and LPN-BSN programs require a GPA of 3.0.

5. Science Courses:

- ADN & LPN-ADN 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.
- 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 nursing admissions test (PSB). The benchmark score set by Surry Community College for the PSB test is 60% with no component (subtest) measuring less than the 25th percentile. TEAS scores are no longer accepted for nursing admission. The PSB is scheduled by the Health Sciences Division. Students may take the test at any location and have an official transcript of the PSB test sent by PSB to Surry.

All materials listed above are due by:

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

2022/2023 SCC PSB Test Schedule	
Summer 2022 LPN-ADN	March 4, 2022
Fall 2022 ADN & RIBN	February 18, 2022 May 20, 2022
Spring 2023 PN and LPN-ADN	June 16 and 17, 2022 September 22 and 23, 2022
Summer 2023 LPN-ADN	December 2, 2022 March 3, 2023
Fall 2023 ADN & RIBN	February 17, 2023 May 19, 2023

PRE-NURSING COURSES

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

ADN Courses

Students applying for the Associate Degree Nursing (ADN) program (including the LPN-ADN program) may complete courses in the curriculum plan that do not have an NUR prefix. The courses listed below in bold are courses that may earn students points for admission.

- ACA 122
- BIO0168
- BIO 169
- ENG 111
- ENG 114
- MAT 152
- NAS 101
- PSY 150
- PSY 241

PN Courses

Students applying for the Practical Nursing (PN) program may complete courses in the curriculum plan that do not have an NUR prefix. The courses listed below in bold are courses that may earn students points for admission.

BIO 163 (or BIO 168 and BIO 169) *

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

LPN-ADN Courses

Students applying for the LPN-ADN program may complete courses in the curriculum plan that do not have an NUR prefix. The courses listed below in bold are courses that may earn students points for admission.

- ACA 122
- **BIO 168***
- **BIO 169***
- **ENG 111***
- **ENG 114 or ENG 112***
- **MAT 152***
- PSY 150
- PSY 241

Special Note: ACA 122, BIO 168, BIO 169, ENG 111, PSY 150 and PSY 241 must be completed prior to admission into the LPN-ADN program.

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.

NURSING ADMISSION TESTING

Students who wish to take the nursing entrance exam should contact the Instructional Assistant for Health Sciences in H-314 (336-386-3275). Students must register for the test by the deadline indicated on the registration form (provided by Instructional Assistant). The approximate cost of the test is $60.00 for PSB and is due at the time of registration.

The nursing entrance exam is one component of the admission process. Once the nursing admission 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 test. 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 PSB entrance test. These tests are offered by the college according to the SCC nursing admissions test schedule above for the respective programs.
- Students must score at or above the benchmarks set for Surry Community College.
- Students may take the nursing admissions test only every 3 months (regardless of the site of testing) to qualify for consideration into the program. Scores are valid for one year.
- Students may take the nursing admissions test at any location and have an official transcript from the vendor transferred to Surry, Attn: Associate Dean of Health Sciences (Note: Charges from the vendors may apply for this service). Students should be aware that Surry Community College requires students to take a different version of nursing admissions test 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.
- TEAS scores are no longer accepted for nursing admission.

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 114 and MAT 152 (current high school students in top 15% of class receive ten points) and the nursing admissions test 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 nursing admissions test 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.

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 the series of three Hepatitis B vaccines, 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 at age 10 or older and then a subsequent TD or TDAP every 10 years, and 2-step TB screening, and COVID-19 vaccine 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. **Required for LPN-to-ADN students only - Documentation** of current licensure as a practical nurse without sanctions on the license (past or present). 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. The nursing department will verify licensure from

the North Carolina Board of Nursing website.

7. Students' medical provider must attest to the student having the physical and emotional health to safely practice nursing.
8. Students must meet the health requirements and technical standards 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 prohibited by the clinical sites.

The Surry Community College Nursing Department and Workforce Technologies 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 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: RIBN

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

1. **SCC General Admissions Application**
   Students complete the application to the college online.
   NOTE: There is no separate admission application for the nursing programs. Students who register for the Nursing Admission Test or have their official transcripts for the required nursing admissions test submitted by the vendor to SCC are considered for admission to the nursing programs.
2. **Lees-McRae College**
   General Admissions Application (Completed after acceptance to the RIBN program at Surry).
3. **Official Transcripts**
   Provide Surry Community College Admissions and Records Office with the following official transcripts and records:
   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

4. **Placement**
   Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites. Students have numerous ways to demonstrate they are college ready, as indicated below.
   a) **RISE for High School/High School Equivalencies:** An applicant who has graduated from a US high school within the past 10 years and has 2.8 or higher unweighted GPA, or has a GED taken since 2014 with a score of 17- or higher in every section, or has HiSet scores with a 15 in every section and a minimum of a 4 on the essay

   OR

   b) SAT/ACT scores (valid for 10 years): Specific scores will meet the English/Reading and/or Math requirements

   For tests taken prior to March 2016:
   SAT Critical Reading – 500+ OR SAT Writing – 500, or ACT Reading – 22 OR ACT English – 18+ will meet required competency in English/Reading
   SAT Math – 500+ OR ACT Math – 22+ will meet required competency in Math

   For test taken in March 2016 or later:
   SAT Evidence Based Reading and Writing – 480+, or ACT Reading – 22+ OR ACT English – 18+ will meet required competency in English/Reading
   SAT Math – 530 OR ACT Math – 22+ will meet required competence in Math

   OR

   c) Completion of College level English and Math

   A grade or "C" or higher in a college level English composition and math course that meets program requirements.

OR

d. Completion of an associate's or bachelor's degree from a regionally accredited US college

OR

e. Placement Test Scores (all scores are valid for 10 years):

While discontinued at Surry Community College in 2019, the NC-DAP Math (DMA) and NC-DAP Reading and English (DRE) tests will be valid for 10 years. The following are the required scores is using NC-DAP test:

NC-DAP DMA		NC-DAP DRE	
DMA-010	7 (or higher)	DRE Composite Score	151 (or higher)
DMA-020	7 (or higher)		
DMA-030	7 (or higher)		
DMA-040	7 (or higher)		
DMA-050	7 (or higher)		
DMA-060	7 (or higher)		
DMA-070	7 (or higher)		
DMA-080	7 (or higher)		

Applicants taking the NC-DAP for math must demonstrate mastery in DMA 010, 020, 030, 040, 050, 060, 070 and 080. Applicants taking the NC-DAP Reading Comprehension and Sentence Skills must demonstrate mastery in DRE 096, 097 and 098.

If DRE/DMA or DMS shell courses from other NC community colleges are being used to meet this requirement, submission of the placement test scores will also be required.

The following tests may also be used to meet English, Reading or Math competencies if taken within the past 10 years:

CPT		COMPASS		ASSET	
Sentence Skills	86	Writing	70	Writing Skills	41
Reading Comp.	80	Reading	81	Reading Skills	41
Arithmetic	55	Pre-Algebra	47	Numerical Skills	41
Algebra	55	Algebra	46	Elem. Algebra	41

RISE placement testing is available for applicants who a) graduated more than 10 years ago from high school, or b) do not meet the GED/HiSet requirements, or c) do not meet any of the above criteria completely, the RISE assessment is available. The following scores must be met:

If an applicant is eligible to take the RISE placement test, the following scores must be met:

RISE for English	RISE for Math
70 or higher in Tier 2	70 or higher in Tier 3

Important information

Applicants who do not meet any of the above methods completely must enroll in either or both the English (ENG 002 grade of P2) and Math (MAT 003 grade of P3) transition courses and complete them by the specified deadline to be eligible for consideration.

Applicants who are required to take a co-requisite course with the program-level English and/or Math must pass the program-level course with a grade of C or better by the specified deadline to be eligible for consideration.

5. **GPA**
   Achieve and maintain an overall GPA of 3.0 or higher in all college courses. 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 (or high school biology) and CHM 131 and CHM 131A or CHM 151 (or high school chemistry) with a grade of "C" or better.

7. **Valid documentation**
   Current certification as Nurse Aide I on registry without sanctions on the certification (past or present). The Department of Nursing will verify certification from the NCNAR website.

In addition to the materials listed above, students must:

Meet or exceed the benchmark score on the nursing admissions test – PSB Nursing School Aptitude Examination (RN). The benchmark score set by Surry Community College PSB test is 60% with no component (subtest) measuring less than the 25th percentile. NOTE: The PSB Nursing School Aptitude Examination (RN) is scheduled by the Health Sciences Division. Students may take the test at any location and have an official transcript of the test sent by PSB to Surry. TEAS scores are no longer accepted for nursing admission.

All materials listed above are due by:

- **February 15** for students who take the admission test (PSB) in February
- **May 15** for students who take the admission test (PSB) in May

2022/2023 SCC PSB Test Schedule
Fall 2023 – February 17, 2023, and May 19, 2023

RIBN Courses

Students applying for the RIBN program may complete courses in the curriculum plan that are not listed with an NUR prefix. The courses listed below in bold are courses which students may earn points for admission.

- **BIO 168***
- **BIO 169***
- **ENG 111***
- **ENG 114***
- **MAT 171***

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

NURSING ADMISSION TESTING

Students who wish to take the PSB Nursing School Aptitude Examination (RN) should contact the Instructional Assistant for Health Sciences in H-314 (336-386-3275). Students must register for the test by the deadline indicated on the registration form (provided by Instructional Assistant). The approximate cost of the test is $60.00 and is due at the time of registration.

The nursing entrance exam (PSB) is one component of the admission process. Once the PSB 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 PSB. The Coordinator of Special Admissions will conduct an audit of each student's file to ensure other criteria for admission have been met.

- Students must meet a PSB score at or above the benchmark set for Surry Community College, which is 60% with no individual test/subtest less than the 25th percentile.
- Students may take the PSB test only every 3 months (regardless of site of testing) to qualify for consideration into the program. PSB scores are valid for one year.
- Students may take the PSB test at any location and have an official transcript from PSB transferred to Surry, Attn: Associate Dean of Health Sciences (note: charges from PSB apply for this service). Students should be aware that Surry Community College requires students to take a different version of test every 3 months, and therefore it is recommended that all testing be completed at Surry.

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

Applicants with the highest rank on their grades earned in BIO 168, BIO 169, ENG 111, ENG 112 or ENG 114 and MAT 171, the PSB Nursing School Aptitude Examination (RN), scores on letters of recommendation (one from an educator with experience teaching the prospective student preferably 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 RIBN program. The number of admitted students may vary each year.

DECISION NOTIFICATION

- Early admission for the Fall RIBN programs will be offered in late April with final admission offered by late June.
- 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

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. **Completed medical form** with test results and the most recent dates of immunizations/proof of immunity, including the series of three Hepatitis B vaccines, 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 at age 10 or older and then a subsequent TD or TDAP every 10 years, and 2-step TB screening, and COVID-19 vaccine 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.

2. **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.
3. **Evidence** of appropriate health and/or accident insurance (or can be purchased through school).
4. **Malpractice insurance** is included in tuition and fees for nursing students.
5. Students' medical provider must attest to the student having the physical and emotional health to safely practice nursing.
6. Students must meet the health requirements and technical standards for nursing students.

Technical Standards and Health Requirements: Nursing Students

Prospective nursing student candidates must demonstrate the physical and psychological ability to provide safe care for patients in the clinical setting. These technical standards serve as a guide for each prospective student to assess his or her ability to provide safe and competent nursing care prior to choosing nursing as a career.

Applicants for the nursing programs at Surry Community College must be able to meet and maintain satisfactory demonstration of these standards throughout the program for entry into and satisfactory completion of their respective programs.

Surry Community College's Office of Accessibility Services provides equal access to programs and services through the provision of reasonable accommodations, resources and services. Students may contact the Director of Accessibility Services at 336-386-3443 or brackenl@surry.edu for further information on accessibility resources.

In addition to the Technical Standards below each nursing student must demonstrate physical, emotional and cognitive health and abilities which are broadly defined as follows.

Construct	Description	Examples	Demonstrated By
PHYSICAL HEALTH	• Being free of disabling or contagious disease • Able to perform fine and gross motor skills • Able to perform standard weight bearing activities	• Able to perform expected activities of the nursing student	• Physical health form completed by health care provider • Laboratory tests • Observation throughout program • Satisfactory demonstration of clinical clearance items including the following immunizations and titers as required by clinical agencies - DPT - 2-step PPD initially with annual PPD and/or chest x-ray and annual screening with history of positive PPD - Hepatitis B Series - Varicella - Measles, Mumps, Rubella - Polio - Meningitis - Annual Influenza - COVID-19
EMOTIONAL HEALTH	• Reacting appropriately to stressful situations	• Must be able to withstand everyday environmental stresses with little difficulty • Must use healthy coping mechanisms and	• Observation of student behavior and interaction • Letters from psychiatrists or therapists if intensive therapy is in progress or has occurred • Psychological evaluations, if necessary

Construct	Description	Examples	Demonstrated By
		have an awareness of one's own ability to cope with stressful situations	
COGNITIVE ABILITIES	• Abilities that collectively result in gathering information to utilize/apply for decision making in health care situations • Must be oriented to person, place, and time • Able to organize responsibilities and solve problems involving measurement, calculation, reasoning and analysis.	• Must be able to collect pertinent data to construct sound, safe decisions for patient care	• Assembly of data collected from patient chart, report received from other members of the healthcare team, and various diagnostics for clinical decision making • Efficient and effective monitoring of patient status, developing & prioritizing targeted nursing interventions
If health/abilities prevent satisfactory classroom, lab or clinical performance or interfere with other students' abilities to have satisfactory experiences, a person may be denied admission or continued enrollment in the program until the identified condition is satisfactorily corrected.			

TECHNICAL STANDARDS: SURRY COMMUNITY COLLEGE NURSING

**Students function within their respective scope of practice

Standard	Description	Example
CRITICAL THINKING	• Must possess critical thinking ability sufficient for clinical judgment	• Discerning changes in client status to report to supervising nurse or provider • Using nursing process to resolve nursing problems through cause-effect factor identification
COMMUNICATION	• Must possess communication abilities sufficient for interaction with others in verbal and written form to include speaking, hearing, reading, writing, language skills, computer literacy	• Accurate, clear and effective information shared with patients, family members, and other members of interdisciplinary team • Not infringing on the rights of others through communication • Follows directions of others in supervisory roles • Accepts and incorporates feedback on performance
MOTOR SKILLS	• Must possess gross and fine motor skills sufficient to provide safe and effective nursing care. • Must demonstrate physical strength and endurance sufficient to allow delivery of	• Moving about safely in-patient rooms, work spaces, and treatment areas • Gathering assessment data by observation, palpation,

Standard	Description	Example
	nursing care, both routine and emergency	auscultation, or other diagnostic methods • Carrying patient care equipment and supplies • Completing assigned periods of clinical practice which may be up to 12 hours • Demonstrating patient care procedures such as catheter insertion, tracheostomy care, suctioning, manipulation of intravenous equipment, and use of patient care equipment • Performance of Cardiopulmonary Resuscitation (CPR) • Lifting, transferring or otherwise moving or assisting with patient positioning and mobility, such as transfers from bed to stretcher, bed to chair, etc.
HEARING	• Must possess auditory ability sufficient to monitor and assess health needs	• Detecting heart sounds or lung sounds on auscultation • Hearing alarms created by equipment such as cardiac monitors and medication pumps • Hearing patient's calls for help
VISION	• Must possess visual ability sufficient for observation and assessment necessary for nursing care • Visual acuity must be sufficient to allow the student to gather data from written reference materials and patient charts, and well as from patient interactions and observations of the patient in his/her environment	• Identifying correct medications and doses, using materials such as syringes, medicine cups, and IV tubing • Noting a change in skin color
SMELL	• Must have olfactory abilities sufficient to detect environmental or patient changes	• Detecting problematic smells from patient (foul drainage) • Detecting smoke • Detecting gases
TACTILE	• Must possess tactile ability sufficient for physical assessment	• Performance of palpation in physical examination to detect patient pulses, detection of nodules, etc. • Ability to detect unsafe temperature levels in patient equipment such as heating pads • Able to apply/insert therapeutic devices such as IV catheters, urinary catheters, Enteral feeding bags, etc.
WEIGHT BEARING	• Must possess the ability to maneuver/move 40-50 pounds frequently	• Transfer of patients as noted under mobility • Positioning of patients • Movement of patients and/or

Standard	Description	Example
		equipment
INTERPERSONAL	• Must be able to interact with individuals respecting social, cultural and spiritual diversity with honesty, integrity and non-discrimination. • Students demonstrate the ability to develop a mature, sensitive and effective therapeutic relationship with patients, as well as demonstrate the ability to work constructively in stressful and changing environments while modifying own behaviors in response to the environment or to constructive criticism	• Remaining calm in an emergent situation • Demonstrating appropriate judgment and prompt completion of all responsibilities relevant to care of the patient • Interacting with others who are exhibiting strong emotions while controlling personal responses • Focusing and maintaining attention on tasks in a stressful environment while interacting with patients or families who may also be experiencing stress
OCCUPATIONAL EXPOSURE	• Potential exposure to communicable disease and/or body fluids, toxic substances, and/or medicinal preparations.	• Students may be assigned to provide total care for clients with Tuberculosis, Hepatitis, HIV/AIDS, or coronavirus.

*These standards are adopted by the SCC Nursing Department and developed in compliance with our clinical agencies and the Americans with Disabilities Act.

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.

Surry Community College's Nursing Department is supportive of the clinical agencies. 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: LPN-BSN

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

1. **SCC General Admissions Application**
   Students complete the application to the college online.
   NOTE: There is no separate admission application for the nursing programs. Students who register for the Nursing Admission Test or have their official transcripts for the required nursing admissions test submitted by the vendor to SCC are considered for admission to the nursing programs.
2. **Lees-McRae College**
   General Admissions Application (Completed after acceptance to the RIBN program at Surry).
3. **Official Transcripts**
   Provide Surry Community College Admissions and Records Office with the following official transcripts and records:
   - **a.** High school or GED scores
   - **b.** All colleges attended, if applicable
   - **c.** NOTE: 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**
   Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites. Students have numerous ways to demonstrate they are college ready, as indicated below.

   a. **RISE for High School/High School Equivalencies:** An applicant who has graduated from a US high school within the past 10 years and has 2.8 or higher unweighted GPA, or has a GED taken since 2014 with a score of 17- or higher in every section, or has HiSet scores with a 15 in every section and a minimum of a 4 on the essay

   OR

   b. **SAT/ACT scores (valid for 10 years): Specific scores will meet the English/Reading and/or Math requirements**

   For tests taken prior to March 2016:

   SAT Critical Reading – 500+ OR SAT Writing – 500, or ACT Reading – 22+ OR ACT English – 18+ will meet required competency in English/Reading
   SAT Math – 500+ OR ACT Math – 22+ will meet required competency in Math

   For test taken in March 2016 or later:

   SAT Evidence Based Reading and Writing – 480+, or ACT Reading – 22+ OR ACT English – 18+ will meet required competency in English/Reading
   SAT Math – 530 OR ACT Math – 22+ will meet required competence in Math

   OR

   c. **Completion of College level English and Math from a regionally accredited college or university.**

   A grade or "C" or higher in a college level English composition and math course that meets program requirements

   OR

   d. **Completion of an associate's or bachelor's degree from a regionally accredited US college**

OR

e. Placement Test Scores (all scores are valid for 10 years):

While discontinued at Surry Community College in 2019, the NC-DAP Math (DMA) and NC-DAP Reading and English (DRE) tests will be valid for 10 years. The following are the required scores is using NC-DAP test:

NC-DAP DMA		NC-DAP DRE	
DMA-010	7 (or higher)	DRE Composite Score	151 (or higher)
DMA-020	7 (or higher)		
DMA-030	7 (or higher)		
DMA-040	7 (or higher)		
DMA-050	7 (or higher)		
DMA-060	7 (or higher)		
DMA-070	7 (or higher)		
DMA-080	7 (or higher)		

Applicants who have taken the NC-DAP for math must demonstrate mastery in DMA 010, 020, 030, 040, 050, 060, 070 and 080. Applicants who have taken the NC-DAP Reading Comprehension and Sentence Skills must demonstrate mastery in DRE 096, 097 and 098.

If DRE/DMA or DMS shell courses from other NC community colleges are being used to meet this requirement, submission of the placement test scores will also be required by the deadline.

The following tests may also be used to meet English, Reading or Math competencies if taken within the past 10 years:

CPT		COMPASS		ASSET	
Sentence Skills	86	Writing	70	Writing Skills	41
Reading Comp.	80	Reading	81	Reading Skills	41
Arithmetic	55	Pre-Algebra	47	Numerical Skills	41
Algebra	55	Algebra	46	Elem. Algebra	41

RISE placement testing is available for applicants who a) graduated more than 10 years ago from high school, or b) do not meet the GED/HiSet requirements, or c) do not meet any of the above criteria completely, the RISE assessment is available.

If an applicant is eligible to take the RISE placement test, the following scores must be met:

RISE for English	RISE for Math
70 or higher in Tier 2	70 or higher in Tier 3

Important information

Applicants who do not meet any of the above methods completely must enroll in either or both the English (ENG 002 grade of P2) and Math (MAT 003 grade of P3) transition courses and complete them by the specified deadline to be eligible for consideration.

Applicants who are required to take a co-requisite course with the program-level English and/or

Math must pass the program-level course with a grade of C or better by the specified deadline to be eligible for consideration.

5. **GPA**
   Achieve and maintain an overall GPA of 3.0 or higher in all college courses. 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 (or high school biology) and CHM 131 and CHM 131A or CHM 151 (or high school chemistry) with a grade of "C" or better.

7. **Math Courses**
   College ready (without co-requisites). With co-requisites courses completed or program-level math completed.

8. **Valid Documentation**
   Documentation of current licensure as a licensed practical nurse without sanctions on the license (past or present). 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. The nursing department will verify licensure from the North Carolina Board of Nursing website.

In addition to the materials listed above, students must:

Meet or exceed the benchmark score on the nursing admissions test – PSB Nursing School Aptitude Examination (RN). The benchmark score set by Surry Community College for the PSB test is 60% with no component (subtest) measuring less than the 25th percentile. NOTE: The PSB Nursing School Aptitude Examination (RN) is scheduled by the Health Sciences Division. Students may take the test at any location and have an official transcript of the test sent by PSB to Surry. Students may take the PSB test only every 3 months (regardless of the site of testing) to qualify for consideration into the program. PSB scores are valid for one year. TEAS scores are no longer accepted for nursing admission.

All materials listed above are due by:
- **February 15** for students who take the admission test (PSB) in February
- **May 15** for students who take the admission test (PSB) in May

2022/2023 SCC PSB Test Schedule
Fall 2023 LPN-BSN Admission – February 17, 2023, and May 19, 2023

LPN-BSN Courses

Students applying for the LPN-BSN program may complete courses in the curriculum plan that are not listed with a NUR prefix. The courses listed below in bold are courses which students may earn points for admission.

- **BIO 168***
- **BIO 169***
- **ENG 111***
- **ENG 114***
- **MAT 171***

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

NURSING ADMISSION TESTING

Students who wish to take the PSB Nursing School Aptitude Examination (RN) should contact the Instructional Assistant for Health Sciences in H-314 (336-386-3275). Students must register for the test by the deadline indicated on the registration form (provided by Instructional Assistant). The approximate cost of the test is $60.00 and is due at the time of registration.

The nursing entrance exam (PSB) is one component of the admission process. Once the PSB 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 PSB. 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 PSB Nursing School Aptitude Examination (RN). This test is offered by the college in according to the SCC testing schedule above.
- Students must score at or above the benchmark set for Surry Community College, which is 60% with no individual test/subtest less than the 25th percentile.
- Students may take the PSB test only every 3 months (regardless of site of testing) to qualify for consideration into the program. PSB scores are valid for one year.
- Students may take the PSB test at any location and have an official transcript from PSB transferred to Surry, Attn: Associate Dean of Health Sciences (note: charges from PSB may apply for this service). Students should be aware that Surry Community College requires students to take a different version of test every 3 months, and therefore it is recommended that all testing be completed at Surry.

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

Applicants with the highest rank on their grades earned in BIO 168, BIO 169, ENG 111, ENG 112 or ENG 114 and MAT 171, the Nursing Entrance Exam, scores on letters of recommendation (one from an educator with experience teaching the prospective student preferably 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. The number of admitted students may vary each year.

DECISION NOTIFICATION

- Early admission for the Fall LPN-BSN programs will be offered in late April with final admission offered by late June.
- 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.

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. **Completed medical form** with test results and the most recent dates of immunizations/proof of immunity, including the series of three Hepatitis B vaccines, 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 at age 10 or older and then a subsequent TD or TDAP every 10 years, and 2-step TB screening, and COVID-19 vaccine 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.

2. **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.
3. **Evidence** of appropriate health and/or accident insurance (or can be purchased through school).
4. **Malpractice insurance** is included in tuition and fees for nursing students.
5. **Documentation** of current licensure as a practical nurse without sanctions on the license (past or present). 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. The nursing department will verify licensure from the North Carolina Board of Nursing website.
6. Students' medical provider must attest to the student having the physical and emotional health to safely practice nursing.
7. Students must meet the health requirements and technical standards 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.

Surry Community College Nursing Department is supportive of the decisions of the clinical agencies. 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.

PHYSICAL THERAPIST ASSISTANT (PTA) PROGRAM

ADMISSION PROCEDURES

*****ALL MATERIALS DUE BY MAY 31, 2023, FOR GENERAL ADMISSIONS FOR FALL 2023*****

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**
   Students complete the application to the college online.
   NOTE: There is no separate admission application for the nursing programs. Students who register for the Nursing Admission Test or have their official transcripts for the required nursing admissions test submitted by the vendor to SCC are considered for admission to the nursing programs.

2. **Official Transcripts**
   Provide Surry Community College Admissions Office with official transcripts and records:
   - **a.** High school or High School Equivalency scores
   - **b.** All colleges attended, if applicable
   - **c.** ADN & PN: Successful completion of a state approved program for Nurse Aide I training.
   - **d.** LPN-AND: Documentation of one-year clinical experience as an LPN with direct patient care in a health agency within the last three years of LPN licensure and graduation from a PNE program within one year.

3. **Placement**
   Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites. Students have numerous ways to demonstrate they are college ready, as indicated below.

   e. **RISE for High School/High School Equivalencies**: An applicant who has graduated from a US high school within the past 10 years and has 2.8 or higher unweighted GPA, or has a GED taken since 2014 with a score of 17- or higher in every section, or has HiSet scores with a 15 in every section and a minimum of a 4 on the essay

   OR

   f. **SAT/ACT scores (valid for 10 years): Specific scores will meet the English/Reading and/or Math requirements**

   For tests taken prior to March 2016:

   SAT Critical Reading – 500+ OR SAT Writing – 500, or ACT Reading – 22+ OR ACT English – 18+ will meet required competency in English/Reading

   SAT Math – 500+ OR ACT Math – 22+ will meet required competency in Math

   For test taken in March 2016 or later:

   SAT Evidence Based Reading and Writing – 480+, or ACT Reading – 22+ OR ACT English – 18+ will meet required competency in English/Reading

   SAT Math – 530 OR ACT Math – 22+ will meet required competence in Math

   OR

   g. **Completion of College level English and Math from a regionally accredited college or university**
   A grade or "C" or higher in a college level English composition and math course that meets program requirements

   OR

   h. **Completion of an associate's or bachelor's degree from a regionally accredited US college**

   OR

i. Placement Test Scores (all scores are valid for 10 years):

While discontinued at Surry Community College in 2019, the NC-DAP Math (DMA) and NC-DAP Reading and English (DRE) tests will be valid for 10 years. The following are the required NCDAP scores:

NC-DAP DMA		NC-DAP DRE	
DMA-010	7 (or higher)	DRE Composite Score	151 (or higher)
DMA-020	7 (or higher)		
DMA-030	7 (or higher)		
DMA-040	7 (or higher)		
DMA-050	7 (or higher)		

Applicants who have taken the NC-DAP for math must demonstrate mastery in DMA 010, 020, 030, 040 and 050. Applicants who have taken the NC-DAP Reading Comprehension and Sentence Skills must demonstrate mastery in DRE 096, 097 and 098.

If DRE/DMA or DMS shell courses from other NC community colleges are being used to meet this requirement, submission of the placement test scores will also be required by the deadline.

The following tests may also be used to meet English, Reading or Math competencies if taken within the past 10 years:

CPT		COMPASS		ASSET	
Sentence Skills	86	Writing	70	Writing Skills	41
Reading Comp.	80	Reading	81	Reading Skills	41
Arithmetic	55	Pre-Algebra	47	Numerical Skills	41
Algebra	55	Algebra	46	Elem. Algebra	41

RISE placement testing is available for applicants who a) graduated more than 10 years ago from high school, or b) do not meet the GED/HiSet requirements, or c) do not meet any of the above criteria completely, including those without a valid unweighted high school GPA, the RISE assessment is available.

If an applicant is eligible to take the RISE placement test, the following scores must be met:

RISE for English	RISE for Math
70 or higher in Tier 2	70 or higher in Tier 2

Important Information

Applicants who do not meet any of the above methods completely must enroll in either or both the English (ENG 002 grade of P2) and Math (MAT 003 grade of P2) transition courses and complete them by the specified deadline to be eligible for consideration.

Applicants who are required to take a co-requisite course with the program-level English and/or Math must pass the program-level course with a grade of C or better by the specified deadline to be eligible for consideration.

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
- HUM Elective **(3 hours)**
- **PHY 110***
- **PHY 110A***
- **PSY 150***

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

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)

- 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 $65.00 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 test 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 test. 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 test 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 test.
- 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 & DRUG SCREEN

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

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



PROGRAMS

Public Services

BASIC LAW ENFORCEMENT – WORKFORCE CAREER CERTIFICATE

Course Description

This course is accredited by the North Carolina Criminal Justice Training and Standards Commission and the North Carolina Sheriff's Commission. Persons desiring to become a sworn law enforcement officer in the State of North Carolina must successfully complete this course and pass a State administered examination at the end of the course. To qualify for admission an individual must meet the requirements mandate by the North Carolina Department of Justice found online at: https://www.facebook.com/surryblet.

Program Learning Outcomes

BLET students will:

- Investigate violations of law
- Provide assistance in request for service
- Apprehend suspects
- Execute legal searches and seizures
- Prepare cases for court presentation
- Learn the proper applications of civil, criminal, and juvenile law

Employment Opportunities: Upon completion of this course and successful completion of the comprehensive State examination, individuals should be able to apply for positions in both State, County, and local law enforcement agencies.

Instructional Format

Face-to-Face instruction will include lecture, lab, discussion, and practical exercises.

Contact

Jim McHone, Director
Email: mchonej@surry.edu
Phone: (336) 386-3696

Basic Law Enforcement Training (BLET)

CJC	3938	BLET	$183	Spring, Summer, Fall	High School or Equivalent required
CJC	5020C	Advanced Swat	*Tuition Waved		
CJC	5045E	Crisis Intervention Training	*Tuition Waved		
CJC	3934	RADAR Operator	*Tuition Waved		
CJC	3937	RADAR, RADAR/LEDAR Recertification	*Tuition Waved		
CJC	5010H	Police Law Institute	*Tuition Waved		

Cost does not include associated books, tools, and supplies

Virginia residents pay the same tuition rate as in-state students

* Tuition waived if employed with either Law Enforcement Agency, EMS, or First Responder Group.

*College curriculum credit can be awarded for CJC 131, CJC 132, CJC 221 and CJC 231 for completion of this certificate and successfully passed the Commissions comprehensive certification examination.

Certification Testing:
North Carolina Criminal Justice Training and Standards

Additional testing information: www.ncdoj.gov

BASIC LAW ENFORCEMENT – WORKFORCE TRAINING COURSES

Course Description

This is a 47-hour course that will provide participants with the entry-level knowledge and skills to practice as an emergency services Telecommunicator. (North Carolina certification course). Topics covered during this course will include civil liability, systems and equipment, overview of emergency services, communications resources, call reception, prioritization and resource allocation, broadcast techniques, rules and procedures, and training practicum. Students and or agency must provide Telecommunicator student manual.

Employment Opportunities:
E-911/Telecommunicator Positions

Instructional Format

Face-to-face class meetings to include lecture, demonstration and hands-on practice and simulation of scenarios. Additional information: www.surry.edu/career-certificates

Contact

Jim McHone
(336) 386-3292
mchonej@surry.edu

Cost: Tuition waived with sponsorship requirement
Virginia residents pay the same tuition rate as in-state students**.**

Basic Law Enforcement

Course	Title	Hours	Semester	Pre-Requisites
CJC 3942	Telecommunicator Certification Course	47	All	Sponsorship by L. E. Agency

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

Denise Sizemore
Lead Instructor for Criminal Justice Technologies
sizemoredm@surry.edu
(336) 386-3474

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

CRIMINAL JUSTICE TECHNOLOGY
CERTIFICATE
C55180

This certificate is offered to high school students through the Career and College Promise (CCP) program (C55180X). CCP students should complete this certificate over two semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CJC 111	**Intro to Criminal Justice**	3	0	3	Fall/Spring	None
CJC 132	Court Proc & Evidence	3	0	3	Fall/Spring	None
CJC 121	**Law Enf. Oper.**	3	0	3	Fall/Spring	None
CJC 131	Criminal Law	3	0	3	Fall/Spring	None
		12	**0**	**12**		
	Total Credit Hours			**12**		

Courses in bold are key courses students should take in their 1st term.

Criminal Justice Technology
DIPLOMA
D55180

To complete the diploma, 12 credit hours from Criminal Justice Technology Certificate (C55180/C55180X) must be included in D55180.

Course	Title	Lect	Lab	CR	Offered	Pre-Requisites
CJC 112	Criminology	3	0	3	Fall/Spring	None
CJC 113	Juvenile Justice	3	0	3	Fall/Spring	None
CJC 212	Ethics & Community Relations	3	0	3	Fall/Spring	None
CJC 221	Investigative Principles	3	2	4	Fall/Spring	None
CJC 231	Constitutional Law	3	0	3	Fall/Spring	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
CIS 110	Intro to Computers	2	2	3	All	None
SOC 230	Race & Ethnic Relations	3	0	3	Fall/Spring	None
		23	**4**	**25**		
	Total Credit Hours			**37**		

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

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

CRIMINAL JUSTICE TECHNOLOGY
DEGREE
A55180

To complete the degree, 37 credit hours from Criminal Justice Diploma (D55180) must be included in A55180.

Two Semesters

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
OR	ACA 122 College Transfer Success	(0	2	1)	All	None
CJC 141	Corrections (or **WBL**)	3	0	3	Fall only	None
CJC 213	Substance Abuse	3	0	3	Spring only	None
CJC 232	Civil Liability	3	0	3	Spring only	None
PSY 150	General Psychology	3	0	3	All	None
PSY 231	Forensic Psychology	3	0	3	Fall/Spring	**PSY-150**
POL 120	American Government	3	0	3	All	None
ENG 114	Prof Research & Report	3	0	3	All	ENG-111 (min grade of C)
COM 231	Public Speaking **W**	3	0	3	All	ENG-110 or ENG-111
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003 / MAT-010 (co-req required w/o credit for MAT-003)
Hum. /Fine Arts	Elective*	3	0	3	All	*See page 42 for options
		29-31	**2-4**	**31-32**		
	Total Credit Hours			**68-69**		

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

W – *Writing Intensive Course (ENG-111 or ENG-110 pre-req.)*

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

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. Studies 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

Denise Sizemore
Lead Instructor for Criminal Justice Technologies
sizemoredm@surry.edu
(336) 386-3474

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

FORENSIC SCIENCE
CERTIFICATE
C5518C

This certificate is offered to high school students through the Career and College Promise (CCP) program (C5518CX).

Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CJC 115	Crime Scene Photography [E]	2	3	3	Fall only	None
CJC 146	**Trace Evidence [E]**	2	3	3	Fall only	None
CJC 245	**Friction Ridge Analysis [E]**	2	3	3	Fall only	None
		6	**9**	**9**		

Courses in bold are key courses students should take in their 1st term.

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CJC 144	Crime Scene Processing [E]	2	3	3	Spring only	None
CJC 222	Criminalistics [E]	3	0	3	Spring only	None
CJC 246	Adv. Frict. Ridge Analysis [E]	2	3	3	Spring only	CJC-245
		7	**6**	**9**		
	Total Credit Hours			**18**		

E - *These courses offered at the Elkin Center Crime Lab.*

FORENSIC SCIENCE
DIPLOMA
D5518C

To complete the diploma, 18 credit hours from Criminal Justice Technology Certificate (C5518C/C5518CX) must be included in D5518C.

One Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CJC 111	Intro to Criminal Justice	3	0	3	Fall/Spring	None
CJC 132	Court Proc & Evidence	3	0	3	Fall/Spring	None
CJC 231	Constitutional Law	3	0	3	Fall/Spring	None
CJC 112	Criminology	3	0	3	Fall/Spring	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
CIS 110	Intro to Computers	2	2	3	All	None
		17	**2**	**18**		
	Total Credit Hours			**36**		

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

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

FORENSIC SCIENCE
DEGREE
A5518C

To complete the degree, 36 credit hours from Criminal Justice Criminal Justice Forensic Science Diploma (D5518C) must be included in A5518C.

Two Semesters

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
CJC 113	Juvenile Justice	3	0	3	Fall/Spring	None
CJC 131	Criminal Law	3	0	3	Fall/Spring	None
CJC 212	Ethics & Comm Relations[W]	3	0	3	Fall/Spring	None
CJC 221	Investigative Principles	3	2	4	Fall/Spring	None
CJC 232	Civil Liability	3	0	3	Spring only	None
ENG 114	Professional Research & Reporting	3	0	3	All	ENG-111
Humanities/Fine Arts	Elective*	3	0	3	All	See page 42 for options
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003 / MAT-010 (co-req required w/o credit for MAT-003)
PSY 150	General Psychology	3	0	3	All	None
PSY 231	Forensic Psychology	3	0	3	Fall/Spring	PSY-150
				32		
	Total Credit Hours			**68**		

W – *Writing Intensive Course (ENG-111 or ENG-110 pre-req.)*
WBL options: WBL 111, 112, 113, 121, 122, 123, 124, 131, 132, 133, 211, 212, 213, 221, or 231

DETENTION OFFICER – WORKFORCE CAREER CERTIFICATE

Course Description

This course is accredited by the North Carolina Sheriff's Commission. Persons desiring to be certified as local detention officers must successfully complete this course and pass a State administered examination at the end of the course. To be admitted to this course an applicant must meet the qualifications set forth by the North Carolina Sheriff's Commission found online at https://www.facebook.com/surryblet/.

Program Learning Outcomes

DOCC students will:

- Learn legal aspects of detention laws, rules and regulations.
- Develop stress and suicide prevention techniques.
- Properly apply prisoner restraints.
- Learn subject control techniques.
- Learn civil and Constitutional laws, rules and regulations of conduct.

Employment Opportunities

Completion of these courses and successful completion of the State comprehensive exam will allow a student to be employed in County detention facilities in the State of North Carolina.

Instructional Format

Face-to-face instruction will include lecture, discussion, practical and lab.

Contact

Jim McHone, Director
Email:mchonej@surry.edu
Phone: (336) 386-3696

Detention Officer Certification

CJC 3941 Detention Officer 174 Hours $183 Spring, Fall High School or Equivalent required

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students

Additional testing information: www.ncdoj.gov

Certification Testing:
North Carolina Sheriff's Training and Standards

Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

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

Robin Minton
Director of Cosmetology
mintonr@surry.edu
(336) 386-3570

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

COSMETOLOGY
DIPLOMA
D55140

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

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	COS-112 (co-req.)
COS 112	Salon I	0	24	8	Fall, Spring	None/COS-111 (co-req.)
ENG 110	Freshman Composition	3	0	3	All	ENG-002
		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-116 (co-req.)
COS 116	Salon III	0	12	4	All	COS-111, COS-112/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**		

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	COS-112 (co-req.)
COS 112	Salon I	0	24	8	Fall, Spring	None/COS-111 (co-req.)
ENG 110	Freshman Composition	3	0	3	All	ENG-002
		8	**24**	**16**		

1st 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.)
COS 119	Esthetics Concepts I	2	0	2	Spring only	COS-111 and COS-112
MAT 110	Math Measurement & Literacy	2	2	3	All	MAT-003 / MAT-010 (co-req required w/o credit for MAT-003)
		8	**26**	**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-116 (co-req.)
COS 116	Salon III	0	12	4	All	COS-111, COS-112/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 Hair color **W**	1	3	2	Fall only	COS-111, COS-112, COS-113, COS-114, and ENG-110
ENG 115	Oral Communication	3	0	3	All	None
		6	**24**	**14**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BUS 151	People Skills	3	0	3	Spring only	None
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-110
Humanities/Fine Arts	Elective*	3	0	3	All	See page 42 for options
PSY 118	Interpersonal Psychology	3	0	3	All	None
		12	**5**	**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".

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

COSMETOLOGY – WORKFORCE CAREER CERTIFICATE

Workforce Career Certificate

The Workforce Certificate offers students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements and a college application. Students pay continuing educations rates without regard to residency requirements. Workforce Certificates are suited for students looking to acquire workforce skills without receiving college credit.

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 Total Cost Comparison

Curriculum degree program cost: $3,452
Workforce certificate cost: $1,408

Contact:

Robin Minton
mintonr@surry.edu | (336) 386-3570

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.

Cosmetology Workforce Certificate

						Articulation to CC Course	CC Course Title
COS	3201A	Cosmetology I - Theory	64 Hours	$183	Spring, Fall	COS-111	Cosmetology Concepts I
COS	3201B	Cosmetology I – Salon	384 Hours	$183	Spring, Fall	COS-112	Salon I
COS	3201C	Cosmetology II – Theory	64 Hours	$183	Spring, Fall	COS-113	Cosmetology Concepts II
COS	3201D	Cosmetology II – Salon	384 Hours	$183	Spring, Fall	COS-114	Salon II
COS	3201E	Cosmetology III – Theory	64 Hours	$183	Spring, Fall Summer	COS-115	Cosmetology Concepts III
COS	3201F	Cosmetology III – Salon	192 Hours	$183	Spring, Fall Summer	COS-116	Salon III
COS	3201G	Cosmetology IV – Theory	32 Hours	$127	Spring, Fall	COS-117	Cosmetology Concepts IV
COS	3201H	Cosmetology IV – Salon	336 Hours	$183	Spring, Fall	COS-118	Salon IV

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

NAIL TECHNICIAN – WORKFORCE CAREER CERTIFICATE

Workforce Career Certificate

The Workforce Certificate offers students the opportunity to receive the same instruction and skills as college degree-seeking students without placement tests, general education requirements and a college application. Students pay continuing educations rates without regard to residency requirements. Workforce Certificates are suited for students looking to acquire workforce skills without receiving college credit.

This course covers techniques of nail technology, hand and arm manipulation and recognition of nail disorders and diseases. Sanitation, disinfection, manicures, pedicures, artificial applications, and other related subjects. Upon completion, students should be able to safely perform all nail care applications that are available in a salon setting.

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 nail salons and related businesses.

Nail Tech Workforce Certificate

COS	3101	Manicurist/Nail Tech	320 Hours	$183	Spring, Fall

Cost does not include associated books, tools, and supplies
Virginia residents pay the same tuition rate as in-state students.

Contact

Robin Minton
Director for Cosmetology
mintonr@surry.edu
(336) 386-3570

Grant and Scholarship Opportunities Available



Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

SPANISH – WORKFORCE TRAINING COURSES

Course Descriptions

Looking to increase your skills? Workforce Training Courses are provided to help meet this need. Courses are offered most semesters. Complete details and latest information can be found at https://surry.edu/areas-of-study/college-and-career-readiness/english-language-acquisitions.

English Language Acquisitions Description

The English Language Acquisition courses allow students the opportunity to learn English for free. We welcome any English level, beginning through advanced. Our classes focus on all areas of language acquisition including reading, writing, and conversation. The class is designed in a way to support students with the skills needed for acclimating to the American culture, which are useful for navigating day to day processes in the United States.

Citizenship Pathway Course Description

The College and Career Readiness program is now offering a course to prepare students with resources, direction, and skills necessary for the process of applying for U.S. citizenship. The course is available in Dobson, Monday - Thursday and Yadkinville, Tuesday-Thursday. Enrolled students receive instruction to improve literary and mathematical skills to assist them in obtaining their High School Equivalency diploma (GED or HiSET), prepares participants for desired employment opportunities or post-secondary education, and equips those interested in applying for U.S. citizenship with the resources and guidance required to pass the U.S. Citizenship Test.

Documentation of enrollment to meet DACA requirements is provided upon completion of a minimum of 70 hours of active student participation.

ELA Program Learning Outcomes

English Language Learners will be able to:

- Communicate clearly and effectively in English in both oral and written formats.
- Gain knowledge and skills to acclimate to the American culture.
- Analyze the American Culture.
- Prepare for desired employment opportunities or post-secondary education.
- Receive instruction to improve literary and mathematical skills.
- Prepare for the U.S. Naturalization Exam.

Cost: FREE

Contact

Branch Dunlap
Email: dunlapbs@surry.edu
Phone: (336) 386-3660

COMMUNITY SPANISH INTERPRETER

Curriculum Description

The Community Spanish Interpreter program 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 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

Sarah Wright
Lead Instructor Languages and Humanities
wrights@surry.edu
(336) 386-3439

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

Spanish Interpreter Pre-Requisite Policy:

A pre-requisite for all Spanish Interpreter credentials is demonstrating fluency in Spanish at the intermediate level. Therefore, students must complete SPA-212 with a C or better <u>OR</u> successfully pass the Spanish/English Fluency Test prior to enrolling in certain SPI courses required for program completion. The fluency test consists of both written and oral components. The test will be administered on campus and evaluated by SCC's Spanish Instructors. There are set test dates in May, August, and December posted on the Spanish Interpreter page on the website. Students may contact the lead instructor for more information, or contact the testing center at testingcenter@surry.edu to set up a test date other than those listed. Students are encouraged to complete the Spanish Language Certificate prior to starting the Spanish Interpreter certificates.

Community Spanish Interpreter
CERTIFICATE
C55370

This certificate is offered to high school students through the Career and College Promise program (C55370X).

Program Policy:

Students must complete SPA-212 with a C or better OR successfully pass the Spanish/English Fluency Test prior to enrolling in SPI courses required for program completion.

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 (1st 8 weeks)**	3	0	3	Fall only	*Fluency Test or SPA-212 (min grade of C)*
SPI 114	**Analytic Skills for Interpreting (2nd 8 weeks)**	3	0	3	Fall only	*SPI-113*
		9	**0**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
SPI 213	Review of Grammar (1st 8 weeks)	3	0	3	Spring only	*Fluency Test or SPA-212 (min grade of C)*
SPI 214	Intro to Translation (2nd 8 weeks)	3	0	3	Spring only	*Fluency Test or SPA-212 (min grade of C)*
SPI 245	Comm. Interpreting I	2	3	3	Spring only	*SPI 113 & SPI-114*
		8	**3**	**9**		
	Total Credit Hours			**18**		

Highlighted courses will count as credits in more than one certificate.

Courses in bold are key courses students should take in their 1st term.

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

Community Spanish Medical Interpreter
CERTIFICATE
C55370A

This certificate is offered to high school students through the Career and College Promise program (C55370XA).

Program Policy:
Students must complete SPA-212 with a C or better OR successfully pass the Spanish/English Fluency Test prior to enrolling in SPI courses required for program completion.

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 (1st 8 weeks)**	3	0	3	Fall only	*Fluency Test or SPA-212 (min grade of C)*
SPI 114	**Analytic Skills for Interpreting (2nd 8 weeks)**	3	0	3	Fall only	*SPI-113*
		9	**0**	**9**		

Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
SPI 213	Review of Grammar (1st 8 weeks)	3	0	3	Spring only	*Fluency Test or SPA-212 (min grade of C)*
SPI 221	Consecutive Interpreting I (2nd 8 weeks)	3	0	3	Spring only	*SPI-114*
SPI 243	Medical Interpreting I	2	3	3	Spring only	*SPI-114*
		8	**3**	**9**		
	Total Credit Hours			**18**		

Highlighted courses will count as credits in more than one certificate.
Courses in bold are key courses students should take in their 1st term.

Spanish Language
CERTIFICATE
C55370B

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). Placement Testing: Credit by proficiency is available for SPA 111 & SPA 112 through College Level Examination Program (CLEP). The examination cost is $89. Please contact the Testing Center (x3443).

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
SPA 111	Elementary Spanish I (1st 8 weeks)	3	0	3	All	None
SPA 112	Elementary Spanish II (2nd 8 weeks)	3	0	3	All	SPA-111 (min grade of C)
		6	**0**	**6**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
SPA 211	Intermediate Spanish I	3	0	3	Spring/Summer	SPA-112
SPA 212	Intermediate Spanish II	3	0	3	Spring/Summer	SPA-211 (min grade of C)
		6	**0**	**6**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
SPA 141	Culture & Civilization	3	0	3	Fall only	None
SPA 221	Spanish Conversation	3	0	3	Fall only	SPA-212
		6	**0**	**6**		
	Total Credit Hours			**18**		

Highlighted courses will count as credits in more than one certificate.

Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

COMMUNITY SPANISH INTERPRETER
DIPLOMA
D55370

To complete the diploma, 30-33 credit hours from Community Spanish Interpreter Certificate (C55370/C55370X) or Community Spanish Medical Interpreter Certificate (C55370A/C55370XA) and Spanish Language Certificate (C55370B/C55370BX) must be included in D55370.

One 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
SPA 221	Spanish Conversation	3	0	3	Fall/Spring	SPA 212
SPA 231	Reading and Composition	3	0	3	Fall/Spring	SPA-212
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002P1/ENG-011 (co-req)
Humanities/Fine Arts	Elective*	3	0	3	All	PHI-240, HUM-115, or HUM-120 preferred
	Total Credit Hours			**43-46**		

Students who complete the Spanish Language Certificate will also have credit for SPA 221 Spanish Conversation.

Humanities Electives: Select one course from the following:

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
HUM 115	HUM 115 Critical Thinking	3	0	3	All	ENG-002
OR	HUM 120 Cultural Studies	(3	0	3)	Spring	None
OR	PHI 240 Intro to Ethics	(3	0	3)	All	ENG-111

Program Policy:

Students must complete SPA-212 with a C or better OR successfully pass the Spanish/English Fluency Test prior to enrolling in SPI courses required for program completion.

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 childcare 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

Kayla Norman
Lead Instructor for Early Childhood
normanks@surry.edu
(336) 386-3351

Financial aid is available to eligible students: https://surry.edu/paying-for-college/financial-aid/

Contact: financialaid@surry.edu or (336) 386-3264 for more information.

Students may choose one of the following tracks to complete this degree:

- Non-Transfer Career Ready (A55220C)
- Transfer Birth-Kindergarten Licensure (A55220L)
- Transfer Birth-Kindergarten Non-Licensure (A55220N)

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

EARLY CHILDHOOD EDUCATION
CERTIFICATE
C55220

This certificate is offered to high school students through the Career and College Promise (CCP) program (C55220X). CCP students should complete this certificate over two semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 119	**Intro to Early Childhood**	4	0	4	All	None
EDU 153	Health, Safety, Nutrition	3	0	3	Fall/Spring	None
EDU 131	Child, Family, & Comm.	3	0	3	Fall/Spring	None
EDU 145	**Child Development II**	3	0	3	Fall/Spring	None
EDU 146	Child Guidance	3	0	3	Fall/Spring	None
		16	**0**	**16**		
	Total Credit Hours			**16**		

Courses in bold are key courses students should take in their 1st term.

INFANT/TODDLER CARE
CERTIFICATE
C55290

This certificate is offered to high school students through the Career and College Promise (CCP) program (C55290X). CCP students should complete this certificate over two semesters.

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 119	**Intro to Early Childhood**	4	0	4	All	None
EDU 153	Health, Safety, Nutrition	3	0	3	Fall/Spring	None
EDU 131	Child, Family, & Comm.	3	0	3	Fall/Spring	None
EDU 144	**Child Development I**	3	0	3	Fall/Spring	None
EDU 234	Infants, Toddlers, & Twos	3	0	3	Spring only	EDU 119
		16	**0**	**16**		
	Total Credit Hours			**16**		

Courses in bold are key courses students should take in their 1st term.

EARLY CHILDHOOD ADMINISTRATION
CERTIFICATE
C55850

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/Spring	None
EDU 261	Early Childhood Admin I	3	0	3	Fall only	EDU-119
EDU 131	Child, Family, & Comm.	3	0	3	Fall/Spring	None
EDU 262	Early Childhood Admin II	3	0	3	Spring only	EDU-119 and EDU-261
		16	**0**	**16**		
	Total Credit Hours			**16**		

Courses in bold are key courses students should take in their 1st term.
Students on financial aid should speak with their financial aid advisors before enrolling in less than 12 credit hours per semester.

EARLY CHILLDHOOD EDUCATION
DIPLOMA
D55220

To complete the diploma, 16 credit hours from Early Childhood Education Certificate (C55220/C55220X) OR 16 credit hours from Infant/Toddler Care Certificate (C55290/C55290X) must be included in D55220.

One Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 144 **OR** EDU 145	Child Development I **OR** Child Development II	3	0	3	Fall/Spring	None
EDU 151	Creative Activities	3	0	3	Fall/Spring	None
EDU 234 **OR** EDU 146	Infants, Toddlers & Twos **OR** Child Guidance	3	0	3	EDU 234 - Spring only EDU 146 - Fall/Spring	EDU-119 (EDU 234 only)
EDU 152	Music, Move & Lang	3	0	3	Fall/Spring	None/ENG-002 or ENG-101 *with a minimum grade of C* (co-req.)
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
PSY 150	General Psychology	3	0	3	All	None
		18	**0**	**18**		
	Total Credit Hours			**34**		

EARLY CHILDHOOD EDUCATION
DEGREE
NON-TRANSFER CAREER READY
A55220C

To complete the degree, 34 credit hours from Early Childhood Education Diploma (D55220) must be included in A55220C.

Two Semesters

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ACA 111	College Student Success	1	0	1	All	None
EDU 251	Exploration Activities	3	0	3	Fall only	None
EDU 280	Language & Literacy Exp.[W]	3	0	3	Fall only	*ENG 110 or ENG 111*
EDU 216	Foundations of Education	3	0	3	Spring only	None
EDU 221	Children with Exceptionalities	3	0	3	Fall only	EDU-144 and EDU-145
EDU 259	Curriculum and Planning	3	0	3	Spring only	EDU-119
EDU 284	EC Capstone Pract. [W]	1	9	4	Spring only	Take One Set: Set 1. EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151 Set 2. EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151. Set 3. EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151. Set 4. EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151. and *ENG-110 or ENG-111*
	Humanities Elective	3	0	3	All	See below
ENG 112	Writing/Res in Disciplines	3	0	3	All	ENG-111
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002 (co-req required w/o credit for MAT 003, grade of P2)
CIS 110	Intro to Computers	2	2	3	All	None
COM 231	Public Speaking	3	0	3	All	ENG-111
PSY 243	Child Psychology	3	0	3	On Demand	PSY-150
		33	**13**	**38**		
	Total Credit Hours			**72**		

Humanities Electives: Select one course from the following:

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART 111	Art Appreciation	3	0	3	All	None
OR	MUS 110 Music Appreciation	(3	0	3)	All	None
OR	PHI 240 Intro to Ethics	(3	0	3)	All	ENG-111

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

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"

EARLY CHILDHOOD EDUCATION
DEGREE
TRANSFER-BIRTH KINDERGARTEN LICENSURE
A55220L

Thirty-four credit hours from Early Childhood Education Diploma (D55220) are included in A55220L.

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
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/Spring	None
EDU 153	Health, Safety & Nutrition	3	0	3	Fall/Spring	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
PSY 150	General Psychology	3	0	3	All	None
		16	**2**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 131	Child, Family, & Comm.	3	0	3	Fall/Spring	None
EDU 145	Child Development II	3	0	3	Fall/Spring	None
EDU 146	Child Guidance	3	0	3	Fall/Spring	None
EDU 151	Creative Activities	3	0	3	Fall/Spring	None
EDU 234	Infants, Toddlers & Twos	3	0	3	Spring only	EDU 119
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002/MAT-043 (co-req required w/o credit for MAT-003 grade of P2)
OR	MAT 171 Pre-calc. Algebra	(3	2	4)	Fall, Spring	MAT-121 or MAT-003 grade of P2 /MAT-071 (co-req. required w/o credit for MAT-003 grade of P3)
		17	**2**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART 111	Art Appreciation	3	0	3	All	None
OR	MUS 110 Music Appreciation	(3	0	3)	All	None
OR	PHI 240 Intro to Ethics	(3	0	3)	All	ENG-111
BIO 111	General Biology I	3	3	4	All	None
EDU 221	Children with Exceptionalities	3	0	3	Fall only	EDU-144 and EDU-145
EDU 280	Language & Literacy Exp[W]	3	0	3	Fall only	ENG-110 or ENG-111/ENG-002 (co-req.)
ENG 112	Writing/Res in Disciplines	3	0	3	All	ENG-111 (min grade of C)
		18	**3**	**19**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
CHM 151	General Chemistry I	3	3	4	All	None
OR	PHY 110/110A Conceptual Physics with lab	(3 (0	0 2	3) 1)	Fall, Spring	*MAT-003 grade of P2*
COM 231	Public Speaking	3	0	3	All	ENG-111
EDU 216	Foundations of Education	3	0	3	Spring only	None
EDU 250	Teacher Licensure Preparation	3	0	3	On Demand	Take One Set: 1. ENG-111 and MAT-143 Set 2. ENG-111 and MAT-152 Set 3. ENG-111 and MAT-171/EDU-119/ENG-002 (co-req.)
EDU 284	EC Capstone Pract. [W]	1	9	4	Spring only	Take One Set: Set 1. EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151 Set 2. EDU-119, PSY-

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
						244, PSY-245, EDU-146, and EDU-151. Set 3. EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151. Set 4. EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151. and *ENG-110 or ENG-111*
Social Science	**Elective***	3	0	3	All	*See list below.
		16	**12**	**20**		
	Total Credit Hours			**74**		

APPROVED ELECTIVES: CIS-110, EDU-152, EDU-259, EDU-261, ENG-231, ENG-232, ENG-241, ENG-242, HEA-110, REL-211, REL-212, SPA-111, or SPA-112

*SOCIAL SCIENCE ELECTIVES: HIS-111, HIS-112**W**, HIS-131, HIS-132, POL-120, or SOC-210*

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
DEGREE
TRANSFER-BIRTH KINDERGARTEN LICENSURE
A5520L

Thirty-four credit hours from Early Childhood Education Diploma (D55220) are included in A55220N.

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
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/Spring	None
EDU 153	Health, Safety & Nutrition	3	0	3	Fall/Spring	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
PSY 150	General Psychology	3	0	3	All	None
		16	**2**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 131	Child, Family, & Comm.	3	0	3	Fall/Spring	None
EDU 145	Child Development II	3	0	3	Fall/Spring	None
EDU 146	Child Guidance	3	0	3	Fall/Spring	None
EDU 151	Creative Activities	3	0	3	Fall/Spring	None
EDU 234	Infants, Toddlers & Twos	3	0	3	Spring only	EDU 119
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002 /MAT-043 (co-req required w/o credit for MAT-003 grade of P2)
OR	MAT 171 Pre-calc. Algebra	(3	2	4)	Fall, Spring	MAT-121 or MAT-003 grade of P2/MAT-071 (co-req. required w/o credit for MAT-003 grade of P3)
		17	**2**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BIO 111	General Biology I	3	3	4	All	None
EDU 221	Children with Exceptionalities	3	0	3	Fall only	EDU-144 and EDU-145
EDU 261	Early Childhood Admin I	3	0	3	Fall only	EDU-119
EDU 280	Language & Literacy Exp. **W**	3	0	3	Fall only	ENG-110 or ENG-111
ENG 112	Writing/Res in Disciplines	3	0	3	All	ENG-111 (*min grade of C*)
		18	**3**	**19**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART 111	Art Appreciation	3	0	3	All	None
OR	MUS 110 Music Appreciation	(3	0	3)	All	None
OR	PHI 240 Intro to Ethics	(3	0	3)	All	ENG-111
CHM 151	General Chemistry I	3	3	4	All	None

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OR	PHY 110/110A Conceptual Physics with lab	(3 (0	0 2	3) 1)	Fall, Spring	*MAT-003 grade of P2*
COM 231	Public Speaking	3	0	3	All	ENG-111
EDU 262	Early Childhood Admin II	3	0	3	Spring only	EDU 119 and EDU 261
EDU 284	EC Capstone Pract. **W**	1	9	4	Spring only	Take One Set: Set 1. EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151 Set 2. EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151. Set 3. EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151. Set 4. EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151. and *ENG-110 or ENG-111*
Social Science	**Elective***	3	0	3	All	*See list below.
		16	**12**	**20**		
	Total Credit Hours			**74**		

APPROVED ELECTIVES: CIS-110, EDU-152, EDU-259, ENG-231, ENG-232, ENG-241, ENG-242, HEA-110, REL-211, REL-212, SPA-111, or SPA-112
*SOCIAL SCIENCE ELECTIVES: HIS-111, HIS-112**W**, HIS-131, HIS-132, POL-120, or SOC-210*
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
DEGREE
TRANSFER BIRTH-KINDERGARTEN NON-LICENSURE
A55220N

Thirty-four credit hours from Early Childhood Education Diploma (D55220) are included in A55220N.

1st Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
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/Spring	None
EDU 153	Health, Safety & Nutrition	3	0	3	Fall/Spring	None
ENG 111	Writing and Inquiry	3	0	3	All	ENG-002/ENG-011 (co-req)
PSY 150	General Psychology	3	0	3	All	None
		16	**2**	**17**		

1st Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
EDU 131	Child, Family, & Comm.	3	0	3	Fall/Spring	None
EDU 145	Child Development II	3	0	3	Fall/Spring	None
EDU 146	Child Guidance	3	0	3	Fall/Spring	None
EDU 151	Creative Activities	3	0	3	Fall/Spring	None
EDU 234	Infants, Toddlers & Twos	3	0	3	Spring only	EDU 119
MAT 143	Quantitative Literacy	2	2	3	All	MAT-003 and ENG-002 /MAT-043 (co-req required w/o credit for MAT-003 grade of P2)
OR	MAT 171 Pre-calc. Algebra	(3	2	4)	Fall, Spring	MAT-121 or MAT-003 grade of P2/MAT-071 (co-req. required w/o credit for MAT-003 grade of P3)
		17	**2**	**18**		

2nd Fall Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
BIO 111	General Biology I	3	3	4	All	None
EDU 221	Children with Exceptionalities	3	0	3	Fall only	EDU-144 and EDU-145
EDU 261	Early Childhood Admin I	3	0	3	Fall only	EDU-119
EDU 280	Language & Literacy Exp. **w**	3	0	3	Fall only	ENG-110 or ENG-111
ENG 112	Writing/Res in Disciplines	3	0	3	All	ENG-111 (*min grade of C*)
		18	**3**	**19**		

2nd Spring Semester

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
ART 111	Art Appreciation	3	0	3	All	None
OR	MUS 110 Music Appreciation	(3	0	3)	All	None
OR	PHI 240 Intro to Ethics	(3	0	3)	All	ENG-111
CHM 151	General Chemistry I	3	3	4	All	None

Course	Title	Lect	Lab	Cr	Offered	Pre-Requisites
OR	PHY 110/110A Conceptual Physics with lab	(3 (0	0 2	3) 1)	Fall, Spring	*MAT-003 grade of P2*
COM 231	Public Speaking	3	0	3	All	ENG-111
EDU 262	Early Childhood Admin II	3	0	3	Spring only	EDU 119 and EDU 261
EDU 284	EC Capstone Pract. **W**	1	9	4	Spring only	Take One Set: Set 1. EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151 Set 2. EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151. Set 3. EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151. Set 4. EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151. and *ENG-110 or ENG-111*
Social Science	**Elective***	3	0	3	All	*See list below.
		16	**12**	**20**		
	Total Credit Hours			**74**		

APPROVED ELECTIVES: CIS-110, EDU-152, EDU-259, ENG-231, ENG-232, ENG-241, ENG-242, HEA-110, REL-211, REL-212, SPA-111, or SPA-112
*SOCIAL SCIENCE ELECTIVES: HIS-111, HIS-112**W**, HIS-131, HIS-132, POL-120, or SOC-210*
A criminal background check may be required for degree completion based upon practicum placement.
W – *Writing Intensive Course (ENG-111 pre-req.)*

FIRE: FIRE EDUCATOR – WORKFORCE CAREER CERTIFICATE

Course Description

This certification covers the NFPA 1035 Standard for Fire and Life Safety Educator Professional Qualifications, Current Edition. Additional information: https://surry.edu/areas-of-study/workforce-training/law-public-safety

Program Learning Outcomes

Firefighter students will:

- Learn to operate safely and effectively at an emergency incident.
- Participate as a member of a team to educate the public and special needs groups about fire safety in the home and workplace.
- Perform the duties of a Fire and Life Safety Educator in the State of North Carolina.

Employment Opportunities: Upon completion of this certification, individuals will be able to function and apply for positions as a credentialed fire and life safety educator in the State of North Carolina.

Instructional Format

Classroom and hands on skills

Contact

Ian K. Harrell
Email: harrelli@surry.edu
Phone: (336) 386-3403

Fire and Life Safety Educator Certification

FIP 4630	Fire and Life Safety Educator Level 1	36-43 Hours	$70	High School or Equivalent required
FIP 4631	Fire and Life Safety Educator Level 2	36-43 Hours	$70	High School or Equivalent required
FIP 4632	Fire and Life Safety Educator Level 3	36-43 Hours	$70	High School or Equivalent required

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition for these classes

Certification Testing: Fire and Life Safety Educator **Additional testing information** harrelli@surry.edu



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

FIRE APPARATUS DRIVER/AERIAL OPERATOR – WORKFORCE CAREER CERTIFICATE

Course Description

This certification covers the NFPA 1002 Standard for Fire Apparatus / Driver Professional Qualifications, Current Edition. Additional information: https://surry.edu/areas-of-study/workforce-training/law-public-safety

Program Learning Outcomes

Firefighter students will:

- Learn to operate safely and effectively on an emergency incident.
- Participate as a member of a team to mitigate and control various emergency incidents.
- Perform the duties of a fire apparatus driver and operator in the State of North Carolina.

Employment Opportunities: Upon completion of this certification, individuals will be able to function and apply for positions as a credentialed fire apparatus driver and operator.

Instructional Format: Classroom and hands on skills

Contact

Ian K. Harrell
Email: harrelli@surry.edu
Phone: (336) 386-3403

Emergency Driver Certification

FIP	3600	Emergency Vehicle Drive	20-24 Hours	$70	High School or Equivalent required

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition waivers for these classes.

Emergency Driver Certification:

FIP	3623	D/O Pumps Intro./Basic Ops.	40-48 hours	$125	High School or Equivalent required
FIP	3624	D/O Pumps Hydr/Water Supply	40-48 Hours	$125	High School or Equivalent required
FIP	3625	D/O Pumps Spr & Sps/Maint & Test	30-36 Hours	$125	High School or Equivalent required

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition waivers for these classes.

Aerial Operator Certification:

FIP	3626	D/O Aerial Apparatus Series	60-72 hours	$180	High School or Equivalent required

FIRE: FIREFIGHTER – WORKFORCE CAREER CERTIFICATE

Course Description

This certification covers the NFPA 1001 Standard for Firefighter Professional Qualifications, Current Edition. Additional information: https://surry.edu/areas-of-study/workforce-training/law-public-safety

Program Learning Outcomes

Firefighter students will:

- Learn to operate safely and effectively on an emergency incident.
- Participate as a member of a team to mitigate and control various emergency incidents.
- Perform the duties of a Firefighter in the State of North Carolina.

Employment Opportunities

Upon completion of this certification, individuals will be able to function and apply for positions as a credentialed firefighter in the State of North Carolina.

Instructional Format

Classroom and hands on skills

Contact

Ian K. Harrell
Email: harrelli@surry.edu | (336) 386-3403

Fire Fighter Certification

FIP 3040	General and Communications	24-29 hours	$125	High School or Equivalent required
FIP 3041	Fireground Operations 1	24-29 Hours	$125	High School or Equivalent required
FIP 3042	Fireground Operations 2	28-34 Hours	$125	High School or Equivalent required
FIP 3043	Fireground Operations 3	32-38 Hours	$125	High School or Equivalent required
FIP 3044	Fireground Operations 4	32-38 Hours	$125	High School or Equivalent required
FIP 3045	Fireground Operations 5	36-43 Hours	$125	High School or Equivalent required
FIP 3046	Fireground Operations 6	28-34 Hours	$125	High School or Equivalent required
FIP 3047	Fireground Operations 7	24-29 Hours	$125	High School or Equivalent required
FIP 3048	Fireground Operations 8	24-29 Hours	$125	High School or Equivalent required
FIP 3049	Fireground Operations 9	40-48 Hours	$125	High School or Equivalent required
FIP 3050	Rescue Operations 1	28-34 Hours	$125	High School or Equivalent required
FIP 3051	FLSE Initiatives	28-34 Hours	$125	High School or Equivalent required
FIP 6413	Mayday, Safety and Survival	24-29 Hours	$125	High School or Equivalent required

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition waivers for these classes.

FIRE: FIRE/RESCUE OFFICER – WORKFORCE CAREER CERTIFICATE

Course Description

This certification covers the NFPA 1021 Standard for Fire Officer Professional Qualifications, Current Edition. Additional information: https://surry.edu/areas-of-study/workforce-training/law-public-safety

Program Learning Outcomes

Firefighter students will:

- Learn to operate safely and effectively at an emergency incident.
- Participate as a member of a team to mitigate and control various emergency incidents.
- Perform the duties of a Fire or rescue Officer in the State of North Carolina.

Employment Opportunities

Upon completion of this certification, individuals will be able to function and apply for positions as a credentialed fire or rescue officer in the State of North Carolina.

Instructional Format

Classroom and hands on skills

Contact

Ian K. Harrell
Email: harrelli@surry.edu
Phone: (336) 386-3403

FIRE OFFICER CERTIFICATION

FIP 3718	Fire Officer 1	36-43 Hours	$125	High School or Equivalent required
FIP 3719	Fire Officer 2	28-34 Hours	$125	High School or Equivalent required
FIP 3713	Fire Officer 3	80-96 Hours	$180	High School or Equivalent required

RESCUE OFFICER CERTIFICATION

FIP 6900	Rescue Officer	24-29 Hours	$125	High School or Equivalent required

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition waivers for these classes.



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

FIRE: HAZARDOUS MATERIALS RESPONDER – WORKFORCE CAREER CERTIFICATE

Course Description

This certification covers the NFPA 1072 Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications, Current Edition. Additional information: https://surry.edu/areas-of-study/workforce-training/law-public-safety

Program Learning Outcomes

Firefighter students will:

- Learn to operate safely and effectively AT an emergency incident.
- Participate as a member of a team to mitigate and control various emergency incidents.
- Perform the duties of a Hazardous Materials Responder in the State of North Carolina.

Employment Opportunities: Upon completion of this certification, individuals will be able to function and apply for positions as a credentialed Hazardous Materials Responder in the State of North Carolina.

Instructional Format: Classroom and hands on skills

Contact

Ian K. Harrell
Email: harrelli@surry.edu
Phone: (336) 386-3403

Hazardous Materials Responder Certifications

FIP 3555	HM Awareness (Chapter 4)	15-18 Hours	$70	High School or Equivalent required
FIP 3556	HM Operations (Chapter 4/5/6.2/6.6)	40-48 Hours	$125	High School or Equivalent required
FIP 3557	HM Operations MSC (Chapter 6.2)	15-18 Hours	$70	High School or Equivalent required
FIP 3558	HM Operations MSC (Chapters 6.3/6.4)	18-22 Hours	$70	High School or Equivalent required
FIP 3559	HM Operations MSC (Chapter 6.7)	15-18 Hours	$70	High School or Equivalent required
FIP 3560	HM Operations MSC (Chapter 6.8)	15-18 Hours	$70	High School or Equivalent required
FIP 3561	HM Operations MSC (Chapters 6.5/6.9)	18-22 Hours	$70	High School or Equivalent required
FIP 3562	HM Operations MSC (Chapter 6.6)	15-18 Hours	$70	High School or Equivalent required

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition waivers for these classes.

Certification Testing: Hazardous Materials Responder Certification

FIRE: NATIONAL INCIDENT MANAGEMENT SYSTEM 300/400 – WORKFORCE CAREER CERTIFICATE

Course Description

This certification covers the NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, Current Edition. Additional information: https://surry.edu/areas-of-study/workforce-training/law-public-safety

Program Learning Outcomes

Firefighter students will:

- Learn to operate safely and effectively at an emergency incident.
- Participate as a member of a team to mitigate and control various emergency incidents.
- Perform the duties of a Fire / Rescue Instructor in the State of North Carolina.

Employment Opportunities

Upon completion of this certification, individuals will be able to function and apply for positions as a credentialed fire and rescue instructor in the State of North Carolina.

Instructional Format

Classroom and hands on skills

Contact

Ian K. Harrell
Email: harrelli@surry.edu
Phone: (336) 386-3403

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition waivers for these classes.

National Incident Management System Certifications

EPT	4300	NIMS Level 300	18-22 Hours	$70	High School or Equivalent required
EPT	4400	NIMS Level 400	14-17 Hours	$70	High School or Equivalent required

Certification Testing: NIMS 300 & 400



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

FIRE: TECHNICAL RESCUER – WORKFORCE CAREER CERTIFICATE

Course Description

This certification covers the NFPA 1006 Standard for Technical Rescuer, Current Edition. Additional information: https://surry.edu/areas-of-study/workforce-training/law-public-safety

Program Learning Outcomes

Firefighter students will:

- Learn to operate safely and effectively at an emergency incident
- Participates as a member of a team to mitigate and control various emergency incidents
- Perform the duties of a Technical Rescuer in the State of North Carolina.

Employment Opportunities

Upon completion of this certification, individuals will be able to function and apply for positions as a credentialed firefighter or technical rescuer.

Instructional Format

Classroom and hands on skills

Contact

Ian K. Harrell
Email: harrelli@surry.edu
Phone: (336) 386-3403

Technical Rescuer Certification

FIP 6501	Rescue Operations	12-14 Hours	$70	High School or Equivalent required
FIP 6502	Anchors and MAS	15-18 Hours	$70	High School or Equivalent required
FIP 6503	Fixed Rope Systems	12-14 Hours	$70	High School or Equivalent required
FIP 6504	Health and Wellness	8-10 Hours	$70	High School or Equivalent required
FIP 6505	Helicopter Transport	6-7 Hours	$70	High School or Equivalent required
FIP 6506	Horizontal Systems	12-14 Hours	$70	High School or Equivalent required
FIP 6507	Lowers and Raises	12-14 Hours	$70	High School or Equivalent required
FIP 6508	Personal Protective Equipment	9-11 Hours	$70	High School or Equivalent required
FIP 6509	Rescue Equipment	6-7 Hours	$70	High School or Equivalent required
FIP 6510	Rope Basics	12-14 Hours	$70	High School or Equivalent required
FIP 6511	Victim Management	16-19 Hours	$70	High School or Equivalent required

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition waivers for these classes.

Technical Rescuer Confined Space Certification

FIP 5900 TR Confined Space Block 64-77 Hours $180 High School or Equivalent required

Technical Rescuer Water Rescue Certification

FIP 6404 TR Water Rescue Block 48-58 Hours $70-$180 High School or Equivalent required

Technical Rescuer Wilderness Search Certification

FIP 6300 TR Wilderness Search Block 60-72 Hours $180 High School or Equivalent required

Technical Rescuer Machinery and Agriculture Certification

FIP 5720 TR Machinery and Ag. Block 36-43 Hours $125 High School or Equivalent required

Technical Rescuer Trench Rescue Certification

FIP 6100 TR Trench Rescue Block 64-77 Hours $180 High School or Equivalent required

Technical Rescuer Structural Collapse Certification

FIP 6200 TR Structural Collapse Block 88-106 $180 High School or Equivalent required

Members of approved North Carolina fire departments and rescue squads are eligible to receive tuition waivers for these classes.

Certification Testing: Technical Rescuer Certification **Additional testing information** harrelli@surry.edu



Grant and Scholarship Opportunities Available

Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

TRUCK DRIVER – WORKFORCE CAREER CERTIFICATE

COURSE DESCRIPTION

The Truck Driver Training program prepares individuals to drive tractor-trailer rigs. This course teaches proper driving procedures, safe driver responsibility, commercial motor vehicle laws and regulations, and the basic principles and practices for operating commercial vehicles. Upon successful completion, students are qualified to take the Commercial Driver's License exam and may become employable by commercial trucking firms or become owner-operators and work as private contract haulers. This program is also offered at the Yadkin Center.

Additional information:https://surry.edu/areas-of-study/programs/truck-driver.

Program Learning Outcomes

- Demonstrate sufficient knowledge of Federal Motor Carrier Safety Regulations (FMCSR) as they apply to Commercial Motor Vehicles (CMV's).
- Demonstrate sufficient knowledge of map reading, trip planning, computational skills and proper cargo handling.
- Demonstrate the basic skills necessary to operate a CMV skillfully and safely on the driving range.
- Demonstrate basic driving skills required to operate a CMV safely and defensively on the highway while obeying all traffic laws.
- Show their accumulated knowledge of basic CMV operations.
- Exhibit sufficient knowledge of FMCSR as they pertain to the operation of a CMV while he demonstrates the driving skills required to operate a CMV safely and defensively to obtain a class A CDL.
- Demonstrate communication skills that include the abilities to read, comprehend, and analyze information; and to express ideas effectively through written and oral communications.
- Apply critical thinking strategies to think logically and solve problems using analysis, synthesis, and evaluation.
- Use computational skills to become sufficiently numerate to function as a member of society.
- Demonstrate technology skills including accessing and evaluating information, as well as communicating using technology.

Employment Opportunities

Graduates should qualify for employment for a variety of truck driving positions within the transportation industry.

Instructional Format

Highway driving training exercises and classroom lectures are used to develop the student's knowledge and skills.

Contact

Dr. Douglas Underwood
underwoodd@surry.edu
(336) 386-3584

Truck Driver Certificate

TRA 3407	Truck Driver Training	384 Hours	$1881	Spring, Summer, Fall

Virginia residents pay the same tuition rate as in-state students.

Certification Testing:
NCDMV Commercial Driver License

Additional testing information:
https://www.ncdot.gov/dmv/license-id/driver-licenses/commercial/Pages/apply-for-cdl.aspx



Grant and Scholarship Opportunities Available
Complete the form at www.surry.edu/funding and a counselor will review your information and contact you concerning eligibility for funding assistance.

For funding questions contact:
financialaid@surry.edu
(336) 386-3264

Trucking Logistics Management

Curriculum Description

The Trucking Logistics Management curriculum prepares individuals for a multitude of career opportunities in logistics, distribution, transportation, warehousing, trucking operations, supply chain, and manufacturing organization.

Course work includes the international and domestic movement of goods from the raw materials sources(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.

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.

MLS-3810C	Operations of Trucking I	48 Hours	$125	Spring, Summer, Fall
MLS-3810D	Operations of Trucking II	48 Hours	$125	Spring, Summer, Fall
LOG 3400A	Introduction to Logistics	48 Hours	$125	Spring, Summer, Fall
LOG-3400B	Transportation Logistics	48 Hours	$125	Spring, Summer, Fall
LOG-3400C	Fleet Management	48 Hours	$125	Spring, Summer, Fall

Contact

Jill Harding
hardingjm@surry.edu
(336) 386-3331



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(336) 386-3264

WORKFORCE, TECHNOLOGIES, AND COMMUNITY EDUCATION

COLLEGE AND CAREER READINESS PROGRAMS

College and Career Readiness Programs consist of *Adult Basic Education (ABE), High School Equivalency (HSE), English Language Acquisitions (ELA), Adult High School (AHS) 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 available online at www.surry.edu/hse or from one of our learning centers.

Adult Basic Education (ABE)

Adult Basic Education is a program of instruction designed for adults who already have a high school diploma but need to improve their reading, writing, math and employability skills to function more effectively in society, on a job, or in the family.

Surry offers ABE classes designed specifically for adults with developmental disabilities and traumatic brain injuries. The focus of these classes is to improve the individual's independence by acquiring necessary basic life skills from math and reading skills to job development. Students also gain appropriate communication and socialization skills as well as full access to a computer lab. For more information, contact Nichole Shores at (336) 386-3441 or shoresrn@surry.edu.

Basic Skills Plus

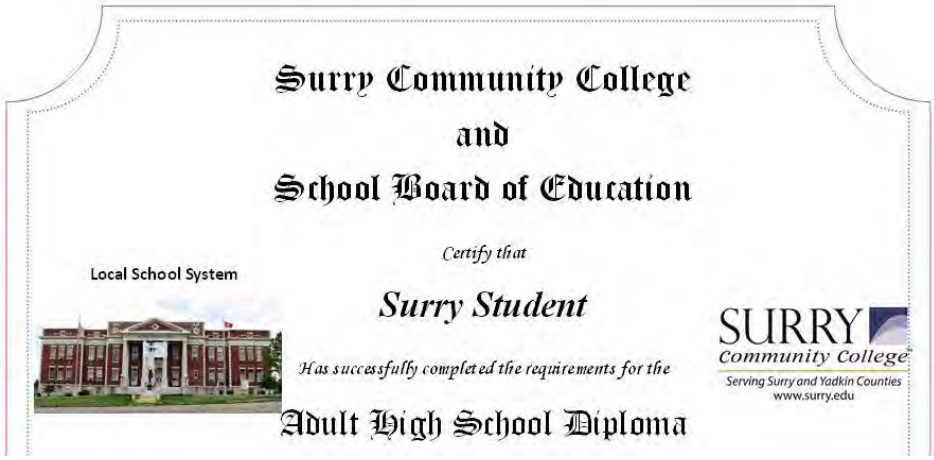
The Basic Skills Plus program is for anyone interested in earning CNA I or Welding Technology certificate while obtaining a HSE or AHS Diploma. This program was developed to provide employability skills, job-specific occupational and technical skills, and developmental education instruction to students concurrently enrolled in a community college course leading to a high school diploma or equivalent certificate. Students must be enrolled in an HSE/AHS program first and then register for the Basic Skills Plus Pathway. All students must be NC residents and have a 9th grade reading level. Tuition is free; students may be eligible for other scholarships or grants that will cover the textbook and supply costs. For more information, contact Mariah Frye, Transition Coach at (336) 386-3261 or fryemd@surry.edu.

Those interested in the Basic Skills Plus program should refer to the Nurse Aide I Workforce Career Certificate page or the Welding Workforce Career Certificate page in this catalog.



High School Equivalency (HSE)

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 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. For more information, please visit www.surry.edu/hse or contact Courtney Jackson at (336) 386-3663 or jacksoncd@surry.edu.



Adult High School (AHS)

Earn an Adult High School diploma by completing the online required credits. The number of credits and specified course meet the Future-Ready Core requirements provided by the NC State Board of Education. The program is available online, but it is recommended that students complete the coursework within the classroom lab. Candidates for the AHS online program must provide an official transcript of high school(s) attended, need fewer than six credits, schedule an appointment with Judy Biedrycki for transcript evaluation and be at least 16 years old (with a completed Student Release Form). For more information, contact Courtney Jackson at (336) 386-3663 or jacksoncd@surry.edu.

English Language Acquisitions (ELA)

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

Las classes de ELA ayudan a las personas que hablan otro idioma diferente al Ingles, a adquirir las habilidades para aprender a comunicarse en el idioma Ingles, al mismo tiempo que aprenden las costumbres de los Estados Unidos y su historia. Para mayor información sobre las clases, por favor contactar Branch Dunlap al teléfono 336-386-3660 o al correo electrónico dunlapbs@surry.edu.

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.

COURSE DESCRIPTIONS

CURRICULUM 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/Summer CAA, ICAA 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 CAA and ICAA as a premajor and/or elective course requirement.*

ACC-121 Prin of Managerial Accounting (3/2/4)
Fall/Spring CAA ICAA 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 CAA and ICAA as a premajor and/or elective course requirement.*

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-129 Individual Income Taxes (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

ACC-150 Accounting Software Appl (1/3/2)
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 accurately 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.

ANIMAL CARE AND MANAGEMENT

ACM-110 Intro to Animal Care (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces general concepts of animal care and management. Topics include the history of animal care, humane issues, fundamental care, and the future of the animal care industry. Upon completion, students should be able to demonstrate a basic understanding of the issues related to the animal care industry.

AGRICULTURE

AGR-111 Basic Farm Maintenance (1/3/2)
Spring
Prerequisites: None
Corequisites: None
This course covers fundamentals of maintenance and repair of farm facilities and equipment. Topics include safe use of hand tools and farm machinery, carpentry, concrete, painting, wiring, welding, plumbing, and calculating costs and materials needed. Upon completion, students should be able to answer theoretical questions on topics covered and assist with maintenance and repair of farm facilities and equipment.

AGR-121 Biological Pest Mgmt (3/0/3)
Fall or Summer
Prerequisites: None
Corequisites: None
This course will emphasize the building and maintaining of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structire, life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students will be able to identify and recommend methods of prevention and control of selected insects and diseases.

AGR-130 Alternative Ag Production (3/0/3)
Fall/Summer
Prerequisites: None
Corequisites: None
This course covers the latest nontraditional enterprises in agriculture. Topics include animal production, aquaculture, and plant production. Upon completion, students should be able to identify selected enterprises and describe basic prodcution practices.

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.

AGR-160 Plant Science (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems.

AGR-265 Organic Crop Prod: Spring (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course includes a study of spring organic crop production practices, including vegetables, cut flowers, and culinary and medicinal herbs. Topics include variety selection, production methods, and record keeping procedures for certification. Upon completion, students will be able to demonstrate a knowledge of organic crop production appropriate for the spring season.

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)
Fall
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)
Spring
Prerequisites: None
Corequisites: None
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)
Fall/Spring
Prerequisites: None
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-110*
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-133
Corequisites: None
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.

ANTHROPOLOGY

ANT-210 General Anthropology (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a general education social/behavioral sciences course.*

APPLIED ANIMAL SCIENCE TECHNOLOGY

ANS-110 Animal Science (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally.

ANS-115 Animal Feeds & Nutrition (2/2/3)
Fall
Prerequisites: None
Corequisites: None
This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements, digestion, feed formulation, and classification. Upon completion, students should be able to demonstrate knowledge of nutritional requirements and feeding practices of farm animals.

ANS-120 Beef Production (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course provides an introduction to the beef cattle industry. Topics include reproduction, cattle management, marketing, anatomy and physiology, and pasture management (including sustainable practices). Upon completion, students should be able to demonstrate a basic understanding of beef cattle production practices and the economic and environmental impact of the beef cattle industry locally, regionally, state-wide, and internationally.

ANS-130 Poultry Production (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course provides an introduction to the poultry industry. Topics include anatomy and physiology, reproduction, incubation, environmental issues, and husbandry. Upon completion, students should be able to demonstrate a basic understanding of poultry production and the economic and environmental impact of the poultry industry locally, regionally, state-wide, and internationally.

ANS-140 Swine Production (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course provides an introduction to the swine industry. Topics include basic skills for breeding, farrowing, nursery, environmental issues, and grower/finisher. Upon completion, students should be able to demonstrate a basic understanding of swine production practices and the economic and environmental impact of the swine industry locally, regionally, state-wide, and internationally.

ANS-150 Animal Health Management (3/0/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces animal diseases and health management. Topics include identification, prevention, management (including integrated pest management), and treatment of diseases. Upon completion, students should be able to recognize disease symptoms, recommend treatments, identify preventive steps, and develop biosecurity procedures.

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.

ARC-132 Specifications and Contracts (2/0/2)
Spring
Prerequisites: ARC-112 and *ENG-110 or ENG-111*
Corequisites: None
Course Description
This course covers the development of written specifications and the implications of different contractual arrangements. Topics include specification development, contracts, bidding material research, and agency responsibilities. Upon completion, students should be able to write a specification section and demonstrate the ability to interpret contractual responsibilities.

ART

ART-111 Art Appreciation (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

ART-114 Art History Survey I (3/0/3)
Fall CAA ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

ART-116 Survey of American Art (3/0/3)
Spring CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

ART-121 Two-Dimensional Design (0/6/3)
Fall CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-122 Three-Dimensional Design (0/6/3)
Spring CAA Elective
Prerequisites: None
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 and/or elective course requirement.*

ART-131 Drawing I (0/6/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-132 Drawing II (0/6/3)
Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-140 Basic Painting (0/4/2)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-214 Portfolio and Resume (0/2/1)
Fall/Spring CAA ICAA 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 photograph and present a digital portfolio and write an effective resume. *This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.*

ART-215 Visual Art Portfolio (0/6/3)
Spring CAA ICAA Elective
Prerequisites: *ENG-111, ART-121, and ART-131*
Corequisites: None
This course covers the organization of a comphrehensive body of work designed to showcase the visual artist's competencies in selected media and is intended for college transfer or professional advancement. Emphasis includes preparation for gallery exhibition, creation of a digital portfoloio, and development of materials associated with best practices for showcasing artistic works, skills, and experience. Upon completion, students should be able to display a professional arrangement of work designed for entry into an advanced visual arts program, application for

employment, or presentation to juried gallery exhibitions. *This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.* This course restricted to Associate in Fine Arts students enrolled in their final semester of coursework.

ART-240 Painting I (0/6/3)
Fall CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-241 Painting II (0/6/3)
Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-244 Watercolor (0/6/3)
Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-264 Digital Photography I (0/6/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-281 Sculpture I (0/6/3)
On Demand CAA ICAA Elective
Prerequisites: ART-122
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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-283 Ceramics I (0/6/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-284 Ceramics II (0/6/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-285 Ceramics III (0/6/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ART-286 Ceramics IV (0/6/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

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.

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.

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-110 or 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-110 or 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-110 Principles of Biology (3/3/4)
Fall/Spring/Summer CAA ICAA UGETC
Prerequisites: None
Corequisites: None
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *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-111 General Biology I (3/3/4)
Fall/Spring/Summer CAA ICAA UGETC
Prerequisites: None
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 ICAA 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 ICAA 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 ICAA 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 ICAA 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 ICAA 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 ICAA 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-145 Ecology (3/3/4)
On Demand CAA ICAA Elective
Prerequisites: BIO-110 or BIO-111 *with a minimum grade of C*
Corequisites: None
This course provides an introduction to ecological concepts using an ecosystems approach. Topics include energy flow, nutrient cycling, succession, population dynamics, community structure, and other related topics. Upon completion, students should be able to demonstrate comprehension of basic ecosystem structure and dynamics. *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 ICAA 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-155 Nutrition (3/0/3)
Spring CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course covers the biochemistry of foods and nutrients with consideration of the physiological effects of specialized diets for specific biological needs. Topics include cultural, religious, and economic factors that influence a person's acceptance of food, as well as nutrient requirements of the various life stages. Upon completion, students should be able to identify the functions and sources of nutrients, the mechanisms of digestion, and the nutritional requirements of all age groups. *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 ICAA Elective
Prerequisites: None
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 ICAA Elective
Prerequisites*: High school biology or BIO-111, and high school chemistry or CHM-131 & 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 ICAA 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-250 Genetics (3/3/4)
On Demand CAA ICAA Elective
Prerequisites: BIO-112
Corequisites: *MAT-152*
This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. *This course has been approved for transfer under the Comprehensive Articulation Agreement as a pre-major/elective course.*

BIO-275 Microbiology (3/3/4)
Fall/Spring CAA ICAA 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-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 ICAA 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 CAA and ICAA as a premajor and/or elective course requirement.*

BUS-115 Business Law I (3/0/3)
Fall CAA ICAA 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 CAA and ICAA as a premajor and/or elective course requirement.*

BUS-121 Business Math (2/2/3)
Spring
Prerequisites: None
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 ICAA 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 CAA and ICAA as a premajor and/or elective course requirement.*

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

BUS-225 Business Finance (2/2/3)
Spring
Prerequisites: ACC-120 and *ENG-111*

Corequisites: None
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management.

BUS-260 Business Communication (3/0/3)
Spring
Prerequisites: ENG-110 or 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/Summer CAA ICAA GEN ED
Prerequisites: None
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/Summer CAA ICAA 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 ICAA 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/Summer CAA ICAA UGETC
Prerequisites: None
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/Summer CAA ICAA 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 ICAA 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 ICAA 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.*

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 ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

CJC-112 Criminology (3/0/3)
Fall/Spring
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)
Fall/Spring CAA ICAA Elective
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. *This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.*

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/Spring CAA ICAA 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 and/or elective course.*

CJC-131 Criminal Law (3/0/3)
Fall/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/Spring
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 ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

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 the appropriate 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)
Fall/Spring CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. *This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.*

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)
Fall/Spring
Prerequisites: None
Corequisites: None
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/ preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

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/Spring
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.

COMMUNICATION

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 (AA/AS).*

COSMETOLOGY

COS-111 Cosmetology Concepts I (4/0/4)
Fall/Spring
Prerequisites: None
Corequisites: COS-112
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

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
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
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-110*
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-110*
Corequisites: None
This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts.

COMPUTER SCIENCE

CSC-134 C++ Programming (2/3/3)
Fall/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)
Fall/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/Spring
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-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.*

COMPUTER TECHNOLOGY

CTS-115 Info Sys Business Concepts (3/0/3)
Fall/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
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-155 Tech Support Functions (2/2/3)
Fall/Spring
Prerequisites: None
Corequisites: None
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems.

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/Spring
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/Spring
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/Spring
Prerequisites: None
Corequisites: None
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization data integrity, data modeling, and creation of simple, tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

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.

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.

DIGITAL MEDIA

DME-110 Intro to Digital Media (2/2/3)
Fall/Spring
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/Spring
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)
Fall/Spring
Prerequisites: None
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)
Fall/Spring
Prerequisites: DME-110
Corequisites: None
This course introduces concepts for planning and developing animation sequences. Emphasis will be placed on review of digital animation concepts and exploration of various animation software packages. Upon completion, students should be able to produce simple animations.

DME-140 Intro to Audio/Video Media (2/2/3)
Spring
Prerequisites: None
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-210 User Interface Design Tools (2/2/3)
Fall
Prerequisites: ENG-111
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-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-260 Emerging Tech Digital Media (2/2/3)
Fall/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
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 ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

DRA-126 Storytelling (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

ECONOMICS

ECO-151 Survey of Economics (3/0/3)
Fall CAA, ICAA 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 CAA and ICAA as a general education course in Social/Behavorial Sciences.*

ECO-251 Prin of Microeconomics (3/0/3)
Fall/Spring CAA, ICAA UGETC
Prerequisites: None
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 CAA and ICAA as a general education course in Social/Behavorial Sciences.*

ECO-252 Prin of Macroeconomics (3/0/3)
Spring CAA, ICAA UGETC
Prerequisites: None
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 CAA and ICAA as a general education course in Social/Behavorial Sciences.*

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-131 Child, Family, & Commun (3/0/3)
Fall/Spring CAA ICAA
Prerequisites: None
Corequisites: None
This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

EDU-144 Child Development I (3/0/3)
Fall/Spring CAA ICAA
Prerequisites: None
Corequisites: None
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

EDU-145 Child Development II (3/0/3)
Fall/Spring CAA ICAA
Prerequisites: None
Corequisites: None
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/ communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/ atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. *This course has been approved for transfer under the CAA and ICAA as a premajor and/or elective course requirement.*

EDU-146 Child Guidance (3/0/3)
Fall/Spring
Prerequisites: None
Corequisites: None
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families

including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development.

EDU-151 Creative Activities (3/0/3)
Fall/Spring
Prerequisites: None
Corequisites: None
This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse.

EDU-152 Music, Movement, & Lang (3/0/3)
Fall/Spring
Prerequisites: None
Corequisites: *ENG-002 or ENG-101 with a minimum grade of C*
This course introduces a historical perspective of music and movement while integrating whole language learning concepts with emphasis on differentiated instruction. Topics include music, movement, and whole language concepts, learning approaches for culturally, linguistically, and ability diverse children, and use of assistive technology. Upon completion, students should be able to integrate music, movement and language across the curriculum for each child.

EDU-153 Health, Safety & Nutrit (3/0/3)
Fall/Spring
Prerequisites: None
Corequisites: None
This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments.

EDU-187 Teaching and Learning for All (3/3/4)
Fall
Prerequisites: *ENG-002 or ENG-101 with a minimum grade of C*
Corequisites: None
This course introduces students to knowledge, concepts, and best practices needed to provide developmentally appropriate, effective, inclusive, and culturally responsive educational experiences in the classroom. Topics include growth and development, learning theory, student motivation, teaching diverse learners, classroom management, inclusive environments, student-centered practices, instructional strategies, teaching methodologies, observation/assessment techniques, educational planning, reflective practice, collaboration, cultural competence, ethics, professionalism, and leadership. Upon completion, students should be able to identify the knowledge, skills, roles, and responsibilities of an effective educator as defined by state and national professional teaching.

EDU-216 Foundations of Education (3/0/3)
Spring CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course introduces the American educational system and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. *This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement at select institutions.*

EDU-221 Children With Exceptionalities (3/0/3)
Fall CAA ICAA
Prerequisites: EDU-144 and EDU-145
Corequisites: None
This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/ family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. *This course has been approved for transer under the CAA and ICAA as a premajor and/or elective course requirement.*

EDU-234 Infants, Toddlers, & Twos (3/0/3)
Spring
Prerequisites: EDU-119
Corequisites: None
This course covers the development of high-quality, individualized, responsive/ engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.

EDU-250 Teacher Licensure Preparation (3/0/3)
On Demand
Prerequisites: Take One Set: Set 1. ENG-111 and MAT-143 Set 2. ENG-111 and MAT-152 Set 3. ENG-111 AND MAT-171
Corequisites: None
This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.

EDU-251 Exploration Activities (3/0/3)
Fall
Prerequisites: None
Corequisites: None
This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.

EDU-259 Curriculum Planning (3/0/3)
Spring
Prerequisites: EDU-119
Corequisites: None
This course is designed to focus on using content knowledge to build developmentally effective approaches for

culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.

EDU-261 Early Childhood Admin I (3/0/3)
Fall
Prerequisites: None
Corequisites: EDU-119
This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.

EDU-262 Early Childhood Admin II (3/0/3)
Spring
Prerequisites: EDU-119, EDU-261
Corequisites: None
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-279 Literacy and Developmental Instruction (3/3/4)
Fall
Prerequisites: None
Corequisites: None
This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/ summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards.

EDU-280 Language & Literacy Exp (3/0/3)
Fall
Prerequisites: *ENG-110 or ENG-111*
Corequisites*:* None
This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.

EDU-284 Early Child Capstone Prac (1/9/4)
Spring
Prerequisites: Take One Set: Set 1. EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151 Set 2. EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151. Set 3. EDU-119, EDU-144, PSY-245, EDU-146, and EDU-151. Set 4. EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151. and *ENG-110 or ENG-111*
Corequisites: None
This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.

ENGINEERING

EGR-150 Intro to Engineering (1/2/2)
Spring CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

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-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-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-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-110 or 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-131 and 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: *ELN-133*
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.

EMERGENCY MEDICAL SCIENCE

EMS-280 EMS Bridging Course (2/2/3)
All
Prerequisites: None
Corequisites: None
This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Emphasis is placed on patient assessment, advanced electrocardiography utilizing the twelve-lead ECG, advanced pharmacology, the appropriate intervention and treatment of multi-system injuries/disorders, ethics, and NC laws and rules. Upon completion, students should be able to perform advanced patient assessment and practice skills.

ENGLISH

ENG-002 Transition English (0/6/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

ENG-002 is divided into Tier 1 (Units 1-6) and Tier 2 (Units 1-10). Tier 2 is the equivalent of ENG 011. Students who pass Tier 1 are assigned a grade of P1. Students who pass both Tier 1 and Tier 2 are assigned a grade of P2.

ENG-011 Writing and Inquiry Support (1/2/2)
Fall/Spring/Summer
Prerequisites: None
Corequisites: ENG-111
This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English.

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-110 Freshman Composition (3/0/3)
Fall/Spring/Summer
Prerequisites: ENG-002
Corequisites: None
This course is designed to develop informative and business writing skills. Emphasis is placed on logical organization of writing, including effective introductions and conclusions, precise use of grammar, and appropriate selection and use of sources. Upon completion, students should be able to produce clear, concise, well-organized short papers.

ENG-111 Writing and Inquiry (3/0/3)
Fall/Spring/Summer CAA ICAA UGETC
Prerequisites: ENG-002
Corequisites: ENG-011
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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in English composition (AA/AS).*

ENG-112 Writing/Research in the Disc (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in English composition (AA/AS).*

ENG-113 Literature-Based Research (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a general education course in English composition.*

ENG-114 Prof Research & Reporting (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in English composition.*

ENG-115 Oral Communication (3/0/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and

public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

ENG-125 Creative Writing I (3/0/3)
Fall/Spring CAA ICAA Elective
Prerequisites: ENG-111 with a minimum grade of C
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 CAA and ICAA as a pre-major and/or elective course requirement.*

ENG-126 Creative Writing II (3/0/3)
Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

ENG-131 Introduction to Literature (3/0/3)
Fall/Spring/Summer CAA ICAA GEN ED
Prerequisites: ENG-111 with a minimum grade of C
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 CAA and ICAA as a general education course in Humanities/Fine Arts course.*

ENG-231 American Literature I (3/0/3)
Fall/Summer CAA ICAA UGETC
Prerequisites: ENG-112, ENG-113, or ENG-114 with a minimum grade of C
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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

ENG-232 American Literature II (3/0/3)
Spring/Summer CAA ICAA UGETC
Prerequisites: ENG-112, ENG-113 or ENG-114 with a minimum grade of C
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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

ENG-241 British Literature I (3/0/3)
Fall CAA ICAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114 with a minimum grade of C
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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

ENG-242 British Literature II (3/0/3)
Spring CAA ICAA UGETC
Prerequisites: ENG-112, ENG-113, or ENG-114 with a minimum grade of C
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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

ENG-261 World Literature I (3/0/3)
Fall CAA ICAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114 with a minimum grade of C
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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

ENG-262 World Literature II (3/0/3)
Spring CAA ICAA GEN ED
Prerequisites: ENG-112, ENG-113, or ENG-114 with a minimum grade of C
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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

ENG-272 Southern Literature (3/0/3)
On Demand CAA ICAA Elective
Prerequisites: ENG-112, ENG-113, or ENG-114 with a minimum grade of C
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 CAA and ICAA as a pre-major and/or elective course requirement.*

GEOGRAPHY

GEO-111 World Regional Geography (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Social/Behavioral Sciences.*

GRAPHIC DESIGN

GRD-141 Graphic Design I (2/4/4)
Fall
Prerequisites: None
Corequisites: None
This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

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.

HEALTH

HEA-110 Personal Health/Wellness (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

HISTORY

HIS-111 World Civilizations I (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Social/Behavioral Sciences (AA/AS).*

HIS-112 World Civilizations II (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Social/Behavioral Sciences (AA/AS).*

HIS-131 American History I (3/0/3)
Fall/Spring/Summer CAA ICAA UGETC
Prerequisites: None
Corequisites: *ENG-002 or ENG-101 with a minimum grade of C*
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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Social/Behavioral Sciences (AA/AS).*

HIS-132 American History II (3/0/3)
Fall/Spring/Summer CAA ICAA UGETC
Prerequisites: None
Corequisites: *ENG-002 or ENG-101 with a minimum grade of C*
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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Social/Behavioral Sciences (AA/AS).*

HIS-145 The Second World War (3/0/3)
On Demand CAA ICAA Elective
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 CAA and ICAA as a pre-major and/or elective course requirement.*

HIS-163 The World Since 1945 (3/0/3)
On Demand CAA ICAA Elective
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 CAA and ICAA as a pre-major and/or elective course requirement.*

HIS-221 African-American History (3/0/3)
Summer CAA ICAA Elective
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 CAA and ICAA as a pre-major and/or elective course requirement.*

HIS-226 The Civil War (3/0/3)
On Demand CAA ICAA Elective
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 CAA and ICAA as a pre-major and/or elective course requirement.*

HIS-227 Native American History (3/0/3)
On Demand CAA ICAA Elective
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 CAA and ICAA as a pre-major/elective course.*

HIS-237 The American Revolution (3/0/3)
On Demand CAA ICAA Elective
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 CAA and ICAA as a pre-major and/or elective course requirement.*

HIS-262 Middle East History (3/0/3)
On Demand CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course surveys the history of the Middle East from the development of civilization in Mesopotamia to the present. Emphasis is placed on social, political, economic, religious, and governmental structures in the Middle East. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural

developments in the Middle East. *This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.*

HUMANITIES

HUM-110 Technology and Society (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

HUM-115 Critical Thinking (3/0/3)
Fall/Spring CAA ICAA GEN ED
Prerequisites: ENG-002
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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

HUM-120 Cultural Studies (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

HUM-122 Southern Culture (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

HUM-123 Appalachian Culture (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

HUM-130 Myth in Human Culture (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

HUM-180 Internat Cultural Explor (2/3/3)
On Demand CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course provides a framework for students to visit, examine, and analyze a country/region outside of the United States to learn about the place and people. Emphasis is placed on the distinctive cultural characteristics of a country or region. Upon completion, students should be able to identify similiarities/differences, analyze causes/effects, and clearly articulate the impact of one or more cultural elements. *This course has been approved for transfer under the CAA and ICAA as a pre-major and/or elective course requirement.*

HUM-220 Human Values and Meaning (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

HUM-230 Leadership Development (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

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)
Fall/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 and/or elective course requirement.*

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)
Spring
Prerequisites: *MAC-111 or MAC-111AB and MAC-111BB*
Corequisites: None
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

MAC-113 Machining Technology III (2/12/6)
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
Prerequisites: *ENG-110 or 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-110 or 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-003 Transition Math (0/6/3)
Fall/Spring/Summer
Prerequisites: None
Corequisites: None
This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT-003 is divided into Tier 1 (Units 1-8), Tier 2 (Units 1-12), and Tier 3 (Units 1-17). Students who pass Tier 1 are assigned a grade of P1. Students who pass both Tier 1 and Tier 2 are assigned a grade of P2. Students who pass Tiers 1, 2, and 3 are assigned a grade of P3.

MAT-010 Math Measurement & Literacy Support (0/2/1)
Fall/Spring/Summer
Prerequisites: None
Corequisites: *MAT-110*
This course provides an opportunity to customize foundational math content specific to Math Measurement & Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Math Measurement & Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT-021 Algebra/Trigonometry I Support (1/2/2)
Fall/Spring
Prerequisites: None
Corequisites: *MAT-121*
This course provides an opportunity to customize foundational math content specific to Algebra and Trigonometry I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Algebra/Trigonometry I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT-043 Quantitative Literacy Support (1/2/2)
Fall/Spring/Summer
Prerequisites: None
Corequisites: *MAT-143*
This course provides an opportunity to customize foundational math content specific to Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT-052 Statistical Methods I Support (1/2/2)
Fall/Spring/Summer

Prerequisites: None
Corequisites: *MAT-152*
This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT-071 Precalculus Algebra Support (0/4/2)
Fall/Spring/Summer
Prerequisites: None
Corequisites: *MAT-171*
This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT-110 Math Measurement & Literacy (2/2/3)
Fall/Spring/Summer
Prerequisites: MAT-003
Corequisites: MAT-010
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/Spring
Prerequisites: MAT-003 grade of P2 or MAT-171
Corequisites: MAT-021
Successful completion of MAT-143 or MAT-152 permits a student to register for MAT-121 with the corequisite MAT-021
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 *with a minimum grade of C*
Corequisites: None
This course is designed to cover concepts in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, transformations of functions, Law of Sines, Law of Cosines, vectors, and statistics. Upon completion, students should be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

MAT-143 Quantitative Literacy (2/2/3)
Fall/Spring/Summer CAA ICAA UGETC
Prerequisites: MAT-003 and ENG-002
Corequisites: MAT-043
Successful completion of MAT-152 permits a student to register for MAT-143 without the corequisite of MAT-043
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 CAA and ICAA as a general education course in Mathematics (Quantitative). *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 ICAA UGETC
Prerequisites: MAT-003 and ENG-002 or MAT-143
Corequisites: MAT-052
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 CAA and ICAA as a general education course in Mathematics (Quantitative).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-171 Precalculus Algebra (3/2/4)
Fall/Spring CAA ICAA UGETC
Prerequisites: MAT-121 or MAT-003 grade of P2
Corequisites: MAT-071
Successful completion of MAT-143 or MAT-152 permits a student to register for MAT-171 with the corequisite of MAT-071
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 CAA and ICAA as a general education course in Mathematics (Quantitative). *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 ICAA 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 CAA and ICAA as a general education course in Mathematics (Quantitative). *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 ICAA UGETC
Prerequisites: MAT-171 *with a minimum grade of C*
Corequisites: None
This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate

an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved for transfer under the CAA and ICAA as a general education course in Mathematics (Quantitative). *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 ICAA UGETC
Prerequisites: MAT-172 *with a minimum grade of C*
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 CAA and ICAA as a general education course in Mathematics (Quantitative). *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 ICAA UGETC
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 CAA and ICAA as a general education course in Mathematics (Quantitative). *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-273 Calculus III (3/2/4)
Spring CAA ICAA GEN ED
Prerequisites: MAT-272 *with a minimum grade of C*
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 CAA and ICAA as a general education course in Mathematics (Quantitative). *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 ICAA Elective
Prerequisites: MAT-271 *with a minimum grade of C*
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 CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

MAT-285 Differential Equations (2/2/3)
Spring CAA ICAA Elective
Prerequisites: MAT-272 *with a minimum grade of C*
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 CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

MECHANICAL

MEC-110 Intro to CAD/CAM (1/2/2)
Spring
Prerequisites: None
Corequisites: None
This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

MEC-111 Machine Processes I (1/4/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to manufacture simple parts to specified tolerance.

MEC-130 Mechanisms (2/2/3)
Spring
Prerequisites: *ENG-110 or 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-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-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.

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 ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

MUS-112 Introduction to Jazz (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

MUS-210 History of Rock Music (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

NURSE AIDE

NAS-101 Nurse Aide I (3/4/3/6)
Fall/Spring
Prerequisites: *ENG-002*
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 Switching & Routing (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.

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.

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/Summer
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 *or NUR-214 for LPN-ADN program*
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
Corequisites: NUR-112, NUR-113, NUR-114, NUR-211, NUR-212, ENG-111
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.

OFFICE SYSTEMS

OST-134 Text Entry & Formatting (2/2/3)
Fall/Spring
Prerequisites: None
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)
Spring
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
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: None
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)
Fall
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-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-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
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-247 Procedure Coding (2/2/3)
Spring
Prerequisites: MED-121 or OST-141
Corequisites: None
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

OST-248 Diagnostic Coding (2/2/3)
Spring
Prerequisites: MED-121 or OST-141
Corequisites: None
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

OST-286 Professional Development (3/0/3)
Fall
Prerequisites: None
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-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 ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-111 Physical Fitness I (0/3/1)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-112 Physical Fitness II (0/3/1)
Fall/Spring/Summer CAA ICAA Elective
Prerequisites: None
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 CAA and ICAA as a pre-major/elective course.*

PED-113 Aerobics (0/3/1)
On Demand CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobie exercise program. *This course has been approved for transfer under the CAA and ICAA as a pre-major/elective course.*

PED-114 Aerobics II (0/3/1)
On Demand CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine. *This course has been approved for transfer under the CAA and ICAA as a pre-major/elective course.*

PED-117 Weight Training I (0/3/1)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-118 Weight Training II (0/3/1)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-119 Circuit Training (0/3/1)
Spring CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-120 Walking for Fitness (0/3/1)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-122 Yoga I (0/2/1)
On Demand CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. *This course has been approved for transfer under the CAA and ICAA as a pre-major/elective course.*

PED-123 Yoga II (0/2/1)
On Demand CAA ICAA Elective
Prerequisites: PED-122
Corequisites: None
This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical posturess, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. *This course has been approved for transfer under the CAA and ICAA as a pre-major/elective course.*

PED-128 Golf-Beginning (0/2/1)
On Demand CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. *This course has been approved for transfer under the CAA and ICAA as a pre-major/elective course.*

PED-129 Golf-Intermediate (0/2/1)
On Demand CAA ICAA Elective
Prerequisites: PED-128
Corequisites: None
This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play a recreational round of golf. *This course has been approved for transfer under the CAA and ICAA as a pre-major/elective course.*

PED-142 Lifetime Sports (0/2/1)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-143 Volleyball-Beginning (0/2/1)
Fall CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-144 Volleyball-Intermediate (0/2/1)
Fall CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-148 Softball (0/2/1)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-150 Baseball/Beginning (0/3/1)
Fall CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-151 Baseball/Intermediate (0/3/1)
Spring CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-154 Swimming for Fitness (0/3/1)
On Demand CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course introduces lap swimming, aquacises, water activites, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion, students should be able to develop an individualized aquatic fitness program. *This course has been approved for transfer under the CAA and ICAA as a pre-major/elective course.*

PED-163 Kayaking-Basic (0/2/1)
On Demand CAA ICAA Elective
Prerequisites: None
Corequisites: None
This course is designed to teach the basic skills of kayaking. Topics include forward and reverse strokes, sweeps, Eskimo roll, and self-rescue skills. Upon completion, students should be able to maneuver and demonstrate safe kayaking practices. *This course has been approved for transfer under the CAA and ICAA as a pre-major/elective course.*

PED-165 Sport Science As a Career (3/0/3)
Fall/Spring CAA ICAA Elective
Prerequisites: *ENG-002*
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 CAA and ICAA as a pre-major/elective course.*

PED-170 Backpacking (0/2/1)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-171 Nature Hiking (0/2/1)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-252 Officiating/Bsball/Sfball (1/2/2)
Fall CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PED-256 Coaching Baseball (1/2/2)
Spring CAA ICAA 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 CAA and ICAA as a pre-major/elective course.*

PHILOSOPHY

PHI-240 Introduction to Ethics (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Humanities/Fine Arts.*

PHYSICS

PHY-110 Conceptual Physics (3/0/3)
Fall/Spring CAA ICAA UGETC
Prerequisites: None
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 CAA and ICAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the CAA and ICAA as a Universal General Education Transfer Component (UGETC) course for natural sciences (AA).*

PHY-110A Conceptual Physics Lab (0/2/1)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the CAA and ICAA 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 ICAA UGETC
Prerequisites: MAT-171 or MAT-271
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 CAA and ICAA as a general education course in Mathematics (Quantitative). 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 ICAA 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 CAA and ICAA as a general education course in Mathematics (Quantitative). 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 ICAA 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 CAA and ICAA as a general education course in*

Mathematics (Quantitative). 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 ICAA 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 CAA and ICAA as a general education course in Mathematics (Quantitative). 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-120 American Government (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Social/Behavioral Sciences (AA/AS).*

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 ICAA UGETC
Prerequisites: None
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 CAA and ICAA as a Universal General Education Transfer Component (UGETC) course in Social/Behavioral Sciences (AA/AS).*

PSY-231 Forensic Psychology (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

PSY-239 Psychology of Personality (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a general education course in Social/Behavioral Sciences.*

PSY-241 Developmental Psych (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in Social/Behavioral Sciences.*

PSY-243 Child Psychology (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

PSY-263 Educational Psychology (3/0/3)
Summer CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

PSY-281 Abnormal Psychology (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in Social/Behavioral Sciences.*

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: None
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-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
These courses provide 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.

PATHWAYS TO EMPLOYMENT

PTE-110 Pathway to Employment – Construction (2/3/3)
All
Prerequisites: None
Corequisites: None
This course introduces fundamental employment core skillsets required to effectively enter the construction workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter a construction career with the knowledge required to be successfully employed.

PTE-114 Pathway to Employment – Egr Tech (2/3/3)
All
Prerequisites: None
Corequisites: None
This course introduces fundamental employment core skillsets required to effectively enter the engineering technology workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, materials, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter an engineering technology career with the knowledge required to be successfully employed

PTE-120 Pathway to Employment - Information Technology (2/3/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces fundamental employment core skillsets required to effectively enter the information technology workforce and/or a registered apprenticeship and may also serve as a component of a pre-apprenticeship. Topics include workplace safety, communication skills, industry overview, tools and equipment, computation and financial literacy, employability skills, personal health, career exploration and pathways including apprenticeship, job preparation and required job skills, and site visits. Upon completion, students should be able to explain how to locate and engage employers, present themselves in a professional manner, perform basic on-the-job skills, pursue necessary job-specific training and/or certification, and enter an information technology career with the knowledge required to be successfully employed.

RELIGION

REL-110 World Religions (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

REL-211 Intro to Old Testament (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

REL-212 Intro to New Testament (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

REL-221 Religion in America (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

INFORMATION SECURITY

SEC-110 Security Concepts (2/2/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.

SEC-175 Perimeter Defense (1/4/3)
Spring
Prerequisites: None
Corequisites: None
This course introduces the principles of securing networks using routers and firewalls. Topics include networking protocols, threat mitigation, firewall configuration, authentication, authorization, intrusion detection, encryption, IPSec, VPNs, and remote access technologies. Upon completion, students should be able to secure internal networks using router and firewall technologies.

SOCIOLOGY

SOC-210 Introduction to Sociology (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a Universal General Education*

Transfer Component (UGETC) course in Social/Behavioral Sciences (AA/AS).

SOC-213 Sociology of the Family (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Social/Behavioral Sciences.*

SOC-220 Social Problems (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Social/Behavioral Sciences.*

SOC-225 Social Diversity (3/0/3)
Fall CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

SOC-230 Race and Ethnic Relations (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a general education course in Social/Behavioral Sciences.*

SOC-234 Sociology fof Gender (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

SOC-244 Soc of Death & Dying (3/0/3)
On Demand CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

SPANISH

SPA-111 Elementary Spanish I (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

SPA-112 Elementary Spanish II (3/0/3)
Fall/Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

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 ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

SPA-211 Intermediate Spanish I (3/0/3)
Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

SPA-212 Intermediate Spanish II (3/0/3)
Spring/Summer CAA ICAA 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 CAA and ICAA as a general education course in Humanities/Fine Arts.*

SPA-221 Spanish Conversation (3/0/3)
Fall CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

SPA-231 Reading and Composition (3/0/3)
Fall/Spring CAA ICAA 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 CAA and ICAA as a pre-major and/or elective course requirement.*

SPANISH INTERPRETER

SPI-113 Intro. to Spanish Inter. (3/0/3)
Fall
Prerequisites: *Fluency Test or SPA-212 with a minimum grade of C*
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: *SPI-113*
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: *Fluency Test or SPA-212 with a minimum grade of C*
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: *Fluency Test or SPA-212 with a minimum grade of C*
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-221 Consecutive Interpreting I (3/0/3)
Spring
Prerequisites: *SPI-113 and SPI-114*
Corequisites: None
This course introduces skills of consecutive interpretation used by professional interpreters. Topics include memory development, note taking, sight translation and non-verbal communication. Upon completion, students should be able to apply consecutive interpretation techniques in a variety of role-playing situations and settings.

SPI-243 Medical Interpreting I (2/3/3)
Spring
Prerequisites: *SPI-113 and SPI-114*
Corequisites: None
This course is designed for students planning to specialize in medical interpreting in settings such as hospitals, physicians' offices and clinics. Emphasis is placed on the development of medical terminology vocabulary through active role-play. Upon completion, students should be able to apply medical interpretation techniques in a variety of medical situations.

SPI-245 Community Interpreting I (2/3/3)
Spring
Prerequisites: *SPI-113 and SPI-114*
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-140 Green Bldg & Design Concepts (3/0/3)
Spring
Prerequisites: *ENG-110 or ENG-111*
Corequisites: None
This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

TRANSPORTATION

TRN-110 Intro to Transport Tech (1/2/2)
Fall
Prerequisites: None
Corequisites: None
This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.

TRN-120 Basic Transp Electricity (4/3/5)
Fall
Prerequisites: None
Corequisites: None
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

TRN-140 Transp Climate Control (1/2/2)
Summer
Prerequisites: None
Corequisites: None
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems.

TRN-140A Transp Climate Cont Lab (1/2/2)
Summer
Prerequisites: None
Corequisites: TRN-140
This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate

tools, equipment, and service information.

TRN-145 Advanced Transportation Electronics (2/3/3)
Spring
Prerequisites: TRN-120
Corequisites: None
This course covers advanced transportation electronic systems including programmable logic controllers, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, reprogramming PLC?s, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to reprogram PLC?s, diagnose and test data networks and other electronic concerns, and work safely with high voltage systems.

TRN-170 Pc Skills for Transp (1/2/2)
Fall
Prerequisites: None
Corequisites: None
This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

TRN-180 Basic Welding for Transp (1/4/3)
Fall
Prerequisites: None
Corequisites: None
This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standard.

VITICULTURE & ENOLOGY

VEN-130 Fundamentals of Viticulture and Enology (1/0/1)
On Demand
Prerequisites: None
Corequisites: None
This course provides an overview of viticulture and enology for tasting room staff. Topics include terroir, climate impact on production/quality, NC-specific wine characteristics, acidity, balance, and body. Upon completion, students should be able to use knowledge of key concepts in viticulture and enology to engage with diverse growers and consumers in order to communicate clearly and succinctly with potential customers about basic wine and grape production.

VEN-131 Wine Tasting (1/0/1)
On Demand
Prerequisites: 21 years of age and older
Corequisites: None
This course introduces key wine tasting concepts utilized by wine tasting professionals. Topics include wine color, aroma, flavor, body, finish, red, white, rose, sparkling, dessert wines, sight, smell, and taste. Upon completion, students should be able to understand key aspects of wines, including color, aroma, flavor, body, and finish in order to determine the differences between red, white, rose, sparkling, and dessert wines.

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: 21 years of age and older
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: 21 years of age and older
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-181 Tasting Room Operations (3/0/3)
On Demand
Prerequisites: None
Corequisites: None
This course provides an overview of winery tasting room operations. Topics include tasting room experience, ambience, hospitality, and customer service. Upon completion, students should be able to design tasting rooms to meet varying customer expectations and needs, specifically as it relates to ambience, customer experience, use knowledge of direct-to-consumer sales strategies to expand revenue flow and develop customer service and hospitality skills for use in tasting rooms.

VEN-182 Tasting Room Operations Lab (0/2/1)
On Demand
Prerequisites: None
Corequisites: VEN-181
This course provides education in winery tasting room operations. Topics include wine room organization, layout, direct-to-consumer sales, customer service, effective wine sale practices, and North Carolina Responsible Alcohol Service training program. Upon completion, students should be able to organize an effective tasting room, use knowledge of direct-to-consumer sales to enhance revenue, use effective customer service and hospitality, increase profitability with effective wine sales practices, explain the effects of alcohol on the human body, and complete the North Carolina Responsible Alcohol Service training program.

VEN-188 Wine Finance (3/0/3)
On Demand
Prerequisites: None
Corequisites: None
This course provides an overview of wine finance. Emphasis will be placed on

creating an expenditures plan for harvest, fermentation and finishing & packaging; bookkeeping for direct-to-consumer sales and three-tier wine distribution; understanding inventory management and alternative revenue streams; and managing cash flow over a 36-month production period. Upon completion, students should be able to budget for wine operations over an extended production period, understand federal and state excise taxes, and successfully manage winery and tasting room cash flow.

VEN-189 Wine Business (2/0/2)
On Demand
Prerequisites: None
Corequisites: None
This course provides an overview of the key aspects of a successful wine business. Topics include stakeholder analysis, production, marketing, distribution, domestic and international sales, legal and regulatory compliance, and permits. Upon completion, students should be able to apply wine business concepts to ensure company solvency, calculate operational costs (e.g., domestic, international), understand legal and regulatory requirements necessary for compliance, and explain the strengths, opportunities, weaknesses and threats in the wine business.

VEN-238 Grape Pests/Disease/Disorders (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, VEN-139, and 21 years of age and older
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 and 21 years of age and older
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 and 21 years of age and older
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 or VEN-130, and 21 years of age and older
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, *ENG-111 ,* and 21 years of age and older
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-151 Mobile Application Dev I (2/3/3)
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)
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.

WORKFORCE, TECHNOLOGIES, AND COMMUNITY EDUCATION COURSE DESCRIPTIONS

Numbers following the course title indicate the number of hours for the course.

ACCOUNTING

ACC-3104 Income Tax for Preparers (48 Hours)
Fall/Spring/Summer
This course is designed for instructional areas related the relevant laws governing individual income taxation: 1) tax law, 2) electronic research and methodologies, and 3) use of technology for preparation of individual income tax returns.

ACC-3150B Intro to QuickBooks (24 Hours)
Fall/Spring/Summer
This course gives students an understanding of an, electronic accounting system, using Quickbooks. Student outcomes include the ability to, electronically record accounts payable, receivable, invoices, inventory and cash management.

AGRICULTURE

AGR-3001A Beekeeping (24 Hours)
This course will cover: Types of individual bees (queen, workers, drones); Beekeeping equipment; frames and foundation; personal equipment; Species or subspecies of Package bees to include topics of locating, ordering and handling, installing, and feeding; What a typical season with bees would involve such as Swarming, Nectar flow, Supers, Nectar and Pollen Sources, Pollination, Harvesting honey, Extracting honey, Marketing honey, Labeling containers, Diseases and parasites, Integrated pest management, Queenless colonies, Useful manipulation of bee colonies, Checking for queen cells, Laying workers, Signs, of a failing queen, A good worker brood pattern, A queen cell. Allergic reaction to bee venom, Robbing comb honey.

AIR CONDITIONING, HEATING, & REFRIGERATION

AHR-3128A Refrigerant Certification (16 Hours)
Fall
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-3131C Intro to Refrigeration (128 Hours)
Fall
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-3131E Heating Technology (96 Hours)
Spring
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.

ANIMAL CARE AND MANAGEMENT

ANS-3011 Veterinary Assistant I (48 Hours)
Fall/Spring/Summer
This course is designed for those interested in working in the field as an assistant in a veterinary office. Topics to be covered will include the following medical terminology, anatomy & physiology, animal husbandry, animal disease, parasitology, pharmacology, surgical packs and instruments, recordkeeping and the law. Skills taught may include animal restraint techniques, fecal and heartworm tests, history of animal and physical exam, skin scrape for demodex/sarcoptes, ear swab for ear mites (otodecks), temperature, pulse, respirations, and subcutaneous injections.

ANS-3011F Veterinary Assistant II (48 Hours)
Fall/Spring/Summer
This course provides the basic knowledge, understanding, and skills required for a veterinary assistant. Once you have completed this course you should be prepared to seek employment in an entry-level position in a Veterinary office. Course topics will include understanding veterinary medical terminology, anatomy, physiology, husbandry, behavior, handling and restraint, grooming, the handling of specimens and laboratory procedures, operation of veterinary equipment, understanding pain recognition, preparing surgery equipment, HIPPA, OSHA, and office practices.

AND-3011G Pet Grooming (48 Hours)
Fall/Spring/Summer
This course is designed to prepare the student for an entry level position as a pet groomer. Course topics will include

small animal grooming, proper use and care of professional grooming, tools, basic small animal anatomy, animal safety, handling/controlling of small animals, parasite recognition, animal first aid, and skin disorders. Successful completion of the course will prepare one for employment as a pet groomer or boarder as a personal business or with a commercial organization or veterinary office.

ART

PRC-3104L Luthier (Violin-Making)
(126 Hours)
Fall/Spring/Summer
This is an intense course for individuals wishing to learn the art of Luthier. Students will make a violin beginning with choosing the wood all the way to the finished product. Students are taught the process from a heritage perspective using hand tools in the classic Italian method.

PRC-3104N Pottery/Ceramics I
(99 Hours)
Fall/Spring
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.

AUTOBODY REPAIR

AUT-3109 Auto Body Repair
(128 Hours)
Fall/Spring/Summer
This course is designed to prepare students for entry level positions in the Auto Body Restoration field. It also allows students, due to the type of personal project they may be working on, to continue their learning into advanced techniques of the course topics by taking the subsequent parts.

AUT-3109G Auto Restoration & Repair I
(100-160 Hours)
Fall
This course is designed to prepare students for entry level positions in the Auto Body Restoration field. Course topics will include; automobile construction and design, removing & installing glass, metal removal, fabrication & replacement, repairing dents, removing & reapplying primers, paints, & finishes, replacement part selection, ordering &/or purchasing, the correct use of hand & machine tools, shop & procedure safety, & other related topics. The student will also be advised on how to seek out & secure a career in the Auto Restoration or Repair industry.

AUT-3109H Auto Restoration & Repair II
(100-160 Hours)
Spring
his course is a continuation of Auto Body Restoration & Repair I. It is designed to prepare students for entry level positions in the Auto Body Restoration field. It also allows students, due to the type of personal project they may be working on, to continue their learning into advanced techniques of the course topics they might not have encountered in Part I.

AUT-3109S Structural Damage I
(96 Hours)
Fall
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.

AUT-3109K Structural Damage II
(128 Hours)
Spring
Prerequisites: AUT-3109S
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.

AUT-3109M Painting & Refinishing I
(128 Hours)
Fall
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.

AUT-3109L Painting & Refinishing II
(128 Hours)
Spring
Prerequisites: AUT-3109M
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.

AUT-3109N Non-Structural Damage I
(80 Hours)
Fall
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.

AUT-3109O Non-Structural Damage II
(128 Hours)
Summer
Prerequisites: AUT-3109N
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.

AUT-3109Q Plastics & Adhesives
(80 Hours)
Fall/Spring
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.

AUT-3110A Automotive Detailing
(64 Hours)
Spring
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.

AUT-3137T Basic Welding for Transportation
(82 Hours)
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, set-up/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.

AUTOMATION TRAINING

ATR-3115A Intro to Automation (80 Hours)
Spring

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-3115 Mechatronics: Machine Processes, Automation, Safety (192 Hours)
Spring
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. The course also introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. In addition, the 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.

AUTO DEALER

CSP-4000T1 DMV: Dealer License Pre-license (12 Hours)
Fall/Spring/Summer
This course is designed to meet the twelve-hour training requirement for individuals seeking an initial Used Motor Vehicle Dealers' license.

CSP-4000U1 DMV: Dealer License Renewal (6 Hours)
Fall/Spring/Summer
This course is designed to meet the six-hour training requirement for individuals renewing their Used Motor Vehicle Dealers' license.

AUTOMOTIVE SYSTEMS

DMV-3129 Auto Safety/ OBD Emission (16 Hours)
Fall/Spring/Summer
This course is designed to meet the training and licensing requirements (initial and/or renewal) for the Vehicle Safety and On-Board Diagnostic (OBD) Emissions Inspection Program administered by the NC Division of Motor Vehicles, License and Theft Bureau. Upon completion, a student will understand the rules, regulations and procedures for conducting a vehicle safety and OBD emissions inspection; be able to inspect a vehicle properly; and be prepared to sit for the state certification exam.

DMV-3151 OBD Repair Technician (40 Hours)
Fall/Spring/Summer
This course is designed to train mechanics in the knowledge and skills required to troubleshoot and repair vehicles in the event of an emissions failure causing a vehicle to fail the On-board Diagnostics Emissions test. Upon completion, students will understand how to identify and repair automotive emissions failures.

AUT-3137I Auto Braking Systems (128 Hours)
Spring
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-3137J Auto Suspension & Steering (128 Hours)
Spring
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-3137L Auto: Suspension, Brake, and Inspection (304 Hours)
Spring
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. The course also 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. In addition, the course also 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.

AUT-3137N Intro to Transport Tech (48 Hours)
Fall
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.

AUT-3200 Small Engine Mechanic (72 Hours)
Fall/Spring/Summer
This course is designed to provide students with basic knowledge of engine rebuilding techniques to manufacturer's specifications. Emphasis will be placed on the proper use of tools and equipment, assembly/disassembly, identification of engine parts, maintenance, and repair.

BANK TELLER

BAF-3249A Bank Teller (84 Hours)
Fall/Spring
This course is designed to provide training for individuals to work as a Bank Teller or customer service representatives. Emphasis is placed on MS suite and Internet Explorer, English grammar, basic math skills, functions of the banking industry, telephone skills, the teller's responsibility in banking, daily transaction procedures, customer service, suspicious activity reports, and banking trends.

BUSINESS

OST-3100G MS Excel
(24 Hours)
Fall/Spring/Summer
This course is designed to give students a basic knowledge of the principles of the spreadsheet program, Microsoft Excel in the 2016 version. Upon conclusion, students will be able to demonstrate proficiencies in creating a spreadsheet including formulas and professional formatting.

OST-3100I Microsoft Excel Intermediate
(48 Hours)
Fall/Spring/Summer

This course is designed to give students a professional knowledge of the intermediate principles of the spreadsheet program, Microsoft Excel. Upon conclusion students will be able to demonstrate proficiencies in creating a complex spreadsheet including formulas and professional formatting.

OST-3100J MS Word & Outlook for Business
(24 Hours)
Fall/Spring/Summer
This course is designed to give students a professional knowledge of the of Microsoft Word and Microsoft Outlook in a business setting. Upon conclusion students will be able to demonstrate proficiencies word processing documents, email, calendar, contacts and tasks functions.

OST-3100K MS PowerPoint for Business
(24 Hours)
Fall/Spring/Summer
This course is designed to give students a professional knowledge of the of Microsoft PowerPoint in a business setting. Upon conclusion students will be able to create, format and share professional electronic slide show presentations.

OST-3100L MS Access for Business
(24 Hours)
Fall/Spring/Summer
This course is designed to give students a professional knowledge of the of Microsoft Access in a business setting. Upon conclusion students will be able to build, format and share professional databases. Students will have a understanding of tables, reports, queries and forms.

MLS-3810H Info System Business Concepts
(48 Hours)
Fall/Spring
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. Offered as a parallel to curriculum course.

OST-3100N Microsoft Power BI
(24 Hours)
Fall/Spring
This course is an introduction to Microsoft's powerful data analytics' program. Power BI is a cloud-based service that allows users to analyze data efficiently. Power BI allows users to connect to data sources, create reports, queries and visualizations to display even large amounts of data in a meaningful form.

OST-3100O Introduction to Tableau
(24 Hours)
Fall/Spring
This course is an introduction to Tableau. Tableau is a visual data analytic program. Students will be introduced to Tableau terminology, design flows, and data types. Students will work with data sources, worksheets, calculations and charts.

CARPENTRY

CAB-3100F Woodworking & Cabinetry
(100 Hours)
Fall/Spring/Summer
This course is designed to teach the fundamental techniques of cabinetmaking and woodworking. Course topics include safety, use and care of tools, equipment set-up, estimating materials, the basics of framing, facing, doors, tops, and materials. These skills are required for the construction of cabinets and other wooden furniture and fixtures. The course also allows students, due to the type of personal project they may be working on, to continue their learning into advanced techniques of the course topics by taking subsequent parts.

CAR-3124D Carpentry I
(288 Hours)
Fall/Spring
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-3112E Construction Materials & Methods
(80 Hours)
Spring
Prerequisites: CAR-3124D
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 competition, students should be able to detail construction assemblies and identify construction materials and properties.

CAR-3112F Construction Codes & Inspection
(48 Hours)
Spring
Prerequisites: CAR-3124D
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 (ADA) 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.

CAR-3112G Construction: Carpentry, Materials, and Methods
(368 Hours)
Fall/Spring
Prerequisites: CAR-3124D
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. The course also 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.

Central Sterile Processing

MED-3002 Central Sterile Processing
(180 Hours)
Fall/Spring
This five-month Central Sterile Processing Certificate course is designed to introduce the primary responsibilities of a central sterile technician. The course includes practical applications of learned concepts and procedures. Topics include preparation, storage, distribution of instruments, supplies and equipment, quality assurance and inventory management. Upon completion, students should be able to apply the principles of sterilization/disinfection in the

workplace, as well as the principles of distribution of instruments/supplies/equipment.

Computer Graphics

CIS-3165A Intro to Adobe InDesign (24 Hours)
Fall/Spring/Summer
This course provides an introduction to Adobe, InDesign. Students will learn the basics of the, application including page layout, typography, color and image features. By the end of this, course, students will have an understanding of how, to design single page and multi- page publications.

PHO-3001P Intro to Adobe Photoshop
(24 Hours)
Fall/Spring/Summer
This course provides an introduction to Adobe Photoshop. Students will learn the basics of the application including photo editing, image manipulation, masking, typography, and effect features. By the end of this course, students will have an understanding of how to edit photographs and create digital image compositions.

SGR-3100G Intro to Adobe Illustrator
(24 Hours)
Fall/Spring/Summer
This course provides an introduction to Adobe Illustrator. Students will learn the basics of the application including shape tools, Pen tool, color, typography, and effect features. By the end of this course, students will have an understanding of how to create vector graphics for a variety of mediums.

WEB-3000B Web Design
(64 Hours)
Fall/Spring
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

WEB-3000C Intro to WordPress
(24 Hours)
Fall/Spring/Summer
This course provides an introduction to WordPress. Students will learn the basics of this popular website development application including website setup, website design and customization, settings, publishing pages and blog posts, and plugins. By the end of this course, students will have an understanding of how to develop a website using WordPress.

SGR-3100H Book layout & Publishing
(24 Hours)
Fall/Spring/Summer
This course provides an introduction to book layout and publishing for writers. You will learn basic technology skills and tools required to layout book pages, cover design, as well as options for self-publishing books.

EDU-3005A Introduction to Camtasia
(24 Hours)
Fall/Spring/Summer
This course provides teachers with an introduction to TechSmith Camtasia. Students will learn the basics of this eLearning development application including screen recording, text, annotation, animation, and video editing features, as well as sharing content. By the end of this course, students will have an understanding of how to create engaging video-based presentations for the classroom using Camtasia. Camtasia lends itself to effective classroom lecture in a traditional setting or online classes.

EDU-3005B Introduction to Articulate Storyline
(24 Hours)
Fall/Spring/Summer
This course provides teachers with an introduction to Articulate Storyline. Students will learn the basics of this eLearning development application including slide design, animation, interactivity, assessments, and publishing. By the end of this course, students will have an understanding of how to create engaging presentations using Articulate Storyline.

SGR-3100I – Introduction to Video Editing
(24 Hours)
Fall/Spring/Summer
This course provides students with an introduction to video editing techniques. Students will learn the basics of video editing including trimming video clips, combining multiple video clips, adding basic animation to photos, adding video titles, working with audio, and publishing. By the end of this course students will have an understanding of how to create and edit a video project.

SGR-3100A Intro to Digital Media
(64 Hours)
Fall
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. Offered as a parallel to curriculum course.

SGR-3100B Graphic Design Tools
(64 Hours)
Fall
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. Offered as a parallel to curriculum course.

SGR-3100E Intro to Audio Video Media
(64 Hours)
Fall
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. This class is offered as a parallel to a curriculum course.

SGR-3100C Intro to Multimedia Applications
(64 Hours)
Spring
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. This class is offered as a parallel to a curriculum course.

SGR-3100D Digital Animation I
(64 Hours)
Spring
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. This class is offered as a parallel to a curriculum course.

SGR-3100F – Emerging Tech in Digital Media
(64 Hours)
Spring
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. This class is offered as a parallel to a curriculum course.

OST-3100H – Keynote for iPad (24 Hours)
Fall/Spring/Summer

This course provides an introduction to Apple Keynote for iPad. Students will learn the basics of this presentation app including slide design, animation, interactivity, and multimedia features, as well as publishing and sharing. By the end of this course, students will have an understanding of how to create engaging presentations using Apple Keynote for iPad.

Computer Science (Programming)

CSC-3110B C++ Programming (72 Hours)
Spring
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. Offered as a parallel to curriculum course.

CSC-3110C Intro to Programming (24 Hours)
Fall/Spring/Summer
This course in an introduction to computer, programming, introducing the languages: C++, C#, and Java. Topics include input and output, basic, arithmetic operations, making decisions, looping, and other related topics. Upon completion, students should be able to create a simple program, in all three languages.

CSC-3110D Intro to Python Programming (24 Hours)
Fall/Spring/Summer
This course is an introduction to computer, programming using the Python language. The class will include basics in terminology and, an introduction to programming concepts. Students will learn how to write simple Python programs that use IF logic loops and functions.

CSC-3110E C# Programming (72 Hours)
Fall/Spring
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. Offered as a parallel to curriculum course.

CSC-3110F Java Programming (72 Hours)
Spring
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 and debug JAVA language programs. Offered as a parallel to curriculum course.

CSC-3110G Advanced C# Programming (72 Hours)
Fall/Spring
Prerequisites: CSC-3100E or CSC153
This course is a continuation of CSC 3110E (C# Programming, curriculum CSC153) 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. Offered as a parallel to curriculum course.

WEB-3000E Mobile App Dev I (64 Hours)
Fall
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. Offered as a parallel to curriculum course.

CSC-3110H SQL Programming (24 Hours)
Fall/Spring/Summer
This course is an introduction to computer programming using the SQL language. The class will include basics in terminology and an introduction to programming concepts. Students will use SQL language for queries and creating updating tables.

COMPUTER TECHNOLOGY

CCT-3110A Cyber Security Fundamentals (24 Hours)
Fall/Spring/Summer
This course is an introduction to cybersecurity. Cybersecurity theory will be covered, along with techniques for optimizing security on personal computers and small networks. Upon completion, students should be able to identify and implement several techniques appropriate to provide basic protection of a small computer and/or small network.

WEB-300B Web Design (72 Hours)
Spring
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. Offered as a parallel to curriculum course.

WEB-3000D Web Programming & Database Concepts (64 Hours)
Fall
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. Offered as a parallel to curriculum course.

CCT-3110B Security Concepts (64 Hours)
Fall
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. Offered as a parallel to curriculum course.

NET-3100B Network and Security Foundations
(64 Hours)
Fall
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. Offered as a parallel to curriculum course.

CET 3100A Tech Support Functions
(64 Hours)
Spring
This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems. Offered as a parallel to curriculum course.

COSMETOLOGY

COS-3101A Manicurist/Nail Tech (320 Hours)
Fall/Spring
This comprehensive course provides instruction and clinical practice in manicuring, nail building (application and maintenance of artificial nails) and pedicuring. The course content includes nail anatomy, disorders of nails, and irregularities of nails; theory and salesmanship as it relates to manicuring; actual practice in manicuring; and arm, hand, and foot massage. Manicurist students must complete 300 Hours in an approved beauty school or college before applying to the State Board of Cosmetic Arts for examination. Students enrolled only in manicuring shall only perform services directly relating to the prescribed course in manicuring. This is a comprehensive course to provide training for those persons interested in becoming licensed manicurist / nail technician only and not desiring to become licensed cosmetologists.

COS-3201A Cosmetology Concepts I
(64 Hours)
Fall/Spring
Prerequisites: None
Corequisites: COS3201B
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-3201B Salon I
(384 Hours)
Fall/Spring
Prerequisites: None
Corequisites: COS3201A
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-3201C Cosmetology Concepts II
(64 Hours)
Fall/Spring
Prerequisites: COS-3201A and COS-3201B
Corequisites: *COS-3201D*
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-3201D Salon II
(384 Hours)
Fall/Spring
Prerequisites: COS-3201A and COS-3201B
Corequisites: *COS-3201C*
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-3201E Cosmetology Concepts III
(64 Hours)
Fall/Spring/Summer
Prerequisites: COS-3201A, COS-3201B
Corequisites: *COS-3201G*
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-3201F Salon III
(192 Hours)
Fall/Spring/Summer Prerequisites: COS-3201A, COS-3201B
Corequisites: *COS-3201E*
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-3201G Cosmetology Concepts IV
(32 Hours)
Fall/Spring
Prerequisites: COS-3201A, COS-3201B, *COS- 3201E, and COS-3201F*
Corequisites: *COS-3201H*
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-3201H Salon IV
(336 Hours)
Fall/Spring
Prerequisites: COS-3201A, COS-3201B, *COS- 3201E, and COS-3201F*
Corequisites: *COS-3201G*
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.

DRONE OPERATION

UAS-3111 Small Unmanned Aircraft System (Drone)
(24 Hours)
Summer
This course prepares learners for small Unmanned Aircraft Systems (sUAS)/ Drone flight certification. Topics include flight theory, flight operations, and flight training utilizing the Federal Aviation Administration (FAA) Remote Pilot - Small Unmanned Aircraft Systems Study Guide, North Carolina Unmanned Aircraft Systems Operator Permit Knowledge Test Study Guide, and North Carolina Department of Transportation (NCDOT) Division of Aviation UAS flight standards & best practices. Learners will gain an introduction to commercial, government, and recreational drone applications. Coursework will highlight topics such as regulations, weather, airspace, human factors and sUAS performance. Upon completion, students will be prepared to sit for the FAA Part 107 Remote Pilot Knowledge Test and NCDOT UAS Operator Permit.

ELECTRICITY

ELC-3100 Electric Code License Prep
(66 Hours)
Fall
This course is designed to prepare individuals for the Electrical Contractor's Licensing examination for the state of North Carolina.

ELC-3014A Electrical Institute I
(60 Hours)
Spring
This course introduces the fundamental concepts of, and computations related to DC/AC electricity and, the interpretation of electrical diagrams, schematics, and drawings common to electrical, applications. Emphasis is placed on DC/AC circuits, components, operation of test equipment, reading and interpreting electrical diagrams and schematics, and other related topics. Upon, completion, students should be able to construct, verify, analyze simple DC/AC circuits, read, and interpret electrical diagrams and schematics.

ELC-3014B Electrical Institute II
(60 Hours)
Spring
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-3014C Electrical Institute III
(60 Hours)
Spring
This course covers layout, planning, and installation of wiring systems in industrial facilities and introduces the fundamental concepts of motors and motor controls. Emphasis is placed on industrial wiring methods and materials and includes ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to install industrial systems and equipment.

ELC-3014D Electrical Institute IV (180 Hours)
Spring
This program is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. The class will include such topics as, AC/DC theory, basic wiring practices, industrial, motor controls, applications of the National Electric Code, and diagrams and schematics.

ELC-3014G DC/AC Electricity
(144 Hours)
Fall
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-3014H Diagrams and Schematics
(48 Hours)
Fall/Spring
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-3014J Photovoltaic System Tech
(80 Hours)
Fall
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-3016A Electrical Contractor License Renewal
(8 Hours)
Fall/Spring/Summer
The course is designed to provide electrical contractors with updated information on the latest changes in the National Electric Code, NC Electric Code, and local utility company requirements. At the end of this course, the 8 required course Hours are reported to the North Carolina State Board of Examiners of Electrical Contractors.

ELC-3100 Electric Code License Prep
(66 Hours)
Fall
This course is designed to prepare individuals for the Electrical Contractor's Licensing examination for the state of North Carolina.

ELC-3119A Residential Wiring
(128 Hours)
Fall
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-3119C Electrical Estimating
(48 Hours)
Spring
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.

EMERGENCY MEDICAL RESPONDER

EMS-4100 Emergency Vehicle Driver
(72 Hours)
Varies
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. 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.

EMERGENCY MEDICAL TECHNICIAN

EMS-4200 Emergency Medical Tech Initial
(248 Hours)
Fall/Spring
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. 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.

EMERGENCY VEHICLE DRIVER, DRIVER / AERIAL OPERATOR

FIP-3600 Emergency Vehicle Driver
Varies
This course deals with the safe operation of emergency vehicles, driving skills, legal implications of emergency driving and departmental standard operating procedures. This is a NC Fire and Rescue Commission certification course.

FIP-3623 D/O Pumps Intro / Basic Ops
Varies
This course includes an overview of the types of apparatus equipped with fire pumps, apparatus safety, positioning, basic operations, and the abilities to satisfy the key requirements of NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1002 Standard, 2017 edition.

FIP-3624 D/O Pumps Hydr. /Water Supply
Varies
This course includes an overview of fire pump theories, water supply sources, hydraulic fundamentals, relay and water shuttle operations, foam systems, and the abilities to satisfy the key requirements of NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1002 Standard, 2017 edition.

FIP-3625 D/O Pumps Spr. & Sps./Maint. & Testing
Varies
This course includes apparatus inspection, maintenance, testing, sprinkler and standpipe connections, and the abilities to satisfy the key requirements of NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/ NFPA 1002 Standard, 2017 edition.

FIP-3626 Aerial Apparatus Series
Varies
This course will present the Driver Operator with information related directly to aerial operations as well as all the information required to meet the knowledge, skills, and abilities to satisfy the key requirements of NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications (2017 edition). FIP-3626 transfers the complete series, in its entirety, to the Office of State Fire Marshal (OSFM). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/ NFPA 1002 Standard, 2017 edition.

FIP-3627 Mobile Water Supply Apparatus
Varies
This course will present the Driver Operator with information related directly to mobile water supply operations as well as all of the information required to meet the knowledge, skills, and abilities to satisfy the key requirements of NFPA 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1002 Standard, 2017 edition.

FIRE AND LIFE SAFETY EDUCATOR

FIP-4630 Fire and Life Safety Educator Level 1
Varies

FIP-4631 Fire and Life Safety Educator Level 2
Varies
This certification-related Fire and Life Safety Education (FLSE) course is the second of three FLSE levels. Using their local data, students will establish the types of problems occurring in their community and then develop a plan to decrease these injuries or losses through a community risk assessment. To make the class more effective, students should bring fire and injury loss statistics from their local areas. Students will develop lesson plans and learning objectives for a Fire and Life safety program to meet the need in their community. Students will also develop appropriate informational materials, objectives, and instructional materials for a specific audience and topic, along with an evaluation component for an educational program. Students will use program needs, past expenditures and personnel costs to create a budget that meets their current budget guidelines. This is a NC Fire and Rescue Commission certification course approved for offering as of July 1, 2017. This course should be offered consistent with the most current Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details.

FIP-4632 Fire and Life Safety Educator Level 3
Varies
This certification-related Fire and Life Safety Education (FLSE) course is the third of three FLSE levels. Using local demographics, students will identify issues and plan priorities for the life safety education programs and will create a marketing plan designed to increase awareness in their community. Educators will also discuss suggestions for working with elected officials to reduce injury, death and property damage. During this class, participants will create a developmentally appropriate training program for their agency and compile education materials to supplement the new program. Participants will identify the training needs for Fire and Life Safety Educators within their organization, based on NFPA 1035, and will discuss methods to track customer satisfaction and success of the program. Participants will discuss methods to recruit, coordinate and train volunteer educators to deliver their program. Using local data, students will establish the types of fire and life safety problems occurring in their community and then develop a budget to use in completing a grant proposal. Students will have the opportunity to write a grant proposal that can be submitted to a Grantor at the end of the class. To make the class more effective, students should bring fire and injury loss statistics from their local areas and ideas for their grant proposal. The goal is for students to complete a grant application that is ready to submit for possible funding. This is a NC Fire and Rescue Commission certification

course approved for offering as of July 1, 2017. This course should be offered consistent with the most current Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details.

FIREFIGHTER

FIP-3040 General and Communications
Varies
This course includes instructional content for Orientation and Fire Service Communications. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3041 Fireground Operations 1
Varies
This course includes instructional content for Firefighter Health & Safety. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3042 Fireground Operations 2
Varies
This course includes instructional content for Personal Protective Equipment (PPE). This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3043 Fireground Operations 3
Varies
This course includes instructional content for Building Constructions, Portable Extinguishers, and Fire Behavior. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3044 Fireground Operations 4
Varies
This course includes instructional content for Tools & Forcible Entry and Loss Control. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3045 Fireground Operations 5
Varies
This course includes instructional content for Ladders and Ventilation. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3046 Fireground Operations 6
Varies
This course includes instructional content for Ropes & Knots and Search & Rescue. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3047 Fireground Operations 7
Varies
This course includes instructional content for Water Supplies. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3048 Fireground Operations 8
Varies
This course includes instructional content for Hose, Streams, and Appliances. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3049 Fireground Operations 9
Varies
This course includes instructional content for Fire Control. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3050 Rescue Operations 1
Varies
This course includes instructional content for Rescue. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-3051 FLSE Initiatives
Varies
This course includes instructional content for Fire Detection & Suppression Systems and Fire and Life Safety Initiatives. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1001: Standard for Firefighter Professional Qualifications (2019 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-6413 Mayday, Safety, and Survival
Varies
This course includes instructional content for Mayday and FF Safety & Survival. This course will present the candidate with the knowledge, skills, and abilities to satisfy the key requirements of NFPA 1407: Standard for Training Fire Service Rapid Intervention Crews (2020 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard.

FIP-7000 Traffic Incident Management
Varies
This course is designed to establish the foundation for and promote consistent training of all responders to achieve the three objectives of the Traffic Incident Management (TIM) National Unified Goal: responder safety; safety, quick clearance from incidents; and prompt, reliable, interoperable communications. This course will familiarize fire and rescue personnel with the purpose of the Strategic Highway Research Program 2 (SHRP2) and National TIM Responder Training Program and how it relates specifically to North Carolina. Participants will learn to recognize and identify the dangers encountered by emergency responders working in or near traffic. This course is not a state fire & rescue certification course; however, it is a requirement related to one or more state certifications and will transfer electronically to the Office of State Fire Marshal (OSFM) for inclusion on OSFM transcripts. Please contact OSFM for details.

FIP-7001 FF/TR Emergency Medical Care
Varies
This certification-related course is designed to give the candidate a basic understanding of emergency medical care procedures as well as all of the information required to meet the knowledge, skills, and abilities to satisfy the key requirements of NFPA 1001: Standard for Fire Fighter Professional Qualifications (2017 edition; Chapter 6) and NFPA 1006: Standard for Technical Rescuer Professional Qualifications (2013 edition; Chapter 4). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details.

FIP-6412 Rapid Intervention Crew
Varies
This course will present the Rapid Intervention Crew (RIC) candidate with the knowledge, skills, and abilities to satisfy the requirements of NFPA 1407: Standard for Training Fire Service Rapid Intervention Crews (2020 edition). The course is designed to show the complexities of managing and operating on a Rapid Intervention Crew. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1407 Standard, 2020 edition.

FIP-6413 Mayday / Safety & Survival
Varies
This course includes instructional content for Mayday and FF Safety & Survival. This course will present the candidate with the knowledge, skills, and abilities to satisfy the key requirements of NFPA 1407: Standard for Training Fire Service Rapid Intervention Crews (2020 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/2019 Edition NFPA Standard

FIRE/RESCUE INSTRUCTOR

FIP-3811 Fire / Rescue Instructor Level 1
Varies
This course will present the Instructor I candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019 edition; Chapter 4). This curriculum should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1041 Standard, 2019 edition.

FIP-3812 Fire / Rescue Instructor Level 2
Varies
This course will present the Instructor II candidate with the knowledge, skills, and ability to satisfy the requirements of NFPA 1041: Standard for Fire and Emergency Services Instructor Professional Qualifications (2019 edition; Chapter 5). This curriculum should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1041 Standard, 2019 edition.

FIRE / RESCUE OFFICER

FIP-3718 Fire Officer Level 1
Varies
This course covers the knowledge, skills, and requirements referenced in the National Fire Protection Association (NFPA) Standard 1021 for Fire Officer I training. Topics include officer roles and responsibilities, budgets, fire cause determination, inspections, education, leadership, management, public relations, and other requirements included in the NFPA standard. Upon completion, students should be able to demonstrate an understanding of relevant NFPA standards as required for state Fire Officer I and II certification. This is a NC Fire and Rescue Commission certification course.

FIP-3719 Fire Officer Level 2
Varies
This course covers the knowledge, skills, and requirements referenced in the National Fire Protection Association (NFPA) Standard 1021 for Fire Officer II training. Topics include officer roles and responsibilities, budgets, fire cause determination, inspections, education, leadership, management, public relations, and other requirements included in the NFPA standard. Upon completion, students should be able to demonstrate an understanding of relevant NFPA standards as required for state Fire Officer I and II certification. This is a NC Fire and Rescue Commission certification course.

FIP-3713 Fire Officer Level 3
Varies
This course will present the Fire Officer candidate with the knowledge, skills, and ability to satisfy the requirements of Chapter 6of NFPA 1021: Standard for Fire Officer Professional Qualifications. The course is designed to meet the needs of an executive management position. The course involves study in the areas of human resource management, fire department administration, community relations, budget preparation, and records management. This is a NC Fire and Rescue Commission certification course.

FIP-6900 Rescue Officer
Varies
This certification-related course presents the rescue service member with an avenue for gaining knowledge and skills needed to become an effective officer within his or her respective organization. Topics covered include human resources management; communication skills; operating as a manager, leader, mentor and coach to subordinates; improving customer service; interfacing with the service community; and the importance of health and safety in rescue services. Topics align with related National Fire Protection Association (NFPA) Standard 1021, Standards for Fire Officer Professional Qualifications, objectives. This is a NC Fire and Rescue Commission certification course.

HAZARDOUS MATERIALS RESPONDER

FIP-3555 Hazardous Materials Awareness Level
Varies
This course is designed to cover basic response objectives to a hazardous materials incident. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel

Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1072 Standard, 2017 edition.

FIP-3556 Hazardous Materials Operations Level
Varies
This course is designed to cover initial response objectives to a hazardous materials incident. This block will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and Chapter 4, 5, 6.2, and 6.6 of NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1072 Standard, 2017 edition.

FIP-3557 HM Ops MSC (Chapter 6.2)
Varies
This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies in the use of PPE. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1072 Standard, 2017 edition.

FIP-3558 HM Ops MSC (Chapters 6.3, 6.4)
Varies
This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies in the areas of Mass and Technical Decontamination. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1072 Standard, 2017 edition.

FIP-3559 HM Ops MSC (Chapter 6.7)
Varies
This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies for Air Monitoring and Sampling of hazardous materials/WMD incidents. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1072 Standard, 2017 edition.

FIP-3560 HM Ops MSC (Chapter 6.8)
Varies
This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies for Victim Rescue and Recovery during hazardous materials/WMD incidents. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1072 Standard, 2017 edition.

FIP-3561 HM Ops MSC (Chapters 6.5, 6.9)
Varies
This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies for Evidence Preservation and Illicit Laboratory Incidents. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1072 Standard, 2017 edition.

FIP-3562 HM Ops MSC (Chapter 6.6)
Varies
This course is designed to cover mission specific responsibilities to a hazardous materials incident that include additional competencies in Product Control of hazardous materials/WMD. This course will present the candidate with the knowledge, skills, and ability to satisfy the requirements of OSHA 1910.120 and NFPA 1072: Standard for Hazardous Materials/Weapons of Mass Destruction Emergency Response Personnel Professional Qualifications (2017 edition). This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines; contact the Office of State Fire Marshal (OSFM) for details. Effective date July 1, 2020/NFPA 1072 Standard, 2017 edition.

HORTICULTURE

HOR-3307A Grape Growing Series (24 Hours)
Fall/Spring
This training focuses on viticulture, vineyard care, and grape growing. A variety of topics are covered in the series. This course is designed for instructional areas related to grape growing, such as: 1) identifying and selecting plant materials, 2) propagating, planting, and growing plants, 3) planting materials at the appropriate places and in the correct manner, 4) properly maintaining plant materials. The instructional areas are designed to provide students with the, knowledge, skills, and attitudes that are, necessary for successful employment in this field.

HOR-3307F Farm Production Techniques (24 Hours)
Fall/Spring
This course is designed for instructional areas related to occupational horticulture including: 1) identifying and selecting plant materials 2) propagating, planting, and growing plants 3) planting materials at the appropriate places and in the correct manner 4) properly maintaining, plant materials 5) managing a nursery or greenhouse, and
6) designing and building, planters, walks, patios, fences, and other landscape features. The curriculum areas are designed to provide students with the knowledge, skills, and attitudes that are necessary for successful employment in this field. This course is appropriate for

anyone considering produce production or for existing growers wanting to learn new techniques.

HOR-3307G Fruit Tree Production (24 Hours)
Fall/Spring
This course covers the establishment of fruit trees including: site selection, varieties, rootstock, grafting, training, pruning, disease, pest, and weed control as well as harvest and processing.

HUMAN RESOURCE DEVELOPMENT

HRD-3001 Employability Skills (95-115 Hours)
Fall/Spring/Summer
This course provides employability skills training for unemployed and underemployed adults. The curriculum framework must address each of the six core HRD 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.

HRD-3002 Employability Lab (640-768 Hours)
Fall/Spring/Summer
This course provides employability skills training for unemployed and underemployed adults. The curriculum framework must address each of the six core HRD components. Instruction is designed to be self-directed, self-paced, and structured on an open-entry, open-exit basis to meet the customized needs of individuals and/or partner agencies at JobLink (One-Stop) Career Centers. The Hours for this course should be counted as contact Hours.

HRD-3003 Career Planning and Assessment (12-16 Hours)
Fall/Spring/Summer
This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is designed to assess the interests, attitudes, aptitudes, and readiness as it relates to career, employment, and/or educational goals. The content of the instructional materials must focus on the following topics: personal development, career exploration, goal setting and the development of a written plan of action.

HRD-3002F Employability Key train (Hours vary)
Fall/Spring/Summer
This program leads users to certification with WorkKeys assessments and the National Readiness Certification. Practice and learn the Career Readiness skills needed to succeed in today's careers while working toward earning your Career Readiness Certificate.

HRD-3004 Career Readiness/Pathways (50-60 Hours)
Fall/Spring/Summer
This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is based on a specific occupation and includes one or more of the following topics: 1) career exploration, 2) entry-level competency awareness, 3) employability skills [soft skills], 4) job search strategies and 5) college-readiness skills. This course must be linked to an occupational course or a career pathways program at the college.

HRD-3005Q Technology Awareness for Education Resources (48 Hours)
Fall/Spring/Summer
This course is intended for unemployed and, underemployed students to discover technology, tools in educational setting and use those tools, for job seeking and employment opportunities. This, course introduces the tools, available for job seekers. The desired outcome if, this course is for students to gain a moderate, level of comfort with a PC based computer, provide, an understanding of the basic terminology used in, technology, and an introduction to Internet skills, and safety for use in seeking employment.

HRD-3005R Technology Awareness for PC (48 Hours)
Fall/Spring/Summer
Course is intended for unemployed and, underemployed students to discover technology, tools available for use on the PC and use those, tools, for job seeking and employment opportunities. This, course provides an introduction to productivity, programs. The desired outcome if, this course is for students to gain a moderate, level of comfort with a PC based computer, improve, keyboarding skills, knowledge of word processing, skills, saving, printing, and sharing documents.

HRD-3005S Technology Awareness for Online (48 Hours)
Fall/Spring/Summer
Course is intended for unemployed and, underemployed students to discover technology, tools available on the Internet and use those, tools for job seeking and employment, opportunities. The desired outcome for, this course is for students to gain a moderate, level of comfort using the internet as well as, proper netiquette, internet safety, internet, terminology, and accessing internet content.

HRD-3005T Technology Awareness for Innovative Equipment (24 Hours)
Fall/Spring/Summer
This course explores alternative technology for the workplace and workplace readiness. The use of tablets and smartphones are quickly replacing PCs for internet exploration, email and even other applications needed in job seeking. Students will be aware of the limitations of smartphone and tablets as well as learning the basics of operating systems and basic settings. Students will learn the basics of Apps: finding, downloading and using Apps, as well as using these devices securely. There will also be an introduction to Cloud based technology as it relates to both job seekers and the business community.

HRD-3005V Technology Awareness Basics (24 Hours)
Fall/Spring/Summer
Course is intended for unemployed and, underemployed students to discover technology, tools in an available for use on the PC and use, those tools for job seeking and employment, opportunities in a short concise course. The, desired outcome for this course is for students, to gain a moderate level of comfort with a PC, based computer, improve keyboarding skills, saving and sharing documents needed for the, workplace.

HRD-3006 Employability Motivation and Retention (25-30 Hours)
Fall/Spring/Summer
This course provides employability skills training for unemployed and underemployed adults. The curriculum framework is based on four post-employment service strategies -- transition, retention, advancement, and re-employment. Transition involves being ready to work (school-to-work, school-to-school, and/or balancing work and family). Retention involves keeping a job and staying employed (work ethics). Advancement involves attaining better jobs with performance and skill development (upgrading and retraining). Re-employment involves gaining independence through a lifetime of work (work-to-work).

HRD-3008 Financial Literacy (25-30 Hours)
Fall/Spring/Summer
This course is designed to provide employability skills training for unemployed and underemployed adults. The curriculum framework is designed to help students understand real-life economic concepts and economic ways of thinking that will enable them to make better informed decisions as it relates to their role as a member of the workforce. Topics include, but are not limited to wage improvement plans, workplace business concepts and basic economic literacy concepts.

HYDRAULICS

HYD-3607A Hydraulics and Pneumatics I
(80 Hours)
Fall/Spring
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. This course introduces the principles of industrial safety.

INDUSTRIAL SAFETY

ISC-3036 Industrial Safety
(32 Hours)
Fall/Spring/Summer
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.

LAW ENFORCEMENT

CJC-3938 Basic Law Enforcement Training- BLET
(739 Hours)
Fall/Spring/Summer
This course is accredited by the North Carolina Criminal Justice Training and Standards Commission and the North Carolina Sheriff's Commission. Persons desiring to become a sworn law enforcement officer in the State of North Carolina must successfully complete this course and pass a State administered examination at the end of the course. To qualify for admission an individual must be sponsored by a law enforcement agency in North Carolina and meet the requirements mandate by the North Carolina Department of Justice found online at: https://www.facebook.com/surryblet/

CJC-3941 Detention Officer Certification
(174 Hours)
Fall/Spring/Summer
This course is accredited by the North Carolina Sheriff's Commission. Persons desiring to be certified as local detention officers must be sponsored by a North Carolina Sheriff's Office and successfully complete this course and pass a State administered examination at the end of the course. To be admitted to this course an applicant must meet the qualifications set forth by the North Carolina Sheriff's Commission found only at https://www.facebook.com/surryblet/

CJC-3934 Radar Certification (40 Hours)
Fall/Spring/Summer
This course is governed by the North Carolina Criminal Justice Education and Training Standards Commission. This course is designed for currently sworn officers to provide the students with the skills to proficiently perform those tasks essential to function as a radar operator. Certification requires successfully completion of the course and State administered examination. Only employed, sworn, certified law enforcement personnel may enroll in this course and students must purchase a current radar manual prior to the first day of class.

CJC-3937 Radar Recertification (16 Hours)
Fall/Spring/Summer
Prerequisites: Valid Radar Certification issued by the State of North Carolina
This course is governed by the North Carolina Criminal Justice Education and Training Standards Commission. This course is designed for certified radar operators to renew their current certifications. Certification requires successfully completion of the course and State administered examination. Only employed, sworn, certified law enforcement personnel may enroll in this course and students must purchase a current radar manual prior to the first day of class.

CJC-3952 Criminal Justice Mandated In- service Training
(Hours Vary)
On Demand
These courses vary by topic name and Hours as mandated annually by North Carolina Criminal Justice Training and Standards and the North Carolina Sheriff's Commission. The successfully completion of each topic and subsequent test is required for all law enforcement and Justice Officers to maintain their certification in North Carolina. A link to current mandated topics:
https://www.facebook.com/surryblet/

LEADERSHIP DEVELOPMENT

MLS-3808D Leadership Yadkin County
(50 Hours)
Fall
Leadership Yadkin County is intended to increase participant knowledge of Yadkin County and enhance their leadership skills. Students will interact with representatives from a variety of local agencies, businesses, and industries Course content will include activities dealing with personality profiles, discussions of selected readings of leadership styles and theories, and presentations from representatives of local agencies, businesses, and industries. An in-depth review of the history, geography, and culture of Yadkin County is included in the course.

MLS-3808C Leadership Surry County
(50 Hours)
Fall
Leadership Surry County is designed for instructional areas related to leadership development and supervisory skills : 1) planning, 2) organizing, 3) controlling, 4) directing, 5) communicating, 6) interpersonal skills, 7) team building, 8) decision-making strategies, 9) change management, 10) negotiating skills, 11) event planning, and 12) other related management skills.

MACHINING

MEC-3010B Machining Technology I
(224 Hours)
Fall
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.

MEC-3010D Intro to CNC
(32 Hours)
Fall
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.

MEC-3010E Intro to CAD/Cam
(48 Hours)
Fall/Spring
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.

MEC-3010F Machine Processes
(80 Hours)
Spring
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. 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 safely perform the basic

operations of measuring, layout, drilling, sawing, turning, and milling.

MANUFACTURING

MNT-3103 Forklift Operator (8 Hours)
Fall/Spring/Summer
Participants successfully completing this course will be eligible for the fork lift operator's license. To be licensed as a Forklift Operator, a student must attend an 8-hour course and pass an exam at the end of the course. Topics to be presented include basic design of lift trucks, stabilization of lift trucks, maintenance, repair costs and safety aspects in operation.

MNT-3111 Manufacturing Production Technician (190 Hours)
Fall/Spring
This course covers the basic and technical skills needed to prepare students for advanced, high-performance manufacturing environment. Course topics may include safety, quality practices and measurements, manufacturing processes & production, maintenance awareness and green production.

MNT-3111A MSSC: Quality Practices and Measurements (48 Hours)
Fall/Spring
This course covers the basic and technical skills needed to prepare students for advanced, high performance manufacturing environment. This course focuses on the MSSC skill standard: "Quality Practices and Measurement" and prepares the student to take the related MSSC assessment.

MNT-3111B MSSC: Processes and Production (48 Hours)
Fall/Spring
This course covers the basic and technical skills needed to prepare the students for advanced, high performance manufacturing environment. This course focuses on the MSSC skill standard: "Manufacturing Processes & Production" and, prepares the student to take the related MSSC, assessment.

MNT-3111C Certified Production Technician (176 Hours)
Spring
This course covers the basic and technical skills needed to prepare students for advanced, high-performance manufacturing environments. Course topics include safety, quality practices & measurement; manufacturing processes & production; and maintenance awareness. The course prepares students for the assessments in the four content modules of the Manufacturing Skill Standards Certification (MSSC).

MEDICAL BILLING AND CODING

MED-3030D (Hybrid) Medical Billing and Coding (180 Hours)
Fall/Spring
Prerequisites: HSD or HSE to take certification exam. Medical Terminology strongly recommended.
This prepares individuals for entry-level healthcare billing and coding positions. Course topics can include but are not limited to the roles and responsibilities of this position, managed 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. Upon completion, students should also be able to utilize MS Windows and the internet to effectively retrieve billing-related information and updates.

MEDICAL TERMINOLOGY

NUR-3235 (Hybrid) Medical Terminology (120 Hours)
Fall/Spring as requested
The 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, their combining forms, and body organization. Program content covers laboratory medicine, pharmacology, and elements of medical terms and names of major diseases including terms used in physical exams, operative procedures and diagnosis.

MEDICATION AIDE

PHM-4100 Medication Aide (24 Hours)
Fall/Spring as requested
Prerequisites: Current NC Nurse Aide I, HSD or HSE.
This course is designed to meet the training requirements for becoming qualified as a Medication Aide. The course will cover the six rights of medication administration via the oral, topical, and installation routes, medical asepsis, hand hygiene, terminology, and legal implications. Upon completion, students should be able to take the competency exam and demonstrate skills necessary to qualify for listing on the North Carolina Medication Aide Registry.

NATIONAL INCIDENT MANAGEMENT SYSTEM

EPT-4300 NIMS Level 300
Varies
This course provides greater description and details of the Incident Command System (ICS) organization and operations, including application of essential principles and description of air operations. There are five modules: Organizations and Staffing, Organizing for Incidents and Events, Resources Management, Air Operations and Incident and Event Planning. This course includes a final exam. Prerequisites: ICS-100, ICS-200, and ICS-700. This course must follow all current Federal Emergency Management Agency (FEMA) guidelines.

EPT-4400 NIMS Level 400
Varies
This course emphasizes large-scale organization development, roles and relationships of the primary staff, the planning, operational, logistical and fiscal consideration related to a large and complex, incident and event management. It describes the application of Area Command and the importance of interagency coordination during complex incidents and events. This course includes a final exam. Prerequisites: ICS-100, ICS-200, and ICS-300. This course must follow all current Federal Emergency Management Agency (FEMA) guidelines.

NOTARY

MLS-3874 Notary Public Education (8 Hours)
Fall/Spring/Summer
This course is designed to provide instruction to individuals who want to become commissioned as a Notary Public. Topics include legal, ethical and procedural requirements of the Notary Act. Upon completion of this course with a passing exam grade of 80%, a person is eligible to make application with the NC Secretary of State office.

LEX-3875 eNotary Public (8 Hours)
Fall/Spring/Summer
This course is designed to provide instruction to students who want to become fully commissioned as a North Carolina eNotary Public. This will be upon successful completion of the eNotary Public Education course and passing the final exam, with a score of at least 80%.

NURSE AIDE I

NUR-3240 Nurse Aide Level I (192 Hours)
Fall/Spring
This course prepares graduates to provide personal care, and perform basic nursing

skills for, the elderly and other adults. Emphasis on aging, process including mental, social, and physical, needs, of the elderly, patient's rights, nutrition, management, elimination procedures, safe environment, restorative services, personal and special care, procedures and activities, human body structure, and function and related common disease/disorders, communication and documentation, death, and dying, and roles of the nursing assistant and, health team members. A skill/competency, evaluation is required. The course includes class, laboratory and clinical learning experiences. Upon satisfactory completion of the course and, skill/competency evaluation, the graduate is, eligible to apply for listing as a Nurse Aide I, by the N.C. Division of Health Service Regulation.

NURSE AIDE I REFRESHER

NUR-3242 Nurse Aide I Refresher (48 Hours)
Spring
Prerequisites: Current or Expired Nurse Aide I listing (not to exceed 48 months)
Corequisites: None
This course is designed to provide a review of the Nurse Aide I core content to prepare individuals who have been or are currently listed on a Nurse Aide I Registry, have successfully completed a state-approved training program, hold a state recognized health care credential from any state as or military personnel who have had medical/corpsman training to sit for the Nurse Aide I State Exam. The course is a minimum of forty (40) Hours and must include the following Nurse Aide I curriculum content: Basic Nursing Skills, Personal Care Skills, Recognition of Mental Health and Social Service Needs, Care of the Cognitively Impaired Residents, Basic Restorative Services, and Resident Rights/ Lab activities are required but clinical rotations are optional. Nurse Aide I Refresher programs must be approved by the Division of Health Service Regulation.

NURSE AIDE II

NUR-3241 Nurse Aide Level II (192 Hours)
Fall/Spring
Prerequisites: NC CNA I and HSD or HSE
This course is designed to prepare graduate to perform more complex skills for patients or residents regardless of the setting. A skill/competency evaluation is required for documenting student competency. The course includes class, laboratory, and clinical learning experiences. Upon satisfactory completion of the course and skill/competency evaluation, the graduate is eligible to apply for listing as a Nurse Aide II by the North Carolina Board of Nursing Nurse Aide Registry. In all employment settings, the Nursing Assistant II will work under the direction and supervision of licensed personnel.

PARAMEDIC

EMS-4400 Paramedic Initial (1300+ Hours)
Spring
Prerequisites: HSD or HSE
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 EMTP program shall be the 1998 United States Department of Transportation (US DOT) National Highway Traffic Safety Administration (NHTSA) EMT-Paramedic course: National Standard Curriculum

PATIENT ACCESS ASSOCIATE

OSC-3602 A (Hybrid) Patient Access Associate (136 Hours)
Spring
Prerequisites: HSD or HSE
This course introduces the skills and abilities needed in today's office environment. Topics include effectively interacting with co-workers and the public, processing documentation, and performing functions typical of today's offices/hospitals. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context. Students will be eligible to sit for certification through the North Carolina Association of Healthcare Access Management to become a Certified Access Associate.

PET GROOMING

ANS-3011G Pet Grooming (24 Hours)
Fall/Spring
This course is designed to prepare the student for an entry level position as a pet groomer. Course topics will include small animal grooming, proper use and care of professional grooming tools, basic small animal anatomy, animal safety, handling/controlling small animals, parasite recognition, animal first aid, and skin disorders. Successful completion of the course will prepare one for employment as a pet groomer or boarder as a personal business or with a commercial organization or veterinary office.

PHARMACY TECHNICIAN

PHM-3250 (Hybrid) Pharmacy Technician Training (204 Hours)
Fall/Spring
Prerequisites: HSD, HSE required to take certification exam.
Corequisites: None
This course is designed to provide instruction in the technical procedures for preparing and dispensing drugs in the hospital and retail settings under supervision of a registered pharmacist. Topics include drug packaging and labeling, out-patient dispensing, hospital dispensing procedures, controlled substance procedures, inventory control, and non-sterile compounding. Upon completion, students should be able to perform basic supervised dispensing techniques in a variety of pharmacy settings. Students are eligible to sit for the Pharmacy Technician Certification Board (PTCB) exam fir certification.

PHLEBOTOMY TECHNICIAN

MLA-3022C (Hybrid) Phlebotomy (196 Hours)
Fall/Spring
This course provides theory and clinical, experiences needed for the proper collection of, blood, and other specimens used for diagnostic testing. Emphasis is placed on ethics, legalities, medical, terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, and specimen collection. Upon completion, students should be able to, safely perform procedures necessary for specimen, collections on patients in various health care, settings and may be eligible for national, certification as phlebotomy technicians.

PROJECT MANAGEMENT

MLS-3810A Intro to Project Management (48 Hours)
Fall/Spring/Summer
This course introduces project management fundamentals and principles

for organizing, planning, implementing, and controlling non- routine activities to achieve schedule, budget and performance objectives. Topics include project life cycles; work breakdown structures; responsibility matrixes; as well as planning and control methods such as PERT/CPM and Gantt charts. Offered as a parallel to curriculum course.

MLS-3810I Intro to Project Management Leadership and Risk (96 Hours)
Fall/Spring
This Leadership portion of this course provides an overview of the importance of project teams and human resource management in the planning, scheduling, and controlling of multi-project programs. Topics include the role of projects in organizations; alternative organizational systems; program management methodologies; team management and leadership; legal/ethical issues; and conflict identification/resolution. While the Assessing Risk portion of the course covers providing various ways to identify, analyze, and mitigate the full range of project risks. Topics include risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning, as well as risk monitoring and control. Offered as a parallel to curriculum courses.

MLS-3810J MS Project and Project Mgmt Capstone (96 Hours)
Fall/Spring
Prerequisites: MLS3810A, MLS3810B and MLS3810F or MLS3810A and MLS3810I
The MS Project portion of this course explores various development and management techniques and tools of integrated project schedules and plans. Emphasis is on project control methods from a scheduling perspective, including critical path networking, float analysis, and schedule performance predictability and accomplishment. Upon completion, students should have a clear understanding of accepted techniques for schedule development and management. The Capstone Project of this course integrates knowledge and skills learned throughout the project management program, including performance, schedule and budget requirements. Emphasis is on the use of project simulation exercises for students to develop, design, present, utilize status reports, justify, and adjust for unplanned occurrences. Offered as a parallel to curriculum courses.

MLS-3810F Project Mgmt Leadership (48 Hours)
Fall/Spring
This course provides an overview of the importance of project teams and human resource management in the planning, scheduling, and controlling of multi-project programs. Topics include the role of projects in organizations; alternative organizational systems; program management methodologies; team management and leadership; legal/ethical issues; and conflict identification/resolution. Offered as a parallel to curriculum course.

MLS-3810E MS Project (48 Hours)
Fall/Spring
This course explores various development and management techniques and tools of integrated project schedules and plans. Emphasis is on project control methods from a scheduling perspective, including critical path networking, float analysis, and schedule performance predictability and accomplishment. Upon completion, students should have a clear understanding of accepted techniques for schedule development and management. Offered as a parallel to curriculum course.

TAXIDERMY

TXY-3407S Taxidermy: Small Game, Fish & Reptile (72 Hours)
Spring
Students in the course will study and gain practical experience in the fundamental techniques of Taxidermy. Course topics will include, but are not limited to, preparation and mounting of various fresh or salt water Fish or Reptiles, and the creation of Fish and Reptile replicas; as well as, Lifesize and Small Game such as Coyote, Fox, Squirrel, etc.

TXY-3407T Taxidermy: Deer and Birds (72 Hours)
Fall
Students in this course will study and gain practical experience in the fundamental techniques of taxidermy. Course topics will include the mounting of Deer, other large game heads as well as Birds/Waterfowl. The course, will focus on animal identification, rebuilding techniques, specimen posing, and natural setting for displays. Molding techniques will also be demonstrated.

TECHNICAL RESCUER

FIP-6501 Rescue Operations
Varies
This certification-related course in rescue operations will present the Technical Rescuer (TR) with the requirements for pre-planning, scene size-up, and hazards assessment for incidents involving rope rescue. This course will also introduce the Technical Rescuer to applicable standards addressing rope rescue, Personal Protective Equipment (PPE), accessory gear, rope software, and rope hardware. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6502 Anchors and MAS
Varies
This certification-related course in anchors and mechanical advantage systems (MAS) will present the Technical Rescuer (TR) with the correct techniques for the setup, operation, and function of various multiple-point anchor and portable anchor/lifting platform systems used during rope rescue incidents. This course should be offered consistent with the most current Office of State Fire Marshal (OSFM) guidelines. Contact OSFM for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6503 Fixed Rope Systems
Varies
This certification-related course in fixed rope systems will present the Technical Rescuer (TR) with the correct techniques for the setup, operation, and function of fixed rope systems used during rope rescue incidents. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6504 Health and Wellness
Varies
This certification-related course in health and wellness will present the Technical Rescuer (TR) with an overview of a healthy lifestyle and its importance to emergency services operations. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6505 Helicopter Transport
Varies
This certification-related course in helicopter transport will present to the Technical Rescuer (TR) general operating and safety guidelines when working with helicopters at emergency scenes for the protection of on- scene emergency providers, flight crews, and the civilian

population. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6506 Horizontal Systems
Varies
This certification-related course in horizontal systems will present the Technical Rescuer (TR) with the correct techniques for the setup, operation, and function of horizontal systems for use at a rope rescue incident. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6507 Lowers and Raises
Varies
This certification-related course in lowers and raises will present the Technical Rescuer (TR) with the correct techniques for the setup, operation, and function of various types of high angle raising and lowering operations involving litters during a rope rescue incident. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6508 Personal Protective Equipment
Varies
This certification-related course in personal protective equipment (PPE) will introduce to the Technical Rescuer (TR) the need for and use of PPE to enable the rescuer to perform his/her duties in a safe and responsible manner. Physical characteristics of rescuers, stress, endurance, and the limitations of equipment will be discussed. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details.
Reference: NFPA 1006 Chapters Five and Six.

FIP-6509 Rescue Equipment
Varies
This certification-related course in rescue equipment will introduce the Technical Rescuer (TR) to the operation and function of various tools and equipment commonly used in rescue operations. This course will also present procedures for care, inspection, and maintenance of personal protective equipment, tactical equipment, and apparatus. The value of periodic inspection and maintenance to reduce the chances of unexpected equipment failure, performance failure, disabling injuries, and fatalities will be discussed. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6510 Rope Basics
Varies
This certification-related course in rope basics will present to the Technical Rescuer (TR) safe and effective methods of rescue in elevated and below grade environments using ropes, knots, and rope related equipment. Mechanical advantage, anchors, anchoring techniques, and stress loads will be covered. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-6511 Victim Management
Varies
This certification-related course in victim management will offer the Technical Rescuer (TR) practical applications for correctly gaining access to, stabilizing the environment, packaging, and removing patients for a rope rescue incident. All the elements of anchors, fixed rope systems, lowers and raises, and high lines are employed. This course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact the Office of State Fire Marshal (OSFM) for details. Reference: NFPA 1006 Chapters Five and Six.

FIP-5900 TR Confined Space Rescue Block
Varies
This Technical Rescuer (TR) Confined Space block course will present the Technical Rescuer with the knowledge, skills, and abilities to satisfy the requirements of Chapter 7 (Confined Space) of NFPA 1006: Standard for Technical Rescue Professional Qualifications. This block includes all four required parts of the Technical Rescuer (TR) Confined Space certification course series as outlined by the NC Fire and Rescue Commission: FIP-5901 TR Confined Space Rescue Operations, FIP-5902 TR Confined Space Rescue Rigging, FIP-5903 TR Confined Space Hazard Control, and FIP-5904 TR Confined Space Victim Management. This transfers as one ""all or nothing"" block to the Office of State Fire Marshal (OSFM). Students must successfully complete all parts to receive certification credit for this block course.

FIP-6404 TR Water Rescue Block
Varies
This Technical Rescuer (TR) Water block course will present the Technical Rescuer with the knowledge, skills, and ability to satisfy the requirements of Chapters 11 and 12 (surface and swift water) of NFPA 1006: Standard for Technical Rescue Professional Qualifications. This block course covers all four required parts of the Technical Rescuer Water certification course series as outlined by the NC Fire and Rescue Commission: FIP-6405 TR Water: Rescue Operations, FIP-6406 TR Water: Rescue Techniques, FIP-6407 TR Water: Rescue Transportation, and FIP-6408 TR Water: Rescue Victim Management. This transfers as one ""all or nothing"" block to the Office of State Fire Marshal (OSFM). Students must successfully complete all portions to receive certification credit for this block course.

FIP-6300 TR Wilderness Search Block
Varies
This Technical Rescuer (TR) Wilderness block course will present the Technical Rescuer with the knowledge, skills, and abilities to satisfy the requirements of Chapter 16 (Wilderness) of NFPA 1006: Standard for Technical Rescue Professional Qualifications. This block includes all four required parts of the Technical Rescuer (TR) Wilderness Rescue certification course series as outlined by the NC Fire and Rescue Commission: FIP-6301 TR Wilderness Rescue Operations, FIP-6302 TR Wilderness Rescue Rigging, FIP-6303 TR Wilderness Navigation & Tracking, and FIP-6304 TR Wilderness Victim Management. This transfers as one ""all or nothing"" block to the Office of State Fire Marshal (OSFM). Students must successfully complete all parts to receive certification credit for this block course.

FIP-5720 TR Machinery and Ag Rescue Block
Varies
This certification-related block course will present the Technical Rescuer with the knowledge, skills, and abilities to satisfy the requirements of Chapter Nineteen (Machinery) of National Fire Protection Association (NFPA) 1006: Standard for Technical Rescue Professional Qualifications. In addition, this course covers agricultural related emergencies and how to mitigate those responses. This block course includes all four required courses of the Technical Rescuer-Machinery and Agriculture certification program as outlined by the NC Fire and Rescue Commission for offering as of July 1, 2016: FIP-5721 TR MAG-Rescue Ops Machinery/Ag, FIP-5722 TR MAG-Stabilize/Extricate, FIP-5723 TR MAG-Large Machine/Ag Equip, and FIP-5724 TR MAG-Victim Management. This transfers as one "all or nothing" block to the Office of State Fire Marshal (OSFM). Students must successfully complete all courses that are part of this block to receive credit for any of the individual courses. Each

course should be offered consistent with the most current NC Fire and Rescue Commission guidelines. Contact OSFM for details.

FIP-6100 TR Trench Rescue Block
Varies
This Technical Rescuer (TR) Trench block course will present the Technical Rescuer with the knowledge, skills, and abilities to satisfy the requirements of Chapter 8 (Trench) of NFPA 1006: Standard for Technical Rescue Professional Qualifications. This block course covers all five required parts of the Technical Rescuer Trench certification course series as outlined by the NC Fire and Rescue Commission. : FIP-6101 TR Trench Rescue Operations, FIP-6102 TR Trench Rigging, FIP-6103 TR Trench Protective Systems, FIP-6104 TR Trench Load Stabilization, FIP-6105 TR Trench Victim Management. This transfers as one "all or nothing" block to the Office of State Fire Marshal (OSFM). Students must successfully complete all portions to receive certification credit for this block course.

FIP-6200 TR Structural Collapse Block
Varies
This course will present the Technical Rescuer with the knowledge, skills, and ability to satisfy the requirements of Chapter 9 (Structural Collapse) of NFPA 1006: Standard for Technical Rescue Professional Qualifications. This block course covers all six required parts of the Technical Rescuer Structural Collapse certification course series as outlined by the NC Fire and Rescue Commission: FIP-6201 TR Collapse Rescue Operations, FIP-6202 TR Collapse Shoring, FIP-6203 TR Collapse Breaking and Breaching, FIP-620 TR Collapse Metal Burning, FIP-6205 TR Collapse Heavy Lifting, and FIP-6206 TR Collapse Victim Management. This transfers as one "all or nothing" block to the Office of State Fire Marshal (OSFM). Students must successfully complete all parts to receive certification credit for this block course.

TRUCK DRIVING

TRA-3607 Truck Driver (384 Hours) Fall/Spring/Summer
The Truck Driver Training program prepares individuals to drive tractor-trailer rigs. This course teaches proper driving procedures, safe driver responsibility, commercial motor vehicle laws and regulations, and the basic principles and practices for operating commercial vehicles. Upon successful completion, students are qualified to take the Commercial Driver's License exam and may become employable by commercial trucking firms or become owner-operators and work as private contract haulers.

TRUCKING LOGISTICS MANAGEMENT

LOG-3400A Intro to Logistics (48 Hours)
Fall/Spring/Summer
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-3400B Transportation Logistics (48 Hours)
Fall/Spring/Summer
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-3400C Fleet Management (48 Hours)
Fall/Spring/Summer
Prerequisites: LOG-3400A
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.

MLS-3810C Operations of Trucking I (48 Hours)
Fall/Spring/Summer
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.

MLS-3810D Operations of Trucking II (48 Hours)
Fall/Spring/Summer
Prerequisites:
MLS-3810A 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.

UPHOLSTERY

TEX-3117D Upholstery: Furniture & Auto (144 Hours)
Fall/Spring
Students will learn the skills necessary to tear down a piece of upholstered furniture (or an Automotive seat) and completely restore it by repairing or rebuilding the frames, replacing parts, and selecting and replacing fabric. This is an entirely hands-on class that requires lifting and the use of sewing machines and cutting tools.

WELDING

WLD-3106O Cutting Processes (64 Hours)
Fall
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-3106A Welding Basic Processes (64 Hours)
Fall
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-3016E: Welding Stick (176 Hours)
Fall
This course provides instruction on the principles and practices of welding. This course introduces the SMAW shielded metal arc (stick) welding process. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. In addition, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

WLD-3106F Welding: TIG - GTAW (128 Hours)
Fall/Spring
This course introduces metal arc welding (MIG), and gas tungsten arc (TIG) welding processes. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat and horizontal positions using GMAW and GTAW equipment. This is a basic course and no experience necessary.

WLD-3106G Welding: TIG/MIG (256 Hours)
Fall/Spring
This informative course will introduce students to the metal arc welding and gas tungsten welding processes. Topics include equipment setup & fillet and groove welds. An emphasis is placed on application of GMAW electrodes on carbon steel plate, as well as safety, and the correct selection of tungsten, polarity, gas, and proper filler rod. Upon completion, students should be able to perform fillet welds on carbon steel with, prescribed electrodes in the flat and horizontal positions using GMAW and GTAW equipment.

WLD-3106L Welding: GMAW MIG Plate (128 Hours)
Fall/Spring

The course introduces basic GMAW (MIG) welding. Emphasis is on the MIG short-circuit process applied with shielding gas. Students will receive instruction on GMAW mild steel electrodes as well. Course content will be specific to MIG welding and will include safety, proper equipment, setup, and welding in various positions on a variety of project carbon steel. Upon completion, students should be able to set up GMAW welding equipment and perform welding on carbon steel plate in various positions.

WLD-3106P Welding: Metallurgy (48 Hours)
Spring/Summer
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-3106Q Welding Fabrication (128 Hours)
Fall/Spring/Summer
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-3106R Symbols and Specifications (64 Hours)
Fall
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-3106S Welding Farm Repair & Fabrication (192 Hours)
Spring
This course is design to develop skill in SMAW or stick welding, which is commonly used for farm equipment repair. Upon completion, students should be able to perform structural welds on thick carbon steel and sheet metal welds with various SMAW electrodes.

WLD-3106U Trailer Welding (with Safety) (104 Hours)
Fall/Spring
This course introduces welding and related skills for utility trailer construction. Topics include safety, proper equipment setup, operation of GMAW equipment, mechanical cutting, and plasma-arc cutting equipment with emphasis on blueprint interpretation and fabrication techniques. This class also includes preparation for OSHA 10 General Industry Certification. OSHA 10 General Industry training is intended to provide entry level general industry workers information about their rights, employer responsibilities, and how to identify, abate, avoid and prevent job related hazards on a job site. The training covers a variety of general industry safety and health hazards which a worker may encounter. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment, and weld utility trailer components to specification.

WLD-3106V Combo Welding Stick & TIG (288 Hours)
Fall
This informative course will introduce students to SMAW, shielded metal arc (stick), and GTAW gas tungsten(TIG) welding processes. Topics include equipment setup and fillet and groove welds. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat and horizontal positions using SMAW and GTAW equipment

STUDENT & WORKFORCE SERVICES

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 and Workforce Services (A building)	3264
Academic Probation	Curriculum (J building)	3382
Academic Support Center	Tutoring (2nd floor, R building)	3460
Add a course	Student and Workforce Services (A building)	3264
Admissions	Student and Workforce Services (A building)	3218
Americans with Disabilities Act	Office of Accessibility Services (R building)	3443
Attendance Policy	Instructor's Syllabus	3510
Books and Supplies	Bookstore (C building)	3249
Business and Industry Services	Workforce, Technologies, & Community Education (Elkin Center)	3605
Campus Police	Information Center (A building)	0
Certification/Licensure Courses	Workforce, Technologies, & Community Education (J Building)	3398
Change Name/Address	Student and Workforce Services (A building)	3264
Change Program/Major	Student and Workforce Services (A building)	3264
Clubs and Organizations	Student and Workforce Services (A building)	3264, 3244
Drop a course	Student and Workforce Services (A building)	3264
Emergencies	Campus Police/Information Center (A building)	0 or 911
Tuition and Fees	Business Office (A building)	3206
Financial Aid	Student and Workforce Services (A building)	3356, 3465
Grading System	Instructor's Syllabus or Student and Workforce Services	3244, 3510
Graduation	Student and Workforce Services (A building)	3264
High School Completion	Purpose Center (A building)	3674
Insurance (Student)	Student and Workforce Services (A building)	3244
Library	R building	3259
Lost and Found	Information Center (A building)	0
Moodle	Technology Services (E building)	3520
Online Learning	Technology Services (E building)	3382
Parking Permits & Regulations	Business Office (A building)	3208, 3253, 3201
Placement Testing	Student and Workforce Services (A building)	3346
Purpose Center	Student and Workforce Services (A building)	3674
Registration	Student and Workforce Services (A building)	3264
Transcripts	Student and Workforce Services (A building)	3264
Transfer Information	Student and Workforce Services (A building)	3264
Tutoring	Academic Support Center (R building)	3460
Veterans Assistance	Student and Workforce Services (A building)	3245
Voter Registration Information	Library (R building)	3443
Work-Based Learning	Purpose Center (A building)	3291

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

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:

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.

(Students interested in pursuing a selective admissions program (Medical Assisting, Nursing, and Physical Therapist Assistant, etc.) must also follow additional admissions procedures.)

North Carolina Residency Status under North Carolina law, each person must be classified as a resident or nonresident for tuition purposes. North Carolina law (General Statute 116-143.1) requires that to qualify as an in-state student for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to enrollment to be considered for classification as a North Carolina resident.

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.

General Admissions Procedures

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

1. Complete the North Carolina Residency Determination Interview (RDS) www.ncresidency.org.
   a. **North Carolina Residency Status** under North Carolina law, each person must be classified as a resident or nonresident for tuition purposes. North Carolina law (General Statute 116-143.1) requires that to qualify as an in-state student for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to enrollment to be considered for classification as a North Carolina resident.
   b. All residency will be determined through a centralized state Residency Determination Service (RDS). Surry Community College no longer determines residency for applicants or students. Applicants or students may contact RDS at www.ncresidency.org or by calling 844-319-3640. Contact information on RDS may also be obtained in Student Services, A-building, Main Campus. SCC recommends beginning the residency and application process at least 45 days prior to the beginning of the semester in which you are applying for admission.

2. Complete an Application for Admissions.
3. 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.
4. Submit official transcripts of all postsecondary education. Official transcripts from high school and all colleges attended are required for:
5. Financial Aid eligibility
6. Transfer credit evaluation
7. Special admission program admission
8. All students entering a degree, diploma, or certificate program **must** take the college's placement test or show proof of meeting course pre-requisites.

Readmission

Students who have withdrawn in good standing and/or who have not attended consecutively, with the exception of summer semester, 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.**

Readmission for Students in Good Standing

Students in good standing that have not attended and/or dropped classes prior to receiving a grade in fall or spring will need to **request readmission** through the Office of Admissions. Applicants for readmission to selected admission programs must follow regular admissions procedures for those programs. General Readmission Procedures:

1. Complete the North Carolina Residency Determination Interview (RDS) www.ncresidency.org.
    a. **North Carolina Residency Status** under North Carolina law, each person must be classified as a resident or nonresident for tuition purposes. North Carolina law (General Statute 116-143.1) requires that to qualify as an in-state student for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to enrollment to be considered for classification as a North Carolina resident.
    b. All residency will be determined through a centralized state Residency Determination Service (RDS). Surry Community College no longer determines residency for applicants or students. Applicants or students may contact RDS at www.ncresidency.org or by calling 844-319-3640. Contact information on RDS may also be obtained in Student Services, A-building, Main Campus. SCC recommends beginning the residency and application process at least 45 days prior to the beginning of the semester in which you are applying for admission.

2. Complete an Application for Readmission. 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.

Readmission for Suspended Students

Students who have been suspended for disciplinary or academic 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 completing the General Readmission Procedures.

1. Complete the North Carolina Residency Determination Interview (RDS) www.ncresidency.org.
    a. **North Carolina Residency Status** under North Carolina law, each person must be classified as a resident or nonresident for tuition purposes. North Carolina law (General Statute 116-143.1) requires that to qualify as an in-state student for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to enrollment to be considered for classification as a North Carolina resident.
    b. All residency will be determined through a centralized state Residency Determination Service (RDS). Surry Community College no longer determines residency for applicants or students. Applicants or students may contact RDS at www.ncresidency.org or by calling 844-319-3640. Contact information on RDS may also be obtained in the Student Services, A-building, Main Campus. SCC recommends beginning the residency and application process at least 45 days prior to the beginning of the semester in which you are applying for admission.

2. Complete an Application for Readmission.
3. 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).

4. New copies of placement test scores are not normally required unless test scores are no longer valid.
5. Persons with readmission status will resume or begin their program of study following the current academic catalog requirements.
6. Currently enrolled high school students (e.g. Early College, Career and College Promise students) must apply for readmission upon high school graduation.

Basic Skills Plus

Basic Skills Plus is designed to prepare students for enrollment in post-secondary education such as career and technical education, certificate and diploma programs, and training for employment. Basic Skills Plus programs require students to be concurrently enrolled in Basic Skills/College and Career Readiness and Curriculum courses. Eligible students may have course tuition or registration fees waived while in this program.

Interested persons should contact Nicole Shores, Transition Coach at (336) 386-3441 prior to applying for admission for eligibility.

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. Career and College Promise is offered in curriculum and Workforce Continuing Education programs. 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. Non-self- supporting curriculum courses taken in/under the Career and College Program are tuition waived. Workforce, Technologies, and Community Education Continuing Education classes may earn curriculum college credit. Please see page 84 for the articulation agreement. Additionally, courses taken as part of the CCP program earn both high school and college credit.

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.

Early College

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. Students should consult their middle school counselor, home school students should contact the appropriate Early College High School office.
2. Upon acceptance by the Early College program through the applicable district, complete the SCC application as directed by college personnel in conjunction with early college administration.
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.**

DACA – Deferred Action for Childhood Arrivals

Current NCCCS policy allows DACA (Deferred Action for Childhood Arrivals) applicants to enroll in SCC at the out-of-state tuition cost. However, acceptance to the college does not guarantee acceptance to a specific program. DACA students do not qualify for federal or state financial aid. Students admitted to programs of study requiring state licensure must be a U.S. Citizen and/or a legal resident to apply for a state license.

International 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 1-6 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 atanet or the local chapter, Carolina Association of Translators and interpreters at catiweb.

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.

Placement Testing

Placement into college-level and developmental education courses at Surry Community College is primarily based on high school performance. Surry Community College accepts students' college transcripts, unweighted high school GPA, ACT, SAT, GED, HiSET, NCDAP, COMPASS, ASSET, and ACCUPLACER scores for college placement.

Surry Community College will use the placement measure that gives students the highest placement into college coursework. For example, if a student's unweighted US high school GPA does not place the student into college-level English, but the student's SAT score does, then Surry Community College will use the student's SAT score for English placement.

1. Placement

Meet or exceed the benchmark scores for the placement test(s) or successfully complete all developmental prerequisites. Students have numerous ways to demonstrate they are college ready, as indicated below.

- **RISE for High School/High School Equivalencies:** An applicant who has graduated from a US high school and has 2.8 or higher unweighted GPA, or has a GED taken since 2014 with a score of 170 or higher in every section, or has HiSet scores with a 15 in every section and a minimum of a 4 on the essay.
- Students with a high school GPA below a 2.8 but above a 2.2 may take college English and math with a co-requisite course.
- A high school GPA below 2.2 or no applicable test scores will require a student to take transition English and math.

OR

- SAT/ACT scores (valid for 10 years): Specific scores will meet the English/Reading and/or Math requirements

For tests taken prior to March 2016:

SAT Critical Reading – 500+ OR SAT Writing – 500, or ACT Reading – 22 OR ACT English – 18+ will meet required competency in English/Reading

SAT Math – 500+ OR ACT Math – 22+ will meet required competency in Math

For test taken in March 2016 or later:

SAT Evidence Based Reading and Writing – 480+, or ACT Reading – 22+ OR ACT English – 18+ will meet required competency in English/Reading

SAT Math – 530 OR ACT Math – 22+ will meet required competence in Math

ACT	SAT	GED
Pre-2011 ENG ≥ 22 READ ≥ 22 MAT ≥ 22	**Pre-2011** Reading AND Writing ≥ 510 Math SAT ≥ 510	**2014-present** - GED ≥ 170 - HiSet ≥ 15 on all tests AND essay ≥ 4
2012-2014 READ ≥ 22 ENG ≥ 18 MAT ≥ 22	**2012-March 1,2016** Reading AND Writing ≥ 500 Math SAT ≥ 500	

ACT	SAT	GED
2014-present ENG ≥ 18 READ ≥ 22 MAT ≥ 22	**2016-present** Math SAT ≥ 530 Reading AND writing ≥ 480	

OR

- Completion of College level English and Math
  A grade or "C" or higher in a college level English composition and math course that meets program MAR requirement

OR

- Completion of an associate's or bachelor's degree from a regionally accredited US college

OR

- Placement Test Scores (all scores are valid for 10 years):
  While discontinued at Surry Community College in 2019, the NC-DAP Math (DMA) and NC-DAP Reading and English (DRE) tests will be valid for 10 years. The following are the required scores is using NC-DAP test:

NC-DAP DMA	
DMA-010	7 (or higher)
DMA-020	7 (or higher)
DMA-030	7 (or higher)
DMA-040	7 (or higher)
DMA-050	7 (or higher)
DMA-060	7 (or higher)

NC-DAP DRE	
DRE Composite Score	151 (or higher)

General Education Development (GED)

Test	Validity Date	Passing Score
Mathematical Reasoning Reading through Language Arts Social Studies Science	1/1/2014 to Present	170 or higher on all tests

High School Equivalency Test (HiSET)

Test	Validity Date	Passing Score
Language Arts- Reading Language Arts- Writing Essay Mathematics Science Social Studies	1/1/2014 to Present	15 or higher on all subject tests, with a minimum of 4 on the Essay

The following tests may also be used to meet English, Reading or Math competencies if taken within the past 10 years:

CPT		**COMPASS**		**ASSET**	
Sentence Skills	86	Writing	70	Writing Skills	41
Reading Comp.	80	Reading	81	Reading Skills	41
Arithmetic	55	Pre-Algebra	47	Numerical Skills	41
Algebra	55	Algebra	46	Elem. Algebra	41

After being out of classes for one semester (not including summer term), students must reapply to the college and retest if scores are older than ten years.

MAT 271 Placement

A student may place into MAT 271 by meeting one of the following criteria within the past five years:

a. A score of 2 or higher on the AP Calculus AB Exam
b. A grade of C or higher in an AP Calculus course and an unweighted high school GPA of 3.0 or higher
c. A score of 90 or higher on the ACCUPLACER College-level Math (CLM) test
d. A score of 46 or higher on the trigonometry section of the ACT Compass Math Placement Test
e. A score of 580 or higher on the old (prior to March 2016) SAT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
f. A score of 600 or higher on the new (March 2016 and beyond) SAT Math and a grade of C or higher in the North Carolina Course of Study.

RISE placement testing is available for applicants who a) graduated more than 10 years ago from high school or b) do not meet the GED/HISET requirements.

The RISE placement test includes the following components:

- ☐ Two RISE English tests
- ☐ Three RISE math tests

All RISE placement tests are multiple choice, administered by computer and untimed. Most students need 45-60 minutes to complete each of the RISE tests.

Students must pass the first RISE English test with a score of 70 percent or higher to qualify to take the second RISE English test. Students must pass the first RISE math test with a score of 70 percent or higher to qualify to take the second RISE Math test and score a 70 percent or greater to take the third RISE math test. See the placement tables for further details.

TABLE 1: ENGLISH Placement

RISE Placement Test and Scores	**English Placement**
Tier 2/Test 2 70% or higher	ENG 111
Tier 1/Test 1 70% or higher	ENG 111 and ENG 011
Tier 1/Test 1 Less than 70%	ENG 002

TABLE 2: MATH Placement

RISE Placement Test and Scores	**Math Placement**
Tier 3/Test 3 70% or higher	MAT 121 MAT 171
Tier 2/Test 2 70% or higher	MAT 121 and MAT 021 MAT 143 MAT 152 MAT 171 and MAT 071
Tier 1/Test 1 70% or higher	MAT 110 MAT 143 and MAT 043 MAT 152 and MAT 052
Tier 1/Test 1 Less than 70%	MAT 003

Testing Center information and Additional Details

There is no fee to take any portion of the test. Students' scores are shared with Success Advisors for academic planning and course selection purposes. Students are encouraged to study for the test in order to achieve the best outcome possible

The RISE placement test can be attempted twice in 10 years.

If special accommodations are required due to functional limitations from a disability, contact Disability Services at (336) 386-3443.

Testing Center procedurals are as follows:

- All students must apply to the college and receive a student ID number before taking the placement test.
- All students must bring a photo ID and their Surry Community College student ID number in order to take the test.
- Food and drinks are not allowed in the Testing Center.
- All cell phones and pagers must be turned off during testing.
- Children are not permitted in the Testing Center.

AVAILABILITY OF PROGRAMS BASED ON EDUCATIONAL PREPARATION

Students who have a High School Diploma, High School Equivalency, 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:

- Automotive Systems Certificate
- Computer-Integrated Machining Certificate
- Construction Technology Certificate
- Electrical Systems-Electrical Track Certificate
- Engineering Design Certificate
- Mechatronics Engineering Technology Certificate
- Medical Office Certificate
- Office Administration Certificate
- Viticulture & Enology Certificates
- Welding Certificate

NOTE: In order to qualify for financial aid, a student must possess a high school **diploma or High School Equivalency.**

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 Dean of Student Services.

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.

Senior Citizen Tuition Free Audit Policy

Effective July 1, 2017, senior citizens (65+ years of age) may audit curriculum tuition free*. To be eligible for free tuition for audit of curriculum classes, you must meet the following criteria and provide documentation for verification:

- Be 65 years of age or older;
- Provide proof of age through a driver's license, state identification card, or other government-issued document.

Under this provision, senior citizens are required to complete an application for admission prior to registering for classes.

Students are allowed to audit classes only on a space-available basis and for reasons acceptable to the appropriate academic division chair. 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.

*Under this provision, senior citizens are responsible for applicable self-supporting or local fees.

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, Discover, and American Express
- 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 Campus Commerce – Students may apply for an installment plan through Nelnet 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 Campus Commerce 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.***
- 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 and Fee Summary

CURRICULUM PROGRAMS: Tuition

The tuition rates listed below were correct as of this publication. These rates are subject to change and will not be final until the legislature adjourns at the end of the semester.

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 Dean of Student and Workforce Services or the Chief Finance Officer.

Type of Fee	Basis	Applies To	Amount
Accident Insurance	Semester	All Students	$3
Distance Education	Course	Students registered for DE courses	$10/DE course
Graduation (non-refundable)	Program	Students ordering diplomas	$20
Campus Access, Parking, and Security Fee (CAPS) (All Students)	Semester	All Students	$5
Placement Test Re-Testing Fee	Each test	Students who choose to re-test	$10
Student Activity	Semester $7.00/Credit Hour – up to 5 hours. (max: $35.00 each	All Students	$105 maximum per year
Technology	Semester (max: $16)	All Students	$1/Credit Hour

Type of Fee	Basis	Applies To	Amount
Transcript (official) (non-refundable)	Upon Request	All students	$3 per official copy

CURRICULM 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 drops prior to the first day 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 is cancelled due to insufficient enrollment.

A 75 percent refund shall be made if the student officially drops 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 of the semester.

Refund of fees will only be made if the student officially drops prior to the first day of class(es). The first day of the academic semester is noted in the college calendar. If the class the student is officially registered for is cancelled due to insufficient enrollment, a full refund will be issued.

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, please contact your designated Financial Aid Counselor.

In all refund cases, students must initiate the drop process through Student and Workforce Services. The Business Office will make the allowable refund only after the proper process has been handled through Student and Workforce Services.

Students will be charged 25 percent of the cost of any course dropped on or after the first day of the semester 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). To make schedule changes of this type, students must see their student success advisors 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 Student and Workforce Services.

Military Student Refunds

Upon request of the student, each college shall:

- Grant a full refund of tuition and registration fees to military reserve and National Guard personnel called to active duty or active-duty personnel who have received temporary or permanent reassignments as a result of military operations then taking place outsidethe state of North Carolina that make it impossible for them to complete their course requirements; and
- Buy back textbooks through the colleges' bookstore operations to the extent allowable under the college’s buy back procedures.

Colleges shall use distance learning technologies and other educational methodologies, to the extent possible as determined by the college, to help active-duty military students, under the guidance of faculty and administrative staff, complete their course requirements.

Workforce, Technologies, and Community Education Tuition and Fees

WORKFORCE TECHNOLOGIES AND COMMUNITY EDUCATION COURSES: Tuition

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.

Workforce, Technologies and Community Education Courses: Waivers

Tuition fees and waivers are set by the North Carolina General Assembly and are subject to change. All College and Career Readiness (ABE, GED, ESL, CED, Family Literacy) classes are offered **tuition free.**

The **technology fee** is waived for College and Career Readiness students, HRD students, and students enrolled in emergency services training courses.

WORKFORCE, TECHNOLOGIES, AND COMMUNITY EDUCATION

CONTINUING EDUCATION TUITION REFUND POLICY

A student who wishes to withdraw from a Workforce, Technologies and Community Education Continuing Education course must contact the Workforce, Technologies, and Community Education office prior to the census date 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.

COLLEGE BOOKSTORE

Surry Community College partners with Barnes & Noble College to make all required textbooks and supplies available to students on campus. In addition to course required materials, the Surry Community College Bookstore carries a selection of electronics, school supplies, apparel, gifts, snacks, and more. The bookstore is located in the C-Building and is open Monday-Thursday, 7:30am-5:00pm, and Friday, 7:30am-3:00pm. Textbooks and merchandise may also be purchased online by going to Surry.bncollege.com.

Textbook Refund Policy

Textbook refunds are permitted up to one week after the start of classes, provided the item is still in saleable condition and you have your receipt or your online order number. After this period, refunds are only available with documentation of a course cancellation, dropped course, withdrawal prior to the 10% point of the scheduled hours of the class, or when the incorrect item was sold.

Book Buybacks

The bookstore offers a Textbook Buyback program to anyone with a valid student ID. Buyback closes the week before classes begin and resumes after the first week of classes, but students typically receive the best value for

their old textbooks during finals week. Textbooks must be in good condition with all components intact to be eligible for buyback.

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 and Workforce 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

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 requiring 16 or more credit hours, providing necessary transcripts and completing any required testing).
- Complete the Free Application for Federal Student Aid, (FAFSA) online at www.studentaid.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, completing the application on the Federal Student Aid mobile app, or requesting a hard copy of the application. 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 KnightLife account.

To receive notification of eligibility, a student should complete an aid application by the following priority 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 Nelnet Payment Plan 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 eligible students who are pursuing a degree, diploma or certificate. 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)" in a degree, diploma or eligible certificate program. 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) in a degree, diploma or certificate program. 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, click on Paying for College, and select Student Loan Search under Resources.

Scholarships

The Surry Community College Foundation, Inc., provides scholarships based on financial need and the criteria determined by individuals, business, industry, and community groups that contribute to the scholarship program. Additional local scholarships are available.

Interested students should visit the College's website, scroll over Paying for College and click the Scholarships link for additional information on the available scholarships and to access the application link. Please consult with your designated counselor if you have additional questions.

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, for a one-time release, or the FERPA release authorization eform, which is available in the student's myknightlife account.

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.

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 semester 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 met with the minimum, cumulative standards of a 2.0 GPA and 67% pass rate.

WARNING

Students will be placed on financial aid warning for one semester 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 semester 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 semester, 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 semester. 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 meets the minimum 2.0 GPA and 67% Pass Rate standard, will be reinstated once they have a satisfactory standing.

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 standard for the semester 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 spring 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) 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 semester.

The semester(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 semester. The FAO will continue to monitor the student's progress each semester 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 semester 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.

Under S2248 PL 115-407 Section 103, Surry Community College will not impose a late fee, denial of access to facilities, or other penalty against a veteran or eligible dependent due to a late payment of tuition and/or fees

from the VA up to the certified benefits amount. However, any portion of the balance not covered by VA benefits is still expected to be settled by the due date.

In accordance with DOE 34 CFR Section 668, Surry Community College restricts fraudulent and aggressive recruitment of military students including, but not limited to, providing compensation to individuals for securing military enrollments or engaging in high-pressure recruitment tactics.

Workforce, Technologies, and Community Education Financial Assistance

- BASIC SKILLS PLUS – Students must be enrolled in College Career Readiness and working toward their High School Equivalency or Adult High School Diploma. Funds are available for students who are working toward a certification in Nurse Aide I or Welding. Interested students should contact Nichole Shores at 336-386-3441 or shoresn@surry.edu.

- FINISH LINE GRANT – This grant is for students who are experiencing hardship with auto repairs, books, childcare, healthcare, housing, transportation, tuition, utilities, and more. To be eligible, students must be 18 years of age and at least 50 percent complete with their credential. Students may receive up to $1000.00. Interested students should contact Joseph 'Jay' McDougal at 336-386-3245 or mcdougaljr@surry.edu.

- GEER SCHOLARSHIP - This funding from the Governor's Emergency Education Relief program is available to North Carolina residents who are enrolled in a WTCE program for 96 hours or more. Interested students should contact Forrest Lineberry at 336-386-3244 or lineberryf@surry.edu.

- GOLDEN LEAF SCHOLARSHIP – Students must be currently enrolled in courses that are 96 hours or more and lead to a certification through WTCE. Funds are available to eligible North Carolina residents, either during the course or once the course is completed. Interested students should contact Forrest Lineberry at 336-386-3244 or lineberryf@surry.edu

- NC WORKS - NEXT GEN (Grant for students 18 – 24 years of age) – Funding available to students who need additional assistance to enter or complete an education program or to secure or hold employment. Interested students in Surry County should call 336-786-9763 and in Yadkin County, students should contact Forrest Lineberry at 336-386-3244 or lineberryf@surry.edu.

- NC Works (Grant for students over 25 years of age) - Funding assistance for job training programs in Career Support Services. Interested students in Surry County should call 336-786-9763 and in Yadkin County, students should contact Forrest Lineberry at 336-386-3244 or lineberryf@surry.edu.

- NORTH CAROLINA DEPARTMENT OF JUSTICE – This program helps to fund Basic Law Enforcement Programs. Interested students should contact Jim McHone, Director of Basic Law Enforcement Training at 336-386-3292 or mchonej@surry.edu.

- PROJECT SKILL-UP – This is a grant-funded program through Golden Leaf Foundation. Students may receive assistance with tuition if they meet set requirements. Interested students should contact Forrest Lineberry at 336-386-3244 or lineberryf@surry.edu.

- STATE EMPLOYEES CREDIT UNION FOUNDATION SCHOLARSHIPS – Available to students who are currently enrolled in a WTCE course that leads to certification. Students must be in good standing. Applications are distributed to students twice per year. Interested students should contact Forrest Lineberry at 336-386-3244 or lineberryf@surry.edu.

- VETERANS ADMINISTRATION EDUCATIONAL BENEFITS - Available to military veterans who are interested in Basic Law Enforcement Training and Truck Driving Training Program. Interested students should contact Joseph "Jay" McDougal, Coordinator of Veteran Affairs at 336-386-3245 or mcdougaljr@surry.edu.

SURRY COMMUNITY COLLEGE FOUNDATION, INC.

The Surry Community College Foundation was established in 1966 with guidance from the SCC Board of Trustees. Priorities for the Foundation are to provide funding for the student scholarship program, to support college initiatives, to acquire property for expansion of educational opportunities, and to promote enhancement of 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 for 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 educational excellence for Surry and Yadkin counties.

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

SCC Foundation Board of Directors

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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 and Workforce Services Office at (336) 386-3264.

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, mathematics, and many other subjects.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC), located on the second floor of the library, offers free tutoring for students enrolled 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 by contacting the ASC at asc@surry.edu, online at https://library.surry.edu/asc, or by calling 336-386-3460. Availabilities may vary depending on times and subject matter. A list of times is available on the ASC website. Students may sign-up for one session or continual help during the semester. Online tutoring sessions are available through Microsoft Teams for distance education students and students at SCC campuses and centers. The Tutor.com link in Moodle course pages provides 24/7 online tutoring for most courses. All sessions are provided free of charge.

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.

COMPUTER RESOURCES

Surry Community College has computer labs that are available for use by students in the Learning Resources Center (Library, first floor). The labs are available for computer classes, computer-related classes, and for computer-assisted instruction. Printers, scanners, and fax are available and wireless Internet access is also available for class and research use.

ACCESSIBILITY SERVICES

The Office of Accessibility 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. Accessibility 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 Accessibility Services at 336-386-3443 or brackenl@surry.edu. A comprehensive description of Accessibility Support Services is provided in MyKnightLife under Services>Disability Services. 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 Accessibility 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 Accessibility Services located in R-building or contact the Student and Workforce 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 Accessibility Services at 336-386-3443.

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 Accessibility Services, 336-386-3443, brackenl@surry.edu.
2. If the problem is not resolved at the Director's level, contact the VP for Academic and Student Affairs, 336- 386-3382, holderc@surry.edu

The VP for Academic and Student Affairs will meet with the Accessibility Services Director and the student in an appeal conference. The VP for Academic and Student 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 and Student 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.

LIBRARY & TECHNOLOGY HELP DESK

The Library, housed on the first floor of 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 page at https://library.surry.edu contains essential information, citation help, 24/7 chat, and access to the full catalog of books, e-books, newspaper and magazine articles, streaming vidoes, and more. All current students have access to library materials from on and off-campus. Research assistance and inter-library loan services are available at the Library as well as through e-mail at library@surry.edu or through the 24/7 chat link on the Library website. Instructional sessions in using library services and resources are available for individuals, small groups, or classes. A local history and genealogy research collection is available on the second floor of the Library.

In addition, the Student Technology Center and Help Desk is available in the library and is open for student use of computers, printers, scanners, and wireless internet. Students who need technical assistance may visit the Help Desk during library hours or contact 336-386-3434, helpdesk@surry.edu, or through a Microsoft Teams Live Session.

The Library is open from 7:30 a.m. to 7:00 p.m. Monday through Thursday, and from 7:30 a.m. to 2:30 pm 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.

VOTER REGISTRATION SERVICES

Throughout the academic year, voter registration opportunities will be made available in the "R" building, 2nd floor, Room 224. For additional information, contact the Director of Accessibility Services, 336-386-3443, brackenl@surry.edu.

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.

A. 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.

POSTHUMOUS RECOGNITION OF A STUDENT

When a currently enrolled student dies prior to completing degree requirements, the accomplishments of the student may be recognized posthumously as a gesture of benevolence to the student's family.

Posthumous Degree – awarded when a deceased student was nearing completion of a degree, diploma, or certificate program.

Requirements:

- The student was currently enrolled at SCC at the time of death.
- The student completed at least 75% of the required courses
- . • The student was in good academic and financial standing with the College.

A member of the College's faculty or staff, or a family member of the deceased student may request consideration for posthumous recognition. The request should be made in writing to the Dean of Student Services. Written permission from the family of the student must be submitted with the request. The request will be evaluated to determine whether the deceased student meets the requirements for a posthumous degree.

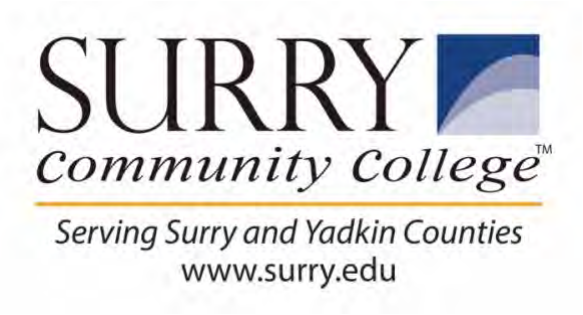
Once eligibility is verified, the request will be submitted to the Vice President of Academic Affairs for recommendation of approval to the President. At the President's discretion, a formal request for approval will be presented to the SCC Board of Trustees.

The awarding of a posthumous degree will not be posted on the student's official transcript. Posthumous recognition will be awarded to the deceased student at a time and place to be determined by the College administration.

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.

POLICY AND PROCEDURES



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

ADMISSIONS POLICY

The College does not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, genetic information or military status in any of its activities or operations.

I. Open Door Admissions

Except as otherwise specified herein, the College maintains an open-door admission policy to all applicants who are legal residents of the United States and who are high school graduates or are at least eighteen (18) years of age. The College shall not solicit or use information regarding the accreditation of a secondary school located in North Carolina that a person attended as a factor affecting admission to the College or to any program of study, loans, scholarships or other educational activity at the College unless the accreditation was not conducted by a State agency. For purposes of this Policy, the term "accreditation" shall include certification or any other similar approval process. Student admission processing and placement determination shall be performed by College officials. Admission requirements for an emancipated minor shall be the same as for an applicant who is eighteen (18) years old or older. Non-emancipated minors may be admitted and allowed to attend the College pursuant to 1D SBCCC 200.95.

The open-door policy does not mean there are no restrictions on admission into specific College programs. Students shall be admitted into specific College programs when they demonstrate aptitude for these programs as determined by personal interest, academic background, placement tests and personal interviews. If an academic deficiency exists, applicants will be given an opportunity to remove the deficiency by taking preparatory work.

For more specific information regarding certain admissions criteria, see Procedure 5.1.1.1.

II. Admissions Denials

A. Basis for Denials

1. Suspension/Expulsion from another Educational Entity.

   If the College suspends or expels a student for non-academic disciplinary purposes, the College shall record the suspension or expulsion in the student's educational record. Upon receipt of a written request signed by the student and subject to all applicable privacy laws, the College shall, in accordance with the student's request, inform other colleges and universities of the term and circumstances of the student's non-academic disciplinary suspension or expulsion, if any. The College reserves the right to refuse admission to any applicant during any period of time that the applicant is under a period of suspension or expulsion from another educational entity for non-academic disciplinary reasons.

2. Safety Concerns.

   The College reserves the right to refuse admission to any applicant if it is necessary to protect the safety of the applicant or other individuals. When making a safety determination, the College may refuse admission to an applicant when there is an articulable, imminent and significant threat to the applicant or other individuals. When refusing admission based on safety concerns, the Chief Academic Officer shall document:

   a. Detailed facts supporting the rationale for denying admission;
   b. The time period within which the refusal to admit shall be applicable and the supporting rationale for the designated time period; and
   c. The conditions upon which the application that is refused would be eligible to be admitted.

3. Residency for Distance Learning.

   The College is not authorized to provide distance learning courses outside of North Carolina unless state authorization has been granted from the state in which the applicant resides. State authorization requires colleges to seek and secure authorization to offer instruction in that state. The College is a member of NC-SARA and SARA-NC, which grants Surry Community College state authorization in member states of NC-SARA.

Admission of applicants residing outside of North Carolina to an on-line degree, diploma, certificate program or individual on-line courses offered by the College is dependent on the College's ability to secure authorization from the applicant's state of residence.

State authorization does not affect the cost of attending the College. Tuition requirements, including those for out-of-state students, still apply. This requirement does not apply to non-credit continuing education courses.

4. Undocumented Immigrants.
An undocumented immigrant is any immigrant who is not lawfully present in the United States. The College shall not admit undocumented immigrants unless all of the following conditions apply:
   a. The undocumented immigrant attended and graduated from a United States public high school, private high school, a North Carolina Adult High School program, or home school that operates in compliance with State or local law.
   b. The undocumented immigrant must comply with all federal and state laws concerning financial aid.
   c. The individual shall not be considered a North Carolina resident for tuition purposes and must be charged out-of-state tuition regardless of whether the individual resides in North Carolina.
   d. When considering whether to admit the individual into a specific program of study, the College shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants.
   e. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.
   f. An admitted undocumented student will not be permitted to register for a class or program of study or be placed on a waiting list until the conclusion of the last published registration date for the term.

5. Readmissions.
The College reserves the right to refuse readmission to a former student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements.

6. Criminal Justice Education and Training.
The College requires students enrolled in courses mandated under N.C.G.S. § 17C and 17E, the North Carolina Criminal Justice Education and Training Standards Commission or the North Carolina Sheriffs' Education and Training Standards Commission to be sponsored by law enforcement agencies until completion of the program. The student must be sponsored by a law enforcement agency to be admitted into the program. Failure to have such sponsorship shall result in an admission's denial.

7. Non-Criminal Justice Education and Training Firearm Courses.
Except for courses governed by Criminal Justice Education and Training, if the College has a program that requires students to possess a firearm, prior to admission, the student must provide proof of eligibility to possess firearms. For purposes of this Policy, "firearm" means a handgun, shotgun or rifle that expels a projectile by action of an explosion; "proof of eligibility" means: i) a current, valid State-issued permit to purchase a firearm; ii) a current, valid State-issued concealed carry permit from North Carolina; iii) a current, valid State-issued concealed carry permit from a state with a reciprocal concealed carry agreement with North Carolina; iv) proof of an exemption from permit requirements pursuant to N.C.G.S. § 14-415.25; or v) a background check to determine whether the applicant can lawfully possess a firearm in North Carolina pursuant to N.C.G.S. §§ 14-269.8; -404(c); -415.1; -415.3; and -415.25.

B. Appeal for Admissions Denials

If an applicant is denied admissions to the College for any of the reasons specified in Section II (A)(1)-(7), within five (5) calendar days following the receipt of the reasons specifying the denial, the applicant may file a written appeal with the Dean of Student Services for a reconsideration. The written appeal shall contain the applicant's reasons why he/she should be admitted and shall include any supporting documentation. The Dean of Student Services shall also meet with the applicant and provide the applicant an opportunity to respond. Within ten (10)

calendar days from receipt of the applicant's written appeal, the Dean of Student Services shall make his/her determination and provide the applicant with a written response.

If the applicant does not agree with the Dean of Student Services determination, within five (5) calendar days following the receipt of the Dean of Student Services determination, the applicant may file a written appeal with the Chief Academic Officer. The Chief Academic Officer shall conduct an "on the record review" and shall make a determination within ten (10) calendar days after receipt of the applicant's written appeal. The Chief Academic Officer's decision is final.

Approved by the Board of Trustees, May 08, 2017
Legal Reference: 1D SBCCC 200.95 and 400.2; NC Community College Written Memoranda CC10-026 (issued 7/12/10)

GENERAL ADMISSIONS PROCEDURES

Admission to the College does not guarantee immediate acceptance to the curriculum program desired by the applicant. Admission to certain programs may have additional specific entrance requirements. Students may have to complete basic skills or developmental level courses before being accepted into their desired curriculum program.

The Office of Admissions administers all admissions requirements and enforces all College admission policies and procedures.

I. Curriculum Programs

A. Diploma and Degree Seeking Applicants

For curriculum diploma and degree-seeking applicants, all applicants must:

1. Complete the North Carolina Residency Determination Interview (RDS) www.ncresidency.org.

   a. North Carolina Residency Status under North Carolina law, each person must be classified as a resident or nonresident for tuition purposes. North Carolina law (General Statute 116-143.1) requires that to qualify as an in-state student for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months I immediately prior to enrollment to be considered for classification as a North Carolina resident.

   b. All residency will be determined through a centralized state Residency Determination Service (RDS). Surry Community College no longer determines residency for applicants or students. Applicants or students may contact RDS at www.ncresidency.org or by calling 844-319-3640. Contact information on RDS may also be obtained in Student Services, A-building, Main Campus. SCC recommends beginning the residency and application process at least 45 days prior to the beginning of the semester in which you are applying for admission.

2. Submit a completed application for admission.

3. Provide an official high school transcript or an official GED score from a regionally accredited institution. These transcripts must include the date the diploma was awarded, the type of diploma and have the institution's official seal. It must be mailed or electronically transferred from the issuing institution or agency. Home school graduates must provide proof of school's registration with the respective state's department of education. Current applicants who are high school seniors should submit a transcript showing work through the end of the first semester of the senior year. A final official transcript must then be submitted upon high school graduation, and before enrollment, to be fully accepted.

Applicants who have completed an associate's degree or higher from a regionally accredited post-secondary institution may submit college transcripts with conferred degree awarded in lieu of high school transcripts.

4. 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 admission program admission

5. To determine if transition courses are required before enrollment into college level math or English, students will need to meet with an advisor. If a student is placed into transition English or math, these courses should be completed during the first two semesters of enrollment. Students do not need to take transition English or Math if:

   Students may waive the placement testing requirements under the following conditions:

   a. Unweighted High School GPA ≥ 2.2
   b. Documentation of acceptable SAT or ACT scores. To be enrolled directly into first level curriculum English or math course, students need a score of 500 on the applicable (Writing or Critical Reading, and/or Math) portion of the SAT, or a minimum of 16 (for co-req, 18 for not) on ACT English or 20 (for co-req, 22 for not) on ACT Reading, or a minimum of 20(for co-req, 22 for not) on ACT Mathematics. SAT and ACT examinations must have been taken within the last three (3) years.
   c. Results of EdReady and/or NCDAP placement tests taken at another North Carolina Community College System institution, which have been taken within the preceding ten (10) years and meet the College's scores. Students who graduated from high school within the last 10 years are not eligible to take the RISE/EdReady placement test.
   d. Grade of an A or a B in a CCRG high school course. A "C" can be used for placement into select math courses with a co-requisite.
   e. Documentation of GED test scores above 170 on all tests. The GED exam must have been taken after 2014.
   f. Results from the HiSET of a 15 or great on all tests AND a 4 or higher on the essay portion of the exam.
   g. Transfer credit (grade "C" or better) received from a regionally accredited institution for college transferrable reading, math, and English courses. Development, transition, or co-requisite level courses may be considered for transfer credit if taken at a North Carolina Community College within the last three (3) years. The student must submit an official transcript to receive transfer credit and to officially waive the need for placement testing.

6. Returning students who are eligible for readmission and who have not been enrolled at the College for one (1) academic semester must submit a new admission's application and update residency classification prior to registration. The student is required to meet the curriculum requirements in effect at the time of readmission according to the current College catalog.

   Students who have been placed on academic or disciplinary suspension must fulfill the terms of their suspension before being considered for readmission.

Academic Re-Instatement

Suspended students seeking readmission must petition for re-instatement to the Chief Academic Officer prior to the beginning of the semester. The petition is an electronic form, *Application for Readmission*, 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 Chief Academic Officer will review the request 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 Chief Academic Officer.

Disciplinary Suspension Re-Instatement
Students on disciplinary suspension must also submit a letter to the Dean of Student Services requesting readmission. The Dean of Student Services will review the request and any other supporting documentation submitted by the student and will deliver the decision in writing. Until students receive the decision in writing, students should remain off-campus.

The College reserves the right to deny readmission to a former student, including a student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements. All of the student's debts to the College must be paid in full before registering for courses.

B. Non-Degree Seeking Applicants

Non-degree seeking students are those students who enroll in one or more courses but do not desire to graduate from one of the established curricula. The student may register for any course which is open to all students and does not require a prerequisite. However, if a student plans to register for a course that requires a prerequisite course, the student must submit an official transcript from a regionally accredited institution showing completion of this requirement with a grade of "C" or better prior to registering. An applicant who plans to enroll in mathematics and/or English courses must satisfactorily complete the College placement test requirement or meet one of the aforementioned waivers. Students may not register for courses in a program that has a waiting list or restricted admission (such as nursing).

Non-degree seeking students are not eligible for financial aid or veterans benefits nor are they permitted to earn any degree, diploma or certificate awarded by the College.

II. Workforce, Technologies, and Community Education (WTCE) Programs

For applicants seeking admission to a continuing education program, all applicants must complete the College's continuing education registration process and pay the applicable tuition and institutional fees.

Workforce, Technologies, and Community Education (WTCE) students can register in a variety of ways: 1) walk-in registration available on the main campus or at one of our four off-campus centers, 2) by fax, 3) by mail, 4) online, or 5) at the first class meeting. Not all classes are available for online registration; contact the main WTCE office (336-386-3398) concerning your best registration method.

Any person sixteen years of age or older may be admitted to a Workforce, Technologies, and Community Education class, with the exception of the BLET and Certified Nursing Assistant Programs. BLET applicants must be at least 20 years of age. A student can be 19 years old and be accepted in the program as long as he/she turns 20 years old prior to the state written examination. Certified Nursing Assistant students must be 16 ½ years old by the first day of class.

III. Certificate Programs

For applicants seeking admission to a certificate program, all applicants must complete the College's certificate program registration process and pay the applicable tuition and institutional fees. Students who change from certificate programs to diploma or associate degree programs must complete the additional requirements for admission to those programs.

IV. Provisional Admissions

In certain situations, an applicant may be provisionally accepted by the College and permitted to register prior to completion of all admissions requirements. Students who are admitted on a provisional basis must complete all admission requirements within the first semester of attendance. Failure to complete the provisional requirements could result in the student being denied continued admissions for the next semester.

HIGH SCHOOL STUDENT ENROLLMENT PROCEDURE

I. Enrollment of High School Students (non-degree seeking)

The College provides seamless opportunities for high school students to get a head start with their college education by enrolling in eligible pathways through Career and College Promise ("CCP"). Enrollment in identified courses is available to students enrolled in public and private schools (including home schools) through articulation agreements between the school system and the College and approved by the North Carolina Community College System Office.

II. CCP Overview

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

A. CCP Pathways

The three pathways are:

1. College Transfer Pathways (CTP) require the completion of at least 30 Semester hours of transfer courses, including English and mathematics.

2. Career and Technical Education Pathways (CTE):

   a. a curriculum Career and Technical Education Pathway leading to a certificate or diploma aligned with a high school career cluster.

   b. Workforce Continuing Education Pathway (WCEP) leading to a State or industry recognized credential aligned with a high school career cluster.

3. Cooperative Innovative High School Programs (CIHSP) are located on college campuses (unless a waiver was provided) and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years. Examples include Early and Middle College High Schools.

Reference: 1D SBCCC 400.11 and 1D SBCCC 300.4

B. College Transfer Pathway Requirements:

1. Be a high school junior or senior; (Public, private, and home school students are allotted one year as a junior and one year as a senior.)

2. Have an unweighted GPA of 2.8 on high school courses; OR Demonstrate college readiness on an approved assessment in English, reading and mathematics.

To maintain eligibility for continued enrollment, a student must continue to make progress toward high school graduation and maintain a 2.0 in college coursework after completing two college 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 of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may enroll in one College Transfer pathway program of study and one Career Technical Education or Workforce Continuing Education program of study.

C. Career and Technical Education (CTE) & Workforce Continuing Education (WCE) Requirements:

1. Be a high school junior or senior AND (Public, private, and home school students are allotted one year as a junior and one year as a senior.)

2. Have a unweighted GPA of 2.8 or higher OR

3. Demonstrate college readiness on an approved assessments English, reading and mathematics OR

4. Recommendation of High School Principal

5. Students meeting eligibility by recommendation of the high school principal are only eligible to enroll in a CTE and/or WCE pathway without UGETC (Universal General Education Component) courses.

6. Have received career pathway information outlining program requirements for completion of the certificate or diploma

7. Any student enrolling in the Nurse Aide pathway, through WTCE, is required to meet the age requirement of 16.5 years of age by the first day of class

8. Any student enrolling in the Pharmacy Technician pathway, through WTCE, is required to be a high school senior. Students may sit for the PTCB exam within 60 days of high school graduation but certification will not be granted without evidence of a completed high school diploma

To maintain eligibility for continued enrollment, a student must continue to make progress toward high school graduation and maintain a 2.0 in college coursework after completing two college courses. A student may concurrently enroll in no more than two CTE or WCE programs of study provided the exception has been approved by the college's chief academic officer or chief student development administrator and the high school principal or designee. With approval, a student may enroll in one College Transfer pathway program of study and one Career Technical Education or Workforce Education program of study. Based on State Board of Education Policy, 1 & 2 semester-hour-courses will not count as high school credit but will count as college credit. CCP students are eligible to enroll in these courses if the course is part of a pathway.

D. CCP Tuition & Fees

CCP students pay no tuition. Textbooks and course fees are a student's responsibility. However, there may be local provisions for them. Students should check with their principal or counselor to verify how these costs are paid. Transportation for high school students will not be provided by the College.

III. Exclusive College Programs for Minors

Unless they are participating in a CCP program, the College cannot offer enrollment options for students who are under the age of sixteen (16) unless they have earned a high school diploma.

Legal Reference: N.C. Session Law 2011-145, § 7.1A(a)-(l); Article 15, Part 9, Chapter 115C of the N.C.G.S. – Cooperative Innovative High School Programs; 1D SBCCC 200.95

HEALTH SCIENCE PROGRAMS PROCEDURE

The Health Science Programs identified in the following list are designated as limited enrollment programs. Factors for admission include, but are not limited to: clinical space availability, instructor-to-student ratios specified by the applicable accrediting/approving agencies and/or other limited instructional resource In addition, Health Science Programs may have additional student enrollment criteria including, but not limited to: 1) successful completion of required developmental courses; 2) minimum GPA requirements; 3) successful completion of clinical enrollment requirements (i.e., criminal and drug background checks); and 4) other content criteria. See the "Programs" section on the college website for program-specific information and criteria.

Associate Degree Nursing (ADN)
Practical Nursing (PN)
Nurse Aide
Regionally Increasing Baccalaureate Nurses (RIBN)
LPN-BSN
Physical Therapist Assistant Emergency Medical Science

BASIC LAW ENFORCEMENT TRAINING PROCEDURE

The North Carolina Basic Law Enforcement Training ("BLET") is a State accredited program designed to prepare entry level individuals with the cognitive and physical skills to become certified police officers and deputy sheriffs.

To be accepted into the College's BLET program, students must meet the following criteria:

1. Must complete a BLET application.
2. Must be at least 20 years of age or older before completion of program.
3. Must be a citizen of the United States of America.
4. Must be a high school graduate or have earned a high school equivalency (high school diplomas earned through correspondence enrollment are not recognized toward educational requirements).
5. Must provide a medical examination report, properly completed by a physician licensed to practice medicine in North Carolina, a physician's assistant, or a nurse practitioner, to determine the applicant's fitness to perform the essential job functions of a criminal justice officer.
6. Must take a standardized reading comprehension test and score at the tenth grade level or higher within one year prior to entrance into the BLET program.
7. Must provide a certified criminal record check for local and state records for the time period since the applicant had become an adult and from all locations where the applicant has resided since becoming an adult. An Administrative Office of the Courts criminal record check or a comparable out-of-state criminal record check will satisfy this requirement.
8. Must have not been convicted of a felony or:

    a. a crime for which the punishment could have been imprisonment for more than two years; or
    b. a crime or unlawful act defined as a "Class B misdemeanor" within the five year period prior to the date of application for employment unless the applicant intends to seek certification through the North Carolina Sheriffs' Education and Training Standards Commission; or
    c. four or more crimes or unlawful acts defined as "Class B Misdemeanors" regardless of the date of conviction; or
    d. four or more crimes or unlawful acts defined as "Class A Misdemeanors" except the trainee may be enrolled if the last conviction occurred more than two years prior to the date of enrollment; or
    e. a combination of four or more "Class A Misdemeanors" or "Class B Misdemeanors" regardless of the date of conviction unless the individual intends to seek certification through the North Carolina Criminal Justice Education and Training Standards Commission.

9. Every individual who is admitted as a trainee in the BLET program shall notify the BLET of all criminal offenses which the trainee is arrested for or charged with, pleads no contest to, pleads guilty to or is found guilty of, and all Domestic Violence Orders (N.C.G.S. § 50B) which are issued by a judicial official and which provide an opportunity for both parties to be present.

    The notifications must be received by the College within thirty (30) days of the date the case was disposed of in court.

Reference: NCDOJ Basic Law Enforcement Training

ACCEPTANCE OF TRANSFER STUDENTS/CREDIT POLICY

A. Course work transferred or accepted for credit toward an undergraduate degree must represent collegiate course work relevant to the degree with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the College's undergraduate degree program.

B. Any such earned credit must meet the minimum College academic standards of a grade of "C" or better and must parallel the content of similar courses offered. The maximum amount of credit allowed to be transferred is seventy-five percent (75%) of the College's curriculum. Any course taken at a North Carolina Community College System institution will be accepted for the equivalent course except as specified herein.

    For all others, the following criteria will be considered in determining the acceptability of the transfer course work:

1. Accreditation of the school by a regional or national accrediting body recognized by the United States Department of Education. Accreditation does not guarantee acceptance of transfer credit.
2. Equivalency of course descriptions, outcomes and analysis of course level, content, quality, comparability, and degree program relevance. It shall be the student's responsibility to provide documentation of this equivalency, which may include, but is not limited to, syllabi, course catalogs, course outcomes, etc.
3. Use of recognized guides, such as those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers and the National Association of Foreign Student Affairs.
4. If the school was not accredited by a regional or national accrediting body recognized by the United States Department of Education at the time the course was taken, additional documentation will be required. It shall be the student's responsibility to provide any additional documentation requested.
5. For skills-based courses, particularly those in the advanced technology programs, demonstration of student skills may be a component of the evaluation process. Once a course is approved for transfer from a particular school, the course will be entered on a master list maintained by Student Services. Courses will be re-evaluated at least once every two years. Decisions related to acceptance of credit will be made by the appropriate faculty member(s) and academic Dean in consultation with the Chief Academic Officer.

C. The responsibility for determining transfer credit from other colleges and universities rests with the Office of Student Services. When there is doubt about the appropriateness of transfer credit or when a student wishes to appeal a transfer credit decision, the transcript will be referred to the appropriate faculty member(s) and academic Dean whose decision will be final. In such cases, the academic Dean will note the decision in the student's academic file. Time limits may be imposed in certain situations, such as for allied health program courses. Student Services and the appropriate academic Dean will maintain a list of courses that have time limits for transfer.

D. When a student transfers from a postsecondary institution to the College, the following steps will be implemented:

1. The student fills out an application for admission and is responsible for providing an official high school transcript and an official transcript from any other postsecondary institution. The student should allow at least one month for the transcript evaluation process prior to registering for classes.
2. The Office of Student Services evaluates the transcript and credit is accepted in accordance with the College's program offerings and the procedure stated herein. No credit for a course with a grade lower than a "C" may be transferred. The transcript evaluation is conducted in cooperation with the appropriate faculty member(s) and academic Dean, as applicable.
3. The student is given placement test(s), if applicable.
4. The student continues with registration procedure.

   The College recognizes the following additional opportunities for awarding transfer credits:

   1. College Board Advanced Placement Program ("AP"): College course credit will be granted to students who pass the AP examinations as outlined below. Students must submit official AP test scores to the Office of Student Services for consideration of granting college credit.
   2. 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. Students must submit a CLEP transcript to the Office of Student Services for consideration of granting college credit.
   3. Educational Experiences in the Armed Services: Servicemen and veterans may be awarded college credit for service schools they have attended. The student must submit official military transcripts to be evaluated for credit. Only course credit recommended by American Council of Education (ACE) guides is granted Contact Student Services for more information.
   4. Non-curriculum to Curriculum Transfer Credit: Non-curriculum course work from the College related to curriculum instruction may be transferred or accepted for credit towards curriculum courses in specific programs. Students must have earned a minimum letter grade of a "C", passed the final assessment with a proficiency of 70% or better or successfully passed the applicable credentialing exam. The appropriate academic Dean will approve non-curriculum course material prior to officially granting curriculum

credit. Faculty teaching courses for which CE to CU credit may be awarded must meet all SACSCOC credential requirements.

5. College Tech Prep Articulation: Through the statewide College Tech Prep Articulation agreement among high schools and community colleges and efforts of 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. The current SCC College Tech Prep Articulation Agreement is shown below:

E. International Transcripts If transfer credit is desired, the transcripts must be evaluate 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.

FINANCIAL AID POLICY

The College provides the opportunity for all students to apply for certain types of financial aid programs. The College administers these programs in accordance with all applicable laws, rules and regulations. Requirements and critical dates for receiving financial aid are outlined in the College's catalog and on the College's website.

ATTENDANCE POLICY

I. ATTENDANCE REQUIREMENTS

The following attendance requirements shall apply to all College students:

A. 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 "Administrative Drop 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. Workforce, Technologies, and Community Education 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. The BLET Program requires 100% attendance.

B. Any student who has not attended at least one face-to-face class meeting or completed one assignment/activity for an online class by the date in which ten percent (10%) of the class has passed will be reported by the instructor as "never attended". A student who has never attended a class by the ten percent (10%) date is no longer enrolled in the class and will not earn credit or receive a tuition refund for the course.

Under extenuating circumstances, a student who has never attended by the ten percent (10%) date may petition for reinstatement in the class and earn course credit. The student should complete the Late Add electronic form and outline, the extenuating circumstances prior to the ten percent (10%) percent date of the class and provide compelling documentation to support the request for reinstatement. Reinstatement will only be considered by the Chief Academic Officer when the absences were due to unforeseeable and uncontrollable circumstances.

C. Any student who has been absent for two consecutive weeks in a 16-week term or one week in shorter academic terms may be administratively withdrawn from the course. A student in an online or hybrid course be administratively withdrawn following two consecutive weeks in a 16-week term (or one week in shorter academic terms) of missed assignments, missed attendance (for hybrid), and lack of communication with the instructor regarding course

participation. Consistent with policies establishing attendance in online courses, logging into a course site but failing to perform the aforementioned actions does not constitute attendance. A grade of "W" or "WF" (at the instructor's discretion) will be assigned for any course from which the student is administratively withdrawn. After the ten percent (10%) date of the class and under extenuating circumstances, a student may petition, in writing, the instructor, for reinstatement in the course upon demonstrating the capacity and likelihood of satisfactorily completing requirements as indicated on the course syllabus. Reinstatement will only be considered when the absence was due to unforeseeable and uncontrollable circumstances. Tuition refunds or credits will not result from an administrative withdrawal.

D. The College provides reasonable accommodations, including a minimum of two (2) excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures for this Policy and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. An accommodation request imposes responsibilities and obligations on both the College and the student requesting the accommodation. College faculty are required, as part of their responsibility to their students and the College, to adhere to this Policy and ensure its full and fair implementation by reasonably accommodating students' religious practices or beliefs. Regardless of any accommodation that may be granted, College students are responsible for satisfying all academic objectives, requirements and prerequisites as determined by their instructor and the College.

1. Academic year: The sequence of fall, spring and summer semesters.
2. Reasonable accommodation: Any change in an academic course or program of study with respect to the way tasks or responsibilities are customarily done that enables a student to observe his/her religious practice or belief without creating an undue hardship.
3. Religious practice or belief: A practice or observance that is sincerely held within the tenants of that religious belief.
4. Undue hardship: An accommodation that would require significant expense or difficulty for the College or would result in the inability of the student to perform an essential function of his or her course/program of study. The determination of undue hardship is dependent on the facts of each individual situation.

Legal Reference: N.C.G.S. § 115D-5(u); 1B SBCCC 500.99; 1G SBCCC 200.93

STUDENT CLASSIFICATION PROCEDURE

A. A full-time student is a student enrolled in a given semester with twelve (12) or more semester hours of credit. A part-time student is a student enrolled with fewer than twelve (12) semester hours of credit. 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.

B. Part-time students may enroll for individual curriculum courses. Credit earned by such students may be applied to a degree, diploma or certificate depending upon the level of such work.

C. Special credit students who do not wish to apply for a degree, diploma, or certificate program may enroll for individual curriculum courses upon completion of an application for admission only. Special credit students who later wish to enroll in a program of study must complete all admission requirements and declare a program of study. Credit earned as a special credit student may be applied to program requirements, if appropriate.

Legal Reference: IG SBCCC 100.1

STUDENT RELIGIOUS ACCOMMODATION PROCEDURE

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 *Student Religious Accommodations Form.*
4. Present this form to the instructor 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.
5. The instructor and the student should discuss what a reasonable accommodation should include in all given cases. At a minimum, reasonable accommodations must provide that the student who is absent on days of examinations or class assignments due to a religious observance will have an opportunity to make up the work, without penalty, unless granting the make-up opportunity would create undue hardship. If the instructor and student agree upon a reasonable accommodation, the accommodation is then documented and shall be implemented.
6. The student must take an instructor-signed copy of the form to Student Services to be reviewed by the Dean of Student Services.
7. If the Dean of Student Services grants the excused absence for the purpose of religious or non-religious observance, students shall be given the opportunity to make up any work or tests missed during an excused absence.
8. The absences will count toward the total number of absences allowed per individual instructor syllabi. Excused absences from classes or examinations for religious observances will not be counted against any mandatory attendance requirements, but they do not relieve students from responsibility for any part of the course work required during the period of absence. The instructor may appropriately respond if the student fails to satisfactorily complete any alternative assignment or examination.
9. 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.
10. 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
11. Students who misrepresent facts in connection with the request are subject to disciplinary action.
12. If the instructor denies the student request for a reasonable accommodation, or only agrees to provide an accommodation that is unsatisfactory to the student, the student and the instructor will meet with the appropriate Division Chair/Director. If the parties cannot reach a consensus, the student may file a written grievance directly to the academic Dean within five calendar days after the meeting with the Division Chair/Director. The Academic Dean shall meet with the student, instructor and Division Chair/Director and hear from all parties regarding the student's requested accommodations and make a written determination regarding the student's request. The student may appeal the academic Dean's decision to the Chief Academic Officer within five (5) calendar days of receipt of the academic Dean's written determination. The Chief Academic Officer will conduct an "on the record" review and, at the Chief Academic Officer's discretion, hear from the parties. The Chief Academic Officer will render a final decision. Where a timely request is made by the student but denied by the instructor, the grievance process shall be expedited as much as reasonably possible to ensure that a student pursuing a religious accommodation is not unduly disadvantaged by the passage of time.

ABSENCES FOR MILITARY SERVICE MEMBERS PROCEDURE

The College shall allow any enrolled student who is in the United States Armed Forces who has received temporary or permanent re-assignment as a result of military operations and a National Guard service member placed onto State active-duty status during an academic term to be given an excused absence for the period of time the student is on active duty.

A. The College shall provide the student the opportunity to make up any test or other work missed during the excused absence.
B. The College shall give the student the option, when feasible, to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty.
C. The College shall give the student the option of receiving a temporary grade of "incomplete" for any course that the student was unable to complete as a result of being placed on State active duty status; however, the student must complete the course requirements within one (1) one calendar year from the date the grade is issued to complete the work necessary to have the "I" changed to another grade and avoid receiving a failing grade.
D. The College shall permit the student to drop, with no financial penalty, any course that the student was unable to complete as a result of being placed on State active-duty status.

Legal Reference: 1B SBCCC 500.1

WITHDRAWAL FROM COURSES POLICY

I. Student Voluntary Withdrawal from Course(s)

A. Ten Percent (10%) Date

A student may withdraw from a course for a partial refund on or before the official ten percent (10%) date of the semester. For more information on tuition/fee refunds, see Policy 6.1.4 – Tuition/Fee Refunds. In the case of withdrawal on or before the official ten percent date (10%) date of the semester, the withdrawn course(s) will not be included on the transcript.

B. Seventy Five Percent (75%) Date

At any point prior to the seventy five percent (75%) date of the semester, a student may voluntarily withdraw from his/her courses. Students will not be allowed to voluntarily withdraw from courses past the seventy five percent (75%) date. All applicable deadlines will be published in the course syllabus.

It is the student's responsibility to withdraw from course(s) if he/she cannot meet the requirements of the course. The student should first consult his/her instructor or advisor before requesting to be withdrawn from a course. Students receiving financial aid should also consult a financial aid advisor before requesting to be withdrawn from a course. Withdrawing from a course could substantially delay the completion of the student's program of study and may have impacts on future financial aid eligibility.

To officially begin the withdrawal process, the student should complete the "Drop a Course" electronic form.

Students must officially withdraw from any course they stop attending in order to ensure that they will not receive an "F" in the course. In the case of a withdrawal, the student will receive a "W" or "WF" (at the instructor's discretion. A "W" will not include the grade point average but will appear in the student's official transcript.

II. Student Involuntary Withdrawal from Course(s)

A. Students who register for a course and do not attend classes prior to ten percent (10%) will be dropped by the instructor.

B. Any student who accumulates absences in excess of fifteen percent (15%) of the course contact hours may be withdrawn from the class at the instructor's discretion. If a student's absences exceed 15% of the scheduled class hours, the instructor may submit a Administrative Withdraw 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.

C. Students maybe involuntarily withdrawal from courses for disciplinary reasons subject to the student discipline policies.

AUDITING COURSES POLICY

Any individual wishing to attend a curriculum course without receiving formal credit may audit a course based on the following:

A. The individual pays the normal tuition and fees. However, any person who is at least 65 years old may audit curriculum tuition free*. To be eligible for free tuition for audit of curriculum classes, the individual must meet the following criteria and provide documentation for verification:

1. Be 65 years of age or older;
2. Provide proof of age through a driver's license, state identification card, or other government-issued document.

Under this provision, senior citizens are required to complete an application for admission prior to registering for classes.

Students are allowed to audit classes only on a space-available basis and for reasons acceptable to the appropriate academic division chair. 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.

*Under this provision, senior citizens are responsible for applicable self-supporting or local fees.

B. Auditing students do not take tests or examinations, they do not receive grades, credit or financial aid, and cannot later change the "audit" to credit. An audit grade will not be included as hours attempted or hours earned, and it will not be considered in the calculation of grade point average (GPA). Financial aid and veteran's benefits do not cover audited courses.

C. Students auditing a course must meet the same course prerequisite and attendance standards as all other students in the course. Auditing a course will not meet the prerequisite of any sequential or higher-level course.

D. Auditing is subject to open seats in the course and a student who audits a course shall not displace other students seeking to enroll in the course.

E. Instructors may request of the Chief Academic Officer that an auditor be officially removed from the course if the auditor is interfering with the learning process.

F. 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.

Legal Reference: 1D SBCCC 700.1; S.L. 2017-57

GRADING SYSTEM POLICY

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
CE	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
WE	0

*If students have taken 30 credit hours and have 90 grade points, their Grade Point Average is 3.0 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., ENG 002) are not included in the calculation of GPA or selection academic honors (Dean's List or President's List).

GRADE APPEAL POLICY

This Policy shall apply to grade appeals unrelated to issues pertaining to the Code of Student Conduct. The grade appeal process applies only to final course grades. Students have grounds for an appeal if they believe a grade has been awarded capriciously, arbitrarily, or prejudicially. In the event a student appeals a grade that prevents progression in a program, the student will be allowed to enroll and attend the following semester pending the outcome of the appeal. For sequential classes that have a clinical component, the student will be allowed to take the academic coursework but will not be allowed to participate in the clinical component of the class until the appeal is over. If the grade is upheld, the student will be administratively dropped from the course and refunded the tuition.

A. If a student is dissatisfied with their grade, the student must first meet with the instructor who assigned the grade within five (5) business days after official receipt of that grade. The instructor will make a written determination and provide it to the student. In cases where the student is unable to meet in person with the instructor, the student may contact the instructor by letter or email. If the instructor is no longer employed at the College, the student may proceed to step two.

B. If the student is still dissatisfied with the instructor's determination, within five (5) business days thereafter, the student may meet with the respective Division Chair/Director. In cases where the student is unable to meet in person with the Division Chair/Director, the student may contact the Division Chair/Director by letter or email. The Division Chair/Director will make a written determination and provide it to the student.

C. If the student is dissatisfied with the Division Chair/Director's determination, within five (5) business days thereafter, the student may meet with the academic Dean. The student must present the academic Dean a written request for an appeal conference. In cases where the student is unable to meet in person with the academic Dean, the conference may occurs via email, phone, or MS Teams. 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) business days following the completion of the conference. A copy of the Dean's decision shall be delivered to the student and the instructor and the original shall be filed with the Chief Academic Officer.

D. If the student is dissatisfied with the respective academic Dean's determination, the student may file a written appeal with all documentary evidence to the Appeal Council. Written notice of appeal must be submitted to the Chief Academic Officer within five (5) days following receipt of the decision.

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 and Student Affairs within ten (10) days following receipt of the decision.

Academic Appeal Council

A. The Academic Appeal Council is composed of the Vice President of Academic and Student Affairs, 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 Chief Academic Officer.

1. 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.
2. 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.
3. 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.
4. The decision of the Academic Appeal Council is binding and may not be appealed.

Day-Times Limitations

A. 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

A. 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 and Student Affairs 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 and Student Affairs, it is to be filed with the President of the College.

ACADEMIC PROBATION POLICY

A. 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.

B. 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:

1. Limiting the amount of courses in which the student may register in the subsequent semester.
2. Repeating a course in which the student earned a low grade.
3. Meeting with someone in the Purpose Center to discuss program and career options.
4. Meeting with someone in the Academic Support Center and attend appropriate student success seminars.

C. If a student is on academic probation for two consecutive semesters, the student will be placed on academic suspension for the next semester and, prior to readmission, must meet with an advisor and request academic reinstatement.

Suspended students seeking readmission must complete the electronic "Academic Appeal-Readmission" form and submit to the Chief Academic Officer prior to the beginning of the semester. The appeal is a written statement that should include the reasons they would like to be admitted, proposed course load, educational goals, their other time commitments, and any other information that might provide an explanation of the circumstances that led to the academic suspension.

The Chief Academic Officer will review the form 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 Chief Academic Officer.

CURRICULUM PREREQUISITE POLICY

The purpose of a prerequisite and/or a co-requisite is to ensure student success.

Surry Community College requires all students to follow course co/pre-requisites as outlined by the North Carolina Community College System and SCC Catalog. However, students who have evidence (transcripts, test scores, portfolios, etc.) may submit a "Co/Pre-Requisite Waiver" electronic form to the division chair/director and/or dean/executive director who oversees the course in question. Documentation of the approved waiver will be maintained on file in the Office of Student Services

Legal Reference: 1D SBCCC 400.97; Numbered Memo CC06-269

CURRICULUM PREREQUISITE PROCEDURE

In certain circumstances, students may demonstrate readiness through other means. In such cases, prerequisites or co-requisites may be met or waived with appropriate approvals.

I. Credit by Examination

A student may petition the course instructor by written application for permission to seek course credit by examination. A maximum of 75% of the total credit hours needed for a student's respective program can be credit by examination. To obtain permission to take a credit by examination test, students should follow these steps:

A. Register for the course and pay the appropriate tuition and fees.
B. By the end of the drop/add period, the student must complete the "Proficiency Examination Permission" form and submit the course instructor. Approval must be granted from the instructor, the appropriate Division Chair/Director, and the Academic dean. During this time, the student should remain in class.
C. Attend class regularly and participate fully until the student successfully passes the exam. This time should be used by both the student and the instructor to assess the student's chance of success in challenging the course. The student should make the instructor aware on the first day of class that he/she is contemplating taking the proficiency exam.
D. 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.
E. If the student passes the proficiency exam, a grade of "CR" is assigned and the student will no longer be required to attend class. If the student does not pass the proficiency exam, the student must complete the course with a passing grade to earn credit.

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

- Credit by Challenge Exam must be requested and completed during the first ten percent (10%) of the class content.
- Some courses may not be appropriate for Challenge Exam and are excluded from this procedure.
- Students who earn less than a "C" on the Challenge Exam receive no transcript notation and may complete the class for credit.
- Students who earn at least a "C" on the Challenge Exam will receive the appropriate credit hours and proficiency grade (CR) on their transcripts.

- Students may attempt credit by proficiency only once for any given course.
- To ensure consistency in testing, each instructional department will develop a common Challenge Exam for all eligible courses.
- Financial aid, veterans, and some third parties do not pay for credit by Challenge Exam.
- No credit is given for experiential learning or training.

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

REPEATING COURSES AND COURSE SUBSTITUTES POLICY

I. REPEATING COURSES

A. Curriculum Courses

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 courses are repeated, the highest earned grade and hours will be computed in the cumulative grade point average. The first course (grade and hours) will be shown on the transcript and will not be included in the cumulative grade point calculations.

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.

B. Extension Education Courses

Students may enroll in extension education courses as many times as necessary to accomplish their individual educational/training goals provided they continue to show progress, do not prohibit others from participating, are willing to pay fees, and do not violate North Carolina Community College System policy. Extension Education programs/courses are designed to enable participants to progress, at their individual achievement rates, in gaining knowledge and skills in specific educational areas.

II. COURSE SUBSTITUTES

When it is determined to be in the best interest of the student's declared educational objective, appropriate courses may be substituted for other courses for graduation purposes. 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

CREDITS FOR PRIOR LEARNING POLICY

The College may award Credits for Prior Learning ("CPL") as designated by law and state regulations for the following prior learning methods:

1. Apprenticeship
2. Certification and licensures
3. Courses listed in high school to community college articulation agreements
4. Military education and training
5. Standardized examinations
6. Challenge exams/Proficiency
7. Portfolio assessment
8. Public Safety Training ("PST") prefix courses

The College may award curriculum CPL when the documentation of prior learning meets or exceeds a demonstration of learning outcomes at the College's standards for awarding credit for the corresponding curriculum course. The College shall award CPL in a manner consistent with State Board regulations.

To be eligible to receive CPL, students must 1) meet all admission requirements for their program of study; 2) be enrolled in a curriculum program to which the credit will directly apply; and 3) request a prior learning assessment consistent with Procedure 5.2.9.1.

A. CREDIT THROUGH APPRENTICESHIP

The College shall award CPL based on statewide articulation as approved by the Curriculum Course Review Committee for related instruction provided by external entities for registered apprenticeship programs. All apprenticeships must be approved and registered with the North Carolina State Apprenticeship Agency through Apprenticeship NC.

The College, participating employer, and North Carolina Community College System shall cooperatively put together an apprenticeship agreement that will require at least 2,000 hours of on-the-job learning plus an additional amount of classroom instruction.

Upon successful completion of a registered apprenticeship, the individual will receive work-based learning course credit.

B. CREDIT THROUGH CERTIFICATION AND LICENSURES

Students seeking CPL via industry recognized and/or state regulated credentials will complete a request form for a prior learning assessment, attach supporting documentation that substantiates credential attainment, and submit it to the designated college official or office for consideration. Designated faculty/staff should review the request form and supporting documentation to determine whether the student is eligible to receive academic credit.

Students are responsible for providing evidence of their valid (non-expired) certification(s) which must have been issued within five (5) years prior to their request for articulated credit. Students must be enrolled in the associated program to receive course credit.

C. HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION AGREEMENT CREDITS

North Carolina Department of Public Instruction high school courses that are listed in the High School to Community College Articulation Agreement are eligible for Combined Course Library curriculum course credit. Transcripts of high school courses must be submitted to the College.

D. MILITARY EDUCATION AND TRAINING

Servicemen and veterans may be awarded college credit for service schools they have attended. The service schools must be accredited by a regional accrediting agency. Before applying for credit, contact the service school(s) and ask them to which regional accrediting agency they belong. Contact Student Services for more information.

E. STANDARDIZED EXAMINATIONS

The College may award CPL credit for the following standardized examinations:

1. College Board Advanced Placement Program ("AP"): College course credit will be granted to students who pass the AP examinations with a score of three, four or five.
2. Cambridge Assessment International Education: College course credit will be granted to students who score a grade of e/E or better based on the AS and A Level exam(s) taken.
3. 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.
4. DANTES Subject Standardized Tests: College course credit will be granted to students who score at or above the credit-granting score recommended by the American Council on Education.
5. International Baccalaureate Diploma Programme: College course credit will be granted to students who earn a grade of 70% or higher in courses taken from a recognized international institution, validated by a US credentialing agency.

F. REQUESTING CHALLENGE/PROFICIENCY EXAMINATION

CPL may be awarded through examinations created and administered by academic units that offer the course. The examination is constructed to allow the student to demonstrate mastery of the learning outcomes of the course.

If a department offers credit by examination, no eligible student can be refused the opportunity to take the exam for course credit. A student must meet all pre-requisite requirements before they are eligible to take the challenge/proficiency examination for a course.

Students meeting challenge exam eligibility requirements, as provided by the State Board, state and federal law, and this policy, are responsible for submitting a challenge examination request.

As defined in the State Board of Community Colleges Code, developmental courses, supplemental courses, and courses including clinical practice are not eligible for challenge exams/proficiency.

G. PORTFOLIO ASSESSMENT PROCESS

CPL may be awarded through a portfolio assessment process managed by an academic department of the College. A portfolio is "a formal communication" presented by a student as a request for prior learning credit.

Prior learning assessment by portfolio assessment will follow a course-equivalency credit model. Students demonstrate college-level learning by submitting a portfolio consisting of an organized collection of evidence that demonstrates mastery of the learning outcomes of a specific course offered at the College.

To submit a portfolio for assessment, students must contact the department offering the course and follow the schedule established by the department. Courses eligible for credit by portfolio assessment are determined by the department. All portfolio assessments will be completed by discipline-appropriate faculty trained in assessing portfolios for credit. Departments offering prior learning assessment by portfolio will establish rubrics to guide faculty assessment and scoring.

H. CREDIT THROUGH PUBLIC SAFETY TRAINING PREFIX COURSES

Courses in the Combined Course Library with a Public Safety Training (PST) prefix may be used for awarding prior learning credit for industry-recognized public safety training and/or credentials.

Credit shall be considered for public safety training that meets the criteria outlined in the Public Safety Training course descriptions as listed in the Combined Course Library.

Official documentation from the training provider or credentialing entity shall be provided to the College to validate the training.

Adopted by the Board of Trustees: May 09, 2022

Legal Reference: N.C.G.S. § 115D-5; 1D SBCCC 800.1; 4A SBCCC 100.1; 4B SBCCC 100.1

CREDITS FOR PRIOR LEARNING PROCEDURE

The College recognizes that students may request work-based learning course credit for prior learning using apprenticeships, certifications and licensures, courses listed in high school to community college articulation agreements, military education and training, standardized examinations, challenge examinations, portfolio assessments, and public safety training prefix courses consistent with College policy and State Board of Community College code 1D SBCCC 800.2.

To ensure optimum management and student opportunities, students must follow the below procedures to request a prior learning assessment ("PLA"):

A. The student must be admitted as a full-time or part-time student at the College and meet all requirements for the program in which course credit for prior learning is being sought.

B. The student must make application to the College for prior learning through the PLA Specialist and provide any documentation that supports their application.

C. The PLA Specialist will be the point of contact for all questions concerning PLA.

D. Students are referred to an instructor in the area of the student's interest to recommend evaluations necessary to determine the student's level of expertise in the course(s).

E. An instructor will evaluate the student's knowledge, skills, and experience in the program field to determine if the student should be considered for PLA credit.

F. Upon completion of evaluations, the student will be informed of recommendations for award of credit or course work needed.

G. All documentation of the PLA process, including evaluation results, must be maintained in the student's file by the PLA Specialist and other College officials as necessary.

Academic departments determine the specific procedures they utilize to grant course credit, course waivers, or prerequisite overrides and determine the scores or outcomes required for such consideration.

Students who wish to receive credit for prior learning must consult with the head of the College department that offers courses in that area or a designee of the Office of the Provost. Such requests will be evaluated on a case-by-case basis.

Adopted by the Board of Trustees: May 09,2022

OVERVIEW OF STUDENT RIGHTS POLICY

The following is an overview of basic student rights. For more specific information concerning these and other rights, students are directed to review the specific policy or procedure dealing with the issue of concern. The provisions and language contained in specific policies and procedures control over this Policy.

A. Students are free to pursue their educational goals. The College shall provide appropriate opportunities for learning in the classroom and on the campus. Student performance will be evaluated solely on an academic basis and not on opinions or conduct in matters unrelated to academic standards. For more information regarding attendance and academic standards, see polices contained in the Policy Manual, Section 5.2 – Attendance and Academics.

B. Students have the right to freedom of expression, inquiry and assembly without restraint or censorship, subject to reasonable and non-discriminatory rules and regulations regarding time, place and manner. For more information, consult Policy 2.3.5 – Campus Free Speech, Distribution of Material and Assembly.

C. 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.

D. The Family Educational Rights and Privacy Act of 1974 ("FERPA") provides safeguards regarding the confidentiality of and access to student records and the College shall adhere to the FERPA laws and regulations. Students and former students have the right to review their official records and to request a grievance if they challenge the contents of these records. No records shall be made available to unauthorized personnel or groups outside the College without the written consent of the student involved or if a legal exception applies. For more information, consult Policy 5.4.3 – Student Records – FERPA.

E. 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. For more information concerning student due process rights with respect to disciplinary situations, consult Policy 5.3.2 – Student Code of Conduct.

F. Students have the right to voluntarily withdrawn from courses under certain criteria. For more information, consult Policy 5.2.2 – Withdrawal from Courses.

G. Students have the right to be free from discrimination, harassment and sexual violence while attending the College and accessing the College's programs and opportunities. For more information, consult Policy 5.3.4 – Discrimination and Harassment.

STUDENT CODE OF CONDUCT POLICY

The College makes every effort to maintain a safe and orderly educational environment for students and staff. Therefore, when, in the judgment of College officials, a student's conduct disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken to restore and protect the community.

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and morality. The purpose of these standards is not to restrict student rights but to protect the rights of individuals in their academic pursuits.

The following regulation sets forth offenses for which disciplinary proceedings may be initiated. Violation of one or more of the following code provisions may result in one of the sanctions described in Procedure 5.3.2.1 – Discipline and Appeals Procedures for Academic-Related Violations and/or Procedure 5.3.2.2 – Discipline and Appeals Procedures for Non-Academic Related Violations.

I. Academic-Related Violations

A. **Plagiarism** – The intentional theft or unacknowledged use of another's work or ideas. Plagiarism includes, but is not limited to: a) paraphrasing or summarizing another's words or works without proper acknowledgement; b) using direct quotes of material without proper acknowledgment; or c) purchasing or using a paper or presentation written or produced by another person. If a student is uncertain about what constitutes plagiarism, he/she should discuss with the class instructor. Refer to the *Academic Honesty Policy* for more information.

B. Cheating – Using notes or other material on an exam or class work without permission from the class instructor; receiving information from another student during an exam; obtaining a copy of an exam or questions from an exam prior to taking the exam; submitting someone else's work as one's own; or having someone take one's exam and submitting it as his/her own. Refer to the *Academic Honesty Policy* for more information.

C. Aiding Acts of Academic Dishonesty – Providing information to another student and knowing, or reasonably should have known, that the student intends to use the information for cheating or other deceptive purposes. Refer to the *Academic Honesty Policy* for more information.

II. Non-Academic Related Violations

A. **Theft and Property Damage** – Students shall not steal or damage College property or another individual's property. Students who are caught stealing or damaging said property will be required to make restitution and may be eligible for civil or criminal prosecution as well as College discipline.

B. Trespass to Property – Students are trespassing if in an unauthorized area of the College campus; present on the College campus after closing hours (without permission); or remaining on the College campus after having been directed to leave by a College official.

C. Drugs and Alcohol – Unlawfully possessing, using, being under the influence of, manufacturing, dispensing, selling or distributing alcohol, illegal or unauthorized controlled substances or impairing substances at any College location. For more specific information, see Policy 5.3.5 – Students – Alcohol and Drugs on Campus. In addition, students may not use tobacco of any form or e-cigarettes on campus or at any College-affiliated activities or events.

D. Lewd and Indecent Behavior – Students shall not engage in lewd or indecent behavior, including public physical or verbal action or distribution of obscene material based on reasonable community standards. The conduct must be objectively severe or pervasive enough that a reasonable person would agree that the conduct constitutes lewd and/or indecent behavior.

E. **Mental/Physical Abuse** – Students shall not mentally or physically abuse any person on the College premises or at a College-supervised function, including verbal or physical actions which threaten or endanger the health or safety of any such persons.

F. **Assault** – Students shall not assault or threaten to assault another person for any reason whatsoever. Assault includes a demonstration of force, unlawful physical touching or striking.

G. **Sexual Harassment and Sexual Violence.** Students shall not engage in sexual harassment and/or sexual violence. For more specific information and definitions of prohibited activities, consult Procedure 5.3.4.1 – Sexual Harassment and Sexual Violence.

H. **Unlawful Discrimination.** Students shall not engage in unlawful discrimination. For more specific information and definitions of prohibited activities, consult Procedure 5.4.3.2 – Unlawful Discrimination.

I. **Communicating Threats** – Students shall not verbally, in writing, through a third party or by any other means threaten to physically injure another person or that person's child, sibling, spouse or dependent, or willfully threaten to damage the property of another.

J. **Bullying** – Students shall not intimidate or threaten with harm any other individual. Bullying is defined as any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication that takes place on the College premises or at any College sponsored function that: (a) places a person in actual and reasonable fear of harm to his or her property; or (b) creates, or is certain to create, a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits or a College's employee's ability to perform the essential functions of his/her job.

K. **Disorderly Conduct and Disruption** – Students shall not obstruct or disrupt any teaching, research, administration or disciplinary proceedings, or other College activities, including public service functions, and other duly authorized activities on or off College premises. Students shall not occupy or seize, in any manner, College property, a College facility or any portion thereof for a use inconsistent with prescribed, customary, or authorized use. Students shall not participate in or conduct 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; which is harmful, obstructive or disruptive to the educational process or institutional functions of the College; hold rallies, demonstrations, or any other forms of public gathering without prior approval of the College based on reasonable time, place and manner restrictions; remain at the scene of such an assembly after being asked to leave by a representative of the College staff.

L. **Possession of Weapons** – Students may not have a weapon of any kind, including but not limited to, a knife, stun gun or any firearm in their possession on campus or at any College-affiliated activities or events except handguns as allowed by N.C.G.S. § 14-269.4. Handguns are permitted under these circumstances: a) the person has a concealed handgun permit that is lawfully issued; b) the handgun is in a closed compartment or container within the person's locked vehicle; c) a person may unlock the vehicle to enter or exit the vehicle provided the handgun remains in the closed compartment at all times; and d) the vehicle is locked at all times.

M. **Tampering with Fire Alarms** - Setting off a fire alarm or using or tampering with any fire safety equipment, except with reasonable belief in the need for such alarm or equipment.

N. **Gambling** – Students may not gamble on campus or at any College-affiliated activities or events.

O. **Traffic Violations** - Violation of College regulations regarding the operation and parking of motor vehicles.

P. **Providing False Information** – Students shall not present to the College or its employees false information as part of an investigation, inquiry, hearing or in other matters related to College activities; neither may a student knowingly withhold information which may have an effect on their enrollment or their status with the College.

Q. **Disobedience / Insubordination** - Failure to comply with instructions of College officials acting in performance of their duties and failure to adhere to the terms of any discipline action.

R. **Financial Impropriety** – Financial impropriety such as failure to pay College-levied fines, failure to repay College-funded loans, misuse or failure to properly account for club or student organization funds, or the passing of worthless checks, drafts or orders to College officials.

S. **Public Laws** – Violations of any federal, state or local laws occurring while on campus may lead to legal actions as well as College discipline. Violations of federal, state or local laws occurring off campus may result in disciplinary action if the student's continued presence on campus constitutes a threat to the safety and order of the campus.

T. **Failure to Report Criminal Activity** - Failure to inform the College, in writing, within five (5) days after he or she is convicted for violation of any federal, state, or local criminal drug statue or alcoholic beverage control statute where such violation occurred while on a College location. For more information, see Policy 5.3.5 – Student Alcohol and Drugs on Campus.

U. **Unauthorized Access to College Records** – Students may not access, view, copy or change official College records without expressed authority to do so.

V. **Animals on Campus** – Students may not have an animal of any kind on campus. This includes animals left within a vehicle. Services animals are permitted and any student with a service animal should report the use of a service animal to the College's Disability Services Coordinator. For more information regarding service animals, see Policy 5.4.5 – Service Animals and Other Animals on Campus

W. **Improper Use of the College Network/Technology** – Students are prohibited from engaging in any activities prohibited under Policy 7.2 – Internet and Network Acceptable Use.

X. **Violation of Policies and Procedures** – Students are expected to be familiar with the College's policies and procedures. Students may be disciplined for failure to follow the College's policies and procedures.

Y. **Violations of Normal Classroom Behavior** – Not complying with reasonable rules issued by an instructor, causing disruption in the classroom or being disrespectful to classmates or the instructor. The conduct must be objectively severe or pervasive enough that a reasonable person would agree that the conduct is disruptive or disrespectful not based on content or viewpoint discrimination.

DISCIPLINE AND APPEAL FOR ACADEMIC VIOLATIONS PROCEDURE

I. OVERVIEW

The Chief Academic Officer is responsible for implementing student discipline procedures for academic dishonesty. The College is committed to providing an excellent educational experience for all students. Academic integrity is an essential component to this level of education. The academic penalty for academic-related violations should be clearly stated by the instructor in each course syllabus and review at the beginning of the first-class meeting.

These procedures only apply to academic-related violations, outlined herein and defined in Policy 5.3.2 – Standards of Student Conduct. For non-academic violations, see Administrative Procedures 5.3.2.2.

II. SANCTIONS FOR VIOLATIONS

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.

III. INSTRUCTOR'S INVESTIGATION AND DETERMINATION

A. INSTRUCTOR'S INVESTIGATION

An instructor suspecting an incident of an academic-related violation shall follow these steps to address the concern:

1. The instructor suspecting the alleged violation shall first present concerns to the student and provide an opportunity for the student to explain or refute the concerns.

2. The student will be allowed to comment on the evidence or to present evidence to clarify the issue in question.

3. Based on the evidence presented and the student's comments, the instructor shall determine whether or not an academic violation has occurred. This determination will result in one of the following findings:

    a. An academic-related violation did not take place and the issue is resolved.
    b. An act of academic dishonesty did occur in the instructor's opinion.

B. INSTRUCTOR'S DETERMINATION

The instructor will communicate his/her findings via email to the student's official College email address within five (5) business days of the initial meeting with the student. If an email address is not available, the instructor shall send his/her written findings to the student's mailing address on record with the College. The findings must contain, with specificity, the evidence supporting the instructor's determination. The instructor shall also inform the student of the imposed academic sanctions. The sanction will remain in place unless modified or overturned on appeal.

IV. PLAGIARISM

Any case of student writing which takes the ideas, facts, phrases, or sentences of another author without acknowledging the original source through appropriate citation methods.

Examples of Plagiarism (this list is not exhaustive):

- Including a full *References, Works Cited,* etc. page with no in-text citations.
- Putting a single citation at the end of a full paragraph when other sentences in the paragraph are clearly from the cited author.
- Using verbatim quote but failing to use quotations marks.
- Including a proper in-text citation but failing to list the source on the citations page.

Documentation Errors/Unintentional Plagiarism: Phrases, sentences, concepts, or facts presented without proper citation but to a limited degree. These errors are usually not intentional but are often careless mistakes and are less serious to the degree that they appear in Flagrant Plagiarism.

Examples of Documentation Errors/Unintentional Plagiarism (this list is not exhaustive):

- Including a full *References, Works Cited,* etc. page with no in-text citations.
- Putting a single citation at the end of a full paragraph when other sentences in the paragraph are clearly from the cited author.
- Using verbatim quotes but failing to use quotations marks.
- Including a proper in-text citation but failing to list the source on the citations page.

Flagrant: Complete ideas, sentences, paragraphs, or whole papers submitted without giving credit to the original source/sources with the intent to conceal the origin of the writing. Students commit this type of plagiarism to avoid the work of writing.

Examples of Flagrant Plagiarism (this list is not exhaustive):

- Resubmitting another student's paper.
- Copying large sections from another author with no attempt at citation and no *References, Works Cited*, etc.
- Resubmitting the student's own paper previously submitted in another class without asking the faculty member's approval.

Plagiarism Sanctions

Plagiarism is a serious offense for academic writers, including student writers.

Flagrant Plagiarism:

1. If student writing contains flagrant plagiarism, the student receives a zero or failing grade for the assignment. The instructor will discuss with the student why the assignment contained plagiarism and direct the student to campus resources (in the course or in the library) about avoiding plagiarism.
2. If a student commits flagrant plagiarism a second time, the student will be withdrawn from the course with a WF, and another early alert will be submitted.

Instructors have discretion in identifying whether a failing grade is "D," "69", etc. Students should see individual syllabi for specifics.

Documentation Error:

1. If student writing is determined to contain documentation errors, the student will be allowed to revise the writing for a lower grade. The grade and time given to revise the writing is at the discretion of the instructor.
2. If a student commits serious documentation errors a second time the student may receive a zero for the assignment or be allowed to revise the assignment a second time at the instructor's discretion.

Identifying Plagiarism

Instructors may use several tools to identify plagiarism, including digital plagiarism detection programs (SafeAssign, Turnitin, etc.), internet searches for exact word matches, and assistance from the SCC Library Specialists. An instructor may also identify plagiarism on their own by observing when the student's abilities and writing styles do not match their submitted work.

Type of Assignment

Plagiarism can occur in all types of assignments, including low-stakes discussion forum posts and high stakes final papers. Instructors may adjust the policy to fit the type of assignment.

Other Suggested Practices for Instructors

1. Collect a writing sample from students early in the semester. If writing is done in the classroom, or is done at home, but in direct response to a reading assignment, it will be more difficult for the student to plagiarize. This writing sample can be used to compare the student's writing with plagiarized writing, providing a clear and direct comparison when making accusations of plagiarism.
2. Assign a lower stakes writing assignment early in the semester that requires some simple documentation. This way, if a student is going to make plagiarism errors, they may learn from these mistakes without jeopardizing a large part of their grade.

Instructors should consider keeping either a physical or digital copy of any plagiarized work.

DISCIPLINE AND APPEAL FOR NON-ACADEMIC VIOLATIONS PROCEDURE

I. OVERVIEW

The Dean of Student Services is responsible for implementing these Procedures.

These Procedures apply to non-academic violations defined in Policy 5.3.2 – Student Code of Conduct. For academic-related violations, see Procedure 5.3.2.1 – Discipline and Appeal for Academic Violations. For issues regarding sexual harassment and sexual violence, see Procedure 5.3.4.1 – Sexual Harassment and Sexual Violence and for issues related to other forms of unlawful discrimination, see Procedure 5.3.4.2 – Unlawful Discrimination.

II. SANCTIONS FOR VIOLATIONS

The following sanctions may be imposed for non-academic violations:

A. Verbal Warning

A verbal warning which if the student continues or repeats a specific behavior/condition further disciplinary action will be taken.

B. 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.

C. Disciplinary Probation.

Disciplinary probation results in loss of good standing and becomes a matter of record. While on disciplinary probation, the student will not be eligible for initiation into any local or national organization and shall not receive any College award or other honorary recognition. The student may not occupy a position of leadership or responsibility with any College or student organization, publication, or activity. This sanction prohibits the student from officially representing the College or participating in any extracurricular activities including intramural competitions. Disciplinary probation will be in effect for not less than two (2) semesters including the current semester. Any further disciplinary offenses while under disciplinary probation will result in the student's immediate suspension.

D. Restitution.

Restitution is paying for damaging, misusing, destroying, or losing property belonging to the College, College employees or students. Restitution may take the form of financial payment or appropriate service to repair or otherwise compensate for such damages.

E. Temporary Suspension.

Temporary suspension is the exclusion from all College property and all College activities pending the resolution of a disciplinary proceeding.

F. Disciplinary Suspension.

Discipline suspension is the exclusion from all College property and all College activities for a specified period of time. This sanction is reserved for those offenses warranting discipline more severe than disciplinary probation. A student under disciplinary suspension must receive specific written permission from the Dean of Student Services before returning to campus. Disciplinary suspension appears on the student's academic transcript.

G. Expulsion.

Expulsion is dismissing from the College. The student may be readmitted to the College only with the approval of the Chief Academic Officer. Expulsion appears on the student's academic transcript.

H. Group Probation.

Group probation is given to a College club or other organized student group for a specified period of time. If group violations are repeated during the term of probation, the charter may be revoked or activities restricted.

I. Group Restriction.

Group restriction is removing College recognition during the semester which the offense occurred, or for a longer period (usually not more than one other semester). While under restriction, the group may not seek to add members, hold, or sponsor events in the College community or engage in other activities as specified.

J. Group Charter Revocation.

Revocation is the removal of College recognition for a group, club, society, or other organization for a minimum of two (2) years. Re-charter after that time must be approved by the President.

In addition to the above stated sanctions, the College may require counseling. The student may be required to attend one or more counseling sessions with a licensed professional counselor. The student may be required to complete counseling before returning to the College after a period of suspension or expulsion. The student must provide written documentation from the licensed professional that the requirement has been met. Additionally, if required by the Dean of Student Services, the student must

also provide a statement from the licensed professional that the student is able to return to class based on his/her professional judgment.

III. IMMEDIATE REMOVAL FROM CAMPUS

If an act of misconduct threatens the health, safety or well-being of any member of the academic community and/or seriously disrupts the function and good order of the College, an instructor will immediately notify the Chief Academic Officer, Chief of Campus Police, a Dean, or Executive Director who will immediately meet with the student and direct the student to cease and desist such conduct and advise the student that failing to cease and desist will result in an immediate removal from campus. If the student(s) fails to cease and desist, or if the behavior is such that the student(s) needs to immediately be removed from campus, the Chief Academic Officer, Chief of Campus Police, or Dean may then immediately have the student(s) removed from campus.

The Chief Academic Officer, Chief of Campus Police, or Dean invoking the removal shall notify the Dean of Student Services in writing of the student involved and the nature of the infraction as soon as possible but no more than one (1) working day following the incident. Upon receipt of the Chief Academic Officer, Chief of Campus Police, or Dean notice, the Dean of Student Services shall meet with the student as soon as possible to allow the student to present his/her side. If, in the Dean of Student Service's opinion, the student behavior threatens the health, safety and well-being of the College community, the Dean of Student Services shall place the student on temporary suspension pending the outcome of the disciplinary matter. Temporary suspension may be imposed only: (a) to ensure the safety and well-being of members of the College; (b) to ensure the student's own physical or emotional safety and well-being; or (c) if the student poses a direct threat of disruption or interference with the normal operations of the College.

IV. DISCIPLINARY PROCEDURES

In order to provide an orderly system for handling student disciplinary cases in accordance with due process and justice, the following procedures will be followed:

A. Incident Report

Any College employee or student may file written charges with the Dean of Student Services against any student or student organization for violations of the Student Code of Conduct. The individual(s) making the charge must complete and submit an Incident Report within five (5) business days of the incident given rise to the alleged violation.

B. Investigation and Determination

The Dean of Student Services shall conduct an investigation into the charges and allegations. Within ten (10) business days after receipt of the incident report, the Dean of Student Services shall complete his/her investigation of the charges and shall meet with the student (or student representative(s) on behalf of a student organization), present the results of the investigation and provided the student (or student representative(s)) with an opportunity to present his/her side. After discussing the alleged infraction with the student, the Dean of Student Services may act as follows:

1. Drop the charges;
2. Impose a sanction; or
3. Refer the student(s) to a College office or community agency for services.

All disciplinary actions should be progressive in nature and should take into account the totality of the situation; however, depending on the severity of the infraction, even first time offenses could result in suspension or expulsion.

C. Notification

The Dean of Student Services shall provide the student with his/her written decision and instructions governing the appeal process. Such notice shall be given in person or sent to the student's College email address or mailing address of record.

VI. DISCIPLINARY APPEAL PROCEDURE

A. Appeal to the Chief Academic Officer

A student who disagrees with the Dean of Student Service's decision may request an appeal before the Chief Academic Officer. This request must be submitted in writing to the Chief of Academic Officer within three (3) working days after receipt of the Dean of Student Service's decision. The Dean of Student Services shall refer the matter to the Chief Academic Officer

together with a report of the nature of the alleged misconduct, the name of the complainant, the name of the student(s) against whom the charge has been filed, and the relevant facts revealed by the Dean of Student Service's investigation. The Dean of Student Service's decision is upheld pending an appeal. The Chief Academic Officer shall provide a written decision to the student and Dean of Student Services within ten (10) business days from the receipt of the student's appeal.

B. Appeal to the President

V. Student Voluntary Withdrawal

If a student is accused of violating the Student Code of Conduct and voluntarily withdrawals prior to the conclusion of the disciplinary matter without the consent of the Dean of Student Services, the student will not be allowed to re-enroll to the College unless reasonable re-entry restrictions, as determined by the Chief Academic Officer, are satisfied. For students who withdrew prior to a determination regarding alleged misconduct that threatened the health, safety or well-being of any member of the academic community and/or seriously disrupted the function and good order of the College, in addition to other reasonable re-entry restrictions, the student must provide proof from a psychiatrist or licensed psychologist, at the student's expense, that the student no longer poses a direct threat.

STUDENT RIGHTS PROCEDURE

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

A. 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.

B. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

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

Freedom of Association

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

Student Records

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

Due Process

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

Student Code of Conduct

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

A. Academic Dishonesty, Cheating, and Plagiarism

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

B. 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.

C. Alcohol on Campus

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

D. 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.*

E. 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.

F. 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.

G. 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.

H. 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.*

I. 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

A. 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/Chief Academic Officer, 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/Chief Academic Officer is responsible for reviewing the dismissal and implementing the student discipline procedures as outlined below.

B. 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.

C. 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.

D. 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:

E. Verbal Warning

A verbal warning which if the student continues or repeats a specific behavior/condition further disciplinary action will be taken.

F. 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.

G. 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.

H. 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.

I. Restitution

The student must pay for damaging, misusing, destroying or losing property belonging to the college, college personnel, or students.

J. 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.

K. Loss of Academic Credit or Grade

This punishment is imposed as a result of academic dishonesty as determined by the Academic Appeal Policy.

L. Withholding Transcript, Diploma, or Right to Register

This sanction is imposed when financial obligations are not met.

M. 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.

N. 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.

O. 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.

P. 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.

Q. 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 PROGRESS: WARNING, PROBATION AND SUSPENSION PROCEDURE

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 the following:

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.

A. Academic Warning

Students will be placed on academic warning after the first time their cumulative GPA falls below 2.0. Students placed on academic warning will receive written notification alerting them of their academic progress and possible interventions. An Academic Warning hold will be placed on their account.

Students may be required to meet with their Student Success Advisor and/or assigned faculty advisor to develop an Academic Improvement Plan. This plan may include the following interventions:

- 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 attending appropriate student success seminars.

B. Academic Probation

Students will be placed on academic probation after the second consecutive time their cumulative GPA is below 2.0. Students placed on academic probation will receive written notification alerting them of their academic progress and possible interventions. An Academic Probation hold will be placed on their account.

Students may be required to meet with their Student Success Advisor and/or assigned faculty advisor to create, review, or update their Academic Improvement Plan. The updated plan may include the following

interventions:

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

C. Academic Suspension

Students will be placed on academic suspension after the third consecutive time their cumulative GPA is below 2.0. Students will receive an email and be notified in writing that they have 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 on students' accounts.

D. Academic Re-Instatement

Suspended students seeking readmission must petition for re-instatement to the Chief Academic Officer prior to the beginning of the semester. The petition is a written statement that should include the reasons for the request, proposed course load, educational goals, other time commitments, and any additional information that might provide an explanation of the circumstances that led to the academic suspension.

The Chief Academic Officer will review the letter and any other supporting documentation submitted by the student and will make the re-instatement decision. Re-instatement may be contingent on the student enrolling in specific courses or activities as required by the Chief Academic Officer.

Adopted by the Board of Trustees, May 11, 2015

STUDENT THREAT ASSESSMENT POLICY

I. Purpose of Student Conduct Review

The College has an obligation to provide a safe place for its students to learn and a safe place for its employees to work. When any College employees or students have a concern about a student's potential to have a negative consequence on the safety of College employees, other students or themselves, they are encouraged to report the matter to the Dean of Student Services. If warranted, the SCC Crisis, Assessment, Response, and Evaluation (CARE) Team, a cross-functional multidisciplinary group focused on prevention and early-intervention for students exhibiting concerning behaviors, may be used to address the situation.

- Procedures for Conduct Review

A. Step One

College employees or students who are concerned about a student displaying elevated levels of distress, disturbance, or dysregulation (e.g. suicidal thoughts or impulses, violent and aggressive impulses, depression, disruptive behavior, physical or sexual abuse) or displaying behavior that poses a direct threat to the health, welfare and safety of the College community are encouraged to contact the Dean of Student Services and complete a "Student Behavior Report" form to the CARE Team.

B. Step Two

The Dean of Student Services will conduct a review based on the report. When conducting the review, the Dean of Student Services shall consider, among other things: (a) the severity of the reported behavior; (b) whether the reported behavior represents a direct threat to the health, welfare, and safety of the College's community; (c) the student's academic, attendance and discipline records; (d) whether this type of behavior has been reported in the past; and (e) whether or not the reported behavior, if true, violates the Code of Student Conduct.

When conducting the review, the Dean of Student Services may: (a) speak with the student; (b) gather additional evidence or information by interviewing members of the College community; (c) compile additional documentation; and (d) review other evidentiary sources.

Based on the result of the conduct review, the Dean of Student Services may do the following: (a) treat the matter as a disciplinary action pursuant to Procedure 5.3.2 – Student Code of Conduct if a violation is believed to have occurred; (b) make a written referral of his/her findings to the CARE Team for review; or (c) no further action is warranted.

III. CARE Team Review and Determination

A. Membership

Members of the CARE Team are:

1. Dean of Student and Workforce Services (Chair)
2. Chief Academic Officer
3. Student Services Counselor
4. Chief of Campus Police
5. Director of Accessibility Services
6. Director of Advising & Student Success
7. Other appointees as needed

B. CARE Team Review

If referred by the Dean of Student Services, the CARE Team will review the concern to determine if the speech or behavior in question is creating, or may lead to, an unsafe environment and impede the success of the student in question. The CARE Team's report will be based on the nature of the behavior, the severity of the safety risk and the students' needs.

As a part of this evaluation, the CARE Team will review the Dean of Student Service's findings and may meet with the individual(s) bringing forth the concern, witnesses, and the student in question. Further, the CARE Team may request or require that the student be evaluated by outside professional(s) to determine their suitability to be a student at the College.

C. CARE Team Determination

Upon completion of the review, the CARE Team may recommend the following in their findings:

1. No action required.
2. Propose a resolution to address miscommunication.
3. Propose an action plan to address concerning behaviors and support student success.
4. Refer student for an external psychological assessment at the College's expense and without further recommendation for an assessment.
5. Refer the matter to Policy 5.3.2 – Student Code of Conduct to initiate appropriate disciplinary action if a violation is believed to have occurred. The CARE Team is not authorized to suspend or involuntarily withdraw a student.

All documentation associated with each concern addressed will be maintained in the student's permanent record.

D. Incident Follow-up

If warranted, the CARE Team, at its discretion, may require periodic follow-ups with the student. The desire and frequency of such follow-ups shall be included in the CARE Team's written determination. Failure by the student to participate in required follow-ups may be treated as a disciplinary infraction.

UNLAWFUL DISCRIMINATION AND HARASSMENT POLICY

The College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its activities, services and programs based on race, color, national origin, sex, religion, pregnancy, disability, genetic information, age, political affiliation, or veterans' status. (Please see the Sexual Harassment and Sexual Violence Policy related to allegations of sexual harassment, sexual assault or sexual violence.)

I. DEFINITIONS

The following definitions shall apply to this Procedure and shall be collectively referred to herein as "Unlawful Discrimination".

The definitions are not intended to operate as speech codes, promote content and viewpoint discrimination or suppress minority viewpoints in the academic setting. Indeed, just because a student's speech or expression is deemed offensive by others does not mean it constitutes discrimination or

harassment.

In applying these definitions, College administrators shall view the speech or expression in its context and totality and shall apply the following standard: the alleged victim subjectively views the conduct as discrimination or harassment and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that the conduct is discriminatory or harassing.

A. Discrimination: any act or failure to act that unreasonably differentiates treatment of others based solely on their Protected Status and is sufficiently serious, based on the perspective of a reasonable person, to unreasonably interfere with or limit the ability of that individual to participate in, access or benefit from the College's programs and activities. Discrimination may be intentional or unintentional.

B. Harassment: a type of Discrimination that happens when verbal, physical, electronic or other behavior based on a person's Protected Status interferes with a person's participation in the College's programs and activities and it either creates an environment that a reasonable person would find hostile, intimidated or abusive or where submitting to or rejecting the conduct is used as the basis for decisions that affect the person's participation in the College's programs and activities.

   Harassment may include but is not limited to: threatening or intimidating conduct directed at another because of the individual's Protected Status; ethnic slurs, negative stereotypes and hostile acts based on an individual's Protected Status.

C. Protected Status: race, color, national origin, sex, religion, pregnancy, disability, genetic information, age, political affiliation, or veterans' status.

D. Standard of Evidence - the College uses clear and convincing as the standard for proof of whether a violation occurred. In the student due process hearing and employee grievance process, legal terms like "guilt, "innocence" and "burden of proof" are not applicable. Student and employee due process hearings are conducted to take into account the totality of all evidence available from all relevant sources. The College will find the alleged Perpetrator either "responsible" or "not responsible" for violating these Procedures.

II. STATEMENTS OF PROHIBITION

B. Prohibition of Retaliation

The College strictly prohibits punishing students or employees for asserting their rights to be free from Unlawful Discrimination. Retaliation against any person participating in connection with a complaint of Unlawful Discrimination is strictly prohibited. Reports of retaliation will be addressed through this procedure and/or other applicable College procedures. Retaliation includes, but is not limited to, any form of intimidation, punitive actions from authority figures or peers, reprisal (acts of vengeance) or harassment. Retaliation is a serious violation and should be reported immediately. The College will take appropriate disciplinary action against any employee or student found to have retaliated against another.

C. Prohibition of Providing False Information

Any individual who knowingly files a false report or complaint, who knowingly provides false information to College officials, or who intentionally misleads College officials involved in the investigation or resolution of a complaint may be subject to disciplinary action including, but not limited to expulsion or employment termination. The College recognizes that an allegation made in good faith will not be considered false when the evidence does not confirm the allegation(s) of Unlawful Discrimination.

III. REQUESTING ACCOMMODATIONS

A. Students

Students with disabilities wishing to make a request for reasonable accommodations, auxiliary communication aids or services, or materials in alternative accessible formats should contact the College's Division Accessibility Services. Information provided by students is voluntary and strict confidentiality is maintained. All requests for accommodations will be considered following the appropriate federal and state laws.

The College will also provide reasonable accommodation of a student's religious beliefs/practices provided such expression/practice does not create a hostile environment for other students and employees and/or the accommodation does not cause an undue hardship for the College.

B. Employees

Employees with disabilities wishing to make a request for reasonable accommodations, auxiliary communication aids or services, or materials in alternative accessible formats should contact the College's Office of Human Resources. Information provided by employees is voluntary and strict confidentiality is maintained.

The College will also provide reasonable accommodation of an employee's religious beliefs/practices provided such expression/practice does not create a hostile environment for other employees and students and/or the accommodation does not cause an undue hardship for the College.

IV. REPORTING OPTIONS

A. Student Complaints

Any student wishing to make a report relating to Unlawful Discrimination may do so by reporting the concern to the College's Division for Student Services.
For Unlawful Discrimination incidents between students and employees, the Dean of Student Services will work in partnership with the Director of Human Resources to investigate and resolve the allegations.

B. Employee Complaints

Any employee wishing to make a report related to Unlawful Discrimination may do so by reported the concern to the College's Director of Human Resources.

V. INITIAL INVESTIGATION

As these Procedures apply to both students and employees as either the Complainant or the Respondent, the administrator receiving the incident report will determine if the case should be handled by: 1) the Vice President of Academic Affairs, or designee (student/student); 2) the Director of Human Resources, or designee (employee/employee); or 3) both (student/employee). For incidents involving students and employees, the College will utilize the process for both the student investigation and the employee investigation sections as applicable.

A. Student Investigation

1. Students filing complaints ("Complainants") are urged to do so in writing as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the thirty (30) day period will still be investigated; however, Complainants should recognize that delays in reporting may significantly impair the ability of College officials to investigate and respond to such complaints. The Vice President shall fully investigate any complaints and will, as needed and if the complaint also involves an employee, collaborate with the College's Director of Human Resources. During the course of the investigation, the Vice President may consult with other relevant College administrators and the College Attorney.

2. During the investigation, and if applicable to the complaint[1], the Vice President shall meet with the Complainant and the alleged Perpetrator ("Respondent") separately and give each party an equal opportunity to provide evidence, including informing the Vice President of any potential witnesses. Both parties will be given access to any information provided by the other in accordance with any federal or state confidentiality laws.

3. During the investigation process, the Vice President may implement temporary measures in order to facilitate an efficient and thorough investigation process as well as to protect the rights of all parties involved. The temporary actions include, but are not limited to: reassignment of class schedules; temporary suspension from campus (but be allowed to complete coursework); or the directives that include no contact between the involved parties.

4. A confidential file regarding the complaint shall be maintained by the Vice President. To the extent possible, the College will keep all information relating to the complaint and

investigations confidential; however, to maintain compliance with the Clery Act, both parties will be informed of the outcome of any institutional proceedings under these Procedures.

5. The Vice President shall make every effort to conclude the investigation as soon as possible but no later than thirty (30) calendar days. If the nature of the investigation requires additional time, the Vice President may have an additional ten (10) calendar days to complete the investigation. The Vice President shall notify the parties of this extension.

6. Complainants will be notified of available counseling services and their options of changing academic situations and other interim protective measures.

A. Employee Investigations

1. Employees filing complaints ("Complainants") are urged to do so in writing as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the thirty (30) day period will still be investigated; however, Complainants should recognize that delays in reporting may significantly impair the ability of College officials to investigate and respond to such complaints. The Director of Human Resources shall fully investigate any complaints. During the course of the investigation, the Director of Human Resources may consult with other relevant College administrators and the College Attorney.

2. During the investigation, and if applicable to the complaint, the Director of Human Resources shall meet with the Complainant and the alleged Perpetrator ("Respondent") separately and give each party an equal opportunity to provide evidence, including informing the Director of Human Resources of any potential witnesses. Both parties will be given access to any information provided by the other in accordance with any federal or state confidentiality laws.

3. During the investigation process, the Director of Human Resources may implement temporary measures in order to facilitate an efficient and thorough investigation process as well as to protect the rights of all parties involved. The Director of Human Resources may suspend an employee with pay pending an investigation if such action is in the College's best interest.

4. A confidential file regarding the complaint shall be maintained by the Director of Human Resources. To the extent possible, the College will keep all information relating to the complaint and investigations confidential; however, to maintain compliance with the Clery Act, both parties will be informed of the outcome of any institutional proceedings under this Procedure.

5. The Director of Human Resources shall make every effort to conclude the investigation as soon as possible but no later than thirty (30) calendar days. If the nature of the investigation requires additional time, the Director of Human Resources may have an additional ten (10) calendar days to complete the investigation and shall notify the parties of this extension.

6. Complainants will be notified of available counseling services and other interim protective measures.

VI. RECOMMENDATION AND APPEAL

A. Students

1. After the investigation is complete, the Vice President will put forward a recommendation of finding, based on the Standard of Evidence, and sanction(s) to both the Complainant and Respondent. If the recommendation is accepted by both parties involved, the recommendation and sanction(s) will become effective. The Vice President will submit to each party a final outcome letter that will include, but not limited to, the following:

   a. Determination if the Respondent is responsible or not responsible for violating these Procedures;
   b. Sanction;

c. Whether monitoring of academic schedules is needed between the parties to ensure that the individuals involved are not in classes together (the Vice President will assist in this process).

d. Short-term College counseling services available to each party.

2. If the Vice President's recommendations are not accepted by either the Complainant or the Respondent, both may appeal and request a formal hearing. If the Vice President recommends sanctions that s/he cannot impose (i.e., expulsion), the matter shall automatically be set for a hearing. The President will preside over the hearing as the Presiding Officer. The process for the hearing is outlined below:

a. Prior to the hearing, the Complainant and the Respondent have the right to review all evidence, including written statements by the Respondent, the Complainant, or witnesses. Strict rules of evidence do not apply. The Standard of Evidence shall apply for the hearing.

b. Written notice including the date, time, and location of the hearing will be sent to all parties.

c. At the hearing, all pertinent parties have a right to speak and be questioned by the Presiding Officer. Cross-examination between parties is not permitted. The College will provide options for questioning without confrontation. Each phase of the hearing will be heard by both parties in separate rooms by use of a speaker phone.

d. The Complainant and the Respondent are allowed to be accompanied by an advocate. The advocate may not present on behalf of either party unless otherwise instructed to do so by the Presiding Officer. If the Complainant or the Respondent chooses to have an advocate who is an attorney, notification must be provided to the Presiding Officer at least three (3) College business days prior to the hearing date. In this case, the College Attorney will also be present.

e. Both parties have a right to a written notice of the hearing outcome.

B. Employees

1. After the investigation is complete, the Director of Human Resources will put forward a recommendation of finding, based on the Standard of Evidence, and sanctions to both the Complainant and Respondent. If the recommendation is accepted by both parties involved, the recommendation and sanctions will become effective. A final outcome letter will be submitted to the Complainant and Respondent that may include, but not limited to, the following:

a. Determination if the Respondent is responsible, not responsible, or if the decision is deemed inconclusive, or shared responsibility.

b. Sanction, if appropriate.

c. Monitoring of academic schedules or workplace schedule if needed.

d. Short-term counseling services will be offered to each party.

2. If the Director of Human Resources' recommendations are not accepted by either the Complainant or the Respondent, both may appeal and request a formal hearing. If the Director of Human Resources recommends sanctions that s/he cannot impose (i.e., termination) the matter will automatically be set for a hearing. The President will preside over the hearing as the Presiding Officer. The process for the hearing is outlined below:

a. Prior to the hearing, the Complainant and the Respondent have the right to review all evidence, including written statements by the Respondent, the Complainant, or witnesses. Strict rules of evidence do not apply. The Standard of Evidence shall apply for the hearing.

b. Written notice including the date, time, and location of the hearing will be sent to all parties.

c. At the hearing, all pertinent parties have a right to speak and be questioned by the Presiding Officer. Cross-examination between parties is not permitted. The College will provide options for questioning without confrontation. Each phase of the hearing will be heard by both parties in separate rooms by use of a speaker phone.

d. The Complainant and the Respondent are allowed to be accompanied by an advocate. The advocate may not present on behalf of either party unless otherwise instructed to do so by the Presiding Officer. If the Complainant or the Respondent chooses to have an advocate who is an attorney, notification must be provided to the Presiding Officer at least three (3) College business days prior to the hearing date. In this case, the College Attorney will also be present.

e. Both parties have a right to a written notice of the hearing outcome.

VII. Sanctioning

The following sanctions may be imposed for those who have violated these Procedures.

A. Students

1. Verbal or Written Warning
2. Probation
3. Administrative withdrawal from a course without refund
4. Required Counseling
5. No Contact Directive
6. Suspension
7. Expulsion (President must impose)
8. Other consequences deemed appropriate

2. Employees

1. Verbal or Written Warning
2. Performance Improvement Plan
3. Required Counseling
4. Required Training or Education
5. Demotion (President may impose)
6. Suspend with or without Pay (President must impose)
7. Termination (President must impose)
8. Other consequences deemed appropriate to the specific violation

Adopted by the Board of Trustees: June 8, 2015
Revised: December 8, 2020

SEXUAL HARASSMENT AND SEXUAL VIOLENCE PROCEDURE

Surry Community College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its educational programs and activities based on sex.

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Under Title IX, discrimination on the basis of sex includes *quid pro quo* harassment; sexual harassment; and sexual assault, stalking, dating or domestic violence (collectively referred to as "sexual harassment"). The College's Title IX Coordinator has oversight responsibility for handling sexual harassment complaints and for identifying and addressing any patterns and/or systemic problems involving sexual discrimination or harassment.

All allegations involving sexual harassment should be directed to the College's Title IX Coordinator and addressed under these procedures. For other complaints of discrimination and harassment not related to sexual harassment, refer to Unlawful Discrimination.

I. DEFINITIONS

The following definitions shall apply to this procedure. The definitions are not intended to operate as speech codes, promote content and viewpoint discrimination or suppress minority viewpoints in the academic setting. Indeed, just because a student's speech or expression is deemed offensive by others does not mean it constitutes discrimination or harassment.

In applying these definitions, College administrators shall view the speech or expression in its context and totality and shall apply the following standard: the alleged victim subjectively views the conduct as discrimination or harassment and that the conduct is objectively severe and pervasive enough that a reasonable person would agree that the conduct is discriminatory or harassing.

A. **Actual Knowledge** – notice of sexual harassment or allegations of sexual harassment by the Title IX Coordinator or any College official who has authority to institute corrective measures on behalf of the College. Actual knowledge is not met when the only College official with actual knowledge is a respondent.

B. **Complainant** – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

C. **Consent** – explicit approval to engage in sexual activity demonstrated by clear actions or words. This decision must be made freely and actively by all participants. Non-verbal communication, silence, passivity or lack of active resistance does not imply consent. In addition, previous participation in sexual activity does not indicate current consent to participate and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent has not been obtained in situations where the individual: i) is forced, pressured, manipulated or has reasonable fear that they will be injured if they do not submit to the act; ii) is incapable of giving consent or is prevented from resisting due to physical or mental incapacity (including being under the influence of drugs or alcohol); or iii) has a mental or physical disability which inhibits his/her ability to give consent to sexual activity.

D. **Dating Violence** – crimes of violence against a person with whom the person has or had a social relationship or a romantic or intimate relationship.

E. **Domestic Violence** – crimes of violence against a current or former spouse or intimate partner; a person with whom the individual shares a child in common; a person with whom the individual cohabitates or has cohabitated as a spouse or intimate partner; a person similarly situated to the individual as a spouse under local domestic laws; or any other person who is protected under local domestic laws of the jurisdiction.

F. **Education Program or Activity** – for purposes of these procedures, this means any locations, events, or circumstances over which the College exercised substantial control over both the respondent(s) and the context in which the alleged sexual harassment occurs. It also means any building owned or controlled by a student organization that is officially recognized by the College.

G. **Formal Complaint** – a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting the College investigate the allegation(s). A formal complaint initiates a formal grievance process in which parties are entitled to due process protections.

H. **Informal Resolution** – a resolution reached regarding an allegation of sexual harassment without the filing of a formal complaint. Informal resolution may include mediation, facilitated dialogue, conflict coaching, restorative justice, or other models of alternative dispute resolution. Informal resolution cannot be used for a student's allegation of sexual harassment against a College employee.

I. **Respondent** – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

J. **Retaliation** – to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these procedures.

K. **Sexual Assault** – an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting system.

L. **Sexual Harassment** – *quid pro quo* harassment; unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity, including conduct based on sex stereotyping; or any instance of sexual assault, dating violence, domestic violence, or stalking.

Quid pro quo harassment is a person having power or authority over another and conditioning an educational or employment benefit or service or access to receiving the educational or employment benefit or service upon a person's participation in unwelcome sexual conduct.

M. **Stalking** – engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others or suffer substantial emotional distress.

N. **Standard of Evidence** – the College uses preponderance of the evidence as the standard for proof of whether a violation of this policy has occurred. In the student due process hearing and employee grievance process, legal terms like "guilt", "innocence" and "burden of proof" are not applicable. Student and employee due process hearings are conducted to take into account the totality of all evidence available from all relevant sources. The College will find the respondent either "responsible" or "not responsible" for violating these procedures.

O. **Supportive Measures** – individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party that are designed to ensure equal educational access, protect safety, or deter sexual harassment. Examples of support measures are counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absences, increased security and monitoring of certain areas of the College, and other similar measures.

P. **Title IX Coordinator** – for purposes of these Procedures, the Title IX Coordinator refers to Dr. Candace Holder. The Title IX Coordinator's office is in J-Building, Room 113. The phone number is 336-386-3266 and the email is **holderc@surry.edu**.

Q. **Deputy Title IX Coordinators-** for purposes of these Procedures, the Title IX Deputy Coordinator refers to Mrs. Melonie Weathers. Mrs. Weathers' office is in A-Building, Room 210-B. The phone number is 336-386-3207 and the email is **weathersm@surry.edu**.

II. SCOPE AND APPLICABILITY

A. These Procedures apply to the conduct of and protect:

1. College students and applicants for admission into the College
2. College employees and applicants for employment
3. College student organizations
4. Third parties participating in a College education program or activity

B. These procedures apply to conduct that occurs in a College education program or activity located within the United States and of which the College has actual knowledge.

III. REPORTING

A. Reporting to Local Law Enforcement

Individuals may report sexual harassment directly to local law enforcement agencies by dialing 911. Individuals who make a criminal allegation may also choose to pursue the College's grievance procedure simultaneously. A criminal investigation into the matter does not release the College from its obligation to conduct its own investigation (nor is a criminal investigation determinative of whether sexual harassment has occurred). However, the College's investigation may be delayed temporarily while the criminal investigators are gathering evidence. In the event of such a delay, the College must make available supportive measures when necessary to protect the alleged complainant and/or the College community.

Individuals may choose not to report alleged sexual harassment to law enforcement authorities. The College respects and supports individuals' decisions regarding reporting; nevertheless, the College may notify appropriate law enforcement authorities if legally required or warranted by the nature of the allegations.

B. Reporting to College Officials

The College's Title IX Coordinator oversees compliance with these procedures and Title IX regulations. Questions about these procedures should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to sexual harassment may do so by

reporting the concern to the College's Title IX Coordinator or Deputy Coordinators in person, by mail, telephone, email, or any other means that results in the Title IX Coordinator or Deputy Coordinators receiving the person's verbal or written report of alleged sexual harassment.

Students can also seek confidential guidance or advice from one of the following College employees.

Name	Title	Phone	Location	Email
Carly Johnson	Success Advisor	336.386.3273	A-Building, Room A157	johnsoncju@surry.edu
MacKenzie Boyles	Success Advisor	336.386.3566	A-Building, Room A-156 Yadkin Center, Building A, Room A-134	boylesml@surry.edu
Caleb Gilley	Success Advisor	336.386.3593	A-Building, Room A-158	gilleycr@surry.edu
Letitia King	Success Advisor	336.386.3564	A-Building, Room A-154	kinglg@surry.edu
Katie Wall	Success Advisor	336.386.3370	T-Building, Room T-127	wallke@surry.edu

Employees seeking confidential guidance or advice should contact Human Resources.

IV. GRIEVANCE PROCEDURES

A. Scope

1. Use of these grievance procedures applies to reports alleging sexual harassment carried out by employees, students, or third parties.

2. All reports of sexual harassment are taken seriously. At the same time, those accused of sexual harassment are presumed "not responsible" throughout this grievance procedure.

B. Initial College Response and Assessment

1. After receiving a report of sexual harassment, the Title IX Coordinator takes immediate and appropriate steps to:

   a. Communicate with the individual who reported the alleged conduct;

   b. Implement supportive measures to eliminate and prevent the recurrence of sex harassment, deter retaliation, remedy the effects of sex harassment, and provide due process rights during a College investigation;

   c. Provide the individual with a copy of this policy and procedure; and

   d. Determine whether the alleged conduct, as described by the reporting party, falls within the scope of this policy and if so, initiate the investigation and resolution procedures outlined below.

   e. The Title IX Coordinator may delegate the authority to take some or all of these steps to a Deputy Title IX Coordinator.

2. The Title IX Coordinator must administratively close a report or complaint of sexual harassment if after an initial assessment:

   a. The allegations as stated do not constitute a violation of this policy and procedure, even if proven; or

   b. The alleged sexual harassment did not occur in the College's education program or activity or did not occur in the United States.

   c. The Title IX Coordinator will notify the parties if a report or complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal the Title IX Coordinator's dismissal of a formal complaint under this section by using the appeal procedures in Section VI, below.

3. The Title IX Coordinator may administratively close a report or complaint of sexual harassment if:

   a. The complainant, at any time, requests withdrawal of the report or complaint;

   b. The respondent is no longer enrolled or employed by the College; or

   c. The College is prevented from gathering evidence sufficient to reach a determination of responsibility.

   d. The Title IX Coordinator will notify the parties if a report or complaint of sexual harassment is closed under this section, including the reason(s) for closure, and direct the parties to the appropriate College office or department to resolve the report or complaint. All parties may appeal the Title IX Coordinator's dismissal of a formal complaint under this section by using the appeal procedures in Section VI, below.

4. Regardless of when alleged sexual harassment is reported, a complainant must be participating in or attempting to participate in one of the College's educational programs or activities for a formal complaint to be filed.

C. Informal Resolution

1. Any party may request the College facilitate an informal resolution to a sexual harassment complaint at any time after the filing of a formal complaint. The Title IX Coordinator may offer the parties the opportunity for informal resolution, too.

   a. Upon a request for informal resolution, the Title IX Coordinator determines whether informal resolution is appropriate based on the facts and circumstances of the case. The Title IX Coordinator ensures that any proposed informal resolution is consistent with the College's obligations to prevent and redress sexual harassment.

   b. A student's allegations of sexual harassment against a College employee are not eligible for informal resolution.

   c. The Title IX Coordinator provides the parties with written notice of proceeding with an informal resolution, including the allegations of sexual harassment, the requirements of the informal resolution process, and potential outcomes resulting from participating in the informal resolution process.

   d. The Title IX Coordinator also designates an independent, neutral person to facilitate the informal resolution.

2. Informal resolution is voluntary.

   a. The complainant and respondent must provide written consent for informal resolution to take place.

b. Any party has a right to end the informal resolution process at any time prior to agreeing to a resolution and begin or continue the formal investigation and grievance process.

3. Informal resolution concludes the matter only when all parties have signed a written agreement that confirms resolution of the allegations.

   a. The resolution agreement must include a waiver of the parties' right to have a formal hearing on the allegations that have been informally resolved.

   b. Parties are prohibited from revoking or appealing a resolution agreement. Should the respondent violate the terms of an informal resolution agreement, such violation will subject the respondent to an investigation and the formal grievance process contained in this procedure.

4. If a resolution agreement is not reached, the College will continue with a formal investigation.

D. Investigations

1. The goal of a formal investigation is to reach a determination as to whether a Respondent has violated one or more College policies prohibiting sexual harassment and if so, remedy the effects of a violation.

   a. The Title IX Coordinator may include possible violations of other College policies that contributed to, arose from, or are otherwise related to alleged violations of this policy and procedure in the scope of an investigation.

   b. The Title IX Coordinator gives written notice to the complainant and respondent of the investigation, providing sufficient details to allow the parties to respond and prepare for initial interviews, including the identity of the parties involved (if known), the conduct alleged to be sexual harassment, the date and location of alleged incidents (if known), a statement that the respondent is presumed not responsible and a determination of responsibility is made at the conclusion of the process, information regarding the parties' right to an advisor and the right to review evidence, and notice that the College prohibits knowingly making false statements or submitting false information during the grievance process.

   c. The Title IX Coordinator designates an investigator to investigate the allegations of sexual harassment.

2. Parties to an investigation can expect a prompt, thorough, and equitable investigation of complaints, including the opportunity for parties to ask questions, present witnesses and provide information regarding the allegations.

3. Parties and witnesses should cooperate in the investigation process to the extent required by law and this policy.

4. The standard of proof used in investigations is preponderance of the evidence. It is the College's responsibility to establish the standard of proof and gather evidence during investigations.

5. The College aims to bring all investigations to a resolution within thirty (30) business days from the date the Title IX Coordinator determines an investigation will commence.

   a. Extensions of timeframe for good cause are allowed, so long as written notice and the reason for the delay is provided to the parties. Good cause includes:

      i. The complexity and/or number of the allegations;
      ii. The severity and extent of the alleged misconduct;
      iii. The number of parties, witnesses, and other types of evidence involved;
      iv. The availability of the parties, witnesses, and evidence;
      v. A request by a party to delay an investigation;
      vi. The effect of a concurrent criminal investigation or proceeding;

vii. Intervening holidays, College breaks, or other closures;
viii. Good faith efforts to reach a resolution; or
ix. Other unforeseen circumstances.

b. Investigations typically include interviews with the complainant, the respondent, and any witnesses, and the objective evaluation of any physical, documentary, or other evidence as appropriate and available. The College will give the complainant and the respondent written notice of any interview, meeting, or hearing at which a party is invited or expected to participate.

c. The Title IX Coordinator will inform the complainant and respondent at regular intervals of the status of its investigation.

d. The College may suspend or place on administrative leave a student or employee, pending the completion of an investigation and resolution, when the College performs an individualized safety and risk analysis and determines the person poses an immediate threat to the physical health or safety of any member(s) of the College community.

i. The Title IX Coordinator may recommend to the appropriate College official to implement or stay an interim suspension of a student or employee and the conditions and duration of such suspension or leave.

ii. In all cases in which an interim suspension or administrative leave is imposed, the student or employee shall be given notice and an opportunity to challenge the removal decision immediately following the removal.

iii. Violation of an interim suspension under this procedure is grounds for expulsion or termination.

Interviews conducted as part of an investigation under this procedure may be recorded by the College. Recordings not authorized by the College are prohibited.

The complainant and respondent have the right to be accompanied by an advisor of their choosing during all stages of an investigation.

1. A party may elect to change advisors during the process.
2. All advisors are subject to the same rules:
   a. During the investigation, the advisor's role is limited to providing advice, guidance, and support to the complainant or respondent.
   b. An advisor is not permitted to act as a participant or advocate during the investigative process.
   c. Advisors are expected to maintain the privacy of the records shared with them.
   d. Advisors are expected to refrain from interfering with investigations.
   e. Any advisor who oversteps their role or interferes during an investigation process will be warned once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave. The Title IX Coordinator determines whether the advisor may return or should be replaced by a different advisor.

Prior to finalizing a report, the investigator provides all parties an equal opportunity to review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including evidence upon which the College does not intend to rely.

1. The complainant and respondent may submit a written response to the evidence within ten business days after receipt of the evidence.

   Responses must be submitted to the investigator via email, mail, or hand delivery by 5:00 p.m. eastern standard time on the date responses are due.

   Responses may not exceed ten (10) double-spaced pages on 8.5x11 paper with one-inch margins and 12-point font.

2. The investigator considers any responses received from the parties and conducts any further investigation necessary or appropriate.

   Following an investigation and at least ten (10) business days prior to a grievance hearing, the investigator submits an investigative report to the parties that fairly summarizes relevant evidence. The report includes a summary of the allegations; a summary of the response; a summary of the investigative steps taken to verify the allegations and response; and a summary of the evidence relevant to a determination of responsibility.

V. GRIEVANCE HEARINGS

At least ten (10) business days after the issuance of an investigation report, the College must hold a live hearing in front of a decision-maker to determine responsibility of a respondent. The decision-maker may not be the Title IX Coordinator or the investigator(s). A "live hearing" means either in person or virtually. The following hearing rules apply:

A. All parties must be able to see and hear the questioning of parties and witnesses.

B. Any party may request a virtual hearing. If requested, the College will provide a virtual hearing.

C. All parties have an equal opportunity to present witnesses, including fact and expert witnesses.

D. The parties' advisors are permitted to cross-examine the parties and any witnesses.

   1. The parties are prohibited from directly conducting cross examination. Cross-examination must be conducted by a party's advisor.
   2. The decision-maker determines whether questions asked during cross-examination are relevant to the determination of responsibility. If the decision-maker disallows a question, they will explain the basis for their decision at the hearing. Parties and advisors may not challenge a decision-maker's relevancy determinations during the hearing.
   3. Evidence or questions that inquire about the complainant's sexual predisposition or prior sexual history are prohibited (i.e. rape-shield protections) unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
   4. The decision-maker may not consider statements of individuals who do not submit to cross-examination in reaching a determination of responsibility
   5. Records with a legally recognized privilege, such as medical treatment records, may not be used unless the individual or entity who holds the privilege waives the privilege. Any waiver must be written and made in advance of a hearing.
   6. If a party does not have an advisor, the College will provide an advisor at no cost to the party. The advisor may, or may not, be an attorney.
   7. Other standard rules of evidence do not apply in grievance hearings under these procedures.

E. The hearing will be recorded, and the College will provide either an audio recording, audiovisual recording, or transcript of the hearing to all parties.

F. The decision-maker evaluates all relevant evidence and reaches a determination regarding responsibility. The decision-maker issues their final written determination to all parties within ten (10) business days of the hearing. The final written determination includes a summary of the allegations; a description of the procedural steps taken by the College to investigate and reach a determination of responsibility; findings of fact supporting the determination; conclusions regarding the application of College policies to the facts; a statement of and rationale for the result as to each allegation, including a determination of responsibility; any disciplinary sanctions the College recommends or imposes; whether remedies designed to restore or preserve equal access to an education program or activity will be provided to the complainant; and the College's appeal procedures.

G. The following sanctions may be imposed for those who have violated these procedures:

1. Students

    a. Verbal or Written Warning
    b. Probation
    c. Administrative withdrawal from a course without refund
    d. Required Counseling
    e. No Contact Directive
    f. Suspension
    g. Recommendation of Expulsion
    h. Other consequences deemed appropriate

If the decision-maker is required to make a recommendation for student expulsion or employee suspension, demotion or dismissal, such recommendation will be made to the appropriate College official after the time for appeal has expired. If the decision-maker recommends the respondent be expelled, suspended, demoted, or dismissed, during the time in which either party has to appeal, the respondent shall remain on suspension unless otherwise determined by the decision-maker.

VI. APPEALS

After the decision-maker submits their determination of responsibility to the complainant and respondent, all parties are given an equal opportunity to appeal the determination. Appeals may be based only on these grounds:

A. Procedural irregularity that affected the outcome;
B. New evidence that was not reasonably available at the time of the hearing that could affect the outcome; and/or
C. The Title IX Coordinator, Deputy Title IX Coordinator, investigator, or decision maker had a bias or conflict of interest that affected the outcome.

Parties must submit any appeal to the president of the College by 5:00 p.m. eastern standard time via email or mail, within ten (10) business days of receiving the decision-maker's written determination of responsibility. Appeals may not exceed ten (10) double-spaced pages on 8.5x11 paper with one-inch margins and 12-point font.

The College notifies all parties when an appeal is filed and provides all parties a copy of the appeal and a chance to submit a written statement supporting or challenging the outcome. Parties must submit written statements supporting or challenging the outcome to the President of the College by 5:00 p.m. eastern standard time via email or mail, within five (5) business days of receiving a copy of an appeal.

The president shall conduct a review of the record, including the appeal(s) received, any written statements supporting or challenging the outcome, the investigation report, the decision-maker's written determination of responsibility, and any accompanying evidence prior to issuing a written decision to the complainant and respondent that describes the result of the appeal and the rationale for the result. The President's written decision is final.

VII. PROTECTION AGAINST RETALIATION

The College will not in any way retaliate against an individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual has made a report or complaint, testified, assisted, participated, or refused to participate in any manner in an investigation, proceeding, or hearing under these procedures.

Retaliation is a violation of College policy regardless of whether the underlying allegations are ultimately found to have merit. Reports of retaliation are treated separately from reports or complaints of sexual harassment.

VIII. PROVIDING FALSE INFORMATION

Any individual who knowingly files a false report or complaint, who knowingly provides false information to College officials or who knowingly misleads College officials involved in the investigation or resolution of a complaint may be subject to disciplinary action, including but not limited to expulsion or employment termination. The College recognizes a determination regarding responsibility alone is not sufficient to conclude a false report or complaint was made.

IX. LIMITED IMMUNITY

The College community encourages the reporting of misconduct and crimes. Sometimes, complainants or witnesses are hesitant to report to College officials or participate in resolution processes because they fear they themselves may be accused of various policy violations. It is in the best interest of this College that as many complainants as possible choose to report to College officials and that witnesses come forward to share what they know. To encourage reporting, the College offers sexual harassment complainants and witnesses amnesty from minor policy violations.

X. FERPA (Family Educational Rights and Privacy Act)

A student's personally identifiable information found in a student's education records will be shared only with College employees who need to know to assist with the College's response to sexual harassment.

A student's personally identifiable information found in a student's education records will not be disclosed to third parties unaffiliated with the College unless:

A. The student gives consent
B. The College must respond to a lawfully issued subpoena or court order; or
C. The College is otherwise required by law to disclose.

XI. SUSPENDING PROCEDURES

In cases of emergency or serious misconduct, the College reserves the right to suspend this process and may enact appropriate action for the welfare and safety of the College community.

XII. STUDENT AND EMPLOYEE EDUCATION AND ANNUAL TRAINING

The Title IX Coordinator, investigators, decision-makers, and those involved in any informal resolution process shall receive annual trainings on topics including:

A. The definition of sexual harassment for Title IX purposes;
B. The scope of the College's education programs and activities under Title IX;
C. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes;
D. How to serve impartially, including avoiding prejudgment of facts at issue, conflicts of interest, and bias;
E. Technology to be used at live hearings;
F. Issues of relevance of questions and evidence, including rape-shield limitations; and
G. Issues of relevance to create an investigative report that fairly summarizes relevant evidence.

All training materials are posted on the College's website.

All new students and all employees shall be required to participate in a primary prevention and awareness program that promotes awareness of sexual harassment. This program will be held annually at the beginning of each fall semester.

At this annual training, students and employees must receive training in the following areas:

A. Information about safe and positive options for bystander intervention skills;
B. What "consent" means with reference to sexual activities;
C. Risk reduction programs so students recognize and can avoid abusive behaviors or potential attacks;
D. How and to whom to report an incident regarding discrimination, harassment and sex-based violence;
E. The importance of preserving physical evidence in a sex-based violent crime; and
F. Options about the involvement of law enforcement and campus authorities, including the alleged victim's option to: i) notify law enforcement; ii) be assisted by campus authorities in notifying law enforcement; iii) decline to notify law enforcement; and iv) obtain "no-contact" or restraining orders.

Each year, all students and employees will receive an electronic copy of these procedures sent to their College email address of record. These procedures will be maintained online in the College's website

and a hard copy will be kept on file (in English and Spanish) in the Title IX Coordinator's office. Other translations will be made available upon request.

XIII. RECORDKEEPING

The College maintains all records of Title IX proceedings and all materials used to train Title IX personnel for seven years.

UNLAWFUL DISCRIMINATION PROCEDURE

The College strives to make its campuses inclusive, safe and a welcome learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its activities, services and programs based on race, color, national origin, religion, pregnancy, disability, genetic information, age, political affiliation or veterans' status.

I. DEFINITIONS

The following definitions shall apply to this Procedure and shall be collectively referred to herein as "Unlawful Discrimination".

The definitions are not intended to operate as speech codes, promote content and viewpoint discrimination or suppress minority viewpoints in the academic setting. Indeed, just because a student's speech or expression is deemed offensive by others does not mean it constitutes discrimination or harassment.

In applying these definitions, College administrators shall view the speech or expression in its context and totality and shall apply the following standard: the alleged victim subjectively views the conduct as discrimination or harassment and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that the conduct is discriminatory or harassing.

A. **Discrimination:** any act or failure to act that unreasonably differentiates treatment of others based solely on their Protected Status and is sufficiently serious, based on the perspective of a reasonable person, to unreasonably interfere with or limit the ability of that individual to participate in, access or benefit from the College's programs and activities. Discrimination may be intentional or unintentional.

B. **Harassment:** a type of Discrimination that happens when verbal, physical, electronic or other behavior based on a person's Protected Status interferes with a person's participation in the College's programs and activities and it either creates an environment that a reasonable person would find hostile, intimidating, abusive or where submitting to or rejecting the conduct is used as the basis for decisions that affect the person's participation in the College's programs and activities.

Harassment may include but is not limited to: threatening or intimidating conduct directed at another because of the individual's Protected Status; ethnic slurs, negative stereotypes and hostile acts based on an individual's Protected Status.

C. **Protected Status**: race, color, national origin, religion, pregnancy, disability, genetic information, age, political affiliation or veterans' status.

D. **Standard of Evidence** - the College uses the preponderance of the evidence as the standard for proof of whether a violation occurred. In the student due process hearing and employee grievance process, legal terms like "guilt, "innocence" and "burden of proof" are not applicable. Student and employee due process hearings are conducted to take into account the totality of all evidence available from all relevant sources. The College will find the alleged Perpetrator either "responsible" or "not responsible" for violating these Procedures.

II. STATEMENTS OF PROHIBITION

A. Prohibition of Retaliation.

The College strictly prohibits punishing students or employees for asserting their rights to be free from Unlawful Discrimination. Retaliation against any person participating in connection with a complaint of Unlawful Discrimination is strictly prohibited. Reports of retaliation will be addressed

through this procedure and/or other applicable College procedures. Retaliation includes, but is not limited to, any form of intimidation, punitive actions from authority figures or peers, reprisals (acts of vengeance) or harassment. Retaliation is a serious violation and should be reported immediately. The College will take appropriate disciplinary action against any employee or student found to have retaliated against another.

B. Prohibition of Providing False Information.

Any individual who knowingly files a false report or complaint, who knowingly provides false information to College officials, or who intentionally misleads College officials involved in the investigation or resolution of a complaint may be subject to disciplinary action including, but not limited to expulsion or employment termination. The College recognizes that an allegation made in good faith will not be considered false when the evidence does not confirm the allegation(s) of Unlawful Discrimination.

III. REQUESTING ACCOMMODATIONS

A. Students.

Students with disabilities wishing to make a request for reasonable accommodations, auxiliary communication aids or services, or materials in alternative accessible formats should contact the College's Office of Student Services located at A Building, Room A-150B. Information provided by students is voluntary and strict confidentiality is maintained. All requests for accommodations will be considered following the appropriate federal and state laws.

The College will also provide reasonable accommodation of a student's religious beliefs/practices provided such expression/practice does not create a hostile environment for other students and employees and/or the accommodation does not cause an undue hardship for the College.

B. Employees.

Employees with disabilities wishing to make a request for reasonable accommodations, auxiliary communication aids or services, or materials in alternative accessible formats should contact the College's Office of Human Resources located at A Building, Suite 210. Information provided by employees is voluntary and strictly confidential.

The College will also provide reasonable accommodation of an employee's religious beliefs/practices provided such expression/practice does not create a hostile environment for other employees and students and/or the accommodation does not cause an undue hardship for the College.

IV. REPORTING OPTIONS

A. Student Complaints.

Any student wishing to make a report relating to Unlawful Discrimination may do so by reporting the concern to the College's Office of Student Services located at A-Building, Room 160.

For Unlawful Discrimination incidents between students and employees, the Chief Academic Officer and Dean of Student Services will work in partnership with the Director of Human Resources to investigate and resolve the allegations.

B. Employee Complaints.

Any employee wishing to make a report related to Unlawful Discrimination may do so by reporting the concern to the College's Director of Human Resources located at A Building, Suite 210.

V. INITIAL INVESTIGATION

As these Procedures apply to both students and employees as either the Complainant or the Respondent, the administrator receiving the incident report will determine if the case should be handled by: 1) the Chief Academic Officer, and/or designee, Dean of Student Services (student/student); 2) the Director of Human Resources, or designee (employee/employee); or 3) both (student/employee). For incidents involving students and employees, the College will utilize the process for both the student investigation and the employee investigation sections as applicable.

A. Student Investigation.

1. Students filing complaints ("Complainants") are urged to do so in writing as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the thirty (30) day period will still be investigated; however, Complainants should recognize that delays in reporting may significantly impair the ability of College officials to investigate and respond to such complaints. The Dean of Student Services shall fully investigate any complaints and will, as needed, and if the complaint also involves an employee, collaborate with the College's Director of Human Resources. During the course of the investigation, the Dean of Student Services may consult with other relevant College administrators and the College Attorney.

2. During the investigation, and if applicable to the complaint[1], the Dean of Student Services shall meet with the Complainant and the alleged Perpetrator ("Respondent") separately and give each party an equal opportunity to provide evidence, including informing the Dean of Student Services of any potential witnesses. Both parties will be given access to any information provided by the other in accordance with any federal or state confidentiality laws.

3. During the investigation process, the Dean of Student Services may implement temporary measures in order to facilitate an efficient and thorough investigation process as well as to protect the rights of all parties involved. The temporary actions include, but are not limited to: reassignment of class schedules; temporary suspension from campus (but be allowed to complete coursework); or directives that include no contact between the involved parties.

4. A confidential file regarding the complaint shall be maintained by the Dean of Student Services. To the extent possible, the College will keep all information relating to the complaint and investigations confidential; however, to maintain compliance with the Clery Act, both parties will be informed of the outcome of any institutional proceedings under these Procedures.

5. The Dean of Student Services shall make every effort to conclude the investigation as soon as possible but no later than thirty (30) calendar days. If the nature of the investigation requires additional time, the Dean of Student Services may have an additional ten (10) calendar days to complete the investigation. The Dean of Student Services shall notify the parties of this extension.

6. Complainants will be notified of available counseling services and their options of changing academic situations and other interim protective measures.

B. Employee Investigations.

1. Employees filing complaints ("Complainants") are urged to do so in writing as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the thirty (30) day period will still be investigated; however, Complainants should recognize that delays in reporting may significantly impair the ability of College officials to investigate and respond to such complaints. The Director of Human Resources shall fully investigate any complaints. During the course of the investigation, the Director of Human Resources may consult with other relevant College administrators and the College Attorney.

2. During the investigation, and if applicable to the complaint[2], the Director of Human Resources shall meet with the Complainant and the alleged Perpetrator ("Respondent") separately and give each party an equal opportunity to provide evidence, including informing the Director of Human Resources of any potential witnesses. Both parties will be given access to any information provided by the other in accordance with any federal or state confidentiality laws.

3. During the investigation process, the Director of Human Resources may implement temporary measures in order to facilitate an efficient and thorough investigation process

as well as to protect the rights of all parties involved. The Director of Human Resources may suspend an employee with pay pending an investigation if such action is in the College's best interest.

4. A confidential file regarding the complaint shall be maintained by the Director of Human Resources. To the extent possible, the College will keep all information relating to the complaint and investigations confidential; however, to maintain compliance with the Clery Act, both parties will be informed of the outcome of any institutional proceedings under these Procedures.

5. The Director of Human Resources shall make every effort to conclude the investigation as soon as possible but no later than thirty (30) calendar days. If the nature of the investigation requires additional time, the Director of Human Resources may have an additional ten (10) calendar days to complete the investigation and shall notify the parties of this extension.

6. Complainants will be notified of available counseling services and other interim protective measures.

VI. RECOMMENDATION AND APPEAL

A. Students.

1. After the investigation is complete, the Dean of Student Services will put forward a recommendation of finding, based on the Standard of Evidence, and sanction(s) to both the Complainant and Respondent. If the recommendation is accepted by both parties involved, the recommendation and sanction(s) will become effective. The Dean of Student Services will submit to each party a final outcome letter that will include, but is not limited to, the following:

   a. Determination if the Respondent is responsible or not responsible for violating these Procedures;

   b. Sanction(s);

   c. Whether monitoring of academic schedules is needed between the parties to ensure that the individuals involved are not in classes together (the Vice President will assist in this process).

   d. Short-term College counseling services available to each party.

2. If the Dean of Student Service's recommendations are not accepted by either the Complainant or the Respondent, both may appeal and request a formal hearing. If the Dean of Student Services recommends sanctions that he/she cannot impose (i.e., expulsion), the matter shall automatically be set for a hearing. The Chief Academic Officer will preside over the hearing as the Presiding Officer. The process for the hearing is outlined below:

   a. Prior to the hearing, the Complainant and the Respondent have the right to review all evidence, including written statements by the Respondent, the Complainant, or witnesses. Strict rules of evidence do not apply. The Standard of Evidence shall apply for the hearing.

   b. Written notice including the date, time, and location of the hearing will be sent to all parties.

   c. At the hearing, all pertinent parties have a right to speak and be questioned by the Presiding Officer. Cross-examination between parties is not permitted. The College will provide options for questioning without confrontation. Each phase of the hearing will be heard by both parties in separate rooms by use of a speaker phone.

d. The Complainant and the Respondent are allowed to be accompanied by an advocate. The advocate may not present on behalf of either party unless otherwise instructed to do so by the Presiding Officer. If the Complainant or the Respondent chooses to have an advocate who is an attorney, notification must be provided to the Presiding Officer at least three (3) College business days prior to the hearing date. In this case, the College Attorney will also be present.

e. Both parties have a right to a written notice of the hearing outcome.

B. Employees.

1. After the investigation is complete, the Director of Human Resources will put forward a recommendation of finding, based on the Standard of Evidence, and sanctions to both the Complainant and Respondent. If the recommendation is accepted by both parties involved, the recommendation and sanctions will become effective. A final outcome letter will be submitted to the Complainant and Respondent that may include, but not limited to, the following:

   a. Determination if the Respondent is responsible, not responsible, or if the decision is deemed inconclusive, or shared responsibility.

   b. Sanction(s), if appropriate.

   c. Monitoring of academic schedules or workplace schedule if needed.

   d. Short-term counseling services will be offered to each party.

2. If the Director of Human Resources' recommendations are not accepted by either the Complainant or the Respondent, both may appeal and request a formal hearing. If the Director of Human Resources recommends sanctions that he/she cannot impose (i.e., termination) the matter will automatically be set for a hearing. The President will preside over the hearing as the Presiding Officer. The process for the hearing is outlined below:

   a. Prior to the hearing, the Complainant and the Respondent have the right to review all evidence, including written statements by the Respondent, the Complainant, or witnesses. Strict rules of evidence do not apply. The Standard of Evidence shall apply for the hearing.

   b. Written notice including the date, time, and location of the hearing will be sent to all parties.

   c. At the hearing, all pertinent parties have a right to speak and be questioned by the Presiding Officer. Cross-examination between parties is not permitted. The College will provide options for questioning without confrontation. Each phase of the hearing will be heard by both parties in separate rooms by use of a speaker phone.

   d. The Complainant and the Respondent are allowed to be accompanied by an advocate. The advocate may not present on behalf of either party unless otherwise instructed to do so by the Presiding Officer. If the Complainant or the Respondent chooses to have an advocate who is an attorney, notification must be provided to the Presiding Officer at least three (3) College business days prior to the hearing date. In this case, the College Attorney will also be present.

   e. Both parties have a right to a written notice of the hearing outcome.

C. Sanctioning.

The following sanctions may be imposed for those who have violated these Procedures.

1. Students.

a. Verbal or Written Warning
b. Probation
c. Administrative withdrawal from a course without refund
d. Required Counseling
e. No Contact Directive
f. Suspension
g. Expulsion
h. Other consequences deemed appropriate

ALCOHOL AND DRUGS ON CAMPUS 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.
Subsequent use: Expulsion/Termination.

B. First-time possession: Expulsion/Termination.

C. 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:

Student Contact: Bri Blackwood, Counselor
Office: A-164, Phone (336) 386-3226

Employee Contact: Melonie Weathers, Director, Human Resources
Office: A-210B, Phone (336) 386-3207

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

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

B. Random or universal sampling of the students enrolled in the applicable college program may

be conducted on occasion if deemed necessary by the Vice President for Student Services. Refusal to provide this sample within an appropriate time as requested shall be deemed a violation of this policy.

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

Adopted by the Board of Trustees, May 11, 2015

STUDENT GRIEVANCE POLICY

I. Purpose

To describe the procedure to be followed when a student, employee, or visitor files a conduct complaint with the College. This process will be used in all complaints, including gender-based and sexual misconduct, 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, impartial, and equitable investigation and resolution for all parties involved.

During the grievance process, the complainant and the respondent are entitled to have a support person/advisor of their choice at any proceeding or related meeting. The complainant and the respondent 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 respondent.

II. 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*. This standard means that the alleged incident more likely happened, than not happened. This standard is different from the level used in a criminal investigations. Most criminal investigation will use a standard of *beyond a reasonable doubt*, or *clear and convincing*.

III. Grievance Process

A. 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 mandatory reporter 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. Please refer to the *Mandatory Reporters Guide* for more information.

B. 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 Dean of Student Services, also located in the A-building. In the event the complaint involves both students and employees, the Director of Human Resources and the Dean of Student Services will work together to evaluate the complaint.

Complaints could be verbal and/or written, but should include the following:

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

C. Privacy and Confidentiality of the Complainant

1. Privacy
   Privacy generally means that information related to a report under this policy will only be shared with a limited number of employees that "need to know" in order to provide support for the individuals involved in the report and to ensure the safety of the individuals and the College community. While not bound by confidentiality, these employees will be discrete and respect the privacy of all individuals in the process.

2. Confidentiality
   Confidentiality means information shared by an individual with designated campus or community professionals cannot be revealed to any other entity without the express written consent of the individual, unless required by law. These campus and community professionals include mental health and health care providers (within established patient-client privilege), ordained clergy, and attorneys (within established professional-client privilege), all of whom must keep information confidential by virtue of their professional licenses.

   The complainant can seek confidential guidance, counsel, or advice from one of the counselors in the Office of Health, Wellness, and Development. 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 confidentiality of the complainant and all parties involved, but it may limit the response by the College.

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

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

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

D. **Preliminary Investigation**

Once a complaint of misconduct has been filed with either the Director of Human Resources and/or the Vice President of Student Services, a preliminary investigation will begin within two (2) business days to determine the following:

- Is there reasonable cause to believe a policy and/or policies have been violated?
- Does the complaint against the respondent 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 respondent ("No-Contact Order"), interim suspension(s) of the respondent, 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 respondent within four (4) business days.

E. 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 respondent, 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 respondent and the complainant specifying the actual charge against the respondent within two (2) business days after the comprehensive investigation has concluded. This written notice of charge will include the information and next steps leading to the hearing process on the alleged charges.

F. Conduct Hearing

During the hearing process, the Director of Human Resources and/or the Dean of Student Services reviews all the information from the comprehensive investigation with the respondent 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 respondent. 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 respondent is an employee), or expulsion (if the respondent is a student.) The hearing process will be completed within five (5) business days of the receipt of the Notice of Charge by the respondent.

G. Notice of Outcome

The written Notice of Outcome will be sent simultaneously to the complainant and the respondent 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 respondent 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 respondent is a student, the Vice President of Student Services will make the final decision regarding the sanctions imposed on the student; therefore, the written Notice of Outcome will come from the Vice President of Student Services.

H. Appeals

Any complainant or respondent 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.

I. 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.

IV. 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 Dean of Student Services. The written complaint should specify the following:

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

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

Adopted by the Board of Trustees, June 08, 2015

V. 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.

Adopted by the Board of Trustees, September 14, 2015

STUDENT RIGHT TO KNOW ACT POLICY

Pursuant to the Student Right to Know and Campus Security Act (the "Act"), the College is required to publicly disclose relevant graduation and transfer rate information for its students. The Act is a consumer information report designed for public access to relevant graduation and transfer information to enable students to make informed decisions regarding their college choice. The College makes available to currently enrolled as well as prospective students the graduation and transfer rate for the most recent cohort of entering students based on a one-year reporting period.

The Acts' report is a cohort based study. The cohort is made up of students who enrolled as first-time college students who attended full-time (i.e., twelve [12] or more hours) and had declared themselves as degree seeking. The graduation and transfer rate for the cohort is calculated one year after the cohort's initial date of enrollment. These numbers can be misleading because many community college students attend part-time. Those students are not included in this report. Moreover, students with academic goals other than transfer or degree seeking students are not included in this report. Also, not included with the report are those students who leave school to serve in the armed services, an official church mission or with a recognized foreign aid service of the Federal government.

The report is updated annually and is available in the office of the Chief Academic Officer.

Legal Reference: P.L. 101-542 – Student Right-To-Know Act

CAMPUS SECURITY REPORTING – CLERY ACT POLICY

I. POLICY OVERVIEW

The College is committed to providing a safe and secure environment for all members of the College's community and visitors. The College shall comply with the Crime Awareness and Security Act of 1990, as amended by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

II. DEFINITIONS

A. *Campus Security Authority* ("CSA") is a Clery-specific term that encompasses four groups of individuals and organizations associated with an educational institution:

1. A member of the educational institution's police department or campus security department;

2. Any individual(s) who has responsibility for campus security but who does not constitute a campus police department or a campus security department (e.g., an individual who is responsible for monitoring the entrance into the College's property);

3. Any individual or organization specified in an institution's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses. For purposes of this College, this individual is the Dean of Student Services; and

4. An official or someone who has significant responsibility for student and campus activities, including, but not limited to: student housing, student discipline and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on the College's behalf.

B. *Clery Act Crimes* are the following crimes that must be reported by Campus Security Authorities to law enforcement and crimes that are listed in the College's Annual Security Report:

1. Murder/non-negligent manslaughter; negligent manslaughter; sex offenses (forcible and non-forcible); domestic and dating violence; stalking; robbery; aggravated assault; burglary; motor vehicle theft; and arson;

2. Hate Crimes: any of the above-mentioned offenses, and any incidents of larceny-theft; simple assault; intimidation; or destruction/damage/ vandalism of property that was motivated by bias on race, religion ethnicity, national origin, gender, sexual orientation, gender identity or disability; and

3. Arrests and referrals for disciplinary action for weapons (carrying, possessing, etc.); drug abuse violations and liquor law violations.

C. *College Property* is all the following property:

1. Campus Grounds, Buildings and Structures – Any building or property owned by or controlled by the College within the same reasonably contiguous geographic area and used by the College in direct support of, or in a manner related to, the College's educational purposes; and any building or property that is within or reasonably contiguous to such buildings or property that is owned by the College but controlled by another person and is frequently used by students and supports College purposes.

2. Off-Campus and Affiliated Property – Any building or property owned or controlled by a student organization that is officially recognized by the College; or any building or property owned or controlled by the College that is used in direct support of, or in relation to, the College's educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the College.

3. Public Property – All thoroughfares, streets, sidewalks, and parking facilities that are within the campus, or immediately adjacent to and accessible from the campus.

III. SAFETY AND REPORTING PROCEDURES

The College encourages all members of the College community to report suspicious or criminal activity to law enforcement as soon as possible. Crimes may be reported anonymously. In the event of a crime in progress or at any time there is a risk of harm to persons or property, call 911.

In addition, CSAs have a legal obligation to file a report of suspected criminal activity with law enforcement and with the Dean of Student Service's Office to ensure statistical inclusion of all Clery Act Crimes in the College's Annual Security Report when those crimes occur on or near College Property. Any individual identified by the College as a CSA shall receive notification of that designation and the requirement that the individual report information about Clery Act Crimes. Training will also be provided to all so designated persons. While CSAs must report any Clery Act Crime that comes to their attention, at the request of the victim, the victim's identity may remain anonymous.

To promote safety and security at the College, and in compliance with the Clery Act, the College shall:

A. Submit crime statistics to the United States Department of Education;

B. Maintain a daily crime log (open to public inspection);

C. Issue campus alerts to timely warn the College community when there is information that a Clery Act Crime has occurred that represents a serious or ongoing threat to campus safety;

D. Issue emergency notifications upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus. The College tests the emergency notification procedure bi-annually.

E. Publishes and maintains an Annual Security Report containing safety and security related policy statements and statistics of Clery Act Crimes occurring on College Property. To prepare the Annual Security Report, the College collects, classifies and counts crime reports and crime statistics. The Annual Security Report is available on the College's website and hard copies are available through the Office of Student Services for inspection.

Legal Reference: 20 U.S.C. § 1092(f); 34 C.F.R. § 668.46; *The Handbook for Campus Safety and Security Reporting* (U.S. Department of Education, available at: http://www2.ed.gov/admins/lead/safety/handbook.pdf)

STUDENT RECORDS – FERPA POLICY

All student records must be current and maintained with appropriate measures of security and confidentiality. The College is responsible for complying with all legal requirements pertaining to the maintenance, review and release of records retained by the College.

I. COMPLIANCE WITH FERPA RIGHTS

A. The Family Educational Rights and Privacy Act ("FERPA") provides students with certain rights to privacy of their educational records and rights of access by others to their educational records. College employees are expected to fully comply with this Policy.

B. For purposes of this Policy, "student" means an individual who is or has been in attendance at the College. It does not include persons who have not been admitted, who have been admitted but did not attend the College or individuals enrolled solely in non-credit courses. "Attendance" starts when the individual matriculates or declares their intention to enroll at the College, whichever comes first.

II. ANNUAL NOTIFICATION OF RIGHTS

The College shall provide every student with an annual notice of their rights under FERPA. The Chief Academic Officer, or his/her designee, is responsible for preparing and delivering this annual notice.

III. RIGHT TO INSPECT RECORDS

A. Students who want to inspect their education records should direct that request to the individual and within the timeframe as designated in the annual notice. Records which are available for inspection shall be provided to the student during regular business hours.

B. Students may obtain copies of their educational records if circumstances make on-site inspection impractical and the student is in good standing. When copies are provided, the student may be charged a reasonable fee for the actual copying expense.

IV. DIRECTORY INFORMATION

A. The College may release Directory Information without student consent. The College designates the following information as Directory Information[1]:

1. Student's name;
2. City and State
5. Major field of study;
6. Participation in officially recognized activities and sports;
7. Dates of attendance, grade level and enrollment status; and
8. Degrees, honors and awards received.

B. The College shall only release Directory Information to individuals and organizations that demonstrate, in the College's opinion, a legitimate, educational interest in the information or provide a direct service to the College; however, the College shall release Directory Information to military recruiters in compliance with the Solomon Amendment unless the student specifically restricts the release of their Directory Information.

C. Students who do not wish to have their Directory Information released to the individuals and organizations identified above shall comply with the "opt out" provisions designated in the annual notice.

V. RELEASE OF EDUCATIONAL RECORDS

A. The College will not release a student's educational records, aside from Directory Information, to any third-party unless the student consents to the release or a valid, legal exception applies.

B. Disclosures may be made to school officials which include any of the following when that person has a legitimate educational interest in having access to the information: 1) any administrator, certified staff member, or support staff member (including health, medical, safety, and security staff) employed by the College; 2) a member of the College's Board of Trustees; 3) a contractor, consultant, volunteer, or other party to whom the College has outsourced services or functions, such as, but not limited to: an attorney, auditor, cloud storage provider, consultant, expert witness, hearing officer, law enforcement unit, investigator, insurer/insurance company adjuster, investigator, or any other claims representative, medical providers or consultants, or counselors/therapists, provided that the person is performing a service or function for which the College would otherwise use employees, is under the direct control of the College with respect to the use and maintenance of education records, and is subject to FERPA requirements governing the use and re-disclosure of PII from education records; and 4) a person serving on a committee appointed by the College, such as a disciplinary or grievance committee or other review committee.

C. In compliance with Title IX, the College may disclose the final results of campus disciplinary proceedings in which a student respondent is charged with a violent crime or non-forcible sex offense. Upon the request of the complainant, disclosure maybe made regardless of whether the respondent was found responsible. Disclosures to third parties may be made only if the student respondent is found responsible. Disclosure in this situation is limited to the name of the violator, the type of student code violation found to have occurred, and the sanction imposed by the College.

D. The College shall release a student's educational records to the student's parents when requested by the parents and: i) the student is listed as a dependent on the parents' tax returns; ii) the student violated a law or the College's policies regarding drugs and alcohol and the student is under the age of 21; or iii) the disclosure is needed to protect the health or safety of the eligible student or other individuals in an emergency situation.

VI. CORRECTING RECORDS

A student has the right to challenge an item in his/her records believed to be inaccurate, misleading or otherwise in violation of the student's privacy rights. The student may file a grievance pursuant to Policy 5.3.6 – Student Grievance beginning at Step Three. If the final decision is that the information in the

record is, in the College's determination, not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the Chief Academic Officer shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the College's decision.

VII. MISCELLANEOUS

A. Students who believe their rights have been violated may file a complaint with the Family Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington D.C. 20202. Complaint must be filed within 180 days of the date of the alleged violation or the date the student knew or should have known of the alleged violation.

B. A hold may be applied to the release of an official transcript, diploma or other information requested from an official record for a student who has an overdue indebtedness to the College. A hold may be applied for failure to comply with a disciplinary directive. Such a student continues to have the right to see and photocopy his official record upon request.

C. The College shall only destroy student records in accordance with federal and state laws and regulations and as allowed by the Records Retention & Disposition Schedule for North Carolina Community Colleges. The College shall not destroy student records if there is an outstanding request, grievance or legal matter related to those records.

Legal Reference: 10 U.S.C. § 983; 20 U.S.C. § 1232g; 34 C.F.R. pt. 99

STUDENT RECORDS – FILE PROCEDURE

I. Student Records

The College is required to maintain, at a minimum, current, complete and accurate records to show the following:

A. An application for admission that includes the student's educational and personal background, age and other personal characteristics.

B. Progress and attendance including date entered, dates attended, subjects studied and class schedule. This record shall be in a form which permits accurate preparation of transcripts of educational records for purpose of transfer and placement, providing reports to government services or agencies or for such other purposes as the needs of the student might require. Such transcripts shall be in a form understandable by lay persons and educators alike. The grading system on such transcripts shall be explained on the transcript form. Subjects appearing on the transcripts shall be numbered or otherwise designated to indicate the subject matter covered.

C. All student enrollment agreements shall include at a minimum, the program of study, program tuition and fees, date programs are to begin, time period covered by the tuition payment and statement of or reference to the College's tuition refund policy.

D. All student account ledgers shall include, at a minimum, monies owed and paid by each student, and refunds issued by the College.

E. A copy of the student's high school transcript or certificate of high school equivalency or a signed, notarized attestation of either graduation from a public or private high school that operates in compliance with State or local law, graduation from a state registered home high school, or receipt of a certificate of high school equivalency, if the student provides the school with written evidence of the student's inability to obtain a copy of the student's high school transcript or certificate of high school equivalency or, for persons at least 18 years old who did not graduate from a public, private or state registered home high school or obtain a certificate of high school equivalency, demonstration of an ability to benefit as determined by any test instrument approved by the Department of Education.

II. Inspection by State Board of Community Colleges

A. Students' records shall be open for inspection by properly authorized State Board officials.

B. The College's financial records shall be open for inspection by properly authorized State Board officials.

Legal Reference: 2A SBCCC 400.11

FERPA ANNUAL NOTICE PROCEDURE

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, provides students with certain rights with respect to their education records. These rights are:

A. The right to inspect and review your education records within forty-five (45) days of the day the College receives a request for access. You should submit to the College's Director of Admissions, Records, and Registration a written request that identifies the record(s) you wish to inspect. The College's Director of Admissions, Records, and Registration will make arrangements for access and notify you of the time and place where the records may be inspected. If the records are not maintained by the College's Director of Admissions, Records, and Registration, the Director of Admissions, Records, and Registration will advise you of the correct official to whom your request should be made.

B. You have the right to challenge an item in your education records believed to be inaccurate, misleading or otherwise in violation of your privacy rights. You may file a grievance pursuant to Policy 5.3.6 – Student Grievance beginning at Step Three. If the final decision is that the information in the record is, in the College's determination, not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the Chief Academic Officer shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the College's decision.

C. The right to consent to disclosures of personally identifiable information contained in your education records. FERPA requires that the College obtain your written consent prior to the disclosure of any such information with certain exceptions. College officials with a legitimate educational interest are an exception and do not need your consent. For a complete list of the disclosures that may be made without your consent, see 34 CFR Part 99.31 – 99.39. Exceptions to disclosures include, but are not limited to:

1. Organizations conducting studies;
2. Health/safety emergencies;
3. Under the U.S. Patriot Act;
4 Federal, state and local authorities;
5. Accrediting organizations;
6. State, local or tribal welfare agencies;
7. College officials with legitimate educational interest;
8. In response to subpoenas and court orders; and
9. In response to a lawsuit where a student names the College as a party.

D. A College official includes any of the following when that person has a legitimate educational interest in having access to the information**:**

1. Any administrator, certified staff member, or support staff member (including health, medical, safety, and security staff) employed by the College;
2. A member of the College's Board of Trustees;
3. A contractor, consultant, volunteer, or other party to whom the College has outsourced services or functions, such as, but not limited to: an attorney, auditor, cloud storage provider, consultant, expert witness, hearing officer, law enforcement unit, investigator, insurer/insurance company adjuster, investigator, or any other claims representative, medical providers or consultants, or counselors/therapists, provided that the person is performing a service or function for which the College would otherwise use employees, is under the direct control of the school district with respect to the use and maintenance of education records, and is subject to FERPA requirements governing the use and re-disclosure of personally identifiable information from education records; and
4. A person serving on a committee appointed by the College, such as a disciplinary or grievance committee or other review committee.

A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

E. The College may release Directory Information about you unless you have advised the College to the contrary. The College has designated the following information as Directory Information: name; address; telephone number; email address; major field of study; participation in officially recognized activities and sports; dates of attendance, grade level and enrollment status; and degrees, honors and awards received.

1. The College shall only release Directory Information to individuals and organizations that demonstrate, in the College's opinion, a legitimate, education interest in the information or provide a direct service to the College; provided, however, the College shall release Directory Information to military recruiters in compliance with the Solomon Amendment unless you specifically restrict the release of your Directory Information.
2. If you do not want the College to disclose your Directory Information described above from your education records to the recipients identified above without your prior written consent, you must submit a completed *FERPA Consent Form* to the Office of Student Services within fourteen (14) days of the beginning of the academic year or within fourteen (14) days of you enrolling in the College.

F. In compliance with Title IX, the College may disclose the final results of campus disciplinary proceedings in which a student respondent is charged with a violent crime or non-forcible sex offense. Upon the request of the complainant, disclosure may be made regardless of whether the respondent was found responsible. Disclosures to third parties may be made only if the student respondent is found responsible. Disclosure in this situation is limited to the name of the violator, the type of student code violation found to have occurred, and the sanction imposed by the College.

G. The College shall release a student's educational records to the student's parents when requested by the parents and: i) the student is listed as a dependent on the parents' tax returns; ii) the student violated a law or the College's policies regarding drugs and alcohol and the student is under the age of 21; or iii) the disclosure is needed to protect the health or safety of the eligible student or other individuals in an emergency situation.

H. You have the right to file a complaint with the U.S. Department of Education concerning alleged failures of the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is the:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Questions regarding student records should be directed to the College's Office of Student Services.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. pt. 99

STUDENT RECORDS CONFIDENTIALITY PROCEDURE

Each area of the campus that handles student records shall establish internal procedures to protect the security and confidentiality of student information, including hard copy and digital formats. The following guidelines must be followed when accessing confidential information and student records.

I. Hard Copy Data

A. Student information with social security numbers and birth dates shall not to be placed on hard copy file folder labels (use student ID instead).
B. Student information with social security numbers and birth dates should not be left unsecured at any time.
C File folders (hard copies) containing student information with social security numbers and birth dates must be kept in a locked drawer or a locked room with access only by appropriate personnel.
D. Any documents containing student information that is confidential should be shredded before discarding.
E. Interoffice mail containing sensitive student information shall be sent using a sealed, opaque envelope.

F. Sensitive information shall be mailed First Class or using other traceable delivery service and using an opaque envelope with no markings that will distinguish it as sensitive information.

II. Electronic Data

A. Electronic data shall be maintained by Technology Services and shall be backed up to a separate location daily. The only exception to this is that Distance Learning student course records are housed off-campus through Open LMS. These records do not contain student SSN and are also backed up daily by Open LMS.

B. Electronic student and confidential information is only accessible to appropriate personnel in accordance with procedures approved by Technology Services.

C. Access to information systems is only given to appropriate personnel upon permission by a staff member's supervisor and/or the appropriate data owner. Permission records will be maintained by Technology Services.

D. Personnel who have been granted authority to access student information will be issued an ID and password by Technology Services to access information systems.

E. Each staff member is only to use his/her designated ID and password to access student and confidential information. Under no circumstances should an ID and password be shared or should a staff member access College information systems under an ID and password that has not been issued to him or her.

F. Student information with social security numbers and birth dates is not to be distributed or transmitted through email or otherwise made accessible to users without clearance to see this information.

G. The student ID generated by the College's operating system will be used in place of the social security number for identification purposes and in all communications.

H. Technology Services reserves the right to revoke all privileges to information systems if College Information Technology policies and procedures are not followed.

I. Faxing of sensitive student information shall be done by first verifying the fax number. Once the number has been verified the intended recipient must be readily available to retrieve the information. Each area of the campus that handles student records shall establish internal procedures to protect the security and confidentiality of student information, including hard copy and digital formats. The following guidelines must be followed when accessing confidential information and student records.

III. Student Communications

A. Students are required to create a unique password upon setting up their accounts in the College's information systems.

B. Electronic communication with an active student should only be sent to that student's College email address. Communication with prospective students or past students may be sent to the student's personal email, but should not include any sensitive information (e.g., student grades).

C. When communicating with students regarding technical support, registration, transcripts, financial aid and financial information, students should not be asked for a social security number or birth date in public/within hearing distance of other people.

D. Two forms of authentication must be requested when verbally verifying student identification. Appropriate forms of authentication are the student Colleague ID number, the last four digits of the social security number and birth date. Under no circumstances should a student be requested to verify his/her social security number through email.

IV. Security Breach

A. Any security breach or loss of records should be reported to one's immediate supervisor immediately upon discovery of the breach/records loss.

B. Any student that has had their sensitive information compromised shall be contacted within 24 hours via telephone. In the event that the student cannot be reached, the College will use the emergency contacts to try to establish communications with the student. After the College has exhausted these resources the next form of contact will be First Class mail or other traceable delivery service in accordance with N.C.G.S. § 75-65.

C. While sensitive student information is in transport to the College, the information shall remain locked in the trunk or other secure area of the vehicle. If the vehicle does not have a secure

location, the sensitive student information must not be transported until the information can be transported securely unless it will be transported with no stops that will require the vehicle to be left unattended.

D. Any student information that is collected off-campus or after campus hours shall remain in the custody of the student, agency or business until the sensitive student information can be delivered to the College.

E. With the exception of coursework to be graded, no College employee will have hard copies of sensitive student information in their possession overnight without prior approval from that employee's supervisor or the college president. Any digital records removed from campus should be encrypted and password protected.

USE OF STUDENT WORK PROCEDURE

As a condition of enrollment at the College, the student grants the College a non-exclusive, perpetual, world-wide, royalty-free right and license to reproduce and publicly or privately display, distribute, or perform the student's work, in whole or in part, for the College's own educational purposes. This includes:

A. The use of student work in order to demonstrate compliance with accrediting bodies.
B. Research conducted by College personnel and presentation or publication resulting from such research.
C. The use of student work in order to demonstrate student and instructor activities for the purposes of promoting the college and its endeavors.

Nothing herein permits the disclosure of a student's educational record, including student grades, nor can student work be presented in a personally identifiable manner without the student's exclusive permission. This license does not extend to commercialization of the work. Intellectual property created by the student for commercial purposes singularly or in cooperation with the College shall be governed by the Policy 4.2.2 – Intellectual Property.

SERVICE ANIMALS AND OTHER ANIMALS ON CAMPUS POLICY

I. OVERVIEW

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other applicable federal and state law, the College may be required to accommodate an otherwise qualified individual with a disability by making a reasonable modification in its services, programs or activities. This Policy addresses the use of Service Animals and other animals on campus by qualified individuals with disabilities or individuals authorized to provide training.

II. DEFINITIONS

A. **Emotional Support Animal** – an animal selected or prescribed to an individual with a disability by a healthcare or mental health professional to play a significant part in a person's treatment process (e.g., in alleviating the symptoms of that individual's disability). An emotional support animal does not assist a person with a disability with activities of daily living and does not accompany a person with a disability at all times. An emotional support animal is not a "Service Animal".

B. **Service Animal** – an animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a Service Animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. Service Animals may or may not have been licensed by a state or local government or a private agency. Service Animals are limited to service dogs and, in some cases, miniature horses.

C. Pets – any animal that is not an Emotional Support Animal or a Service Animal.

III. Animals on Campus

Pets are not permitted on campus and may not be left in vehicles on College property. There are occasions when a student or employee may need to bring an animal onto campus for the purpose of meeting an educational objective. Such requests should be made to the appropriate academic Dean prior to the animal being allowed onto campus. Subject to the rules set forth in section IV and V below. Emotional Support Animals and Service Animals are permitted in any area of campus where employees or students are permitted with a few exceptions for health and safety reasons.

IV. Procedures Regarding Service/Emotional Support Animals

A. Responsibilities of the Service/Emotional Support Animal Owner/Handler

1. Registration

   a. Service Animals

      Students and employees are not required to register Service Animals. However, they are encouraged to notify the Disability Services Office (students) or the Office of Human Resources (employees) if they intend to use a Service Animal on campus so that appropriate College officials are aware of the animal's presence and to assist with the Service Animal's access to areas within the College's campus. Visitors with Service Animals are not required to register their animals.

   b. Emotional Support Animals

      After the College has made a determination that an Emotional Support Animal is allowed on campus (see Section B.2) the student or employee must register the animal with the Disability Services Office (students) or the Office of Human Resources (employees).

2. Care and Supervision

   a. The care and supervision of a Service/Emotional Support Animal is the responsibility of the animal's owner and/or handler. The handler must ensure the animal is in good health and has been inoculated and licensed in accordance with local regulations with the burden of proving licensure and inoculation on the person with a disability. Dogs must wear a rabies tag at all times.

   b. The Service/Emotional Support Animal must be under the control of the handler at all times and may not be left alone. A Service/Emotional Animal must be restrained by a leash or other appropriate device that does not exceed six (6) feet in length. In situations where a leash or other device interferes with a Service Animal's ability to perform its task or service, the Service Animal must remain under the control of the handler at all times.

   c. The owner and handler of the Service/Emotional Support Animal is responsible for any damage of personal property or any injuries to an individual caused by the Service/Emotional Support Animal.

   d. The handler must ensure the animal is "housebroken" and trained and must clean up and remove all animal waste created by the animal.

   e. The Service/Emotional Support Animal may not disrupt the operation of the College or any class.

B. Responsibilities of the College Community

1. Service Animals

   If the need for a Service Animal is obvious, College officials may not question the presence of the animal on campus. If the need for a Service Animal is not obvious, College officials are permitted to ask the handler two questions:

   a. Is the animal required because of a disability?
   b. What work or task(s) has the animal been individually trained to perform?

At no time may a College official require a Service Animal to demonstrate the tasks for which they have been trained nor may they inquire as to the nature of the individual's disability.

If another person on campus has a covered disability under the ADA and it includes an allergic reaction to animals and that person has contact with a Service Animal, a request for accommodation should be made by the individual to the Disability Services Office (if a student) or the Director of Human Resources (if an employee). All facts surrounding the concern will be considered in an effort to resolve the concern and provide reasonable accommodation for both individuals.

2. Emotional Support Animals
The determination of whether a student or employee with a disability is allowed to have an Emotional Support Animal on campus shall be made on a case-by-case basis. Students and employees may request, as a reasonable accommodation for a disability, the need to have an Emotional Support Animal on campus. The College is not required to grant reasonable a accommodations that would result in a fundamental alteration of a program or would constitute an undue burden. Any requests for a reasonable accommodation for an Emotional Support Animal shall be directed to the Disability Service Office (students) or the Office of Human Resources (employees).

In determining request for accommodations for an Emotional Support Animal, the consideration is: 1) does the person have a disability (i.e., a physical or mental impairment that substantially limits one or more major life activities); 2) does the Emotional Support Animal perform tasks or services for the benefit of the person or provide emotional support that alleviates one or more of the identified symptoms or effects of the person's existing disability; and 3) is the request an undue burden on the College or does it fundamentally alter a College program.

C. Removal of Service/Emotional Support Animals

The College has the authority to remove a Service/Emotional Support Animal from its facilities or properties if the Service/Emotional Support Animal becomes unruly or disruptive, unclean and/or unhealthy, and to the extent that the animal's behavior or condition poses a direct threat to the health or safety of others or otherwise causes a fundamental alteration in the College's services, programs, or activities.

It is a Class 3 misdemeanor "to disguise an animal as a service animal or service animal in training". N.C.G. S. 168-4.5. In other words, it is a crime under North Carolina law to attempt to obtain access for an animal under the false pretense that it is a Service Animal.

Additionally, any employee or student who violates any portion of this procedure is subject to disciplinary action.

Approved by the Board of Trustees: May 09, 2022
Cross Reference: Policy 3.4.9

STUDENT CLUBS AND ORGANIZATIONS POLICY

I. Overview

The College attempts to provide extracurricular activities for students since the College believes that such activities contribute to the overall growth and educational development of an individual. Students are expected to exhibit high standards of responsible citizenship during all College functions whether on or off campus. The Division of Student Services encourages and helps conduct a program of student activities. The student activity program is a part of the educational experience available to all students. Admission for all student activities shall be non-discriminatory.

II. Student Government Association

A. The Student Government Association ("SGA") is made up of representatives from the student body. The SGA coordinates and regulates student activities and serves as the student body's official voice. The President of the SGA is a non-voting member of the College's Board of Trustees.

B. The SGA's organizational documents shall be updated and shall be on file with the Coordinator of Student Services. Any revisions to the SGA's organizational documents shall be reviewed and approved by the Chief Academic Officer.

III. Other Student Clubs and Organizations

A. The College maintains that extracurricular activities compliment the academic programs. Students are encouraged to participate in all phases of the student activities program as long as such participation is consistent with sound educational practices.

B. The following criteria must be considered by clubs who seek recognition as an official College student organization:

1. The organization must serve an area of student activity need;
2. The membership provisions must not exclude anyone because of his/her race, color, religion, sex, gender, national origin, age, disability or sexual orientation;
3. The organization must agree to abide by the College's policies and administrative procedures;
4. The organization's purpose must be compatible with the College's philosophy and educational objectives; and
5. Such other reasonable rules and regulations required by the Chief Academic Officer.

C. Recognized Student Clubs and Organizations. Only officially recognized student clubs and organizations shall be allowed to function on the College's campus. In order to achieve recognition, the applying club or organization must complete an official application, on file with the Coordinator, and receive approval by the SGA, the Dean of Student Officers and Chief Academic Officer.

IV. Fundraising

The Chief Academic Officer and Dean of Student Services, in consultation with the President, shall establish rules and regulations regarding student clubs and organizations' fundraising activities. In addition to such rules and regulations, student clubs and organizations are limited as follows:

A. Raffles - The North Carolina General Statutes consider raffles as a form of gambling and are generally unlawful in the state of North Carolina. However, there is an exception that allows two (2) raffles per year for each tax-exempt non-profit organization. The total cash prizes offered or paid by any exempt non-profit organization may not exceed ten thousand dollars ($10,000) in any calendar year.

Student clubs and organizations are encouraged to use alternative methods of fundraising aside from raffles.

B. Food – Unless clubs and organizations have prior, written permission from the President or designee, clubs and organizations may only sell pre-packaged food items, professionally prepared food items prepared by a permitted entity, pre-wrapped items and beverages in sealed containers and must comply with all local Health Department regulations. Examples of these items include bottled/canned soft drinks, pre-wrapped sub sandwiches, wrapped/packaged desserts, etc. Muffins or cookies must be pre-packaged. The sale of food prepared or assembled at point of sale, such items as tacos, hot dogs, chili, sandwiches, etc. is prohibited unless prior authorization by the President or designee. The sale of potentially hazardous foods as described in 15A NCAC 18A .2635(9) shall not be allowed.

Pursuant to N.C.G.S. § 130A-250(7), the College, as a tax-exempt entity, is exempted from temporary food establishment permitting requirements for preparing or serving food or drink, for pay, no more frequently than once a month for a period not to exceed two consecutive days.

Legal Reference: N.C.G.S. §§ 14-309.15, 130A-250(7); 15A NCAC 18A .2635(9)

INTERCOLLEGIATE STUDENT ATHLETICS POLICY

Students participating in the College intercollegiate athletic programs shall satisfy the same admissions criteria and academic retention policies as outlined for all students. Participating students must satisfy the eligibility requirements of the National Junior Collegiate Athletic Association (NJCAA) to participate in the athletic program

and must meet the same standards of eligibility for financial aid as other students. Neither athletic scholarships nor tuition waivers shall be offered by the College or the College's Foundation[1] for students participating in intercollegiate athletics. Student athletes are expected to abide by all College policies and procedures and athletics rules and regulations. Violations may result in suspension from the College's athletic program, depending the offense, further disciplinary action pursuant to College policy.

The College shall maintain membership in good standing with the NJCAA. No state funds shall be used to create, support, maintain or operate an intercollegiate athletics program. Financial support for the College's intercollegiate athletic programs shall be provided from student activity fees and College discretionary funds. Except for temporary room and board associated with specific athletic events, the College shall neither provide, nor offer, room and board as part of an intercollegiate athletic scholarship to any student participating in an intercollegiate athletics sport.

Legal Reference: 1B SBCCC 600.99; 1E SBCCC 700.2; 1H SBCCC 200.9

INTERCOLLEGIATE STUDENT ATHLETICS PROCEDURE

Surry Community College has a well-established objective, led by the Board of Trustees, of providing well-managed athletic programs for the benefit of student-athletes.

I. Student Self-Development

The College will strive to provide athletic programs as an integral part of the college's student development mission. The program will afford students an opportunity for a well-rounded collegiate experience and provide the following:

a. An excitement to the overall student life experience.

b. The development of team skills, individual skills, and sportsmanship.

c. An incentive for students to graduate and transfer to senior higher education institutions. Surry Community College, as a comprehensive community college, will strive to provide a dynamic environment which promotes academic achievement, competitiveness, character, and self-discipline.

II. Enrollment and Retention

Surry Community College will work to establish an athletic program that is an attractive option for students who want to participate in intercollegiate athletics. Further, coaches and other college personnel will work to improve student retention with the following strategies:

a. Provide for more student engagement through the close association that student-athletes have with Student Services personnel and the coaching staff.

b. Require student-athletes to follow National Junior College Athletics Association (NJCAA) standards as related to class attendance, academic standards, sportsmanship and student conduct

c. Stress the opportunity for student-athletes to continue academics and athletics at a four-year college or university.

III. New Programs & Funding Support

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, NJCAA teams will be sponsored. All teams will be financed with student activity funds, monies raised by the participants, or donor funds. No student activity funds will be used for administrative expenses or athletic scholarships. 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 NJCAA bylaws.

Approved by the Athletic Council on July 24, 2007
Approved by the President's Cabinet on August 6, 2007
Approved by the Board of Trustees on August 8, 2007

I. Intercollegiate Sports

A. Aims and Objectives

1. The intercollegiate athletic program is that part of the physical education program which provides an opportunity for further participation of students desiring additional physical activity beyond that which is provided in the physical education classes and the intramural program.

2. Surry Community College offers a sufficient variety of sports needed to meet the needs of the student body. No one sport will be overemphasized, as each activity will be given equal supervision and adequate time will be allotted for the proper training and conditioning.

B. Objectives for the athletic program include the following:

1. Development of fundamental skills in athletic activities for immediate educational purposes--physical, mental, and social.
2. Development of useful and desirable skills in activities suitable for vocational interests and for leisure time.
3. Development of essential safety skills and ability to handle one's body skillfully in various sports.
4. Development of powers of observation, analysis, judgment, and decision through the medium of complex physical situations.
5. Development of power of self-confidence and poise (physical and mental) through mastery of difficult physical, mental, and social problems in supervised activities.
6. Development of leadership capacity.
7. Development of individual acceptance of the responsibilities as well as the privileges of team play.
8. Opportunity to widen a circle of friends through acquaintance with members of opposing teams as well as those on the home team.

C. Approved Sports Programs

1. Cross country, soccer, basketball, wrestling, golf, tennis, track, baseball, volleyball, and softball.

D. The Athletic Council will make policy recommendations to the President. The Committee will be formed from members of the administration, faculty, and student body.

Approved by the Board of Trustees on December 11, 1967 Amended by the Board of Trustees June 1978

VISITORS AND MINORS ON CAMPUS POLICY

The College welcomes visitors to campus. All visitors must comply with the College's policies and procedures. Additionally, in the interest of safety, and to minimize disruption to classes and operations, all visitors shall adhere to the following rules:

During regularly scheduled work hours.

I. Visitors

A. All visitors to instructional areas must have the instructor's prior approval. Visitors unfamiliar with the campus should report to the College's information center in the A building lobby

B. All visitors to laboratories, shops, or other potentially hazardous areas must be escorted by a College employee.

II. Minor Children

A. Minor children are defined as children under the age of eighteen (18) and not enrolled in a class.

B. Students and College employees are encouraged to make childcare arrangements to reduce interruption of the educational process and avoid possible injury to a minor. Supervisors are responsible and accountable for ensuring that minor children on campus adhere to College policies and procedures. Should employees require time to resolve their childcare situation, they are required to leave work and use the appropriate leave.

C. Supervisors have the discretion to make infrequent exceptions regarding the care of minor children due to temporary, unforeseen emergencies. Minor children are allowed in offices on the campus for short, occasional visitations, when accompanied by a responsible adult. In these cases, minor children must remain under their parent/guardian's direct supervision and are not allowed to sit in the hallway or be unsupervised in other locations on campus.

D. Minor children are not allowed on campus when the child has a contagious condition or is too ill to be sent to the regular childcare location or school. Minor children may not enter shops, labs or other hazardous areas.

III. Removal from Campus

To ensure a safe and secure campus environment, the President, his/her designees and senior administrators (Vice Presidents) have the authority to dismiss a person from campus. Legal action for trespassing may be taken if the person does not comply.

COMMUNICABLE DISEASES AND OCCUPATIONAL EXPOSURE TO BLOODBORNE PATHOGENS POLICY

I. COMMUNICABLE DISEASE

Communicable diseases, those that have serious effects on human health, can pose a threat to the College community. The College will take all reasonable measures to ensure the safety of members of the College community during global and local infectious disease events. "Communicable disease" is defined as an illness due to a specific infectious agent or its toxic products that arises through transmission of that agent or its products from an infected person, animal, or reservoir to a susceptible host, either directly, or indirectly through an intermediate plant or animal host, vector, or the inanimate environment. Examples of communicable disease include, but are not limited to, acquired immunodeficiency syndrome (AIDS), chicken pox, hepatitis, measles, tuberculosis, meningitis, mononucleosis, whooping cough, other viral diseases that reach a pandemic level, and for purposes of this Policy only, those communicable diseases which constitute a disability pursuant to the Americans with Disabilities Act.

The College shall not exclude individuals diagnosed with communicable diseases from participation in College programs or activities unless a determination is made that the individual presents a health risk to themselves or others. The College shall consider the educational or employment status of those individuals diagnosed with a communicable disease on a case by case individual basis.

A. Procedure

1. All information and records that identify a person as having a communicable disease shall be strictly confidential.

2. Disclosure of medical information shall be made by the President only to those on a need-to-know basis in order to protect the welfare of persons infected with a communicable disease or the welfare of other members of the College community.

3. Unauthorized disclosure of medical information by an employee of the College is prohibited. Violation of this prohibition may result in the suspension from, or termination of an individual's employment with the College.

4. A person who knows or has a reasonable basis for believing that s/he is infected with a communicable disease is expected to seek expert advice about their health circumstances and is obligated ethically and legally to conduct themselves responsibly toward other members of the College community.

5. Faculty and staff of the College and employees of contractors, or contracted services, who are infected with a communicable disease are urged to notify Human Resources, so that the College can respond appropriately to their health needs. Students are urged to share information with Student Services for the same reason.

6. A person infected with a communicable disease (including the AIDS virus whether active AIDS, AIDS-Related Complex, or undetectable viral load) will not be excluded from enrollment or employment or restricted in their access to the College's services or facilities

unless, in individual cases, the College administration determines that exclusion or other restrictions are necessary for the health and welfare of the College community.

7. Included in making decisions in individual cases which restrict access to employment or a student's education, programs or activities shall be the College President, Legal Counsel for the College, the President's Cabinet and Executive Cabinet, the individual's personal physician, the local Health Director (or designee) and if necessary, another physician with expertise in managing communicable disease cases.

8. The College shall provide information regarding communicable diseases, including AIDS.

9. In the event of a pandemic/epidemic, the President shall regularly monitor the situation by communicating with local and state health officials and by reviewing media sources. Should any communicable disease threat reach a pandemic level in a county contiguous to the College's Service Area, the President will provide information to students and employees on preventing the spread of the pandemic/epidemic. Should a communicable disease reach a pandemic level within the service area, the President, after consulting with local health officials, may close the College temporarily if s/he feels it is in the best interest of the College and community. Persons who are infected, or know of someone in the College community who is, should contact college officials immediately. Students should contact the Dean of Student Services and employees should contact the Human Resources Office.

B. Immunizations

Prior to admission or employment, the College may require students and employees to be immunized from certain communicable diseases, including but not limited to measles, mumps, rubella, tetanus, varicella, and meningitis. Students and employees are excused from providing proof of one or more of the required vaccinations if the student or employee has one of the following:

1. Physician's written statement of immunity due to having had the infection;
2. A statement of contraindication to a vaccine (accompanied by a physician's statement);
3. A lab blood test/titer documenting immunity; or
4. A statement of religious exemption.

Religious and medical exemption letters will be accepted in lieu of immunization information. Medical exemption letters must be accompanied by a physician's statement.

The immunizations listed here are not meant to supersede more restrictive requirements for employment or participation in a specific College program or class, such as childcare, classes that lead to a medical degree or certificate, or clinical program.

C. Public Health Incidents

Should influenza, or any other communicable disease, reach a pandemic level, the President shall regularly monitor the situation by communicating with federal, state, and/or local health officials and by reviewing media sources.

Should any communicable disease reach a pandemic level within or near the College's service area, the President, after consulting with local, state, or federal health officials, may take the following actions if it is determined to be in the best interest of the College community to prevent the spread of the communicable disease:

1. Close the College or certain College buildings and/or programs temporarily;

2. Limit or prohibit employee travel and/or student field trips;

3. Prohibit those infected with a communicable disease from coming onto the College campus;

4. To the extent allowed by law, requiring or encouraging employees and students to receive immunizations (not already required by the College) that prevent the spread of a communicable disease before coming back onto the College campus; and

5. Other specific actions deemed necessary for the safety of the College community.

The President shall not quarantine any student or employee while on campus unless the quarantine is ordered by local, state, or federal health officials. Persons who are infected with a communicable disease that has reached a pandemic level, or know of someone in the College community who is infected, should contact College officials immediately. Students should contact the Dean of Student and Workforce Services and employees should contact the Human Resources Office for reporting under this policy.

Any actions undertaken pursuant to this policy will be in accordance with applicable federal and state laws, college policies, and in the best interest of all parties.

II. OCCUPATIONAL EXPOSURE TO BLOODBORNE PATHOGENS

The College shall comply with federal regulations and state statutes regarding bloodborne pathogens as set forth in the Federal Register, 29 CFR §1910.1030, and the North Carolina Administrative Code, 10A NCAC 41A, by attempting to limit/prevent occupational exposure of employees to blood or other potentially infectious bodily fluids and materials that may transmit bloodborne pathogens and lead to disease or death.

A. Reasonably Anticipated Occupational Exposure

An employee who could "reasonably anticipate", as a result of performing required job duties, to face contact with blood, bodily fluids or other potentially infectious materials is covered by the OSHA Bloodborne Pathogens Standard, the North Carolina Administrative Code, and this Policy. "Occupational Exposure" includes any reasonably anticipated skin, eye, mucous membrane or parenteral (brought into the body through some way other than the digestive tract) contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. "Good Samaritan" acts, such as assisting a co-worker or student with a nosebleed would not be considered "reasonably anticipated occupational exposure."

B. Universal Precautions

Universal precautions will be in force at all times. All blood, body fluid and other potentially infectious material will be handled as if infected. The program standards for the control of potential exposure to HIV and HBV as outlined in the OSHA Rule "Occupational Exposure to Bloodborne Pathogens" Standard 1910.1030, the NC Administrative Codes, or the most current standards available will be followed.

C. Testing

An employee who suspects that s/he has had exposure to blood or body fluid may request to be tested, at the College's expense, provided that the suspected exposure poses a significant risk of transmission, as defined in the rules of the Commission for Health Services. The HIV and HBV testing of a person who is the source of an exposure that poses a significant risk of transmission will be conducted in accordance with 10A NC Administrative Code 41A .0202 (4) (HIV) and 41A .0203(b)(3) (HBV). The College will strictly adhere to existing confidentiality rules and laws regarding employees with communicable diseases, including HIV or HIV-associated conditions.

D. Exposure Control Compliance

The College shall comply with OSHA Regulation 29 CFR 1910.1030 and promote a healthy and safe environment for both employees and students. The College proposes to do this through minimizing the risk of transmission of infectious diseases that are blood or body fluid borne. To achieve compliance with OSHA Regulation 29 CFR 1910.1030, the College will maintain an Exposure Control Plan covering the following areas:

1. Procedures,
2. Protective equipment,
3. Hepatitis vaccinations,
4. Post-exposure and follow-up care, and
5. Training.

A copy of the Exposure Control Plan is available in the Office of Human Resources.

Legal Reference: 29 CFR §1910.1030; 10A NCAC 41A; 10A NC Administrative Code 41A .0202 (4) (HIV) and 41A .0203(b)(3) (HBV)

Cross Reference: Policy 3.4.5

INCLEMENT WEATHER PROCEDURES

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

Any decision to delay or cancel will be available on the automated message of the main campus phone number (336-386-8121), on the college website (http://www.surry.edu), social media sites and myKnightLife portal. Announcements will be sent via our SCC Alert System to employees and students telephone numbers on record.

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 Surry Community College 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 a 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.

I. 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.
II. 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

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, laptops, tablets, smartphones, 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.

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:

- Copyright Infringement
- Discrimination
- Electronic Signature
- Harassment
- Intellectual Property
- Sexual Harassment
- Social Media
- Student Code of Conduct

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

Amended and Approved by the Board of Trustees, May 8, 2017

Main Campus
630 S. Main Street
Dobson, NC 27017
(336) 386-8121

Center for Public Safety
1220 State Street
Mount Airy, NC 27030
(336) 386-3680

The Elkin Center
1461 N. Bridge Street
Elkin, NC 28621
(336) 386-3605

The Pilot Center
612 E. Main Street
Pilot Mountain, NC 27041
(336) 386-3618

The Yadkin Center
1001 College Drive
Yadkinville, NC 27055
(336) 386-3580



SURRY Community College™

Serving Surry and Yadkin Counties
www.surry.edu