At Stanly Community College, we’re changing lives!
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Welcome to our online catalog. Here you can find everything you need to know about the educational opportunities Stanly has to offer.

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

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

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

Program and graduation requirements are based upon the catalog year you entered that program. Current students can login to Self-Service (https://selfservice.stanly.edu:8173/student) and click on academics. From there click on student planning and planning overview to determine the course requirements for your program of study or any program of study you might be interested in. If not currently admitted to the college please refer to the following list of programs.
A MESSAGE FROM THE PRESIDENT

Welcome to Stanly Community College!

Thank you for considering our institution to further your education. Since 1971, SCC has been assisting students who are beginning their educational journey or learning new skills. Our mission and goal is to make SCC one of the best educational experiences possible while supporting the economic growth and development of our community.

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

I invite you to explore our website and discover some of our wonderful educational opportunities in the Schools of Transfer, Business & Technology, Health & Public Services, and Advanced Manufacturing & Industrial Technologies.

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

Good luck on your educational endeavors.

Dr. John Enamait
President
Stanly Community College
ACCREDITATION

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

Website: www.sacscoc.org

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

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

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

Title IX Student Coordinator:

Cindy Dean, Associate Dean of University Transfer, Title IX Student Coordinator
Office location: 207 Snyder Building
Telephone: (704) 991-0329
Email: cdean5600@stanly.edu
Mailing address: Stanly Community College, 141 College Drive, Albemarle, NC 28001

BOARD OF TRUSTEES

Major General Robert Stonestreet, USAF, Retired
Albemarle, North Carolina
Trustee Chair

Lisa B. Burris
Albemarle, North Carolina
Trustee Vice-Chair

Joe Brooks
Albemarle, North Carolina
Board Member

Kathy Burr
Norwood, North Carolina
Board Member

Chris Bramlett
Albemarle, North Carolina
Board Member

Doug Hughes
Albemarle, North Carolina
Board Member

Daisy Washington
Albemarle, North Carolina
Board Member

Nadine Barbee Bowers
Millingport, North Carolina
Board Member

Kelly Lowder
Board Member

Greg Underwood
Albemarle, North Carolina
Board Member
Nancy Joines
Albemarle, North Carolina
Board Member

Karmen Mock Phillips
Board Member
COLLEGE LOCATIONS

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

Crutchfield Education Center
Allied Health Signature Campus
102 Stanly Parkway
Locust, NC 28097
(704) 888-8848

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

143 N. 2nd Street
Albemarle, NC 28001
(704) 991-0355

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

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

www.stanly.edu
704-982-0121

Dennis Auditorium is located in the upper level of the Kelley Building.

Dennis Community Room is located in the upper level of the Patterson Building.

Learning Resources Center is located in the lower level of the Snyder Building.

1 - Morton-Moffitt Cosmetology Center
2 - Whitley Technology Building
3 - Snyder Building
4 - Eddins Building
5 - Kelley Building
6 - Webb Student Center
7 - Bookstore
8 - Patterson Building
9 - Albemarle Police Substation
10 - AMITI (Advanced Manufacturing & Industrial Technology Center)
10A-AMIT II Building
11 - Maintenance Barn
12 - National Guard Armory
13 - SCC West Main Building

Stanly Community College Small Business Center is located at 143 North 2nd Street in downtown Albemarle
MISSION AND STRATEGIC DIRECTION

Mission
Stanly Community College values students, effective teaching, partnerships, and life-long learning. As an active member of Stanly County, the College strives to enhance the economic, social, and cultural life of the communities we serve by offering learner-centered environments that encourage access, success, and completion.

Vision
Stanly Community College will be the gateway for higher education and a positive catalyst for change in the communities we serve by

• providing quality instruction;
• being a committed economic development partner; and
• offering an outstanding customer service experience

Values

• Students
• A personalized and holistic approach to student support services
• Being on the technological cutting edge
• Excellence, creativity, and flexibility in instructional delivery
• Being an active workforce and economic development partner
• Acceptance and diversity
• The safety and security of the college community
• Professional development opportunities for faculty and staff
• Providing an aesthetically pleasing and well maintained learning environment
• Promoting honesty and integrity in every aspect of the College

CAMPUS SECURITY

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

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

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

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

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

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

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

Contact: Mike Martin, Director of Security at (704) 991-0300 or tmartin7444@stanly.edu.
COSTS

Tuition - Curriculum Students

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

For tuition purposes, full-time students are those students taking 16 or more credit hours during each semester. There is no additional tuition charge for those hours beyond 16. Part-time students (carrying fewer than 16 credit hours for the specific term) are charged by the credit hour. The following tuition is payable each term:

Tuition Charges

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

Residence Classification for Tuition Purposes

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

Tuition & Fees Effective Fall 2018

In-State Tuition and Fee Chart

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Out-of-State Tuition and Fee Chart

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1 $17.50 STUDENT FEE WILL BE CHARGED DURING THE SUMMER
2 $10.00 CAPS FEE WILL BE CHARGED DURING THE SUMMER. (CAPS FEE WILL BE WAIVED IF ALL CLASSES ARE ONLINE.)
3 STSF – STUDENT SUCCESS FEE

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

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

The Stanly Community College Financial Aid Office is committed to assisting those students who cannot assume the full financial burden of a college education. Working closely with individual students, the Financial Aid Office helps bridge the gap between the cost of education and available resources through grants and scholarships.

The primary responsibility for financing education is with the student and his or her family. When the total resources provided do not meet expenses, SCC will do as much as possible to assist so that the student will not be denied an education and may take advantage of the life-long opportunities offered at Stanly Community College.

A student must submit a FAFSA application each year in which he or she expects to be considered for financial aid. The FAFSA is available beginning October 1 each year for the upcoming academic year (July 1 through June 30). Students must complete a FAFSA or FAFSA renewal for each academic year.

Stanly Community College uses the Free Application for Federal Student Aid (FAFSA) to assess a student’s financial condition. Information entered onto the FAFSA is analyzed according to the requirements of the U.S. Congress and federal guidelines. This ensures that all applicants are treated fairly and equitably. Such items as income, assets, family size, marital status, and number of family members in college are used to determine financial need.

Stanly Community College is authorized to provide funding to eligible individuals through Federal and State grants, VA Educational Benefits and Institutional Scholarships.

Stanly Community College does not discriminate on the basis of sex, race, color, national or ethnic origin, disability, or religion in the administration of financial aid resources. The Financial Aid Office is located on the Albemarle Campus in the Patterson Building.

Telephone: 704-991-0302
FAX: 704-991-0160
E-mail address: financialaid@stanly.edu
Online Chat also available at www.stanly.edu – Financial Aid

Hours of Operation:
8:00 am to 5:00 pm Monday through Thursday
8:00 am to 4:00 pm Friday

Summer Schedule (May – July)
7:30 am to 5:30 pm Monday through Thursday
Closed on Friday

Check the SCC Financial Aid Webpage for further information regarding financial aid opportunities.

FAFSA

FAFSA on the Web

Students can apply on-line at http://www.fafsa.gov. FAFSA on the Web is a quick and easy way to apply for aid. It immediately identifies potential errors and prompts corrections.

Before filing, it is recommended that a FAFSA on the Web Worksheet be completed. This worksheet provides assistance in collecting the required information before you complete the FAFSA on the Web. The worksheet can be downloaded from the FAFSA website or paper copies of the worksheet are available in the SCC Financial Aid Office.

The following information is needed prior to filing your FAFSA on the Web:

1. Your FSA ID
2. Your SSN
3. Parents’ SSN if you are a dependent student
4. Your driver’s license number (if you have one)
5. Your Alien Registration Number if you are not a US citizen
6. Your W-2 forms and any other records of money earned
7. Your Federal Income Tax Return
8. Your parents Federal Income Tax Return if you are a dependent student
9. Untaxed income records, such as social security benefits, welfare, child support received, etc.
10. Bank statements
11. Stanly Community College school code: 011194

The IRS Data Retrieval Tool allows students and parents to access the IRS tax return information needed to complete the Free Application for Federal Student Aid (FAFSA). Students and parents may transfer the data directly into their FAFSA. If you are eligible to use the IRS Data Retrieval Tool, we highly recommend using the tool for several reasons:

1. It’s the easiest way to provide your tax data.
2. It’s the best way of ensuring that your FAFSA has accurate tax information.

If you do not use the IRS Data Retrieval Tool to provide tax information, you may be required to obtain an official tax transcript from the IRS. The IRS Data Retrieval Tool is temporarily unavailable, but will be operational on October 1.

The Paper FAFSA

The Department of Education no longer distributes Paper FAFSA’s; however, a student can request up to three (3) Paper FAFSA’s by calling the Federal Student Aid Information Center at 1-800-433-3243 or by printing a PDF copy of the FAFSA located at https://studentaid.ed.gov.

Dependent Student Definition

Federal guidelines define a student as a dependent student if all of the following apply:

1. Under the age of 24 years old
2. Not married
3. Not a Veteran
4. Not currently serving Active Duty in the U.S. Armed Forces
5. Not providing more than half of the support of a child or a dependent for the upcoming academic year.

Please note that there are special circumstances that apply to students who are emancipated minors, in a legal guardianship, a ward of the court or a homeless unaccompanied youth as defined by the Department of Education. These circumstances require documentation and will be handled by the SCC Financial Aid personnel.
Eligibility
To be eligible to receive federal aid, you must meet each of the following requirements:

1. Be a U.S. citizen or an eligible non-citizen with a valid social security number.
2. Be registered with Selective Service if you are a male who was born on or after January 1, 1960.
3. Meet eligibility requirements if you have ever been convicted of selling or possession of illegal drugs while you were receiving federal student aid.
4. Not be in default on a student loan or owe an overpayment or repayment to a Title IV financial aid program.
5. Complete the Admissions requirements into an eligible curriculum program.
6. Meet and maintain Satisfactory Academic Progress Standards as related to Financial Aid.

Determining Financial Need
There are two (2) Cost of Attendance or Budget categories:

- Living at home with Parents and
- Not living at home with Parents.

One of the most important steps in establishing financial need is determining how much you (and your parents if you are a dependent student) are expected to contribute towards your education. The information you report on the FAFSA is used to calculate your EFC (Expected Family Contribution). The EFC is a measure of your and your family’s financial strength and is used to determine your eligibility for federal student aid. Your financial need is the cost of attendance minus your EFC. The Cost of Attendance or Budget is determined by the Dean of Financial Aid and is based on enrollment at Stanly Community College. Data is collected from the College Board and SCC to estimate the average educational expenses for a nine-month period of enrollment including but not limited to tuition, fees, insurance, room and board allowance, transportation and miscellaneous expenses. Students are encouraged to contact the Financial Aid Office with any questions regarding Cost of Attendance or Budgets determinations.

Cost of attendance - EFC (Expected Family Contribution) - Aid from all other sources = Financial need

Steps to Apply for Financial Aid
1. After the application for Admission has been submitted, the student should complete and submit a FAFSA. Note: completing a FAFSA automatically makes application for additional State Grants.
2. Submitted FAFSA’s may be selected for a process called verification either randomly by the Department of Education or by the SCC Financial Aid Office to resolve conflicting data. Students selected for verification will be required to submit various documents to the SCC Financial Aid Office. The verification process can take several weeks to complete and students are encouraged to submit all financial aid forms and requested documents in a timely manner prior to their enrollment date. Priority Deadlines are applicable to the submission of requested documents and are listed on the Financial Aid Calendar.
3. Students will be notified of their financial aid eligibility. An award letter will state the type and amount of award. Financial aid is disbursed by crediting the student’s account in the Business Office.

Other Financial Aid Programs
NC Department of Community Colleges Child Care Grant Program
The NC Community Child Care Grant program is available to eligible students with children ages birth to Pre-K. Priority is given to single parents. Applicants must be enrolled at least half-time (6 or more credit hours) in an eligible program of study and must complete the FAFSA. Applications are available in the SCC Financial Aid Office.

Stanly Community College Emergency Fund
Limited funds are available to assist regularly enrolled students with nonacademic financial emergencies. Further information about the emergency fund may be obtained from the Financial Aid Department Office. Assistance is contingent upon availability of funds.

North Carolina Community College Loan Program
Funds are available through the North Carolina Community College Loan Program for short-term, interest-free loans to assist with tuition and books. Applicants must be currently enrolled. Loans are generally limited and must be repaid within 60 days. Failure to repay loans results in a student’s inability to register for classes, receive grades or transcripts. Students may apply for this loan in the Financial Aid Office.

Targeted Assistance Program
The Targeted Assistance Program provides financial assistance for students enrolled in low enrollment/high demand programs. Preference will be given to students in those programs whose EFC exceeds PELL Grant eligibility and still have financial need. Students must complete the FAFSA and meet PELL eligibility requirements.

Less Than One-Half Time Enrolled Program
The Less Than One-Half Time Enrolled program is designed to assist curriculum students who are PELL eligible and who are enrolled less than six credit hours in a semester. Recipients will have EFC’s ranging between 801 and 4000.
**Return of Title IV Funds Policy**

Students are encouraged to read this policy carefully and contact the Financial Aid Office with any questions or concerns.

Students who are considering withdrawing from classes should contact the Financial Aid Office to see how withdrawal will affect their current award and future financial aid eligibility. Students who withdraw from and/or do not successfully complete all Pell Grant eligible classes prior to the 60% of an enrollment term, i.e. Fall 2014, will have their semester award recalculated based on the percent of the term completed. The Department of Education provides the formula for calculating the amount of aid a student can retain.

This policy applies to all students who withdraw from all Pell Grant eligible classes, fail all Pell Grant eligible classes in an enrollment term or are expelled from Stanly Community College.

Title IV aid is earned on a daily basis up to and including the 60% point in the enrollment term. Title IV aid is viewed as 100% earned after the 60% point. For example, a student who withdraws completing only 30% of the term will have “earned” only 30% of Title IV aid received and the remaining 70% must be returned by the student.

Withdrawal grades are assigned if a student:

• Requests a withdrawal prior to the last date to withdraw, or
• Has consecutive week(s) of absences before the last date to withdraw, regardless of contact, or
• Is not meeting the requirements of the course.

**Module Classes:**

Classes that are 14-week, 12-week, 8-week or 4-week in length during an enrollment term are considered “Modules” and are included in the Return of Title IV funds calculation.

Modules that are dropped before the student withdraws are not considered part of the Return to Title IV calculation; however the semester Pell award will be recalculated which may produce a balance due for the change in enrollment status.

Also, if the student withdraws from one Module but plans to attend a later module, they must provide written confirmation of intent to attend the later module to avoid a Return of Title IV funds calculation. The written confirmation must be provided at the time of withdrawal.

**Return to Title IV Calculation:**

Based on the last date attended in the semester:

1. The percentage of Title IV aid earned shall be calculated as follows:

   Number of days completed by student = percent of term completed 

   Total number of calendar days in term 

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

   Note: The total number of calendar days in a term of enrollment excludes any scheduled breaks of more than five days.

2. The percentage of Title IV aid Unearned (to be returned) shall be 100% minus the percent of term completed.

3. Other Title IV grant programs

   a. The percentage of Title IV aid shall be returned to the following programs in the following order:

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

   b. When the total amount of unearned aid produces a balance due, the student is responsible for the amount due and if not paid will be subject to the Business Office collection policy.

   Letters will be sent to the student’s home address on file in the Office of Records and Registration following withdrawal.

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

   1. SCC’s responsibilities in regard to the return of Title IV funds include:

   1. providing each student with the information given in this policy;
   2. identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students;
   3. returning Title IV funds to the Department of Education.

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

   1. becoming familiar with the Return of Title IV policy and how complete class withdrawal affects eligibility for Title IV aid and Satisfactory Academic Progression;
   2. returning Title IV funds that were disbursed directly to the student as a result of the return of Title IV funds calculation.

**Satisfactory Academic Progress**

**Satisfactory Academic Progress for Financial Aid Policy**

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Federal regulations require that students receiving financial aid must maintain academic and progress standards to complete his or her educational program within a specified timeframe. Financial Aid students will note that Stanly Community College’s (SCC) Academic Probation Policy contains the same GPA requirement; however, the Satisfactory Academic Progress (SAP) Policy for Financial Aid Recipients is stricter than for a student enrolled in the same educational program who is not receiving financial aid. This policy is applied to all students receiving financial aid assistance within all eligible categories of students, i.e. full-time or part-time and enrolled in curriculum diplomas and degrees and eligible certificates established by the College.
Financial Aid students are evaluated at the end of each semester to determine progression. Students must meet the Academic Standard, the Program Completion Standard and stay within the Maximum Timeframe to remain in a satisfactory status.

**Academic Standard**

All Financial Aid students must maintain a 2.00 cumulative GPA (grade point average). Cumulative being defined as “all” curriculum classes taken at Stanly Community College regardless of timeframe. Classes that receive an “incomplete” grade are calculated as an “F” at the time of Satisfactory Academic Progress evaluation. (reference: Grade Policy located on SCC website under Current Students # Policies). Classes from which the student withdraws have no bearing on the GPA.

If a student's cumulative GPA falls below 2.00, the student is placed on a financial aid warning status and will be notified by the Financial Aid Office. The student then has a warning period of enrollment in which to achieve a return to a 2.00 cumulative GPA. The warning period of enrollment is the next semester the student is enrolled at SCC and the student is eligible for financial aid assistance during this semester. If at the end of the warning semester a cumulative 2.00 GPA is not achieved, the student is no longer eligible for financial aid. The student may regain financial aid eligibility by reaching a cumulative 2.00 GPA through self-pay or outside resources.

**Program Completion Standard**

All Financial Aid students must complete at least two-thirds or 67 percent of curriculum hours attempted at SCC including accepted transfer credits regardless of timeframe. The percentage is determined by taking the cumulative total of credit hours completed divided by the cumulative total of hours attempted. For example, a student who has completed 32 hours and attempted 64 has a completion rate of 50% (32 divided by 64). Attempted but not completed credit hours include withdrawals, incompletes, repeat classes and courses with a grade of “F”.

If a student’s percentage rate falls below 67%, the student is placed on a warning status and will be notified by the Financial Aid Office. The student then has a warning period of enrollment in which to earn a completion rate of 67% or more. The warning period of enrollment is the next semester the student is enrolled at SCC. The student is eligible for financial aid assistance during this warning period of enrollment. If at the end of the warning semester a cumulative 67% completion rate is not achieved, the student is no longer eligible for financial aid. The student may regain financial aid eligibility by reaching a cumulative 67% or more completion rate through self-pay or outside resources.

**Maximum Timeframe**

All Financial Aid students must complete their educational program within 150% of the published length. **NOTE:** The student should understand that the 150% Maximum Timeframe applies to “all” curriculum hours attempted at SCC including accepted transfer credits regardless of timeframe. The SCC college catalog provides a course sequence for each educational program and the number of total credit hours needed to complete the program. The published lengths do not take into consideration developmental/remedial credit hours. For example, the Associate Degree in Criminal Justice is 68 credit hours in length, therefore, a financial aid student enrolled may attempt, including transfer credit hours, up to 102 credit hours (68 credit hours times 150%) and remain eligible for financial aid.

Financial Aid students who exceed the 150% maximum timeframe will no longer be eligible for financial aid. The maximum timeframe does not provide for a warning period.

**Developmental/Remedial Classes**

attempted or completed developmental/remedial credit hours are not included in the Program Completion Standard or the Maximum Timeframe calculations; however the completion or non-completion of developmental/remedial classes will be counted in the Academic Standard calculation. A grade of “P” will count as an “A” and the grade of “R” will count as an “E” for financial aid students and count toward the financial aid Academic Standard.

**Appeal Process**

Financial Aid students who have not successfully met the Academic Standard and/or Program Completion Standard warning semester OR have exceeded the 150% Maximum Timeframe may appeal their loss of financial aid. In order to appeal the loss of financial aid, the student must submit an Appeal Request form or a written statement.

1. explaining the circumstances that rendered them unable to meet the standard(s),
2. what has changed to allow the student to meet the standard(s) and
3. the student’s educational goal and plans to meet that goal.

Along with the Appeal Request form or statement, the student **should** attach any documentation that supports the appeal. The Appeal Request form or written statement must be submitted to the Financial Aid Department and may be delivered in person, by mail or via email. All Appeal Request forms or statements must be received within 10 days following receipt of the letter indicating the loss of financial aid eligibility. The Dean of Financial Aid Management will consider the appeal statement and the decision will be final.

Students receiving appeal approval will be eligible for financial aid assistance provided that they meet all requirements of the established individual academic plan including but not limited to completing all classes for which they enroll with a grade of “C” or better.

**Reinstatement of Financial Aid Eligibility**

If a student loses financial aid eligibility by failing to meet the Academic and/or Program Completion standard and after self-pay or the use of outside resources feels that the standards are met, the student must contact the Financial Aid Office and have their SAP status re-calculated. If the standards have been met, the student will regain financial aid eligibility the semester following the semester in which the standards were met, provided all other financial aid requirements have been completed.

**Tax Credits**


Student Loan Interest Deduction (https://www.irs.gov/taxtopics/tc456)
**ACADEMIC REGULATIONS**

**Semester and Credit Guidelines**

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

**Credit Hours**
Semester hours are awarded as follows:

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

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

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

**Student Classification for Financial Aid, VA, and Insurance**
Full-time student: a student enrolled with 12 or more semester hours of credit.

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

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

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

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

**Academic Advisors**

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

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

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

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

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

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

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

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

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

The student and the Student Development representative will sign the Request for Change in Curriculum Program form. A copy of the Request for Change in Curriculum Program form will be forwarded to the Admissions department and the Records and Registration department.

Credits and grades in the previous program(s) that are applied to the new program will be carried forward including the quality points earned in the courses. Courses applied to the new program in which no quality points were earned will be carried forward as hours attempted.

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

1. Successfully pass all course requirements in major with an overall major grade point average of 2.00 or higher.
2. Complete an application for graduation (https://www.stanly.edu/sites/default/files/pdfs/graduation_application.pdf) when registering for your last class.

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

4. Fulfill all financial obligations to the College.

Honors and Awards

Academic Honors

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

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

Commencement Awards

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

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

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

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

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

Registration Procedures

New Students

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

Continuing Students

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

Re-entry Students

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

Student Records

Release of Student Records and Information

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

Change of Name, Address, and Directory Information

Students are responsible for notifying the Office of Records and Registration of all name and address changes as well as other directory information. Students should obtain a Change of Information Form from the Eagle’s One Stop or online at https://www.stanly.edu/current-students/student-forms. They can also submit a change electronically through their Self-Service account.
STEPS TO GETTING STARTED

1. **Apply for Admission**
   Go to www.stanly.edu. Complete your NC Residency Determination forms FIRST and then complete your College Foundation (CFNC) application! Please allow 24-48 hours for your application to be processed. For assistance or questions about your admissions applications, please contact the Eagle’s 1 Stop at 704-991-0123 or email at onestop@stanly.edu.

2. **Apply for Financial Aid**
   SCC offers a variety of financial assistance to students such as the Pell Grant, state grants, work study, and scholarships. To apply for financial aid (Pell Grant) complete the Free Application for Federal Student Aid (FAFSA) online at http://www.fafsa.gov/. SCC’s school code is 011194. The Eagle’s 1 Stop staff along with the Financial Aid staff are available to guide students through the application process.

3. **Apply for Scholarships**
   SCC offers a variety of scholarships. To apply for a scholarship, you must have completed an application for admission. The scholarship application can be completed by visiting the Financial Aid page at https://www.stanly.edu/future-students/financial-aid and clicking on Scholarships on the right side of the page. The Eagle’s 1 Stop and Financial Aid staff are available to assist students in completing this application.

4. **Submit Official High School Transcripts and Official College Transcripts (if applicable)**
   You must submit an official high school or High School Equivalency transcript. If applicable, students may submit official college transcripts to be considered for transfer credit.

5. **Take Placement Test (NC DAP) Satisfy Placement Test Requirements (if needed)**
   If your program requires a math and/or English course and you have not previously completed college level course work in math or English or completed a placement test in the past 5 years, you will need to complete a placement test (NC DAP) prior to registering for classes. Placement tests should be taken seriously as your scores impact how long it will take you to finish your program or earn your degree.

6. **Self-Service**
   Students can log into Self-Service using the same username and password as for Starfish, SCC Email, MyPage, Moodle, and WebAdvisor to access their financial aid, make a payment, search for courses, plan their terms, and schedule and register for classes.

7. **Activate SCC Student Accounts**
   **Starfish:** SCC’s online success tool where students can receive feedback from instructors, schedule advising and other appointments, and connect with their success network.
   **Self Service:** An online student planning tool where students can plan their courses, register for classes, see financial information, pay for classes and much more.
   **Email:** All students are given an SCC email account. This is how we will communicate with you.
   **Moodle:** SCC’s Online Learning Management System
   **MyPage:** Where students can find customized information related to their student account.

8. **Check SCC Email Account (Your Student Email Account)**
   Once you have submitted your admissions application, you will have access to your SCC email account within 24 hours. It is very important that students check their SCC email account immediately as well as on a regular basis. Students will log in using the same username and password as for Starfish, Self-Service, Moodle, MyPage, and WebAdvisor. If you have issues logging in, you may contact SCC’s Tech Support at 704-991-0222.

9. **Complete Steps 1, 2, and 3 of New Student Orientation (NSO)**
   NSO is offered through both seated and online formats to conveniently meet all students’ needs. In NSO, you will learn about services available to students, policies and procedures, academic advising, financial aid information, and other relevant information. New students must complete NSO before registering for classes. The online format is offered through Moodle, our learning management system. At the end of NSO, you will schedule an appointment with your advisor.

10. **Login to MyPage**
    Students should log into their MyPage account using the same username and password as for WebAdvisor and Moodle. Your MyPage account will give you user information such as your name, program of study, entire student ID number, and user ID. It will also identify your academic advisor and contact information, a link to schedule an appointment with your advisor, and identify your success coach and contact information. Your MyPage will also display any holds or alerts, what actions you need to take, and information on registration.

11. **Self-Service**
    Students can log into Self-Service using the same username and password as for Starfish, Self-Service, Moodle, MyPage, and WebAdvisor to access their financial aid, make a payment, search for courses, plan their terms, and schedule and register for classes.

12. **Register for Classes**
    New students and students who have not completed more than 30 hours of courses at SCC must see their advisor before registering for classes. Students who have completed more than 30 hours of courses are still strongly encouraged to see their advisor before registering for classes but may register online through Self-Service or through the Eagle’s 1 Stop Advising Center.

13. **Pay Tuition and Fees**
    After you have registered, you are encouraged to pay your tuition and any other financial obligations at that time or before the posted payment deadlines to refrain from being dropped from your classes. The College offers tuition deferment (payment plan), financial aid/scholarships, and sponsorships.

14. **Purchase Books and Supplies**
    You can find your required textbooks by visiting the SCC bookstore or online (https://bookstore.stanly.edu).

15. **Get Student ID Badge (Check with Advisor to see if required for program)**
    Student ID badges are created on the Albemarle Campus in the Student Life Office at any time and at the Crutchfield Education Center during advertised times of the year or by appointment. Student ID badges are $2.00 each (exact cash only). ID badges are not required for all programs. Please check with your advisor to see if an ID badge is required for your program of study.

16. **Go to Class/Login to Moodle**
    Class attendance is an integral part of the learning process. Students are responsible for their class attendance. Non-attendance is not a
basis for a refund or nonpayment of tuition. If attending an online class, students must log into our learning management system, Moodle, and complete the census date assignment before the 10% point and submit an academic activity or be dropped from the course. Some courses have stricter attendance policies so students need to be aware of each class’s attendance policy.

Limited Enrollment Programs

Some programs at Stanly Community College are considered limited enrollment. This means that the demand for the program is greater than the instructional resources available. For those programs, applicants must meet certain criteria in order to become eligible.

Initial applicants to those programs will be classified as Associate in General Education (AGE) Pathway applicants until they have met the requirements for the limited enrollment program and have been selected. Meeting the requirements does not guarantee admission to the desired program.

The selection process for the following programs are based on the completion date of the requirements, in which applicants are ranked and offered admission based on first qualified-first admitted basis:

- Basic Law Enforcement Training  (p. 41)
- Emergency Medical Science  (p.  )
- Medical Assisting  (p. 71)
- Medical Laboratory Technology  (p. 74)
- Nursing-Returning LPN  (p. 75)
- Pharmacy Technology  (p. 81)
- Radiography  (p. 82)
- Respiratory Therapy  (p. 84)

Nursing  (p. 75), Radiography  (p. 82), and LPN-RN  (p. 75) are Limited Enrollment Programs with additional selection criteria. Once applicants have met the requirements for admission, they are then ranked greatest to least based on their score achieved on the TEAS® test. Admissions staff, AGE advisors and Retention Specialists are available to assist students in the admission process for these programs.

Please refer to the Stanly Community College website (www.stanly.edu) for program information, deadline dates, and admission requirements.
STUDENT SUPPORT SERVICES

Academic Support Center
The Academic Support Center is a student support center available to all students to receive the extra assistance they need to be successful. The center specializes in tutoring where trained student and faculty tutors are available by appointment at no charge for students. The center also serves as an academic computer lab for student use. For more information, visit our website at www.stanly.edu.

Writing Center
The Writing Center is housed in SCC’s Learning Resources Center, located in the Snyder Building, and offers face-to-face tutoring options to help students at every level of proficiency. The Writing Center is here to help students become stronger, more confident writers.

Counseling Services
A major role of Stanly Community College is to assist students in making the transition to the College. Individualized counseling sessions may be arranged to discuss a student’s interests, aptitudes, vocational goals, or academic and personal problems. Such conferences are confidential.

Students are encouraged to visit a counselor’s office any time a problem arises that could affect progress in their studies. Counseling services are provided in both day and evening hours.

Advising
Upon application to the College, each student in a curriculum program is assigned a faculty advisor who is available to help with situations related to the student’s academic work. The advisor serves as a direct link between the student and the successful completion of the student’s program of study.

Career Counseling/Testing Services
The Counselors at Stanly Community College offer a variety of career services to students including career counseling, interest testing, an educational and career information library, computerized guidance software programs, and career planning services. The goal of the Counselors is to provide services that will assist students in making appropriate academic and career decisions. A career counselor is available for confidential conferences. These conferences are designed to assist the student with career exploration and self-exploration.

Through this process, the student will be able to make a more comprehensive career choice. Students desiring to take an interest test or personality inventory may do so by contacting one of the counselors listed under Counseling. Assessment services include inventories such as the Strong Interest Inventory, the Myers-Briggs Type Indicator, and the Bridges computerized guidance program through CFNC. There is no charge to students for these career testing services.

Disability Services (ADA)
The Disability Services Office provides assistance to applicants and currently enrolled students with documented disabilities including physical, psychological, Attention Deficit Hyperactivity Disorders (ADHD), traumatic head injuries, learning disabilities (LD) and other health concerns. The Disability Services Office is located on the first floor of the Patterson Building in Student Development. For information about the services available to students with disabilities, please contact the Coordinator of Special Services whose telephone number and email address may be found on the College’s website under Student Resources, Counseling.

Confidentiality
The College will not share specific information about your disability with anyone, including faculty, without your permission. This is the law and ethical counseling practice. Each student is asked to sign a release that allows the Disability Services Office to exchange information regarding your disability as needed to provide appropriate educational services.

A student has the right not to disclose specific information about his or her disability to instructors. However, the Disability Services Office encourages students to talk to their instructors about their disability when it is appropriate. Information disclosed to the faculty by the student or the Disability Services Office will not be disclosed to any other individual without the student’s approval.

A Consent to Release Disability Information form must be completed and mailed or faxed to the address listed on the document. This document may be downloaded from this site, or a form may be received by mail by contacting the Disability Services Office.

Admission to Stanly Community College
Persons with disabilities apply and are considered for admission in the same manner as any other applicant. There is no preadmission inquiry regarding disability and no exception to admission policy is made based on any disability.

Qualifying for Disability Support Services
Students with disabilities must contact the Coordinator of Special Services to initiate receipt of services. Students with disabilities must provide appropriate documentation before accommodations can be provided. It is the responsibility of the student to ensure that the documentation is current, comprehensive, and provided in time for Stanly Community College to arrange for reasonable accommodations. Students should request accommodations at least 60 days prior to the need for the accommodation.

- In the case of a physical disability, documentation should include a doctor’s diagnostic statement, which describes the disability, its duration, and the effect on daily living, a list of medications prescribed, side effects, and recommendations.
- Psychological documentation from a certified psychiatrist or clinical psychologist should include a DSM IV diagnosis with a description of how the disability affects major life activities, along with medications, side effects, and recommendations. The evaluation must have been performed within the last three years.
- For students with learning disabilities, documentation should include a written report of a psychoeducational evaluation completed within the last three years. The report should include scores from standardized academic and intellectual testing, plus a statement specifying areas of learning disabilities. Stanly Community College adheres to the guidelines established by the Association of Higher Education and Disability (AHEAD) to document a learning disability. Students can find those guidelines at http://www.ahead.ie/ or may receive a printed copy from the Disability Services Office.
- For an Attention Deficit Disorder, documentation should be a statement written within the past year and include information regarding diagnosis, medication, and any recommendations. Stanly Community College generally adheres to the guidelines established by the Educational Testing Service to document Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder...
Services and Accommodations

Students with disabilities should contact the Disability Services Office after registering or preregistering for every semester; therefore, it is extremely important that the student students. A new accommodation plan for the student will be developed review and may be modified or developed to meet the changing needs of and the student. Services and accommodations are under constant Services are based on the student's documented needs and determined in consultation with the Disability Services Office, appropriate faculty services. and accommodations most often used by students include:

- Tutors: Students are provided information regarding campus tutors are available by appointment at no charge for students. The
- Taping of lectures: Students may tape lectures given in class.
- Reading services: Students may acquire books on tape from the recordings on the Brainy D, Dyslexia (B.D.D) at http://www.learningally.org/. Applications are available at the Disability Services Office.
- Priority scheduling: Early registration is available to students whose accommodations are provided as a cooperative effort
- Equipment: Equipment to assist students who have visual, hearing, or learning disabilities may be available. Please contact the Disability Services Office for further information.
- Counseling: Personal counseling and career counseling are available through the Counseling and Career Counseling Department.
- Note taking: The Disability Services Office can arrange for note taking services.
- Tutors: Individual tutors, when available, are provided for students

Job Placement

The Career Planning & Placement Service of Stanly Community College exists to serve the employment needs of both current and former students in the college. As they approach graduation, students of SCC

The library contains over 20,000 books and audiovisual materials, and

Parking and Traffic

All drivers are expected to drive carefully, courteously, and obey all rules of the road. Violations of traffic rules will result in the vehicle being towed to a private lot. The College does not provide security services, and the College is not responsible for personal belongings or the contents of vehicles. When convenient, campus security officers will assist with jump-starting vehicle batteries. Due to liability issues, officers do not unlock car doors.
Student Clubs and Activities

Webb Student Center
Students are encouraged to use the Webb Student Center as a place to talk, eat, and relax. The area provides an opportunity for students, faculty, and staff to socialize in an informal atmosphere. Individuals who need a quiet place to study should use the Learning Resources Center in the Snyder Building or the Academic Support Center located in the Patterson Building.

Activities
Socials, cookouts, and other leisure activities are planned for both day and evening students by the Student Government Association. Each Wednesday from 12 noon until 1 p.m. is blocked for activity hour. Students are encouraged to participate in SGA and/or other clubs and organizations.

Student Government Association
The Student Government Association is composed of all curriculum students who are enrolled at Stanly Community College. Members are encouraged to be active participants in student affairs and to voice opinions and thoughts through their representatives. All extracurricular activities are coordinated through the Student Government Association. During the spring term the president and other Student Government Association executive officers are elected. One representative is also elected from each campus club. An administrative advisor and faculty advisors serve to assist the Student Government Association with its activities. The Student Government Association sponsors activities that enhance student campus life. Students are involved in school affairs with active participation on various advisory and standing committees.

The President of the Student Government Association serves as an ex-officio member of the Board of Trustees. The Stanly Community College Student Government Association actively participates in the North Carolina Comprehensive Community College Student Government Association (N4CSGA).

Clubs and Organizations
Student clubs and organizations are chartered under the umbrella of the Student Government Association and represent a large number of students with diverse interests who are active on campus.

Phi Theta Kappa
Phi Theta Kappa is an honor society that was founded to recognize and encourage scholarship among two-year college students. The society awards numerous scholarships and presents opportunities for students to demonstrate excellence in a variety of formats, such as Phi Theta Kappa’s Honors Programs, leadership conferences, and annual conventions. In addition, each member will wear the Phi Theta Kappa gold stole and tassel during graduation ceremonies, will have the gold seal on diplomas, and will receive notation of membership applied to the student transcript. Membership in Phi Theta Kappa is a highly coveted honor that will enrich the student’s life while attending Stanly Community College and will remain a prestigious part of his or her professional life as further education and/or career goals are pursued. Students must earn a 3.75 cumulative GPA, must maintain a 3.50 GPA, and must have completed 15 semester hours of credit at SCC toward an associate degree to be invited to join Phi Theta Kappa.

Food Services
The SCC Cafe, located in the Webb Student Center, provides a wide variety of breakfast and lunch items cooked to order. There are also vending machines located in each building on campus. Please see the Food Policy for more details.

Health Services/First Aid
The College maintains no health facilities other than first aid kits. The kits may be found in all buildings on campus.

Testing Services
Stanly Community College offers a variety testing services depending on the student’s needs. Below is a comprehensive listing of testing services offered by the College. After determining the specific test they need, students should contact the appropriate department and obtain more information regarding that particular test.

NC DAP placement tests (required for students entering degree and diploma programs).

TEAS, Test of Essential Academic Skills (required for admission to the Nursing and Radiography programs and offered by invitation only)

Interest tests and personality inventory assessments including the Myers-Briggs Type Indicator, the Strong Interest Inventory, the NC CAREERS guidance software program, and the Bridges computerized guidance Program through CFNC.

Credit By Advanced Standing:
The college recognizes and values knowledge and skills gained in many ways. In addition to completion of credits at Stanly Community College or the transfer of credits from other approved institutions of higher education, Advanced Academic Standing Credit may be earned by any or all of the following methods:

• SCC Credit By Proficiency Examination
• College Level Examination Program (CLEP)
• Advanced Placement Examinations (AP)
• Professional Certification
• Service Related Experience and Training

Students who have gained knowledge and skills through continuing education courses, where no avenue for cross-walked credit exists, or work experiences alone may be eligible for advanced standing credit through the Credit By Proficiency Examination process.

Veteran’s Services
SCC values our students who have served in the armed forces. We offer a variety of services for our veteran students including financial aid support, counseling services through the Veteran’s Center, and a Veteran’s Nook on the Albemarle Campus. For more information about these services, visit our website at www.stanly.edu.
CAREER & COLLEGE PROMISE

Who can participate in the Career and College Promise program?

- High school juniors and seniors (some pathways are available for freshman and sophomores)
- With a GPA of 3.0 or higher and who are deemed college ready by test scores (SAT, ACT, PLAN, PSAT) or by their high schools
- Contact SCC for more information about eligibility
- This information is for College Transfer Pathways, Please contact SCC for Career Pathway information
- State guidelines for qualifying (http://www.nccommunitycolleges.edu/academic-programs/career-college-promise)

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

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

Where do classes meet?

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

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

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

Stanly Community College Pathways

- College Transfer - for those who hope to eventually attain a four-year degree.
- Career & Technical - for those who hope to pursue a career-based degree, diploma, certificate or training.

Transfer Pathways

<table>
<thead>
<tr>
<th>Associates in Arts (p. 35)</th>
<th>Associate in Science (p. 38)</th>
</tr>
</thead>
</table>

Career and Technical Pathways

<table>
<thead>
<tr>
<th>Advertising &amp; Graphic Design (p. 31)</th>
<th>Agribusiness Technology (p. 33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Conditioning, Heating &amp; Refrigeration (p. 34)</td>
<td>Biomedical Equipment Technology (p. 41)</td>
</tr>
<tr>
<td>Business Administration (p. 42)</td>
<td>Collision Repair &amp; Refinishing Technology (p. 44)</td>
</tr>
<tr>
<td>Computer Engineering (p. 45)</td>
<td>Computer-Integrated Machining (p. 46)</td>
</tr>
<tr>
<td>Cosmetology (p. 48)</td>
<td>CJC Corrections (p. 50)</td>
</tr>
<tr>
<td>CJC Court Procedures (p. 52)</td>
<td>CJC Law Enforcement (p. 52)</td>
</tr>
<tr>
<td>Information Technology - Microsoft (p. 69)</td>
<td>Manicuring Certificate (<a href="https://www.stanly.edu/future-students/career-college-promise/pathways/manicuring-certificate-ccp">https://www.stanly.edu/future-students/career-college-promise/pathways/manicuring-certificate-ccp</a>)</td>
</tr>
<tr>
<td>Medical Assisting (p. 71)</td>
<td>Nurse Aide (<a href="https://www.stanly.edu/future-students/career-college-promise/pathways/nursing-assisting">https://www.stanly.edu/future-students/career-college-promise/pathways/nursing-assisting</a>)</td>
</tr>
<tr>
<td>Pharmacy Technology (p. 81)</td>
<td>Simulation &amp; Game Development (<a href="https://www.stanly.edu/future-students/career-college-promise/pathways/simulation-game-development">https://www.stanly.edu/future-students/career-college-promise/pathways/simulation-game-development</a>)</td>
</tr>
</tbody>
</table>

Welding (p. 96)
How do I get started?

To get started with CCP, contact your child's high school guidance counselor or Steve Cumming at 704-991-0139 or scumming0450@stanly.edu for more information.

Homeschool families, please contact Lorie Narolweski at 704-991-0353 or lnarolweski4068@stanly.edu.
DISTANCE LEARNING

Online Courses

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

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

Interactive Video

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

Hybrid/Web-assisted

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

Stanly Early College is a unique and innovative educational opportunity for entering high school freshmen. Selected students will enroll as ninth graders and complete high school and college graduation requirements concurrently. Those who successfully complete the program will be awarded a high school diploma and a Stanly Community College associate degree after five years of study. All coursework is completed on the Albemarle campus of Stanly Community College. Stanly Early College students have access to all services and programs available through the College. Students who wish to be considered for Stanly Early College should speak with their school counselor or principal early in their eighth grade year about the requirements for participation in the program.

For additional information, contact:

Lorie Narolewski
Pre-College Success Coach

(704) 991-0353 or lnarolewski4068@stanly.edu
GAINFUL EMPLOYMENT

Stanly Community College is committed to providing educational opportunities that lead to either employment or transfer to another educational institution.

The Department of Education has mandated effective July 1, 2011 that institutions disclose specific information about programs that meet the federal governments “Gainful Employment Program” definition. Gainful Employment programs are programs that are required “to lead to gainful employment in a recognized occupation” in order to be eligible for Title IV federal financial aid.

In compliance with this mandate, SCC provides to prospective and current students a Gainful Employment disclosure at the program level, i.e. all Diplomas and Federal Student Aid eligible certificates. The disclosure links to occupational information, estimated cost of program, program completion percentage within published timeframe, median loan debt and job placement rate for program completers (if available). For statistical validity no data is reported when the number of graduates are fewer than 10.

All SCC programs are available at the Educational Offerings home page (https://www.stanly.edu/future-students/educational-offerings).

Diplomas & Certificates

Stanly Community College’s online catalog has the most up to date information. For more information about our Gainful Employment data, and other important information, please visit our Educational Offerings page at https://www.stanly.edu/future-students/educational-offerings.
Accounting

Contact(s): Dalton Reeder (https://www.stanly.edu/directory?id=1349)

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting profession. Using the "language of business," accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to coursework in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate the ability to prepare a financial statement.
- Analyze and then apply proper tax treatments.
- Analyze, summarize, and prepare managerial accounting reports.
- Use computerized accounting tools to prepare accounting reports.
- Effectively communicate in writing to accounting customers and coworkers.

Accounting - Associate in Applied Science

Program is available online.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
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<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 121</td>
<td>Principles of Managerial Accounting</td>
<td>4</td>
</tr>
</tbody>
</table>
### Accounting Diploma Option - D25100

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25100.html)

Program is available online.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BUS 137</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112 or EN 114</td>
<td>Writing and Research in the Disciplines or Professional Research &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143 or MAT 171</td>
<td>Quantitative Literacy or Precalculus Algebra</td>
<td>3</td>
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#### Summer

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<tr>
<th>Course</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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</table>

#### Total Credit Hours

53

### Accounting Certificate Option - C25100

Program is available online.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BUS 260</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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</table>

#### Summer

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
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</table>

#### Total Credit Hours

52

### AA - Business and Accounting Pathway - A10100BA

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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</table>

#### Second Year

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BUS 115</td>
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</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Total Credit Hours

46

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).
ENG 231 or ENG 232 or ENG 241 or ENG 242
American Literature I or American Literature II or British Literature I or British Literature II

HIS 111 or HIS 112 or HIS 131 or HIS 132
World Civilizations I or World Civilizations II or American History I or American History II

Credit Hours 14

Spring
COM 231 Public Speaking 3
CIS 110 Introduction to Computers 3
MAT 263 Brief Calculus 4
PSY 150 General Psychology 3
POL 220 International Relations or HIS 111
or World Civilizations I 2

Credit Hours 16

Total Credit Hours 61

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).

Advertising & Graphic Design

Contact(s): Josh Gooch (https://www.stanly.edu/college-information/directory?id=1065)

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations.

Learning Outcomes

Upon completion of this program, students will be able to:

• Demonstrate an application of design theory using industry standard software.
• Showcase advanced software skills in industry-specific software.
• Progress a concept to creation following graded project timeline milestones of Roughts Presentation and Idea Critique, Digital Comp Critique, and Complete Project Submission.
• Create complete output-specific design files meeting specific industry standards for web and print.
• Demonstrate the ability to answer a client brief through effective visual communication solutions.

Advertising and Graphic Design – Associate in Applied Science – A30100

Course Title Credit Hours

First Year
Fall
AQA 111 College Student Success 1
CIS 110 Introduction to Computers 3
ENG 111 Writing and Inquiry 3

Credit Hours 16

Spring
ENG 112 or ENG 114 Writing and Research in the Disciplines or Professional Research & Reporting 3
GRD 131 or GRD 230 Illustration I or Technical Illustration 2
GRD 141 Graphic Design I 4
GRD 151 Computer Design Basics 3
WEB 111 Introduction to Web Graphics 3

Credit Hours 15

Summer
ART 111 Art Appreciation 3
Technical Elective 3

Credit Hours 6

Second Year
Fall
GRA 121 Graphic Arts I 4
GRD 142 Graphic Design II 4
GRD 152 Computer Design Techniques I 3
MAT 143 Quantitative Literacy or Precalculus Algebra 3

Social Science Elective 3

Credit Hours 17

Spring
GRD 241 Graphic Design III 4
GRD 280 Portfolio Design 4
WBL 111 Work-Based Learning I 1
Technical Elective 6

Credit Hours 15

Total Credit Hours 69
Technical Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CET 111</td>
<td>Computer Upgrade/Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CTS 115</td>
<td>Information Systems Business Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
<td>3</td>
</tr>
<tr>
<td>CTS 125</td>
<td>Presentation Graphics</td>
<td>3</td>
</tr>
<tr>
<td>GRD 167</td>
<td>Photographic Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>MKT 120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>NOS 110</td>
<td>Operating Systems Concepts</td>
<td>3</td>
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<tr>
<td>SGD 114</td>
<td>3D Modeling</td>
<td>3</td>
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<tr>
<td>SGD 161</td>
<td>Simulation and Game Animation</td>
<td>3</td>
</tr>
<tr>
<td>SGD 162</td>
<td>Simulation and Game 3-D Animation</td>
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*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).

Advertising and Graphic Design Diploma Option – D30100

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED30100W.html)

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Advertising and Graphic Design Design Diploma Option - D30100W

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED30100W.html)

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Advertising and Graphic Design Certificate Option – C30100

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC30100W.html)

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Advertising and Graphic Design CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).*
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Total Credit Hours 15

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**Agribusiness Technology**

**Contact(s):** Alaina Finney

This curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workforce knowledgeable in sustainable agriculture practices.

Students will learn the fundamentals of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.

Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education.

Agribusiness Technology: A program that prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Potential course work includes instruction in agriculture, agricultural specialization, business management, accounting, finance, marketing, planning, human resources management, and other managerial responsibilities.

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).*

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### Course Title Credit Hours

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Credit Hours 17

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Credit Hours 17

**Second Year**

**Fall**

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<td>Alternative Ag Production</td>
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Credit Hours 18

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Credit Hours 6

**Spring**

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Credit Hours 18

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**Agribusiness Technology - Associate in Applied Science - A15100**

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**Agribusiness Technology Diploma Option - D15100**

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED15100.html)

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### Course Title Credit Hours

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Credit Hours 16
### Spring

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#### Credit Hours
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### Summer

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#### Credit Hours
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#### Total Credit Hours
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**Agribusiness Technology Certificate Option – C15100**

Gainful Employment Disclosure [here](https://www.stanly.edu/ajax/gedt/EC15100.html)

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#### Credit Hours
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**Agribusiness Technology – CCP**

Tuition-waived program for Career & College Promise [here](https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

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<td>AGR 212</td>
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#### Credit Hours
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**Contact(s):** Devin Baucom [here](https://www.stanly.edu/college-information/directory?id=1318)

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

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- Air Conditioning, Heating and Refrigeration Technology - Diploma (p. 34)
- Basic HVACR Certificate (p. 35)
- Intermediate HVACR Certificate (p. 35)
- Air Conditioning, Heating and Refrigeration Technology - CCP (p. 35)

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**Air Conditioning, Heating and Refrigeration Technology Diploma – D35100**

Gainful Employment Disclosure [here](https://www.stanly.edu/ajax/gedt/ED35100.html)

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#### Credit Hours
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<td>AHR 113</td>
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#### Credit Hours
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**Summer**

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#### Credit Hours
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#### Total Credit Hours
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**Agribusiness Technology Certificate Option – C15100**

Gainful Employment Disclosure [here](https://www.stanly.edu/ajax/gedt/EC15100.html)

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<tr>
<td>AGR 139</td>
<td>Introduction to Sustainable Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>AGR 214</td>
<td>Agricultural Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or ANS 110</td>
<td>Animal Science</td>
<td></td>
</tr>
</tbody>
</table>

#### Credit Hours
7

---

**Agribusiness Technology – CCP**

Tuition-waived program for Career & College Promise [here](https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 139</td>
<td>Introduction to Sustainable Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>AGR 170</td>
<td>Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>AGR 214</td>
<td>Agricultural Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 110</td>
<td>Animal Science</td>
<td>3</td>
</tr>
<tr>
<td>AGR 121</td>
<td>Biological Pest Management</td>
<td>3</td>
</tr>
<tr>
<td>AGR 212</td>
<td>Farm Business Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Credit Hours
18

---

**Contact(s):** Devin Baucom [here](https://www.stanly.edu/college-information/directory?id=1318)

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

---

- Air Conditioning, Heating and Refrigeration Technology - Diploma (p. 34)
- Basic HVACR Certificate (p. 35)
- Intermediate HVACR Certificate (p. 35)
- Air Conditioning, Heating and Refrigeration Technology - CCP (p. 35)

---

**Air Conditioning, Heating and Refrigeration Technology Diploma – D35100**

Gainful Employment Disclosure [here](https://www.stanly.edu/ajax/gedt/ED35100.html)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>ENB 101</td>
<td>Applied Communications I or Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>AHR 110</td>
<td>Introduction to Refrigeration</td>
<td>5</td>
</tr>
<tr>
<td>AHR 112</td>
<td>Heating Technology</td>
<td>4</td>
</tr>
<tr>
<td>AHR 111</td>
<td>HVACR Electricity</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Credit Hours
16

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**Spring**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 110</td>
<td>Mathematical Measurement and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>BPR 130</td>
<td>Print Reading-Construction</td>
<td>3</td>
</tr>
<tr>
<td>AHR 113</td>
<td>Comfort Cooling</td>
<td>4</td>
</tr>
<tr>
<td>AHR 114</td>
<td>Heat Pump Technology</td>
<td>4</td>
</tr>
<tr>
<td>AHR 160</td>
<td>Refrigerant Certification</td>
<td>1</td>
</tr>
<tr>
<td>WBL 110</td>
<td>World of Work or Work-Based Learning</td>
<td>1</td>
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</table>

#### Credit Hours
16

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**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>AHR 130</td>
<td>HVAC Controls</td>
<td>3</td>
</tr>
<tr>
<td>AHR 211</td>
<td>Residential System Design</td>
<td>3</td>
</tr>
<tr>
<td>AHR 213</td>
<td>HVACR Building Code</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Credit Hours
8

#### Total Credit Hours
40

---

**Agribusiness Technology Certificate Option – C15100**

Gainful Employment Disclosure [here](https://www.stanly.edu/ajax/gedt/EC15100.html)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>AGR 139</td>
<td>Introduction to Sustainable Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>AGR 214</td>
<td>Agricultural Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or ANS 110</td>
<td>Animal Science</td>
<td></td>
</tr>
</tbody>
</table>

#### Credit Hours
7

---

**Agribusiness Technology – CCP**

Tuition-waived program for Career & College Promise [here](https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 139</td>
<td>Introduction to Sustainable Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>AGR 170</td>
<td>Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>AGR 214</td>
<td>Agricultural Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ANSI 110</td>
<td>Animal Science</td>
<td>3</td>
</tr>
<tr>
<td>AGR 121</td>
<td>Biological Pest Management</td>
<td>3</td>
</tr>
<tr>
<td>AGR 212</td>
<td>Farm Business Management</td>
<td>3</td>
</tr>
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</table>

#### Credit Hours
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**Contact(s):** Devin Baucom [here](https://www.stanly.edu/college-information/directory?id=1318)

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---

- Air Conditioning, Heating and Refrigeration Technology - Diploma (p. 34)
- Basic HVACR Certificate (p. 35)
- Intermediate HVACR Certificate (p. 35)
- Air Conditioning, Heating and Refrigeration Technology - CCP (p. 35)
### Basic HVACR Certificate – C35100B

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>AHR 110</td>
<td>Introduction to Refrigeration</td>
<td>5</td>
</tr>
<tr>
<td>AHR 112</td>
<td>Heating Technology</td>
<td>4</td>
</tr>
<tr>
<td>AHR 111</td>
<td>HVACR Electricity</td>
<td>3</td>
</tr>
<tr>
<td>AHR 160</td>
<td>Refrigerant Certification</td>
<td>1</td>
</tr>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
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### Intermediate HVACR Certificate – C35100I

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>AHR 113</td>
<td>Comfort Cooling</td>
<td>4</td>
</tr>
<tr>
<td>AHR 114</td>
<td>Heat Pump Technology</td>
<td>4</td>
</tr>
<tr>
<td>BPR 130</td>
<td>Print Reading-Construction</td>
<td>3</td>
</tr>
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<td></td>
<td><strong>Credit Hours</strong></td>
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<tr>
<td></td>
<td><strong>Summer</strong></td>
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</tr>
<tr>
<td>AHR 130</td>
<td>HVAC Controls</td>
<td>3</td>
</tr>
<tr>
<td>AHR 211</td>
<td>Residential System Design</td>
<td>3</td>
</tr>
<tr>
<td>AHR 213</td>
<td>HVACR Building Code</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
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<td></td>
<td><strong>Total Credit Hours</strong></td>
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### Air Conditioning, Heating & Refrigeration – CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>AHR 110</td>
<td>Introduction to Refrigeration</td>
<td>5</td>
</tr>
<tr>
<td>AHR 111</td>
<td>HVACR Electricity</td>
<td>3</td>
</tr>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>AHR 160</td>
<td>Refrigerant Certification</td>
<td>1</td>
</tr>
<tr>
<td>AHR 113</td>
<td>Comfort Cooling</td>
<td>4</td>
</tr>
<tr>
<td>AHR 114</td>
<td>Heat Pump Technology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

### Associate in Arts (University Transfer)

**AA - A10100**

SCC offers two fully transferable degrees:

- Associate in Arts (AA) and
- Associate in Science (AS).

**Contact(s): Claudia Gresham**

Stanly Community College's transfer degrees offer an economical and efficient way to work towards a bachelor's degree. The Associate in Arts degree is a good choice for future education, social science (history, psychology, sociology, economics, business, etc.), liberal arts (languages, English, fine arts, etc.) majors, or a professional school that requires a strong liberal arts background. The mathematics and science requirements are fewer than for an Associate in Science degree. For most majors, if a student wishes to attend a university, the Associate in Arts degree is the best degree to pursue.

UNC-system universities (and most private colleges and universities) will accept the completed AA degree as a package, which will waive the undergraduate general education requirements.

Courses identified as Universal General Education Transfer Component courses (UGETC) will transfer to the UNC-system universities and receive course-for-course credit (provided students earn a C or better in these courses). Other courses marked for transfer may receive general education or elective credit. Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an Associate in Arts (AA) degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she may transfer before completing the AA degree; however, completing the AA degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

### University Transfer - Program Student Learning Outcomes

- **PO.1** Students should be able to demonstrate effective research skills including all required elements as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the research skills rubric.
- **PO.2** Students should be able to demonstrate global and cultural literacy as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the global/cultural literacy rubric.
- **PO.3** Students will be able to analyze concepts of individuals and people within social and historical contexts as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the social/behavioral contexts rubric.
- **PO.4** Students will be able to use critical thinking skills to solve problems as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the critical thinking skills rubric.

View Our Video (https://www.youtube.com/watch?v=43a6aoSnlgQ)
• PO.5: Students will be able to apply scientific principles to the natural and physical world as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the scientific principles rubric.

Visit www.stanly.edu/transfer for important information about the university transfer program and the transfer process.

For more information, contact Program Head Claudia Gresham (cgresham5647@stanly.edu or 704.991.0307) or University Transfer Advisor Reese Linnell (rlinnell9468@stanly.edu or 704.991.0223).

• Associate in Arts (p. 36)
• Associate in Arts - CCP (p. 37)

Students must complete a total of 60 semester hours (SH) to receive the Associate in Arts degree (see program outline below). Students must earn a “C” or better in all transferable courses. Please consult an advisor, review the Associate in Arts and Associate in Science Transfer Course List or see the Course Descriptions to ensure course transferability when selecting elective courses. The last sentence in the course description will indicate if the course is transferable.

Total semester hours: 61

Associate in Arts Degree – Program of Study

Universal General Education Transfer Component
(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

Communications/Humanities/Fine Arts (9 SHC)

Select three of the following from at least two different disciplines:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
</tr>
<tr>
<td>COM 231</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
</tr>
<tr>
<td>ENG 232</td>
<td>American Literature II</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
</tr>
<tr>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
</tr>
</tbody>
</table>

Social/Behavioral Sciences (9 SHC)

Select three of the following from at least two different disciplines:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
</tr>
<tr>
<td>POL 120</td>
<td>American Government</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
</tr>
</tbody>
</table>

Math (3-4 SHC)

Select one of the following: 3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
</tr>
<tr>
<td>MAT 152</td>
<td>Statistical Methods I</td>
</tr>
<tr>
<td>MAT 171</td>
<td>Precalculus Algebra</td>
</tr>
</tbody>
</table>

Natural Sciences (4 SHC)

Select one of the following: 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology I</td>
</tr>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>PHY 110</td>
<td>Conceptual Physics</td>
</tr>
<tr>
<td>&amp; 110A</td>
<td>and Conceptual Physics Lab</td>
</tr>
</tbody>
</table>

Additional General Education Hours (13-14 SHC)

Select an additional 13-14 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Academic Transition (1 SHC)

ACA 122 | College Transfer Success (Take first semester) | 1

Other Required Hours (14 SHC)

Select an additional 14 SHC of courses from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total Credit Hours 59-61

Total SHC in program: 60-61

Associate in Arts Course Sequence (Suggested)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I</td>
<td>Academic Transition</td>
<td></td>
</tr>
<tr>
<td>ACA 122</td>
<td>College Transfer Success (Take first semester)</td>
<td>1</td>
</tr>
</tbody>
</table>

English Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
</tr>
</tbody>
</table>

Humanities/Fine Arts

Select one of the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
</tr>
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<td>Introduction to Jazz</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
</tr>
</tbody>
</table>

Social/Behavioral Sciences

Select one of the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 251</td>
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</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
</tr>
</tbody>
</table>
HIS 112 World Civilizations II
HIS 131 American History I
HIS 132 American History II
POL 120 American Government
PSY 150 General Psychology
SOC 210 Introduction to Sociology

Math
Select one of the following: 1
MAT 143 Quantitative Literacy
MAT 152 Statistical Methods I
MAT 171 Precalculus Algebra

Focused Elective (optional)
May select 3 SHC 1 0-3
Credit Hours 13-17

Semester II
English Composition
ENG 112 Writing and Research in the Disciplines 3

Humanities/Fine Arts
Select one of the following: 3
ART 111 Art Appreciation
ART 114 Art History Survey I
ART 115 Art History Survey II
MUS 110 Music Appreciation
MUS 112 Introduction to Jazz
PHI 215 Philosophical Issues

Social/Behavioral Sciences
Select one of the following: 3
HIS 111 World Civilizations I
HIS 112 World Civilizations II
HIS 131 American History I
HIS 132 American History II

Natural Sciences
Select one of the following: 4
BIO 110 Principles of Biology
BIO 111 General Biology I
CHM 151 General Chemistry I
PHY 110 Conceptual Physics & 110A Conceptual Physics Lab

Focused Elective
Select 3 SHC 1 3
Credit Hours 16

Semester III
Humanities/Fine Arts
ENG 231 American Literature I or ENG 232 or American Literature II 3

Social/Behavioral Sciences
Select one of the following: 3
ECO 251 Principles of Microeconomics
ECO 252 Principles of Macroeconomics
HIS 111 World Civilizations I
HIS 112 World Civilizations II
HIS 131 American History I

HIS 132 American History II
POL 120 American Government
PSY 150 General Psychology
SOC 210 Introduction to Sociology

Focused Elective
Select 4-6 SHC 1 4-6

Language
SPA 111 Elementary Spanish I 3
SPA 181 Spanish Lab 1 1
Credit Hours 14-16

Semester IV
Focused Electives
Select 12-13 SHC 1 12-13

Language
SPA 112 Elementary Spanish II 3
SPA 182 Spanish Lab 2 1
Credit Hours 16-17

Total Credit Hours 59-66

1 Focused elective, math and science courses must be chosen with the intended major and university of transfer in mind. Please work with your advisor to select these courses to facilitate the transfer process.

See Associate in Arts and Associate in Science Transfer Course List for approved transfer elective courses.

Associate in Arts - CCP
Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
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</tr>
<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Fine Arts (9 SHC)</td>
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<td></td>
</tr>
<tr>
<td>Select three of the following from at least two different disciplines:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td></td>
</tr>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
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<tr>
<td>ENG 232</td>
<td>American Literature II</td>
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<tr>
<td>ENG 241</td>
<td>British Literature I</td>
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<tr>
<td>ENG 242</td>
<td>British Literature II</td>
<td></td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
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</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
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</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
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<tr>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
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</tr>
<tr>
<td>Social/Behavioral Science (9 SHC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three of the following from at least two different disciplines:</td>
<td>9</td>
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<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td></td>
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<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td></td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td></td>
</tr>
</tbody>
</table>
Associate in Science (University Transfer)

**AS - A10400**

SCC offers two **fully transferable degrees**:

- Associate in Arts (AA) and
- Associate in Science (AS).

**Contact(s):** Claudia Gresham

Stanly Community College's transfer degrees offer an economical and efficient way to work towards a bachelor's degree. The math/science intensive Associate in Science degree is a good choice for future engineering, math, science (biology, chemistry, physics, etc.) or technical (computer science) majors.

UNC-system universities (and most private colleges and universities) will accept the completed AS degree as a package, which will waive the undergraduate general education requirements.

Courses identified as Universal General Education Transfer Component courses (UGETC) will transfer to the UNC-system universities and receive course-for-course credit (provided students earn a C or better in these courses). Other courses marked for transfer may receive general education or elective credit. Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an AS degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she may transfer before completing the AS degree; however, completing the AS degree with at least a 2.0 grade point average will increase transferability to the student's college of choice.

**University Transfer - Program Student Learning Outcomes**

Upon completion of the University Transfer Program:

- **PO.1** Students should be able to demonstrate effective research skills including all required elements as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the research skills rubric.
- **PO.2** Students should be able to demonstrate global and cultural literacy as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the global/cultural literacy rubric.
- **PO.3** Students will be able to analyze concepts of individuals and people within social and historical contexts as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the social/behavioral contexts rubric.
- **PO.4** Students will be able to use critical thinking skills to solve problems as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the critical thinking skills rubric.
- **PO.5** Students will be able to apply scientific principles to the natural and physical world as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the scientific principles rubric.

Visit www.stanly.edu/transfer for important information about the university transfer program and the transfer process.

For more information, contact Program Head Claudia Gresham (cgresham5647@stanly.edu or 704.991.0307) or University Transfer Advisor Reese Linnell (rlinnell9468@stanly.edu or 704.991.0223).

- Associate in Science (p. 38)
- Associate in Science - CCP (p. 40)

Students must complete a total of 60 semester hours (SH) to receive the Associate in Science degree (see program outline below). Students must earn a "C" or better in all transferable courses. Please consult an advisor, review the Associate in Arts and Associate in Science Transfer Course List (p. 92) or see the Course Descriptions to ensure course transferability when selecting elective courses. The last sentence in the course description will indicate if the course is transferable.

**Total semester hours: 61**

**Associate in Science Degree – Program of Study**

**Universal General Education Transfer Component**

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)
## Associate in Science

### Course Sequence (Suggested)

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Academic Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACA 122</td>
</tr>
<tr>
<td></td>
<td>ENG 111</td>
</tr>
</tbody>
</table>

### English Composition

- **ENG 111** Writing and Inquiry
- **ENG 112** Writing and Research in the Disciplines

### Social/Behavioral Sciences

- **HIS 111** World Civilizations I
- **HIS 112** World Civilizations II
- **HIS 131** American History I
- **HIS 132** American History II
- **POL 120** American Government
- **PSY 150** General Psychology
- **SOC 210** Introduction to Sociology

### Math

- **MAT 171** Precalculus Algebra
- **MAT 172** Precalculus Trigonometry
- **MAT 263** Brief Calculus
- **MAT 271** Calculus I
- **MAT 272** Calculus II

### Natural Sciences

- **BIO 110** Principles of Biology
- **BIO 111** General Biology I
- **BIO 112** General Biology II
- **CHM 151** General Chemistry I
- **CHM 152** General Chemistry II
- **PHY 110** Conceptual Physics
- **PHY 110A** and Conceptual Physics Lab
- **PHY 151** College Physics I
- **PHY 152** and College Physics II

### Additional General Education Hours (11 SHC)

Select an additional 11 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

### Academic Transition (1 SHC)

- **ACA 122** College Transfer Success (Take first semester)

### Other Required Hours (14 SHC)

Select an additional 14 SHC from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

### Total SHC in program: 60
HIS 132  American History II

Math
Select one of the following:
- MAT 171  Precalculus Algebra
- MAT 172  Precalculus Trigonometry
- MAT 263  Brief Calculus
- MAT 271  Calculus I

Focused Elective
Select 3-7 SHC

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>13-17</td>
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</tbody>
</table>

Semester III

Humanities/Fine Arts

ENG 231  American Literature I
or ENG 232  or American Literature II

Natural Sciences
Select one of the following:
- BIO 110  Principles of Biology
- BIO 111  General Biology I
& BIO 112  and General Biology II
- CHM 151  General Chemistry I
& CHM 152  and General Chemistry II
- PHY 110  Conceptual Physics
& 110A  and Conceptual Physics Lab
- PHY 151  College Physics I
& PHY 152  and College Physics II

Focused elective
Select 6 SHC

Language

SPA 111  Elementary Spanish I
SPA 181  Spanish Lab 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

Semester IV

Natural Sciences
Select one of the following:
- BIO 110  Principles of Biology
- BIO 111  General Biology I
& BIO 112  and General Biology II
- CHM 151  General Chemistry I
& CHM 152  and General Chemistry II
- PHY 110  Conceptual Physics
& 110A  and Conceptual Physics Lab
- PHY 151  College Physics I
& PHY 152  and College Physics II

Language

SPA 112  Elementary Spanish II
SPA 182  Spanish Lab 2

Focused electives
Select 12-13 SHC

<table>
<thead>
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<tbody>
<tr>
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</table>

Total Credit Hours 67-72

1 Notes: Focused elective, math and science courses must be chosen with the intended major and university of transfer in mind. Please work with your advisor to select these courses to facilitate the transfer process.
2 Students should complete sequences in science.

See Associate in Arts and Associate in Science Transfer Course List for approved transfer elective courses.

**Associate in Science - CCP**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**English Composition (6 SHC)**

ENG 111  Writing and Inquiry
ENG 112  Writing and Research in the Disciplines

**Humanities/Fine Arts (6 SHC)**
Select two of the following from two different disciplines:
- ART 111  Art Appreciation
- ART 115  Art History Survey II
- ENG 231  American Literature I
- ENG 232  American Literature II
- ENG 241  British Literature I
- ENG 242  British Literature II
- MUS 110  Music Appreciation
- PHI 215  Philosophical Issues

**Social/Behavioral Sciences**
Select 2 of the following from different disciplines:
- ECO 251  Principles of Microeconomics
- ECO 252  Principles of Macroeconomics
- HIS 111  World Civilizations I
- HIS 112  World Civilizations II
- HIS 131  American History I
- HIS 132  American History II
- POL 120  American Government
- PSY 150  General Psychology
- SOC 210  Introduction to Sociology

**Math (8 SHC)**
Select two of the following:
- MAT 171  Precalculus Algebra
- MAT 172  Precalculus Trigonometry
- MAT 263  Brief Calculus
- MAT 271  Calculus I
- MAT 272  Calculus II

**Natural Sciences (8 SHC)**
Select 8 credits from the following:
- BIO 111  General Biology I
& BIO 112  and General Biology II
- CHM 151  General Chemistry I
& CHM 152  and General Chemistry II
- PHY 110  Conceptual Physics
& 110A  and Conceptual Physics Lab
& BIO 110  and Principles of Biology
Basic Law Enforcement Technology

**Contact(s):** Christi Buchanan (https://www.stanly.edu/college-information/directory?id=1006)

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments or with private enterprise.

This program utilizes state commission mandated topics and methods of instruction. General subjects include but are not limited to criminal, juvenile, civil, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs Education and Training Standards Commission.

BLET at SCC allows students to obtain entry level employment as law enforcement officers in North Carolina, including Sheriff’s Offices, police departments, NC Wildlife, NC State Highway Patrol, State Bureau of Investigations, Department Motor Vehicles and Alcohol Law Enforcement.

**Learning Outcomes**

Upon successful completion of this program, the student should be able to:

- Demonstrate an understanding of North Carolina criminal law, juvenile law, motor vehicle law, controlled substance law, civil law, and alcoholic beverage control law.
- Demonstrate proficiency in defensive tactics, drive training, physical fitness, firearms training, and law enforcement patrol techniques.
- Describe proper criminal investigation and accident investigation procedures.
- Demonstrate an understanding of first responder techniques.
- Perform proper custody procedures.
- Demonstrate an understanding of laws of arrest, search, and seizure.
- Apply proper court procedures.
- Demonstrate effective oral and written communication skills.
be jeopardized by any inability to complete the clinical portion of the Biomedical Equipment Technology program.

**Background Checks / Drug Screening**

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

*• Biomedical Equipment Technology - Associate in Applied Science (p. 42)
• Biomedical Equipment - CCP (p. 42)*

**Biomedical Equipment Technology - Associate in Applied Science - A50100**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
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<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
<td>5</td>
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<tr>
<td>BMT 111</td>
<td>Introduction to Biomedical Field</td>
<td>2</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
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<tr>
<td>ELC 131</td>
<td>Circuit Analysis I</td>
<td>4</td>
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<tr>
<td>ELC 131A</td>
<td>Circuit Analysis I Lab</td>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Credit Hours</strong></td>
<td><strong>16</strong></td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>ELN 131</td>
<td>Analog Electronics I</td>
<td>4</td>
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<td>ELN 133</td>
<td>Digital Electronics</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
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<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
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<tr>
<td><strong>Summer</strong></td>
<td><strong>Credit Hours</strong></td>
<td><strong>14</strong></td>
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<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines or Professional Research &amp; Reporting</td>
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<tr>
<td>BMT 112</td>
<td>Hospital Safety Standards</td>
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<tr>
<td>Social Science Elective *</td>
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<tr>
<td><strong>Second Year</strong></td>
<td><strong>Credit Hours</strong></td>
<td><strong>9</strong></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
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</tr>
<tr>
<td>BMT 212</td>
<td>BMET Instrumentation I</td>
<td>6</td>
</tr>
<tr>
<td>BMT 223</td>
<td>Imaging Techniques/Laser Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>CTI 120</td>
<td>Network and Security Foundation or Introduction to Networks</td>
<td>3</td>
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<tr>
<td>MAT 171</td>
<td>Precalculus Algebra</td>
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</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td><strong>17</strong></td>
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</table>

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).*

**Biomedical Equipment - CCP**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td><strong>First Year</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>BMT 111</td>
<td>Introduction to Biomedical Field</td>
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<td>ELC 131</td>
<td>Circuit Analysis I</td>
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<tr>
<td>ELC 131A</td>
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<td><strong>Credit Hours</strong></td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>ELN 133</td>
<td>Digital Electronics</td>
<td>4</td>
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<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Second Year</strong></td>
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<td></td>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMT 223</td>
<td>Imaging Techniques/Laser Fundamentals</td>
<td>4</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Total Credit Hours</strong></td>
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</table>

View Our Videos (https://www.stanly.edu/future-students/educational-offerings/biomedical-equipment-technology/view-our-videos)

**Business Administration**

Contact(s): M (https://www.stanly.edu/directory?id=1388)ike Sperling (https://www.stanly.edu/directory?id=1191)

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions and processes and an understanding of business organizations in today's global economy.

Coursework includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making. Through these skills, students will have a sound business education base for lifelong learning.
Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Learning Outcomes

Upon completion of this program, students will be able to:

- Evaluate and apply managerial techniques.
- Evaluate and apply effective marketing techniques.
- Analyze transactions, apply the rules of debit and credit properly, and prepare managerial accounting reports.
- Effectively communicate in writing to business customers and coworkers.

Business Administration – Associate in Applied Science – A25120

Program is available online.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
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<tr>
<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>ACC 121</td>
<td>Principles of Managerial Accounting</td>
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<td>BUS 137</td>
<td>Principles of Management</td>
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<td>ECO 251</td>
<td>Principles of Microeconomics</td>
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<td><strong>Summer</strong></td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
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<tr>
<td>or MAT 171</td>
<td>or Precalculus Algebra</td>
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<td><strong>Second Year</strong></td>
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<td>Introduction to Accounting Spreadsheets</td>
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<td>BUS 239</td>
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<tr>
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</table>

Total Credit Hours: 66

* Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).

Business Administration Diploma Option – D25120

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25120.html)

Program is available online.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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</tr>
<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 240</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MKT 120</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
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<td>BUS 137</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 153</td>
<td>Human Resource Management</td>
<td>3</td>
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<td>BUS 260</td>
<td>Business Communication</td>
<td>3</td>
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<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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</table>

Total Credit Hours: 38

Business Administration Certificate Option – C25120

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25120.html)

Program is available online.
Course Title Credit Hours
First Year Fall
ACA 111 College Student Success 1
ACC 120 Principles of Financial Accounting 4
BUS 110 Introduction to Business 3
Credit Hours 8
Spring
BUS 115 Business Law I 3
BUS 137 Principles of Management 3
CIS 110 Introduction to Computers 3
Credit Hours 9
Total Credit Hours 17

Business Administration Small Business Entrepreneurship – C25120E
Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25120E.html)
Program is available online.

Course Title Credit Hours
First Year Fall
ACA 111 College Student Success 1
ACC 120 Principles of Financial Accounting 4
ETR 210 Introduction to Entrepreneurship 3
Credit Hours 8
Spring
BUS 110 Introduction to Business 3
BUS 115 Business Law I 3
BUS 137 Principles of Management 3
ETR 230 Entrepreneur Marketing 3
Credit Hours 12
Total Credit Hours 20

Business Administration Marketing Certificate Option – C25120M
Program is available online.

Course Title Credit Hours
First Year Fall
ACA 111 College Student Success 1
BUS 110 Introduction to Business 3
BUS 137 Principles of Management 3
Credit Hours 7
Spring
CIS 110 Introduction to Computers 3
ETR 210 Introduction to Entrepreneurship 3

MKT 120 Principles of Marketing 3
Credit Hours 9
Total Credit Hours 16

Business Administration - CCP
Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

Course Title Credit Hours
Code
ACC 120 Principles of Financial Accounting 4
BUS 110 Introduction to Business 3
BUS 115 Business Law I 3
BUS 137 Principles of Management 3
ECO 251 Principles of Microeconomics 3
Total Credit Hours 16

Collision Repair & Refinishing Technology
Contact(s): Billy Huneycutt (https://www.stanly.edu/college-information/directory?id=1302)
The Collision Repair and Refinishing Technology program prepares individuals to apply technical knowledge and skills to repair, reconstruct and refinish vehicle both before and after a collision.

Coursework provides a strong foundation in structural and body damage analysis & estimating, damage repair both non-structural and structural in steel & aluminum. This program also includes the repair of plastics, fiberglass, carbon fiber, and use of adhesives for plastic & steel; welding with MIG & STRSW as well as plastic, and paint & refinishing techniques for solvent-borne & waterborne paints systems.

Grades of this program will be prepared to take industry third-party credentialing which correspond with program & industry standards. Graduates will be prepared to enter careers as entry-level technicians in the collision repair & refinishing industry.

Students completing the Collision Repair and Refinishing Technology will have the opportunity to earn the following I-CAR certifications:

• I-CAR ProLevel 1 – Non-Structural Technician
• I-CAR ProLevel 1 – Refinish Technician

The I-CAR Professional Development Program (PDP) is an industry recognized program for training collision repair professionals in essential role-relevant knowledge and skills.

See www.i-car.com (http://www.i-car.com) for more information.

• Collision Repair & Refinishing Technology Diploma (p. 45)
• Collision Repair - Structural & Non-Structural Damage Repair Certificate (p. 45)
• Collision Repair - Painting and Refinishing Certificate (p. 45)
• Collision Repair & Refinishing Technology - CCP (p. 45)
Collision Repair & Refinishing Technology Diploma – D60130

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED60130.html)

<table>
<thead>
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<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td>or ENG 101</td>
<td>Applied Communications I</td>
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<tr>
<td>AUB 121</td>
<td>Non-Structural Damage I</td>
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<td>AUB 122</td>
<td>Non-Structural Damage II</td>
<td>4</td>
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<tr>
<td>AUB 136</td>
<td>Plastics &amp; Adhesives</td>
<td>3</td>
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<tr>
<td>TRN 110</td>
<td>Introduction to Transport Technology</td>
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<tr>
<td>TRN 180</td>
<td>Basic Welding for Transportation</td>
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**Course Title**

**Fall**

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<td>Mathematical Measurement and Literacy</td>
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<td>AUB 111</td>
<td>Painting &amp; Refinishing I</td>
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<td>AUB 112</td>
<td>Painting &amp; Refinishing II</td>
<td>4</td>
</tr>
<tr>
<td>AUB 150</td>
<td>Automotive Detailing</td>
<td>2</td>
</tr>
<tr>
<td>AUB 114</td>
<td>Special Finishes</td>
<td>2</td>
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<tr>
<td>AUB 160</td>
<td>Body Shop Operations</td>
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**Spring**

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<tbody>
<tr>
<td>AUB 131</td>
<td>Structural Damage I</td>
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<tr>
<td>AUB 162</td>
<td>Autobody Estimating</td>
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<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
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Collision Repair - Structural & Non-Structural Damage Repair Certificate – C60130DR

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED60130.html)

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<th>Title</th>
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<tr>
<td>ACA 111</td>
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<tr>
<td>AUB 111</td>
<td>Structural Damage I</td>
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<tr>
<td>AUB 162</td>
<td>Autobody Estimating</td>
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**First Year**

**Summer**

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<td>AUB 111</td>
<td>Painting &amp; Refinishing I</td>
<td>4</td>
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<tr>
<td>AUB 112</td>
<td>Painting &amp; Refinishing II</td>
<td>4</td>
</tr>
<tr>
<td>AUB 121</td>
<td>Non-Structural Damage I</td>
<td>3</td>
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<td>AUB 122</td>
<td>Non-Structural Damage II</td>
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<td>ACA 111</td>
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<td><strong>Total Credit Hours</strong></td>
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Collision Repair - Painting and Refinishing Certificate – C60130PR

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED60130.html)

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<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>AUB 136</td>
<td>Plastics &amp; Adhesives</td>
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<td><strong>Credit Hours</strong></td>
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Collision Repair & Refinishing Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

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<th>Title</th>
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<td>AUB 122</td>
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<td>ACA 111</td>
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View Our Videos (https://www.stanly.edu/future-students/continuing-education/automotive-program/view-our-videos)

Computer Engineering Technology

Contact(s): Jeff Swaringen (https://www.stanly.edu/college-information/directory?id=1290)

The Computer Engineering Technology curriculum provides the skills required to install, service, and maintain computers, peripherals, wired and wireless networks, and microprocessor and computer-controlled equipment. It includes training in both hardware and software with emphasis on operating systems concepts, data security, and data recovery.

Coursework includes mathematics, physics, electronics, digital circuits, and programming with an emphasis on the operation, use, and interfacing of memory and devices to the CPU. Additional topics may include
communications, networks, operating systems, programming languages, Internet configuration and design, and industrial applications.

Graduates should qualify for employment opportunities in electronics technology, computer service, computer networks, server maintenance, programming, and other areas requiring knowledge of electronic and computer systems. Graduates may also qualify for certification in electronics, computers, or networks.

**Learning Outcomes**

Upon completion of this program, students will be able to:

- Integrate computer hardware and operating systems to create a functional computer.
- Install and configure a printer on a computer.
- Configure, manage and secure network equipment and services.
- Computer Engineering Technology - Associate in Applied Science (p. 46)
- Computer Engineering Technology - CCP (p. 46)

**Computer Engineering Technology – Associate in Applied Science – A40160**

<table>
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<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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<tr>
<td>DFT 151</td>
<td>CAD I</td>
<td>3</td>
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<tr>
<td>ELC 131</td>
<td>Circuit Analysis I</td>
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<td>ELC 131A</td>
<td>Circuit Analysis I Lab</td>
<td>1</td>
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<td>NOS 110</td>
<td>Operating Systems Concepts</td>
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</tr>
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<td>SEC 110</td>
<td>Security Concepts</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
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<tr>
<td>ELN 131</td>
<td>Analog Electronics I</td>
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<td>ELN 133</td>
<td>Digital Electronics</td>
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<td>NOS 130</td>
<td>Windows Single User</td>
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<td>Humanities Elective *</td>
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<td><strong>Summer</strong></td>
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<tr>
<td>ELN 232</td>
<td>Introduction to Microprocessors</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td><strong>Total Credit Hours</strong></td>
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<tr>
<td><strong>Second Year</strong></td>
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<td></td>
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<tr>
<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
<td>3</td>
</tr>
<tr>
<td>NET 125</td>
<td>Introduction to Networks</td>
<td>3</td>
</tr>
<tr>
<td>MAT 171 or MAT 121</td>
<td>Precalculus Algebra or Algebra/Trigonometry I</td>
<td>3-4</td>
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<tr>
<td>NET 126</td>
<td>Routing Basics</td>
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<td><strong>Total Credit Hours</strong></td>
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*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).

**Computer Engineering Technology - CCP**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
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<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
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<tr>
<td>ELC 131</td>
<td>Circuit Analysis I</td>
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<tr>
<td>ELC 131A</td>
<td>Circuit Analysis I Lab</td>
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<tr>
<td>ELN 133</td>
<td>Digital Electronics</td>
<td>4</td>
</tr>
<tr>
<td>NOS 110</td>
<td>Operating Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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<td>15</td>
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</table>

View Our Videos (https://www.stanly.edu/future-students/educational-offerings/computer-engineering-technology/view-our-videos)

**Computer-Integrated Machining**

Contact(s): Ryan Love (https://www.stanly.edu/college-information/directory?id=1366)

The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development, and production, resulting in a finished product.

Coursework may include manual machining, computer applications, computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, and precision.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

- Computer-Integrated Machining - Associate in Applied Science (p. 47)
- Computer-Integrated Machining - Diploma (p. 47)
Computer-Integrated Machining – 
Associate in Applied Science – A50210

Course | Title | Credit Hours
--- | --- | ---
**First Year**  
**Fall**  
MAC 111 | Machining Technology I | 6
MAC 114 | Introduction to Metrology | 2
MAC 151 | Machining Calculations | 2
MAC 131 | Blueprint Reading-Machining I | 2
CIS 110 | Introduction to Computers | 3
ACA 111 | College Student Success | 1
**Credit Hours** | | 16

**Spring**  
DFT 151 | CAD I | 3
ISC 112 | Industrial Safety | 2
MAC 142 | Machining Applications II | 4
MAC 152 | Advanced Machining Calculations | 2
MAC 121 | Introduction to CNC | 2
MAC 247 | Production Tooling | 2
MAT 110 | Mathematical Measurement and Literacy | 3
**Credit Hours** | | 18

**Summer**  
MAC 231 | Cam: Computer Numerical Control Turning | 3
MAC 232 | CAM: Computer Numerical Control Milling | 3
**Credit Hours** | | 6

**Second Year**  
**Fall**  
ENG 111 | Writing and Inquiry | 3
MAC 122 | CNC Turning | 2
MAC 124 | CNC Milling | 2
MAC 143 | Machining Applications III | 4
ACA 121 | Managing a Team | 1
**Humanities Elective** | | 3
**Social Science Elective** | | 3
**Credit Hours** | | 15

**Spring**  
MAC 228 | Advanced CNC Processes | 3
MAC 222 | Advanced CNC Turning | 2
MAC 224 | Advanced CNC Milling | 2
ENG 114 | Professional Research & Reporting  
or Writing and Research in the Disciplines | 3
**WBL 110**  
or **ENG 112**  
or **MAC 131**  
or **WBL 111** | World of Work  
or or World-Based Learning I | 1
**Total Credit Hours** | | 69

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).

Computer-Integrated Machining Diploma  
– D50210

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED50210.html)

Course | Title | Credit Hours
--- | --- | ---
**First Year**  
**Fall**  
MAC 111 | Machining Technology I | 6
MAC 131 | Blueprint Reading-Machining I | 2
MAC 151 | Machining Calculations | 2
ACA 111 | College Student Success | 1
**Credit Hours** | | 11

**Spring**  
DFT 151 | CAD I | 3
MAC 121 | Introduction to CNC | 2
MAC 142 | Machining Applications II | 4
MAC 152 | Advanced Machining Calculations | 2
MAC 247 | Production Tooling | 2
MAT 110 | Mathematical Measurement and Literacy | 3
**Credit Hours** | | 16

**Summer**  
MAC 231 | Cam: Computer Numerical Control Turning | 3
MAC 232 | CAM: Computer Numerical Control Milling | 3
**Credit Hours** | | 6

**Second Year**  
**Fall**  
ENG 111 | Writing and Inquiry | 3
MAC 122 | CNC Turning | 2
MAC 124 | CNC Milling | 2
MAC 143 | Machining Applications III | 4
**Credit Hours** | | 11

**Total Credit Hours** | | 44

Computer-Integrated Machining – CNC Turning & Milling Certificate – C50210C

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC50210C.html)

Course | Title | Credit Hours
--- | --- | ---
**First Year**  
**Fall**  
MAC 131 | Blueprint Reading-Machining I | 2
Computer-Integrated Machining – Manual Machining Certificate – C50210M

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC50210M.html)

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<td>Blueprint Reading-Machining I</td>
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<td>MAC 151</td>
<td>Machining Calculations</td>
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<td>MAC 111</td>
<td>Machining Technology I</td>
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<th>Credit Hours</th>
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<tr>
<td>MAC 142</td>
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<td>MAC 152</td>
<td>Advanced Machining Calculations</td>
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<td>MAC 247</td>
<td>Production Tooling</td>
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<td>MAC 131</td>
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<tr>
<td>MAC 142</td>
<td>Machining Applications II</td>
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<tr>
<td>MAC 151</td>
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<td>MAC 152</td>
<td>Advanced Machining Calculations</td>
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</table>

Total Credit Hours 18

View our video! (https://www.stanly.edu/future-students/educational-offerings/computer-integrated-machining/view-our-videos)

Cosmetology

Contact(s): David Smith (https://www.stanly.edu/college-information/directory?id=1183)

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment that enables students to develop manipulative skills.

Coursework includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multicultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts examination. Upon successfully passing the State Board exam, graduates will be issued an apprentice license. Employment is available in beauty salons and related businesses.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate the proper practices of manicuring, pedicuring and artificial nail application.
- Demonstrate the proper practices of facials, massage, and make-up application.
- Correctly demonstrate and perform all the proper practices of shampooing, conditioning, draping, and scalp treatments.
- Perform the proper practices of hair cutting, styling, hair coloring, hair lightening, chemical hair restructuring, and artificial hair design.
• Perform all services in accordance with the sanitation and disinfection procedures as set forth by the NC State Board of Cosmetic Art Examiners.
• Describe the basic skills of marketing, small business management, and record-keeping.
• Recall the knowledge and perform the skills necessary to work as a North Carolina (NC) licensed cosmetologist.

Beginner's Department
Students shall spend 300 hours in this department before entering the advanced department and shall not work on members of the public during this 300 hours. The hours earned in this department shall be devoted to Cosmetology Study and Mannequin Practice (first semester).

Advanced Department
The hours earned in the Advanced Department shall be devoted to the studies and live model performance completions. Work in this department may be done on the public. Students with fewer than 300 hours shall not work in this department.

Transfer Students
The College reserves the right to test the student in any subjects missed in the Cosmetology curriculum due to transfer from another cosmetology curriculum. Tests to determine proficiency may be written, oral, laboratory, or any combination of these. Credits earned in this evaluation may qualify the student for advanced standing. Returning students may be requested to demonstrate proficiencies as determined by the program head.

Cosmetology Associate in Applied Science Degree – A55140
66 semester hours and 1,500 cosmetology contact hours

Gainful employment disclosure (https://www.stanly.edu/ajax/gedt/EC55140.html)

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<tr>
<td>ACA 111</td>
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<tr>
<td>CIS 110</td>
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<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td>COS 111</td>
<td>Cosmetology Concepts I</td>
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<td>COS 112</td>
<td>Salon I</td>
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<td>Elective</td>
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<td>Humanities Elective *</td>
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Spring

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<tbody>
<tr>
<td>ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>3-4</td>
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<tr>
<td>or MAT 171</td>
<td>or Precalculus Algebra</td>
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<tr>
<td>COS 113</td>
<td>Cosmetology Concepts II</td>
<td>4</td>
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<tr>
<td>COS 114</td>
<td>Salon II</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Social/Behavioral Science elective *</td>
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Summer

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<td>COS 116</td>
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Second Year

Fall

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<td>COS 117</td>
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<td>COS 118</td>
<td>Salon IV</td>
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<td><strong>Credit Hours</strong></td>
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Total Credit Hours 66-67

Electives

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<tr>
<td>BUS 230</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 270</td>
<td>Professional Development</td>
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<tr>
<td>COS 223</td>
<td>Contemp Hair Coloring</td>
<td>2</td>
</tr>
<tr>
<td>COS 240</td>
<td>Contemporary Design</td>
<td>2</td>
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<tr>
<td>COS 250</td>
<td>Computerized Salon Ops</td>
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<tr>
<td>WBL 111</td>
<td>Work-Based Learning I</td>
<td>1</td>
</tr>
<tr>
<td>WBL 112</td>
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</tr>
<tr>
<td>WBL 122</td>
<td>Work-Based Learning II</td>
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</tbody>
</table>

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

The SCC Cosmetology Department will not certify any student to the State Board of Cosmetic Arts unless all graduation requirements are successfully completed.

Cosmetology 1,500-Hour Diploma Program – D55140

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED55140.html)

Students successfully completing the following courses and 1,500 cosmetology contact hours will receive a diploma.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 111</td>
<td>Cosmetology Concepts I</td>
<td>4</td>
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<tr>
<td>COS 112</td>
<td>Salon I</td>
<td>8</td>
</tr>
<tr>
<td>COS 113</td>
<td>Cosmetology Concepts II</td>
<td>4</td>
</tr>
<tr>
<td>COS 114</td>
<td>Salon II</td>
<td>8</td>
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</table>
Cosmetology Certificate Course Requirements 1,200 Hours – C55140
Gainful Employment Disclosure (https://www.stanley.edu/ajax/gedt/EC55140.html)

Students successfully completing this program are required to pass the state board exam and work under the supervision of a licensed cosmetologist for a minimum of six months before being issued a cosmetologist license. Students successfully completing the following courses and 1,500 cosmetology contact hours will receive a certificate:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 111</td>
<td>Cosmetology Concepts I</td>
<td>4</td>
</tr>
<tr>
<td>COS 112</td>
<td>Salon I</td>
<td>8</td>
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<tr>
<td>COS 113</td>
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<td>COS 114</td>
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<td>COS 116</td>
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<td>COS 223</td>
<td>Contemp Hair Coloring</td>
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<tr>
<td>or COS 240</td>
<td>Contemporary Design</td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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</table>

Total Credit Hours 35

Cosmetology - CCP
Tuition-waived program for Career & College Promise (https://www.stanley.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>COS 111</td>
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<td>COS 112</td>
<td>Salon I</td>
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<tr>
<td>COS 113</td>
<td>Cosmetology Concepts II</td>
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<tr>
<td>COS 114</td>
<td>Salon II</td>
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<tr>
<td>COS 115</td>
<td>Cosmetology Concepts III</td>
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<td>COS 116</td>
<td>Salon III</td>
<td>4</td>
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<td>COS 117</td>
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<td>COS 118</td>
<td>Salon IV</td>
<td>7</td>
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<td>COS 223</td>
<td>Contemp Hair Coloring</td>
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</tr>
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<td>COS 240</td>
<td>Contemporary Design</td>
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</table>

Total Credit Hours 45

Cosmetology Instructor Certificate Option – C55160
Gainful Employment Disclosure (https://www.stanley.edu/ajax/gedt/EC55160.html)

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts. Coursework includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business.

Learning Outcomes
Upon completion of this program, students will be able to:

• Describe the procedures for developing various instructional materials and teaching aids.
• Demonstrate effective teaching practices and methods of instruction to all types of learners.
• Develop and evaluate classroom tests as well as alternative methods of testing.
• Perform a practical demonstration of sanitation and disinfection procedures, rules & regulations as set forth by the NC State Board of Cosmetic Art Examiners.
• Recall and perform the knowledge and skills necessary to work as a North Carolina licensed cosmetology instructor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 271</td>
<td>Instructor Concepts I</td>
<td>5</td>
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<tr>
<td>COS 272</td>
<td>Instructor Practicum I</td>
<td>7</td>
</tr>
<tr>
<td>COS 273</td>
<td>Instructor Concepts II</td>
<td>5</td>
</tr>
<tr>
<td>COS 274</td>
<td>Instructor Practicum II</td>
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</tbody>
</table>

Total Credit Hours 24

Morton-Moffitt Salon Services Price List (https://www.stanley.edu/cosmetology-salon-services)
View Our Video (https://www.youtube.com/watch?v=pNPOsUBbq_0)
SCC 2017 Cosmetology Spring Hair Show Video
Manicurist Technician (https://www.stanley.edu/future-students/continuing-education/manicurist-technician)
Balayage (https://www.stanley.edu/future-students/continuing-education/cosmetology-continuing-education-units-ceus/balayage)

Criminal Justice Technology
Contact(s): Max Boylen (https://www.stanley.edu/college-information/directory?id=1022), Kim Hammett (https://www.stanley.edu/college-information/directory?id=1072)

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes,
corrections, and security services. The criminal justice system’s role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Stanly Community College’s Criminal Justice graduates have continued their studies at universities in NC and around the country. The AAS degree might not be fully transferable to some universities.

Some graduates have continued their education at the following colleges and universities, although these colleges and universities may or may not currently have an articulation agreement.

Catawba College
Columbia College
Gardner-Webb University
Fayetteville State University
Norwich University
Liberty University
Lees-McRae College
Pfeiffer University
UNC-Charlotte
Winston-Salem State University

Learning Outcomes

Upon completion of this program, students will be able to:

- Describe modern techniques of criminal investigations.
- Relate criminal law, constitutional law, juvenile law, and criminal procedures to "real world" situations.
- Describe contemporary theories in criminology.
- Compose effective written communication for criminal justice issues.
- Apply an ethical decision-making process to criminal justice dilemmas.

- Criminal Justice Technology - Associate in Applied Science (p. 51)
- Criminal Justice - Diploma Option (p. 52)
- Criminal Justice Certificate Option - Corrections (p. 52)
- Criminal Justice Certificate Option - Court Procedures (p. 52)
- Criminal Justice Certificate Option - Computer Crime Investigation (p. 52)
- Criminal Justice Certificate Option - Law Enforcement (p. 52)
- Criminal Justice Certificate Option - Security/Loss Prevention (p. 53)
- Criminal Justice - Corrections CCP (p. 53)
- Criminal Justice - Law Enforcement CCP (p. )
- Criminal Justice - Security CCP (p. )
- Criminal Justice - Court Procedures CCP (p. )

Criminal Justice Technology – Associate in Applied Science – A55180

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td>Fall</td>
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</tr>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CJC 111</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC 113</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
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<td>PSY 150</td>
<td>General Psychology</td>
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<td></td>
<td>Spring</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>CJC 112</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJC 141</td>
<td>Corrections</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
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<tr>
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<td>Writing &amp; Professional Research &amp; Reporting</td>
<td>3</td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>3-4</td>
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<td>CJC 222</td>
<td>Criminalistics</td>
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<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
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<tr>
<td>or POL 120</td>
<td>or American Government</td>
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<td>or CJC 225</td>
<td>or Crisis Intervention</td>
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<td></td>
<td>Fall</td>
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<tr>
<td>CJC 132</td>
<td>Court Procedure &amp; Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJC 212</td>
<td>Ethics &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>CJC 215</td>
<td>Organization &amp; Administration</td>
<td>3</td>
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<td>CJC 231</td>
<td>Constitutional Law</td>
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<td>CJC 213</td>
<td>Substance Abuse</td>
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<tr>
<td>CJC 221</td>
<td>Investigative Principles</td>
<td>4</td>
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<tr>
<td>PSY 281</td>
<td>Abnormal Psychology</td>
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<tr>
<td>or CJC 160</td>
<td>or Terrorism: Underlying Issues</td>
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<tr>
<td>or PSY 231</td>
<td>or Forensic Psychology</td>
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</table>

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

Major Electives

The student will satisfy the three (3) semester hours required for the major elective by choosing from the following list:
## Criminal Justice Technology

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>CCT 121</td>
<td>Computer Crime Investigation</td>
<td>4</td>
</tr>
<tr>
<td>CET 111</td>
<td>Computer Upgrade/Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CJC 121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC 151</td>
<td>Introduction to Loss Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CJC 160</td>
<td>Terrorism: Underlying Issues</td>
<td>3</td>
</tr>
<tr>
<td>CJC 232</td>
<td>Civil Liability</td>
<td>3</td>
</tr>
<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
<td>3</td>
</tr>
<tr>
<td>WBL 111</td>
<td>Work-Based Learning I</td>
<td>1</td>
</tr>
<tr>
<td>WBL 112</td>
<td>Work-Based Learning I</td>
<td>2</td>
</tr>
<tr>
<td>WBL 113</td>
<td>Work-Based Learning I</td>
<td>3</td>
</tr>
<tr>
<td>WBL 121</td>
<td>Work-Based Learning II</td>
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</tr>
<tr>
<td>WBL 122</td>
<td>Work-Based Learning II</td>
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</tr>
<tr>
<td>WBL 131</td>
<td>Work-Based Learning III</td>
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</table>

Note: Work-Based Learning may be taken over several semesters and may be repeated for additional credit.

### Criminal Justice Diploma Option – D55180

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED55180.html)

<table>
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<th>Title</th>
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<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>CJC 111</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC 112</td>
<td>Criminology</td>
<td>3</td>
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<tr>
<td>CJC 113</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC 121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC 132</td>
<td>Court Procedure &amp; Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJC 141</td>
<td>Corrections</td>
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<td>CJC 212</td>
<td>Ethics &amp; Community Relations</td>
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<td>CJC 213</td>
<td>Substance Abuse</td>
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<td>CJC 221</td>
<td>Investigative Principles</td>
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<td>CJC 231</td>
<td>Constitutional Law</td>
<td>3</td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
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</table>

Total Credit Hours: 44

### Criminal Justice Certificate Option – Court Procedures – C55180CT

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55180CT.html)

<table>
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<tr>
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<td>CJC 111</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC 132</td>
<td>Court Procedure &amp; Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJC 212</td>
<td>Ethics &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>CJC 231</td>
<td>Constitutional Law</td>
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Total Credit Hours: 16

### Criminal Justice Certificate Option – Computer Crime Investigation - C55180F

Program is available online.

<table>
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</tr>
<tr>
<td>CCT 121</td>
<td>Computer Crime Investigation</td>
<td>4</td>
</tr>
<tr>
<td>CET 111</td>
<td>Computer Upgrade/Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CJC 121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC 132</td>
<td>Court Procedure &amp; Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJC 221</td>
<td>Investigative Principles</td>
<td>4</td>
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<tr>
<td>CJC 231</td>
<td>Constitutional Law</td>
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</tr>
</tbody>
</table>

Total Credit Hours: 18

### Criminal Justice Certificate Option – Law Enforcement – C55180L

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55180L.html)

<table>
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<tr>
<th>Code</th>
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<td>ACA 111</td>
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<td>CJC 111</td>
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<td>CJC 112</td>
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Total Credit Hours: 3
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</tr>
</thead>
<tbody>
<tr>
<td>CJC 121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC 212</td>
<td>Ethics &amp; Community Relations</td>
<td>3</td>
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<td></td>
<td><strong>Total Credit Hours</strong></td>
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**Criminal Justice Certificate Option – Security/Loss Prevention – C55180S**

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55180S.html)

<table>
<thead>
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<td>Introduction to Criminal Justice</td>
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<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC 132</td>
<td>Court Procedure &amp; Evidence</td>
<td>3</td>
</tr>
<tr>
<td>CJC 151</td>
<td>Introduction to Loss Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CJC 221</td>
<td>Investigative Principles</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
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</table>

**Criminal Justice Technology - Corrections CCP**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>CJC 111</td>
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<tr>
<td>CJC 112</td>
<td>Criminology</td>
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<td>CJC 113</td>
<td>Juvenile Justice</td>
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<td>CJC 141</td>
<td>Corrections</td>
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<tr>
<td>CJC 212</td>
<td>Ethics &amp; Community Relations</td>
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<tr>
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**Criminal Justice Technology - Law Enforcement CCP**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CJC 111</td>
<td>Introduction to Criminal Justice</td>
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</tr>
<tr>
<td>CJC 112</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJC 121</td>
<td>Law Enforcement Operations</td>
<td>3</td>
</tr>
<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC 212</td>
<td>Ethics &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
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</tr>
</tbody>
</table>

**Criminal Justice Technology - Court Procedures CCP**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
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<td>ACA 111</td>
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<tr>
<td>CJC 111</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC 151</td>
<td>Introduction to Loss Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CJC 212</td>
<td>Ethics &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>CJC 231</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Law Enforcement In-Service Training (https://www.stanly.edu/future-students/continuing-education/law-enforcement)

Military Programs (https://www.stanly.edu/future-students/educational-offerings/criminal-justice-technology/military-programs)

Resources (https://www.stanly.edu/future-students/educational-offerings/criminal-justice-technology/resources)

Testimonials (https://www.stanly.edu/future-students/educational-offerings/criminal-justice-technology/testimonials)

**Admission Requirements**

1. Submit a properly completed Application for Admission to the Admissions Office at Stanly Community College.

2. Submit all official transcripts to the Admissions Office at SCC; an official copy of a high school transcript showing successful completion of all requirements for a diploma. A GED certificate indicating a passing score or an adult high school diploma is acceptable in lieu of a regular high school diploma. An official transcript copy from each college, university, or other post-secondary institution attended by the applicant must be submitted to the Admissions Office at SCC if the applicant wishes to be considered for transfer credit.
3. Complete the placement test (ASSET or COMPASS). Applicants who have previously completed and may be exempt from placement testing. Applicants presenting ASSET or COMPASS scores older than five years will be required to retest.

Criteria for Progressions
Students are recommended to follow the course sequence in their progression toward graduation. Students are encouraged to take all Developmental Courses prior to beginning Criminal Justice Technology courses.

Grading scales for students are as follows:

- **A = 90 - 100** (Exceeding Expectations);
- **B = 80 - 89** (Meeting Expectations);
- **C = 70 - 79** (Approaching Expectations);
- **F = 0 - 69** (Does Not Meet Expectations);
- **S = Satisfactory Passing**.

To progress in the Criminal Justice Technology program, all students must make a grade of C or higher or S in all courses. Students earning less than a C in any course must repeat the course as soon as possible.

Criteria for Graduation
To be eligible for graduation a student must:

1. Complete all course requirements, earning a grade of C or higher.
2. Complete an Application for Graduation.
3. Pay a graduation fee at the time of registration for the last semester.
4. Earn at least one-fourth of credits required for a degree, diploma, or certificate from SCC.
5. Fulfill all financial obligations to the College

Withdrawing from Classes
Instructors will enforce the SCC withdrawal policy if a student:

1. requests withdrawal, or
2. has two consecutive weeks of absences, regardless of contact, for a 16 week (full-semester) or one week of absence, regardless of contact, for an 8 week, or
3. is not meeting the requirements of the course. The student may withdraw or drop the course by the date as published in the Academic Calendar for each semester. Students will be assigned a W (Withdrawn) by the Records and Registration Office.

Students will not be allowed to withdraw from the course during the last two weeks of the semester. Instructors who initiate drops during the last two weeks of the term must assign a grade to the student from the grading system as published in the SCC catalog.

The Early Childhood Education curriculum prepares individuals to work with all children from infancy through middle childhood in diverse, inclusive learning environments.

Throughout the Early Childhood Education program, students will gain knowledge and understanding of foundational theories of child growth, development, and learning, observation and assessment, planning, domains of development, guidance, and ways to effectively communicate with parents, children, and other professionals in the field. Learning opportunities and course assignments provide students with a strong foundation in evidenced-based and current principles to work with children, families, and the community. Students will show competency in the program by integrating learned theories with practice in early childhood settings with young children under the supervision of qualified teachers.

Students who earn an Associate of Applied Science in Early Childhood Education will have opportunities to work in a variety of early childhood settings or potentially go further towards a Bachelor's degree in Child Development/Early Childhood or the Birth-Kindergarten Licensure. Students who wish to pursue a Bachelor's beyond the AAS in Early Childhood should work with their advisor closely.

Learning Outcomes
Upon completion of this program, students will be able to:

- Create environments that are healthy, respectful, supportive and challenging for ALL children;
- Design and implement developmentally effective curriculum that addresses all domains of learning;
- Support and empower ALL children, families and communities through trusting and respectful reciprocal relationships;
- Use authentic assessment responsibly to make informed decisions to guide ALL children's learning;
- Communicate effectively using standard written and verbal skills when teaching;
- Utilize technology to enhance learning for ALL children; and,
- Serve as a leader, advocate and professional in the field of early education.

Accreditation
Stanly Community College’s AAS Degree Program in Early Childhood Education is accredited by the National Association for the Education of Young Children (NAEYC). The NAEYC Early Childhood Associate Degree Accreditation system sets a standard of excellence for early childhood programs that prepare teachers at the associate degree level. The NAEYC associate degree standards are based on current research in early childhood development and learning. The accreditation standards are performance based and describe what well-prepared graduates of associate degree programs should know and be able to do.

The Early Childhood Education degree will transfer to other Colleges and Universities:

A55220TL – Transfer B-K Licensure Track and A55220NL – Transfer Non-Licensure Track will transfer to the 12 public universities that offer the Early Childhood or Child and Family Development bachelor’s degrees.

Additionally, we have articulation agreements with three private colleges/ universities: Barton College, Catawba College and Gardner-Webb University to their Early Childhood bachelor’s degree programs.
A55220CR – Career Ready Track is a non-transfer degree program.

Please work closely with your advisor to make sure you are in the right track to meet your future goals.

- Early Childhood Education – Transfer B-K Licensure Track (p. 55)
- Early Childhood Education Transfer Non-Licensure Track (p. 55)
- Early Childhood Education Career Ready Track (p. 56)
- Early Childhood Education Diploma Option (p. 56)
- Early Childhood School Age Certificate Option (p. 57)
- Early Childhood Social/Emotional Development Certificate Option (p. 57)
- Early Childhood Education Infant/Toddler Care Certificate Option (p. 57)
- Early Childhood Infant/Toddler - CCP (p. 57)
- Early Childhood Administration Certificate Option (p. 57)
- Early Childhood Preschool Certificate Option (p. 57)
- Early Childhood Preschool - CCP (p. 58)

### Early Childhood Education – Transfer B-K Licensure Track – A55220TL

<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
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<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
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<tr>
<td>EDU 145</td>
<td>Child Development II</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Art Appreciation or Music Apprecation</td>
<td>3</td>
</tr>
<tr>
<td>or MUS 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 153</td>
<td>Health, Safety and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Infants, Toddlers, and Twos</td>
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<td><strong>Credit Hours</strong></td>
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<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 184</td>
<td>Early Childhood Introductory Practicum</td>
<td>2</td>
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<tr>
<td>EDU 221</td>
<td>Children With Exceptionalities</td>
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<tr>
<td>EDU 250</td>
<td>Teacher Licensure Preparation</td>
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<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
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<td>BIO 110</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Spring</strong></td>
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<tr>
<td>EDU 280</td>
<td>Language and Literacy Experiences</td>
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<td>EDU 284</td>
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<td>ENG 112</td>
<td>Writing and Research in the Disciplines or Professional Research &amp; Reporting</td>
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<td>EDU 216</td>
<td>Foundations of Education</td>
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<tr>
<td>PHY 110</td>
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<td>Conceptual Physics Lab</td>
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### Early Childhood Education Transfer Non-Licensure Track - A55220NL

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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
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</tr>
<tr>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
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<tr>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
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<td>COM 231</td>
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<td>Child Development II</td>
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<td>ART 111</td>
<td>Art Appreciation or Music Apprecation</td>
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<tr>
<td>or MUS 110</td>
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<tr>
<td>EDU 153</td>
<td>Health, Safety and Nutrition</td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Infants, Toddlers, and Twos</td>
<td>3</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>EDU 151</td>
<td>Creative Activities</td>
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<td><strong>Credit Hours</strong></td>
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<tr>
<td>EDU 184</td>
<td>Early Childhood Introductory Practicum</td>
<td>2</td>
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<td>EDU 221</td>
<td>Children With Exceptionalities</td>
<td>3</td>
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<tr>
<td>EDU 261</td>
<td>Early Childhood Administration I</td>
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<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
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</table>
### Early Childhood Education Program - A55220CR

**Course** | **Title** | **Credit Hours**
--- | --- | ---

**First Year**

**Fall**

ACA 122 | College Transfer Success | 1
EDU 119 | Introduction to Early Childhood Education | 4
EDU 131 | Child, Family, and Community | 3
EDU 144 | Child Development I | 3
EDU 146 | Child Guidance | 3
ENG 111 | Writing and Inquiry | 3

**Spring**

COM 231 | Public Speaking | 3
EDU 145 | Child Development II | 3
ART 111 | Art Appreciation | 3
or MUS 110 | Music Appreciation | 3
EDU 153 | Health, Safety and Nutrition | 3
MAT 143 | Quantitative Literacy | 3
EDU 234 | Infants, Toddlers, and Twos | 3

**Summer**

PSY 150 | General Psychology | 3
EDU 151 | Creative Activities | 3

**Second Year**

**Fall**

EDU 184 | Early Childhood Introductory Practicum | 2
EDU 221 | Children With Exceptionalities | 3
ENG 112 | Writing and Research in the Disciplines | 3
or ENG 114 | or Professional Research & Reporting | 3
EDU Electives * | | 6

**Spring**

EDU 280 | Language and Literacy Experiences | 3
EDU 284 | Early Childhood Capstone Practicum | 4

**EDU Electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>EDU 157</td>
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</tr>
<tr>
<td>EDU 154</td>
<td>Social/Emotion/Behavior Development</td>
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</tr>
<tr>
<td>EDU 216</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 235</td>
<td>School-Age Development and Programs</td>
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<tr>
<td>EDU 251</td>
<td>Exploration Activities</td>
<td>3</td>
</tr>
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<td>EDU 259</td>
<td>Curriculum Planning</td>
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<tr>
<td>EDU 261</td>
<td>Early Childhood Administration I</td>
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</tr>
<tr>
<td>EDU 262</td>
<td>Early Childhood Administration II</td>
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</table>

**Total Credit Hours**

First Year | 40
Second Year | 30
Total | 70

### Early Childhood Education Diploma Option - D55220

Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED55220.html)

**Course** | **Title** | **Credit Hours**
--- | --- | ---

**First Year**

**Fall**

ACA 122 | College Transfer Success | 1
EDU 119 | Introduction to Early Childhood Education | 4
EDU 131 | Child, Family, and Community | 3
EDU 144 | Child Development I | 3
ENG 111 | Writing and Inquiry | 3

**Spring**

EDU 145 | Child Development II | 3
EDU 146 | Child Guidance | 3
EDU 234 | Infants, Toddlers, and Twos | 3

**Summer**

PSY 150 | General Psychology | 3
EDU 151 | Creative Activities | 3

**Second Year**

**Fall**

EDU 184 | Early Childhood Introductory Practicum | 2
EDU 153 | Health, Safety and Nutrition | 3
EDU 221 | Children With Exceptionalities | 3
EDU 280 | Language and Literacy Experiences | 3

**Spring**

EDU 280 | Language and Literacy Experiences | 3
EDU 284 | Early Childhood Capstone Practicum | 4

**Total Credit Hours**

First Year | 40
Second Year | 37
Total | 77
## Early Childhood Education School Age Certificate Option – C55220SA
Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55220SA.html)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDU 145</td>
<td>Child Development II</td>
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<td>EDU 153</td>
<td>Health, Safety and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
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</table>

### Fall

- EDU 131: Child, Family, and Community - 3
- EDU 145: Child Development II - 3
- EDU 153: Health, Safety and Nutrition - 3

### Spring

- EDU 146: Child Guidance - 3
- EDU 157: Active Play - 3
- EDU 235: School-Age Development and Programs - 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
<td>3</td>
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<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
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<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
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<tr>
<td>EDU 153</td>
<td>Health, Safety and Nutrition</td>
<td>3</td>
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<td>EDU 234</td>
<td>Infants, Toddlers, and Twos</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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</tbody>
</table>

Total Credit Hours: 18

## Early Childhood Education Social/Emotional Development Certificate Option – C55220SE
Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55220SE.html)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
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<tr>
<td>EDU 145</td>
<td>Child Development II</td>
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<td>EDU 153</td>
<td>Health, Safety and Nutrition</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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</tbody>
</table>

### Fall

- EDU 144: Child Development I - 3
- EDU 145: Child Development II - 3
- EDU 153: Health, Safety and Nutrition - 3

### Spring

- EDU 146: Child Guidance - 3
- EDU 157: Active Play - 3
- EDU 235: School-Age Development and Programs - 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>EDU 131</td>
<td>Child, Family, and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDU 153</td>
<td>Health, Safety and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Infants, Toddlers, and Twos</td>
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<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
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</tr>
</tbody>
</table>

Total Credit Hours: 16

## Early Childhood Administration Certificate Option – C55850
Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55850.html)

<table>
<thead>
<tr>
<th>Course</th>
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<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
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<td>EDU 261</td>
<td>Early Childhood Administration I</td>
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<td><strong>Credit Hours</strong></td>
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</tbody>
</table>

### Fall

- EDU 119: Introduction to Early Childhood Education - 4
- EDU 261: Early Childhood Administration I - 3

### Spring

- EDU 131: Child, Family, and Community - 3
- EDU 153: Health, Safety and Nutrition - 3
- EDU 262: Early Childhood Administration II - 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 153</td>
<td>Health, Safety and Nutrition</td>
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<tr>
<td>EDU 234</td>
<td>Infants, Toddlers, and Twos</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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</tbody>
</table>

Total Credit Hours: 16

## Early Childhood Preschool Certificate Option – C55860
Program is available online.

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC55860.html)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
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### Fall

- EDU 119: Introduction to Early Childhood Education - 4
- EDU 146: Child Guidance - 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>
All early childhood education associate degree graduates should be able to use skills and knowledge to:

1. Promote Child Development and Learning
   - Knowing and understanding young children’s characteristics and needs
   - Knowing and understanding the multiple influences on development and learning
   - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

2. Build Family & Community Relationships
   - Knowing about and understanding diverse family and community characteristics
   - Supporting and engaging families and communities through respectful, reciprocal relationships
   - Involving families and communities in their children’s development and learning

3. Observe, Document and Assess to Support Young Children and Families
   - Understanding the goals, benefits, and uses of assessment
   - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
   - Understanding and practicing responsible assessment to promote positive outcomes for each child
   - Knowing about assessment partnerships with families and with professional colleagues

4. Use Developmentally Effective Approaches to Connect with Children and Families
   - Understanding positive relationships and supportive interactions as the foundation of their work with children
   - Knowing and understanding effective strategies and tools for early education
   - Using a broad repertoire of developmentally appropriate teaching/learning approaches
   - Reflecting on their own practice to promote positive outcomes for each child

5. Use Content Knowledge to Build Meaningful Curriculum
   - Understanding content knowledge and resources in academic disciplines
   - Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
   - Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

6. Become A Professional
   - Identifying and involving oneself with the early childhood field
   - Knowing about and upholding ethical standards and other professional guidelines
   - Engaging in continuous, collaborative learning to inform practice
   - Integrating knowledgeable, reflective, and critical perspectives on early education
   - Engaging in informed advocacy for children and the profession

7. Early Childhood Field Experiences
   - Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3 – 5, 5 – 8)
   - Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start or equivalent programs)
Additional Information

The Early Childhood Department of SCC is accredited by NAEYC, which requires students to have field experiences in nearly every course. Field experiences will require students to complete one or more assignments in each course in a three-star or higher licensed child care facility. In NC, the Department of Health and Human Services (DHHS) Criminal Records Unit mandates a criminal records check for all individuals working with young children. Once the criminal records check has been completed eligible students will receive a “Qualifying Letter”. This process typically takes up to four to six weeks once the complete package is submitted. Therefore, applicants accepted for admission to the Early Childhood program at SCC, who are not already employed in a licensed child care facility, are strongly urged to complete a criminal records check. Students choosing not to complete the criminal records check may be refused entry by a child care facility, and will therefore be unable to complete course requirements. Child care facilities also have the right to require immunization records, a TB test, and a drug screening. Students are advised to keep these records up to date.

When registering for the practicum courses, in the Early Childhood Associate Degree program, students not currently employed in an approved child care facility will be placed by the EDU practicum faculty. At this point, students will be required to have a “Qualifying Letter” from DHHS, a negative TB test result, immunization records, and a drug screening prior to placement. Additionally, students must meet sensory, strength, and mobility requirements necessary to work with children.

Students unable to obtain a “Qualifying Letter” from DHHS may not be eligible to work in licensed early childhood facilities, and may not be able to complete the Early Childhood program.

Electronics Engineering Technology - Automation & Control

Contact(s): Gary Hatley (https://www.stanly.edu/college-information/directory?id=1287)

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify development and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

A broad-based core of courses including basic electricity, solid-state fundamentals, digital concepts, and microprocessors ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student’s ability to analyze and troubleshoot electronic systems.

Special emphasis is placed on computer literacy, computer-aided design (CAD), data communications, electronic communications systems (telecommunications), as well as industrial controls (Programmable Logic Controller), microprocessor systems, and industrial control transducers. Online (Internet) experience is also an integral part of the EET program as much of the coursework provides hands-on laboratory experiments that often include accessing the web.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, or production control technician.

Learning Outcomes

Upon completion of this program, students will be able to:

- Analyze and evaluate a broad variety of electronic technologies.
- Exhibit industry standard electronics skills and competencies.
- Analyze and evaluate a wide variety of electronics industry standard technologies.

- Electronics Engineering Technology - Automation and Control - Associate in Applied Science (p. 59)
- Electronics Engineering Technology - Mechatronics Certificate Option (p. 60)
- Electronics Engineering Technology - CCP (p. 60)

Electronics Engineering Technology - Automation and Control Associate in Applied Science - A40200

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<tr>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>DFT 151</td>
<td>CAD I</td>
<td>3</td>
</tr>
<tr>
<td>ELC 131</td>
<td>Circuit Analysis I</td>
<td>4</td>
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<tr>
<td>ELC 131A</td>
<td>Circuit Analysis I Lab</td>
<td>1</td>
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<tr>
<td>Humanities Elective *</td>
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<td>ENG 111</td>
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<tr>
<td>ELN 131</td>
<td>Analog Electronics I</td>
<td>4</td>
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<tr>
<td>ELN 133</td>
<td>Digital Electronics</td>
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<tr>
<td>HYD 110</td>
<td>Hydraulics/Pneumatics I</td>
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<tr>
<td>ISC 112</td>
<td>Industrial Safety</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Summer</strong></td>
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<td>MEC 130</td>
<td>Mechanisms</td>
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<td>Social Science Elective *</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>ATR 212</td>
<td>Industrial Robots</td>
<td>3</td>
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<td>ELN 132</td>
<td>Analog Electronics II</td>
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<td>ELN 260</td>
<td>Prog Logic Controllers</td>
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<tr>
<td>ENG 112</td>
<td>or ENG 114</td>
<td>3</td>
</tr>
<tr>
<td>or Professional Research &amp; Reporting</td>
<td></td>
<td>3</td>
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</table>
Students seeking to transfer to the BSEET program at UNCC or to double-major with the BMET or CET programs may be allowed to substitute certain courses for some of the above requirements. These students are encouraged to see the EET advisor as early as possible to plan their course sequence.

**Electronics Engineering Technology – Mechatronics Certificate Option – C40200M**

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC40200M.html)

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<tr>
<td>ELC 131</td>
<td>Circuit Analysis I</td>
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<tr>
<td>ELC 131A</td>
<td>Circuit Analysis I Lab</td>
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</tr>
<tr>
<td>ELN 260</td>
<td>Prog Logic Controllers</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Credit Hours</td>
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<tr>
<td><strong>Spring</strong></td>
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<td></td>
</tr>
<tr>
<td>ELC 117</td>
<td>Motors and Controls</td>
<td>4</td>
</tr>
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<td>HYD 110</td>
<td>Hydraulics/Pneumatics I</td>
<td>3</td>
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<tr>
<td>ISC 112</td>
<td>Industrial Safety</td>
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<td>Total Credit Hours</td>
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</table>

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

Emergency Medical Science

Contact(s): Scott Shew (https://www.stanly.edu/directory?id=1429)

The Emergency Medical Science curriculum provides individuals with the knowledge, skills, and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

**Admissions Checklist**

**Characteristics of Paramedics**

Paramedics have fulfilled prescribed requirements by a credentialing agency to practice the art and science of out-of-hospital medicine in conjunction with medical direction. Through the performance of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting.

Paramedics possess the knowledge, skills and attitudes consistent with the expectations of the public and the profession. Paramedics recognize that they are an essential component of the continuum of care and serve as linkages among health resources.

Paramedics strive to maintain high quality, reasonable cost health care by delivering patients directly to appropriate facilities. As an advocate for patients, paramedics seek to be proactive in affecting long term health care by working in conjunction with other provider agencies, networks, and organizations. The emerging roles and responsibilities of the Paramedic include public education, health promotion, and participation in injury and illness prevention programs. As the scope of service continues to expand, the Paramedic will function as a facilitator of access to care, as well as an initial treatment provider.

Paramedics are responsible and accountable to medical direction, the public, and their peers. Paramedics recognize the importance of research and actively participate in the design, development, evaluation, and publication of research. Paramedics seek to take part in life-long professional development, peer evaluation and assume an active role in professional and community organizations.

Course work includes instruction in medical and trauma patient assessment, basic and advanced airway management, pathophysiology, pharmacology, cardiology and electrocardiography, medical emergencies, trauma emergencies, patients with special challenges, obstetrics, pediatrics, EMS management, and clinical and field internship rotations.

Employment opportunities include private, hospital-based, and third-party Emergency Medical Services.

**Program Goal:**
To prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and effective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels.

Admission Requirements

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission to the Emergency Medical Science Program.

2. Submit to the SCC Admissions Office an official copy of a high school transcript showing successful completion of all requirements for graduation and official post-secondary transcripts for all institutions attended. A high school equivalency certificate indicating a passing score or an Adult High School diploma is acceptable in lieu of a regular high school diploma.

3. Complete the placement test (NCDAP, ACCUPLACER, etc.). If test results indicate a need for developmental studies, all developmental classes must be completed prior to enrollment in the Emergency Medical Science program. Applicants having already completed ENG 111 and an approved college math course may be exempt from placement testing. Placement test scores older than 5 years are not accepted.

4. For the applicant that has completed any college level courses taken with SCC prior to admission into the Emergency Medical Science program, a minimum cumulative GPA of 2.0 is required.

5. Submit a properly completed medical form (supplied by the Admissions Office) after acceptance to the program. The medical form is to be completed by a licensed physician, physician’s assistant, or nurse practitioner and then uploaded per instructions by the date given on the conditional acceptance letter (supplied by the Admissions Office).

6. Submit current CPR certification for healthcare providers that is endorsed by the American Heart Association. Current CPR certification is required to be maintained throughout the student’s attendance in the EMS program. (This should be submitted and uploaded by following the instructions provided by the Admissions Office.)

Background Checks/Drug Screening

Applicants accepted for admission to health services programs at Stanly Community College are required to complete a criminal background check, drug screening, and possibly a fingerprint check after notification of acceptance and prior to participation in on-site clinical training.

Based on the results of the checks, hospitals or clinical affiliates where the student will participate in on-site training may deny access to their facility, resulting in the student’s inability to complete the clinical portion of training. Students unable to complete the clinical portion of his or her training will be unable to progress in the program. Students are responsible for paying all costs associated with this requirement.

Acceptance Procedure

The Emergency Medical Science (EMS) program accepts a maximum of 20 students each year. Applicants are conditionally accepted based upon their completion of steps 1 through 4 of the admission requirements. The applicants will be ranked in order by the date applied and by their completion of these steps.

Applicants who apply to the EMS program after the 20 seats are filled will be placed on an alternate list in the order in which they completed all admission requirements. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the alternate list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the alternate list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application in order to be considered for admission the following year. (Admission requirements may change from year to year).

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

Readmission to the EMS program requires a waiting period of one full school year if you withdraw from the EMS program during the fall semester.

Readmission to the SCC EMS program has a time limit of 3 years from the semester of withdrawal for any continuing student*. (Example - if you withdraw in March, 2017, you must be readmitted by January, 2020 in order to attempt completion of the program**)

*student must successfully pass any reentry competencies
**any new admission guidelines will apply

| Emergency Medical Science – Associate in Applied Science – A45340 |
|-----------------|-----------------|-----------------|
| **Course** | **Title** | **Credit Hours** |
| **First Year** | | |
| **Fall** | | |
| ACA 111 | College Student Success | 1 |
| MED 120 | Survey of Medical Terminology | 2 |
| EMS 110 | EMT | 8 |
| BIO 163 | Basic Anatomy & Physiology | 5 |
| | Credit Hours | 16 |
| **Spring** | | |
| EMS 122 | EMS Clinical Practicum I | 1 |
| EMS 130 | Pharmacology | 4 |
| EMS 131 | Advanced Airway Management | 2 |
| EMS 160 | Cardiology I | 2 |
| MAT 143 | Quantitative Literacy | 3 |
| | Credit Hours | 12 |
| **Summer** | | |
| EMS 220 | Cardiology II | 3 |
| EMS 221 | EMS Clinical Practicum II | 2 |
| ENG 111 | Writing and Inquiry | 3 |
| PSY 150 | General Psychology | 3 |
| CIS 110 | Introduction to Computers | 3 |
| | Credit Hours | 14 |
| **Second Year** | | |
| **Fall** | | |
| EMS 231 | EMS Clinical Practicum III | 3 |
Admission Requirements

The Emergency Medical Science Bridge Curriculum is designed to allow currently credentialed paramedics (North Carolina or National Registry) an opportunity to proceed from continuing education to earn an Associate in Applied Science (A.A.S.) degree in Emergency Medical Science.

**Admission Requirements**

1. Submit to the Admissions Office at Stanly Community College a properly completed Application for Admission to the Emergency Medical Science Bridge Program (A45340B).
2. Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended. Applicants that obtained a GED/Adult High School diploma must submit an official GED/AHS transcript and a high school transcript even if you did not complete high school.
3. Complete the placement test (NCDAP, ACCUPLACER, etc.). If test results indicate a need for developmental studies, all developmental classes must be completed prior to enrollment in the Emergency Medical Science program. Applicants having already completed ENG 111 and an approved college math course may be exempt from placement testing. Placement test scores older than 5 years are not accepted.
4. For the applicant that has completed any college level courses taken with SCC prior to admission into the Emergency Medical Science Bridge program, a minimum cumulative GPA of 2.0 is required.
5. Submit to the Emergency Medical Science Bridge program head a properly completed medical form (supplied by the Admissions Office) after acceptance to the program. The medical form is to be signed by a licensed physician, physician's assistant, or nurse practitioner and received in the program head's office by the due date specified on the applicant's letter of acceptance.

After conditional acceptance is granted by the admissions office, applicants must provide the following:

1. Submit the following documentation to the Emergency Medical Science program director:
   a. Letter of recommendation from your EMS Director confirming:
      i. Member in good standing with the EMS service.
      ii. 1,000 hours of documented patient care at the Paramedic level.
   b. Copy of:
      i. State and/or National paramedic certification
      ii. BLS certification
      iii. ACLS certification
      iv. PALS certification
      v. ITLS or PHTLS certification

**Acceptance Procedure**

The Emergency Medical Science Bridge program accepts a maximum of 20 students for entry each fall semester. Applicants are conditionally accepted based upon their completion of steps 1, 2, 3, and 4 of the admission requirements.

The applicants will be ranked in order by the date applied and by their completion of the requirements. The first 20 applicants who complete steps 1 through 4 before July 1st of the year they wish to enter the program will have full acceptance into the Emergency Medical Science Bridge program pending completion of steps 5 and 6.

Applicants who apply to the Emergency Medical Science Bridge program after the 20 seats are filled will be placed on an alternate list after completing admission requirements 1, 2, 3, and 4.

If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the alternate list will be
contacted in the order in which their names appear on the list and will be given an opportunity to enroll.

If an applicant whose name appears on the alternate list is not afforded an opportunity to begin classes during the year in which he or she made application, that applicant will need to submit another application for admission to the year following if he or she wishes to be considered for admission in the subsequent year. (Admission requirements may change from year to year for selected programs).

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

Emergency Medical Science Bridge – Associate in Applied Science – A45340B

The Emergency Medical Science Bridge Program is designed to allow currently credentialed non-degree paramedics (North Carolina or National Registry) to earn an Associate in Applied Science (A.A.S.) degree in Emergency Medical Science.

For more information on admission procedures, see the Admissions Checklist on our website.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<td><strong>Fall</strong></td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
<td>5</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
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<tr>
<td>EMS 235</td>
<td>EMS Management</td>
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<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td><strong>Credit Hours</strong></td>
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<tr>
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<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
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<td>or Professional Research &amp; Reporting</td>
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<td>PSY 150</td>
<td>General Psychology</td>
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<td>EMS Capstone</td>
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<td>EMS 280</td>
<td>EMS Bridging Course</td>
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*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

Emergency Medical Technician (EMT) Program (https://www.stanly.edu/future-students/continuing-education/emergency-medical-technician-emu-program)

Support Courses/Recertification (https://www.stanly.edu/future-students/continuing-education/ems/support-courses-recertification)

NCOEMS (https://www.ncems.org)

NREMT (https://www.nremt.org/rwd/public)

CoAEMSP (http://www.coaemsp.org)

EMS Instructor Credentialing (https://www2.ncdhhs.gov/dhsr/EMS/pdf/cred/instructorapp.pdf)

Heavy Equipment Operations

Contact(s): Joshua Aldridge (https://www.stanly.edu/college-information/directory?id=1270)

The Heavy Equipment Operator curriculum prepares students to efficiently operate heavy equipment such as dozers, loaders, scrapers, and graders and to perform basic preventive maintenance on most types of heavy equipment.

Coursework includes construction safety, property equipment operation, grades, drawings, environmental concerns, heavy equipment design characteristics and features, equipment maintenance, and common equipment systems.

Graduates of this program may find employment with state and local government agencies and private contractors engaged in highway or other construction activities.

Learning Outcomes

Upon completion of this program:

- The student will be able to determine the safety level of heavy equipment machinery.
- Given dimension and elevation specifications, the student will be able to lay out level pad sites.
- Given site layout and elevation grade, the student will be able to grade a dirt pad.

- Heavy Equipment Operations Diploma (p. 63)
- Basic Operational Techniques Certificate (p. 64)
- Heavy Equipment Introduction to Operations in Construction (p. 64)
- Intermediate Operational Techniques Certificate (p. 64)
- Heavy Equipment Operator - CCP (p. 64)

Heavy Equipment Operations Diploma – D35340

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED35240.html)
Human Services Technology

Course | Title | Credit Hours
--- | --- | ---
First Year
Fall
HEO 111 | Heavy Equipment Operations I | 12
ISC 115 | Construction Safety | 2
ISC 121 | Environmental Health & Safety | 3
ACA 111 | College Student Success | 1
ENG 101 | Applied Communications I | 3
or ENG 111 | or Writing and Inquiry | 
Spring
HEO 112 | Heavy Equipment Operations II | 12
HEO 113 | Grades and Drawings | 3
MAT 110 | Mathematical Measurement and Literacy | 3
or MAT 143 | or Quantitative Literacy | 
Credit Hours | 21
Total Credit Hours | 39

Intermediate Operational Techniques Certificate – C35340I

Course | Title | Credit Hours
--- | --- | ---
Fall
ISC 115 | Construction Safety | 2
Spring
HEO 112 | Heavy Equipment Operations II | 12
HEO 113 | Grades and Drawings | 3
Credit Hours | 15
Total Credit Hours | 17

Heavy Equipment Operator - CCP
Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

Course | Title | Credit Hours
--- | --- | ---
Fall
ACA 111 | College Student Success | 1
ISC 115 | Construction Safety | 2
ISC 121 | Environmental Health & Safety | 3
ENG 101 | Applied Communications I | 3
or ENG 111 | or Writing and Inquiry | 
Spring
HEO 113 | Grades and Drawings | 3
MAT 110 | Mathematical Measurement and Literacy | 3
Credit Hours | 6
Total Credit Hours | 15

View our videos! (https://www.stanly.edu/future-students/educational-offerings/heavy-equipment-operations/view-our-videos)

Human Services Technology

Contact(s): Kara Finch (https://www.stanly.edu/college-information/directory?id=1399)

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies that provide social, community, and educational services. Along with core courses, students take courses that prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may...
select from a variety of transfer programs at senior public and private institutions.

**Learning Outcomes**

Upon completion of this program, students will be able to:

- Develop proper documentation skills.
- Apply counseling skills to volunteer experiences with clients.
- Describe various treatment modalities and their appropriate applications.
- Develop therapeutic communication techniques such as empathy and active listening.

- Human Services Technology - Associate of Applied Science (p. 65)
- Human Service Technology Diploma Option (p. 65)
- Human Services Technology Certificate - Substance Abuse Emphasis (p. 66)
- Human Services Technology - CCP (p. 66)
- Human Services Developmental Disabilities - Associate in Applied Science (p. 66)
- Human Services Developmental Disabilities Certificate Option (p. 67)
- Human Services Developmental Disabilities - CCP (p. 65)

**Human Services Technology – Associate in Applied Science – A45380**

Program is available online.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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<tr>
<td><strong>Fall</strong></td>
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<td></td>
</tr>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HSE 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td><strong>Credit Hours</strong></td>
<td>16</td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
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<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
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<tr>
<td>or ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<tr>
<td>HSE 112</td>
<td>Group Process I</td>
<td>2</td>
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<tr>
<td>HSE 123</td>
<td>Interviewing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>3</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<td><strong>Summer</strong></td>
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<tr>
<td>HSE 227</td>
<td>Children &amp; Adolescents in Crisis</td>
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<td>DDT 110</td>
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<thead>
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<td><strong>Fall</strong></td>
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<tr>
<td>WBL 111</td>
<td>Work-Based Learning I</td>
<td>1</td>
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<td>WBL 115</td>
<td>Work-Based Learning Seminar I</td>
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<tr>
<td>HSE 125</td>
<td>Counseling</td>
<td>3</td>
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<tr>
<td>HSE 225</td>
<td>Crisis Intervention</td>
<td>3</td>
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<tr>
<td>PSY 281</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
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<tr>
<td>or MAT 171</td>
<td>Precalculus Algebra</td>
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<td>SAB 110</td>
<td>Substance Abuse Overview</td>
<td>3</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Spring</strong></td>
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<td>WBL 121</td>
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<td>WBL 125</td>
<td>Work-Based Learning Seminar II</td>
<td>1</td>
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<tr>
<td>HSE 210</td>
<td>Human Services Issues</td>
<td>3</td>
</tr>
<tr>
<td>SOC 232</td>
<td>Social Context of Aging</td>
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<tr>
<td>Electives</td>
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*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

**Electives**

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<th>Credit Hours</th>
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<td>GRO 240</td>
<td>Gerontology Care Managing</td>
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<tr>
<td>HSE 220</td>
<td>Case Management</td>
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<tr>
<td>PSY 265</td>
<td>Behavioral Modification</td>
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<tr>
<td>SAB 137</td>
<td>Co-Dependency</td>
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</tr>
<tr>
<td>SAB 210</td>
<td>Sub Abuse Counseling</td>
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</table>

**Human Services Technology Diploma Option – D45380**

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED45380.html)

<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<td></td>
</tr>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>HSE 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>Elective</td>
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<td>3</td>
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<tr>
<td><strong>Credit Hours</strong></td>
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<td><strong>Spring</strong></td>
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<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
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<td>or ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<tr>
<td>HSE 123</td>
<td>Interviewing Techniques</td>
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Human Services Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>HSE 225</td>
<td>Crisis Intervention</td>
<td>3</td>
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<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
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<tr>
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**Summer**

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<tr>
<td>DDT 110</td>
<td>Developmental Disabilities</td>
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<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
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**Electives**

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<tr>
<td>HSE 125</td>
<td>Counseling</td>
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<tr>
<td>HSE 227</td>
<td>Children &amp; Adolescents in Crisis</td>
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</tr>
<tr>
<td>SAB 110</td>
<td>Substance Abuse Overview</td>
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<td>SAB 137</td>
<td>Co-Dependency</td>
<td>3</td>
</tr>
<tr>
<td>SAB 210</td>
<td>Sub Abuse Counseling</td>
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</table>

Human Services Technology Certificate – Substance Abuse Emphasis – C4538S

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HSE 225</td>
<td>Crisis Intervention</td>
<td>3</td>
</tr>
<tr>
<td>SAB 110</td>
<td>Substance Abuse Overview</td>
<td>3</td>
</tr>
<tr>
<td>SAB 137</td>
<td>Co-Dependency</td>
<td>3</td>
</tr>
<tr>
<td>SAB 210</td>
<td>Sub Abuse Counseling</td>
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Human Services Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HSE 110</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSE 123</td>
<td>Interviewing Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HSE 125</td>
<td>Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSE 225</td>
<td>Crisis Intervention</td>
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Human Services Developmental Disabilities - Associate in Applied Science - A4538A

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
| First Year  
FALL |ACA 111 College Student Success | 1          |
| CIS 110 Introduction to Computers | 3          |
| ENG 111 Writing and Inquiry   | 3            |
| HSE 110 Introduction to Human Services | 3 |
| PSY 150 General Psychology   | 3            |
| SOC 210 Introduction to Sociology | 3          |
|          | Credit Hours                  | 16           |

| SPRING |ENG 112 or ENG 114 Writing and Research in the Disciplines | 3-
|        |or Professional Research & Reporting |          |
|        |HSE 112 Group Process I         | 2            |
|        |HSE 123 Interviewing Techniques | 3            |
|        |PSY 241 Developmental Psychology| 3            |
|        |DDT 110 Developmental Disabilities | 3          |
|        |Credit Hours                  | 14           |

| SUMMER | Humanities Elective *         | 3            |
|        | Social/Behavioral Science Elective * | 3     |
|        |Credit Hours                  | 6            |

Second Year

| FALL   |HSE 125 Counseling             | 3            |
|        |HSE 225 Crisis Intervention     | 3            |
|        |DDT 220 Program Planning Process| 3          |
|        |HSE 210 Human Services Issues  | 2            |
|        |DDT 240 Aging Lifelong Disability | 3      |
|        |MAT 143 Quantitative Literacy  | 3-4          |
|        |or MAT 152 or Statistical Methods I |      |
|        |or MAT 171 or Precalculus Algebra |       |
|        |Credit Hours                  | 17-18        |

| SPRING  |WBL 111 Work-Based Learning I  | 1            |
|         |WBL 115 Work-Based Learning Seminar I | 1  |
|         |DDT 120 Teaching Developmental Disabled | 3 |
|         |DDT 210 DDT Health Issues      | 3            |
|         |PSY 281 Abnormal Psychology    | 3            |
|         |SOC 213 Sociology of the Family| 3            |
|         |Credit Hours                  | 14           |
|         |Total Credit Hours            | 67-68        |

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.
Human Services Developmental Disabilities Certificate Option - C4538ADD

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ACA 111</td>
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<td>DDT 110</td>
<td>Developmental Disabilities</td>
<td>3</td>
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<tr>
<td>DDT 120</td>
<td>Teaching Developmental Disabled</td>
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<td>DDT 210</td>
<td>DDT Health Issues</td>
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<td>DDT 220</td>
<td>Program Planning Process</td>
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<td>HSE 110</td>
<td>Introduction to Human Services</td>
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<td>HSE 210</td>
<td>Human Services Issues</td>
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Total Credit Hours 18

Human Services Developmental Disabilities - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>DDT 110</td>
<td>Developmental Disabilities</td>
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<td>DDT 120</td>
<td>Teaching Developmental Disabled</td>
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<tr>
<td>DDT 210</td>
<td>DDT Health Issues</td>
<td>3</td>
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<tr>
<td>DDT 220</td>
<td>Program Planning Process</td>
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<tr>
<td>HSE 110</td>
<td>Introduction to Human Services</td>
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<tr>
<td>HSE 210</td>
<td>Human Services Issues</td>
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</table>

Total Credit Hours 18

Information Technology - Business Support

Contact: Rita Chrane (https://www.stanly.edu/college-information/directory?id=1032)

The IT Business Support curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet the community’s needs for Information Technology.

Coursework will develop a student’s ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, Microsoft applications, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies that rely on computer systems to manage information, whether working at a desk or in an IT position. Graduates should be prepared to sit for industry-recognized certification exams.

Learning Outcomes

Upon completion of this program, students will be able to:

- Demonstrate knowledge of advanced computer skills, including Microsoft applications.
- Complete projects using proper database design within a database.
- Demonstrate an understanding of security concepts.
- Use basic programming skills.
- Define basic networking terminology.
- Demonstrate the proper formatting techniques for business documents with selected software.
- Show an understanding of Microsoft Windows.
- Demonstrate Internet/web fundamentals.
- Complete basic business concepts and/or accounting skills.

Information Technology - Business Support Associate in Applied Science – A25590B

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ACA 111</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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<tr>
<td>CTI 110</td>
<td>Web, Programming, and Database Foundation</td>
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<td>CTS 115</td>
<td>Information Systems Business Concepts</td>
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<td>NOS 110</td>
<td>Operating Systems Concepts</td>
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<td>WEB 110</td>
<td>Internet/Web Fundamentals</td>
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Credit Hours 16

Spring

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<td>Network and Security Foundation</td>
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<td>CIS 120</td>
<td>Hardware/Software Support</td>
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<td>CTS 130</td>
<td>Spreadsheet</td>
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<td>DBA 110</td>
<td>Database Concepts</td>
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<td>OST 136</td>
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Credit Hours 15

Summer

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<td>Social Science Elective *</td>
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Credit Hours 6

Second Year

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CIS 115</td>
<td>Introduction to Programming and Logic</td>
<td>3</td>
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**IT - Microsoft Applications Diploma Option – D25590M**

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25590M.html)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
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<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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<tr>
<td>CTI 110</td>
<td>Web, Programming, and Database Foundation</td>
<td>3</td>
</tr>
<tr>
<td>NOS 110</td>
<td>Operating Systems Concepts</td>
<td>3</td>
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<tr>
<td>CTS 115</td>
<td>Information Systems Business Concepts</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>ACC 150</td>
<td>Accounting Software Applications</td>
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<tr>
<td>CTI 120</td>
<td>Network and Security Foundation</td>
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<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
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</tr>
<tr>
<td>CTS 130</td>
<td>Spreadsheet (Excel)</td>
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</tr>
<tr>
<td>DBA 110</td>
<td>Database Concepts</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td>OST 136</td>
<td>Word Processing (Word)</td>
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<td><strong>Summer</strong></td>
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<tr>
<td>CTS 125</td>
<td>Presentation Graphics (PowerPoint)</td>
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<tr>
<td>ENG 112</td>
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**IT - Technical Business Accounting Certificate Option – C25500BA**

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25590BA.html)

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<tr>
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<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
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<tr>
<td>ACC 150</td>
<td>Accounting Software Applications</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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<tr>
<td>CTS 130</td>
<td>Spreadsheet (Excel)</td>
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<tr>
<td>DBA 110</td>
<td>Database Concepts</td>
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<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td>OST 136</td>
<td>Word Processing (Word)</td>
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**IT - Microsoft Applications Certificate Option – C25500MS**

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25590MS.html)

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<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
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</tr>
<tr>
<td>ACC 150</td>
<td>Accounting Software Applications</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>CTS 130</td>
<td>Spreadsheet (Excel)</td>
<td>3</td>
</tr>
<tr>
<td>DBA 110</td>
<td>Database Concepts</td>
<td>3</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td>OST 136</td>
<td>Word Processing (Word)</td>
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<td><strong>Total Credit Hours</strong></td>
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<td>16</td>
</tr>
</tbody>
</table>
Code | Title | Credit Hours
--- | --- | ---
ACA 111 | College Student Success | 1
CIS 110 | Introduction to Computers | 3
CTS 125 | Presentation Graphics (PowerPoint) | 3
CTS 130 | Spreadsheet (Excel) | 3
DBA 110 | Database Concepts (Access) | 3
OST 136 | Word Processing (Word) | 3

Total Credit Hours | 16

**IT - Business Support CCP**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

Code | Title | Credit Hours
--- | --- | ---
ACA 111 | College Student Success | 1
CIS 110 | Introduction to Computers | 3
CTS 125 | Presentation Graphics | 3
CTS 130 | Spreadsheet | 3
DBA 110 | Database Concepts | 3
OST 136 | Word Processing | 3

Total Credit Hours | 16

**Information Technology - Network Management – Associate in Applied Science – A25590N**

**Course** | **Title** | **Credit Hours**
--- | --- | ---
First Year
Fall
ACA 111 | College Student Success | 1
CIS 110 | Introduction to Computers | 3
CTI 110 | Web, Programming, and Database Foundation | 3
NOS 110 | Operating Systems Concepts | 3
NET 125 | Introduction to Networks (1st 8 weeks) | 3
NET 126 | Routing Basics (2nd 8 weeks) | 3

Credit Hours | 16

Spring
CTI 120 | Network and Security Foundation | 3
NOS 130 | Windows Single User | 3
NOS 230 | Windows Administration I | 3
NET 225 | Routing & Switching I (1st 8 weeks) | 3
NET 226 | Routing and Switching II (2nd 8 weeks) | 3

Credit Hours | 15

Summer
MAT 143 or MAT 171 | Quantitative Literacy or Precalculus Algebra | 3
Social Science Elective * | | 3

Credit Hours | 6

Second Year
Fall
CTS 115 | Information Systems Business Concepts | 3
ENG 111 | Writing and Inquiry | 3
NOS 120 | Linux/UNIX Single User | 3
NOS 231 | Windows Administration II | 3
SEC 110 | Security Concepts | 3

Credit Hours | 15

Spring
NOS 232 | Windows Administration III | 3
CTI 289  Computer Technology Integration Capstone Project  3
CTS 120  Hardware/Software Support  3
ENG 112  Writing and Research in the Disciplines or Professional Research & Reporting  3
SEC 160  Security Administration I  3
Humanities/Fine Arts Elective*  3

Total Credit Hours  70

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

**IT - Network Management – Diploma Option – D25590N**

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/ED25590N.html)

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<td>Web, Programming, and Database Foundation</td>
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<td>Information Systems Business Concepts</td>
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<tr>
<td>NOS 110</td>
<td>Operating Systems Concepts</td>
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<tr>
<td>NET 125</td>
<td>Introduction to Networks (1st 8 weeks)</td>
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<tr>
<td>NET 126</td>
<td>Routing Basics (2nd 8 weeks)</td>
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Total Credit Hours  16

**IT - Microsoft Technologies Certificate – C25590DM**

Gainful Employment Disclosure (https://www.stanly.edu/ajax/gedt/EC25590DM.html)

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<td>NOS 110</td>
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</tr>
<tr>
<td>NOS 130</td>
<td>Windows Single User</td>
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<tr>
<td>NOS 230</td>
<td>Windows Administration I</td>
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Total Credit Hours  12

**IT - CISCO Career Pathway**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
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<tr>
<td>NET 125</td>
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<tr>
<td>NET 126</td>
<td>Routing Basics</td>
<td>3</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
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<tr>
<td>NOS 110</td>
<td>Operating Systems Concepts</td>
<td>3</td>
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<tr>
<td>NOS 130</td>
<td>Windows Single User</td>
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</table>

Total Credit Hours  15

**IT - Microsoft CCP**

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ACA 111</td>
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<td>CIS 110</td>
<td>Introduction to Computers</td>
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<td>NET 125</td>
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<td>NOS 110</td>
<td>Operating Systems Concepts</td>
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<tr>
<td>NOS 130</td>
<td>Windows Single User</td>
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</tr>
<tr>
<td>NOS 230</td>
<td>Windows Administration I</td>
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</table>

Total Credit Hours  16

**Manicuring**

Contact(s): David Smith (https://www.stanly.edu/college-information/directory?id=1183)

**Manicuring/Nail Technology**

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals
associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills. Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics. Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, and in related businesses.

Learning Outcomes
Upon completion of this program, students will be able to:

• Demonstrate and perform the proper practices of manicuring and pedicuring, artificial nail enhancements, nail art, nail decorating, proper sanitation and disinfection procedures.
• In a clinical setting on the Mock State Board exam, recall and perform the knowledge and skills learned.

Manicuring/Nail Technology - C55400

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>COS 121</td>
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<td>COS 222</td>
<td>Manicure/Nail Tech. II</td>
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<td>BUS 151</td>
<td>People Skills</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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Total Credit Hours 18

Manicuring/Nail Technology - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>COS 121</td>
<td>Manicure/Nail Technology I</td>
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</tr>
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<td>COS 222</td>
<td>Manicure/Nail Tech. II</td>
<td>6</td>
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<tr>
<td>BUS 151</td>
<td>People Skills</td>
<td>3</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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</tr>
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</table>

Total Credit Hours 18

Manicuring Instructor Certificate – C55380

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology. Course work includes all phases of manicuring theory laboratory instruction. Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school.

Learning Outcomes
Upon successful completion of this program, the student should be able to:

• Demonstrate a working knowledge of the procedures and methods of sanitation, including FEPA disinfectant guidelines, on products used in manicuring/pedicuring.
• Demonstrate knowledge of bacteriology and the relation to communicable diseases in public/personal domain.
• Conduct/perform a practical demonstration of all phases of manicuring.
• Teach theory, methods, and application of sculptured and other artificial nails.
• Conduct/perform a theory lecture class on communication skills in working with the public.
• Recall and perform the knowledge and skills necessary to work as a North Carolina (NC) licensed manicuring instructor.

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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<td>COS 251</td>
<td>Manicure Instruction Concepts</td>
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<tr>
<td>COS 252</td>
<td>Manicure Instruction Practicum</td>
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</table>

Total Credit Hours 14

Medical Assisting

Contact(s): Starra Herring (https://www.stanly.edu/college-information/directory?id=1162)

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Coursework includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operations, assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

Employment opportunities include physicians’ offices, health maintenance organizations, health departments, and hospitals. If possible, individuals desiring a career in medical assisting should take biology, mathematics, and typing courses prior to entering the program. Students are admitted to the Medical Assisting program during the fall semester.

Learning Outcomes
Upon completion of this program, students will be able to:

• Perform the skills of a medical assistant under the guidance of a supervising physician.
• Demonstrate knowledge of medical assistant responsibilities in office management and patient care.
• Interpret verbal and written communication relevant to safe and effective medical office and patient care practices.
• Comply with ethical, legal, and professional guidelines as a member of a health service profession.
• Use computer programs to perform office clerical skills.
• Demonstrate critical thinking skills and problem solving abilities in the performance of entry-level medical assisting.
• Perform entry level Competencies/Psychomotor (skills), Cognitive (knowledge) and Affective (behavior) for a Medical Assistants as developed and published by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in cooperation with the Medical Assisting Education Review Board (MAERB).
• Perform all administrative and clinical procedures, which are assigned by a supervising medical assistant with a high degree of technical skill, effectiveness, efficiency and safety as an entry-level medical assistant.

Accreditation
The Medical Assisting Diploma Program, at Stanly Community College is awarded a 1 + 1 program, which means that all AAS graduates also receive the Diploma and is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB).

The Medical Assisting Program at Stanly Community College Diploma Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (www.maer.org) (MAERB).

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
25400 U.S. Highway 19 North
Suite 158
Clearwater, FL 33763
(727) 210-2350
www.caahep.org (http://www.caahep.org)

Graduates of CAAHEP accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants.

American Association of Medical Assisting (AAMA)
Assisting Endowment
20 N. Wacker Dr.
Suite 1575
Chicago, IL 60606
(312) 899-1500
www.aama-ntl.org (http://www.aama-ntl.org)

The Medical Assisting program accepts a maximum of 30 students for each fall semester.

Minimum Expectations
“To prepare competent entry level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.”

Program Goals
1. To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Perform the skills of a Medical Assistant under the guidance of a supervising physician as evaluated by successfully completing a clinical practicum with a grade of 78 or higher.
3. Demonstrate knowledge of medical assistant responsibilities in office management and patient care as demonstrated by a grade of 78 or above on mock CMA Certification exam.
4. Interpret verbal and written communication relevant to safe and effective medical office and patient care practices as demonstrated by a grade of 78 or above on the exam for “Therapeutic Communication Skills” in MED 260.
5. Comply with ethical, legal and professional guidelines as a member of a health service profession as demonstrated by successful completion on exam “Medical Law and Ethics” with a grade of 78 or above in MED 260.
6. Use computer programs to perform office clerical skills as demonstrated by successful completion of administrative practicum with a grade of 78 or above.

• Medical Assisting - Associate in Applied Science (p. 72)
• Medical Assisting - Diploma Option (p. 73)
• Medical Assisting - Certificate Option (p. 73)
• Medical Billing & Coding - Certificate Option (p. 73)
• Medical Assisting - CCP (p. 73)

Medical Assisting – Associate in Applied Science – A45400

<table>
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<tr>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
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<tr>
<td>MED 110</td>
<td>Orientation to Medical Assisting</td>
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<tr>
<td>MED 272</td>
<td>Drug Therapy</td>
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<td>MED 118</td>
<td>Medical Law and Ethics</td>
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<tr>
<td>MED 121</td>
<td>Medical Terminology I</td>
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<td>MED 122</td>
<td>Medical Terminology II</td>
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<td>MED 130</td>
<td>Administrative Office Procedures I</td>
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Spring

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<td>Administrative Office Procedures II</td>
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<td>MED 140</td>
<td>Examining Room Procedures I</td>
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<td>MED 150</td>
<td>Laboratory Procedures I</td>
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<td>Examining Room Procedures II</td>
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<td>PSY 150</td>
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Summer

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Second Year

Fall

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<tr>
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<td>Principles of Management</td>
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<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MED 264 or MED 232</td>
<td>Medical Assisting Overview or Medical Insurance Coding</td>
<td>2</td>
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</table>
### Medical Assisting Diploma Option – D45400

Gainful Employment Disclosure ([https://www.stanly.edu/ajax/gedt/ED45400.html](https://www.stanly.edu/ajax/gedt/ED45400.html))

Medical Assisting Diploma Outcomes ([https://www.stanly.edu/website-publication-outcomes](https://www.stanly.edu/website-publication-outcomes))

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<td><strong>Fall</strong></td>
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</tr>
<tr>
<td>ACA 111</td>
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<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
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<td>MED 110</td>
<td>Orientation to Medical Assisting</td>
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<tr>
<td>MED 272</td>
<td>Drug Therapy</td>
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<td>Medical Law and Ethics</td>
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<td>Medical Terminology I</td>
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<tr>
<td>MED 122</td>
<td>Medical Terminology II</td>
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<tr>
<td>MED 130</td>
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<tr>
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</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
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<tr>
<td>MED 131</td>
<td>Administrative Office Procedures II</td>
<td>2</td>
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<tr>
<td>MED 140</td>
<td>Examining Room Procedures I</td>
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<td>MED 150</td>
<td>Laboratory Procedures I</td>
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<td>MED 240</td>
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<td>PSY 150</td>
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</table>

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.*

### Medical Billing & Coding Certificate Option - C45400M

Gainful Employment Disclosure ([https://www.stanly.edu/ajax/gedt/EC45400M.html](https://www.stanly.edu/ajax/gedt/EC45400M.html))

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td></td>
<td><strong>First Year</strong></td>
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<tr>
<td></td>
<td><strong>Fall</strong></td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>MED 110</td>
<td>Orientation to Medical Assisting</td>
<td>1</td>
</tr>
<tr>
<td>MED 118</td>
<td>Medical Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>MED 121</td>
<td>Medical Terminology I</td>
<td>3</td>
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<td>MED 122</td>
<td>Medical Terminology II</td>
<td>3</td>
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<td>MED 130</td>
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<tr>
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<td></td>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>MED 118</td>
<td>Medical Law and Ethics</td>
<td>2</td>
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<tr>
<td>MED 131</td>
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<tr>
<td>MED 232</td>
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</table>

### Medical Assisting - CCP

Tuition-waived program for Career & College Promise ([https://www.stanly.edu/future-students/career-college-program](https://www.stanly.edu/future-students/career-college-program)) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>MED 110</td>
<td>Orientation to Medical Assisting</td>
<td>1</td>
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<td>MED 118</td>
<td>Medical Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>MED 121</td>
<td>Medical Terminology I</td>
<td>3</td>
</tr>
<tr>
<td>MED 122</td>
<td>Medical Terminology II</td>
<td>3</td>
</tr>
<tr>
<td>MED 130</td>
<td>Administrative Office Procedures I</td>
<td>2</td>
</tr>
<tr>
<td>MED 131</td>
<td>Administrative Office Procedures II</td>
<td>2</td>
</tr>
</tbody>
</table>
Medical Laboratory Technology

Contact(s): Melissa Jackson (https://www.stanly.edu/college-information/directory?id=1400)

The mission of Stanly Community College's Medical Laboratory Technology program is to train laboratory professionals who will make a positive impact in healthcare through leadership that will assure excellence in the practice of laboratory medicine.

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and Immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease. Course work emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance and reporting/recording and interpreting findings involving tissues, blood, and body fluids.

Students who successfully complete the program are eligible to take the national certification examination administered by the Board of Registry of American Society for Clinical Pathology and become a certified Medical Laboratory Technician (MLT) (ASCP). With additional education and/or technical experience, graduates may also advance in the field to become a technologist, research specialist, manager, or educator. The Medical Laboratory/Clinical Laboratory Science field allows students to advance to a BS in Laboratory Science, a Master's degree in Molecular Diagnostics, and a doctorate degree as a DCLS (Doctorate in Clinical Laboratory Science).

Employment opportunities for graduates include laboratories in hospitals, medical offices, industry, and research facilities.

Learning Outcomes

- Collect, prepare and evaluate biological specimens and other substances for analysis used in the diagnosis and treatment of patients.
- Discriminate and properly document the accuracy and validity of laboratory information.
- Appraise principles and practices of quality assessment.
- Interpret clinical signs, specimen types, and results of culture.
- Perform critical thinking, problem solving, and troubleshooting techniques.
- Demonstrate communication skills sufficient to serve the needs of the patient, the public, and members of the healthcare team and technical ability sufficient to train new employees.
- Recall and apply concepts and skills necessary to perform as a medical laboratory technician.

Accreditation

The SCC Medical Laboratory Technology Program is accredited by:

National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Rd. Suite 720
Rosemont, IL 60018-5119
(847) 939-3597
(773) 714-8880
(773) 714-8886 (FAX)

Medical Laboratory Technology – Associate in Applied Science – A45420

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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</thead>
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<td><strong>First Year</strong></td>
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<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
<td>1</td>
</tr>
<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>CHM 131</td>
<td>Introduction to Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 131A</td>
<td>Introduction to Chemistry Lab</td>
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<tr>
<td>MLT 110</td>
<td>Introduction to Mlt</td>
<td>3</td>
</tr>
<tr>
<td>MLT 126</td>
<td>Immunology and Serology</td>
<td>2</td>
</tr>
<tr>
<td>MLT 127</td>
<td>Transfusion Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Credit Hours</td>
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<td>18</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 132</td>
<td>Organic and Biochemistry</td>
<td>4</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>MED 120</td>
<td>Survey of Medical Terminology</td>
<td>2</td>
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<tr>
<td>MLT 120</td>
<td>Hematology/Hemostasis I</td>
<td>4</td>
</tr>
<tr>
<td>MLT 140</td>
<td>Introduction to Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MLT 111</td>
<td>Urinalysis &amp; Body Fluids</td>
<td>2</td>
</tr>
<tr>
<td>Credit Hours</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>MLT 220</td>
<td>Hematology/Hemostasis II</td>
<td>3</td>
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<td>MLT 253</td>
<td>MLT Practicum I</td>
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<tr>
<td>Fall</td>
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<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines or Professional Research &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>MAT 152</td>
<td>Statistical Methods I</td>
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<td>MLT 130</td>
<td>Clinical Chemistry I</td>
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<td>MLT 240</td>
<td>Special Clinical Microbiology</td>
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<td>MLT 265</td>
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<td>MLT 217</td>
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<td>MLT 275</td>
<td>MLT Practicum III</td>
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<td>Total Credit Hours</td>
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</tbody>
</table>

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.
Nurse Aide

Contact(s): Dana Craven (https://www.stanly.edu/college-information/directory?id=1367)

Nurse Aide (Certificate)
The Nurse Aide curriculum prepares individuals to work under the supervision of licensed nursing professionals in performing nursing care and services for persons of all ages. Topics include growth and development, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills. Upon completion, the student may be eligible for listing as a Nurse Aide I and other selected Nurse Aide registries as determined by the local program of study.

Nurse Aide (Certificate) - CCP - C45840CP
Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
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<td>Nurse Aide I</td>
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<tr>
<td>NAS 102</td>
<td>Nurse Aide II</td>
<td>6</td>
</tr>
<tr>
<td>NAS 106</td>
<td>Geriatric Aide</td>
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<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

Nursing

Contact(s): Melanie Alexander (https://www.stanly.edu/directory?id=1449)

The Annie Ruth Kelley Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Coursework includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global healthcare system and may include positions within acute, chronic, extended, industrial, and community healthcare facilities.

Learning Outcomes
Upon completion of this program, students will be able to:

- Formulate holistic assessments to identify the needs of the individual in order to provide culturally competent client-centered care.
- Evaluate healthcare informatics to defend evidence-based practice, clinical judgments, and management decisions.
- Create nursing plans of care for clients across the lifespan.
- Incorporate teaching and learning principles into nursing practice.
- Manage healthcare for clients by utilizing cost-effective nursing strategies, quality improvement processes, and legal/ethical awareness to promote quality outcomes.

Approval

Location
North Carolina Board of Nursing
4516 Lake Boone Trail
Raleigh, NC 27607
(919) 782-3211

Mailing Address
North Carolina Board of Nursing
Post Office Box 2129
Raleigh, North Carolina 27602-2129

Phone/Fax
Phone: (919) 782-3211
Fax: (919) 781-9461

Nursing - Associate in Applied Science – A45110

<table>
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<tr>
<td></td>
<td><strong>First Year</strong></td>
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</tr>
<tr>
<td>Fall</td>
<td>NUR 111  Introduction to Health Concepts</td>
<td>8</td>
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<tr>
<td></td>
<td>BIO 168  Anatomy and Physiology I</td>
<td>4</td>
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<td></td>
<td>PSY 150  General Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 117  Pharmacology</td>
<td>2</td>
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<td>ACA 122  College Transfer Success</td>
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<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Spring</td>
<td>NUR 112  Health-Illness Concepts</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>BIO 169  Anatomy and Physiology II</td>
<td>4</td>
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<tr>
<td></td>
<td>PSY 241  Developmental Psychology</td>
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<td></td>
<td>NUR 212  Health System Concepts</td>
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<td></td>
<td><strong>Credit Hours</strong></td>
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<tr>
<td>Summer</td>
<td>NUR 113  Family Health Concepts</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
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</tbody>
</table>
After satisfactory completion of NUR 112, students are eligible to apply for Nurse Assistant II with the State Board of Nursing. Note: English and pharmacology courses may require prep courses (those courses numbered below 100) dependent on placement test scores. It may, therefore, require more than two years to complete the associate degree requirements.

For more information on admission procedures, see the Admissions Checklist (https://www.stanly.edu/future-students/educational-offerings/nursing/admissions-checklist?cCat=67) on our website.

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).

**Nursing Pathway**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
<td>3</td>
</tr>
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<td>or ENG 114</td>
<td>General Psychology</td>
<td>3</td>
</tr>
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<td>PSY 150</td>
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</tr>
<tr>
<td>BIO 169</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
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<td>4</td>
</tr>
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<td>ACA 122</td>
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<td>Humanities*</td>
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*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage (p. 88).


Information Sessions (https://www.stanly.edu/future-students/educational-offerings/nursing/information-sessions)

Nursing FAQ (https://www.stanly.edu/future-students/educational-offerings/nursing/nursing-faq)

**Annie Ruth Kelley Associate Degree Nursing – Associate in Applied Science**

The Annie Ruth Kelley Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings. Courses will include content related to the nurse’s role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians’ offices, industry, and community agencies.

**Admission Procedure**

Applications are open from May 1st through January 15th.

Applicants seeking admission into the Associate Degree Nursing program must complete steps 1 through 4 in its entirety by January 15, 2019 at 5:00pm in order to be considered for acceptance for the Fall Semester 2019.

Print this admission procedure for your records to track completion of all steps.

**Step 1: Application ________ (date completed)**

- Submit a completed application electronically for the nursing program (A45110) of the fall you wish to enroll by visiting the SCC homepage, www.stanly.edu, and clicking the link “new students start here”. Application submissions are free of charge.
- If you wish to take general education courses for the ADN program prior to admission, then an additional application must be completed as an Associate in General Education (AGE) with nursing interest applicant for the term and year you plan to begin general education courses. Please note this does not take the place of an application for the nursing program, nor is it required to be enrolled in the nursing program.
- For questions on completing an application, contact the Eagle’s One Stop at 704-991-0123 or by emailing onestop@stanly.edu.

**Step 2: Transcripts ________ (date completed)**

- Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended. Applicants that obtained a GED/Adult High School diploma must submit an official GED/AHS transcript and a high school transcript even if you did not complete high school.
- To track your transcripts for processing view your Self-service. For questions related to transfer credits call the records department at 704-991-0331.

**Step 3: Complete one course of high school (or better) Biology, Algebra, and Chemistry with a grade of “C” or higher. ________ (date completed)**

- Submit evidence of one unit of high school biology, algebra, and chemistry with a grade of “C” or higher or the equivalent at a post-secondary institution (BIO 090 or higher, MAT 070/DMA 040 or higher, CHEM 090 or higher). Students may complete these subjects through SCC’s Adult High School program. These are self-paced classes that will take approximately 2-3 months or more to complete. Students may choose seated or online classes, and must score 85 or higher to receive credit. Contact the College and Career Readiness Center at 704-991-0362 for more information or to sign-up for the Adult High School courses.
- Students wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to ensure that the credits are acceptable.
Step 4: Complete either Option A OR Option B

Option A: Placement Testing ________ (date completed and scores)
- The NC DAP, Accuplacer, Compass, or Asset placement scores can be used for this requirement. The required scores are listed in the table below.

<table>
<thead>
<tr>
<th>Placement Test</th>
<th>Writing</th>
<th>Reading Composite:</th>
<th>Math</th>
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<tbody>
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<td>Writing and</td>
<td>70</td>
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<tr>
<td></td>
<td></td>
<td>86</td>
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<td>ACCUPLACER</td>
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<td>81</td>
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<tr>
<td>COMPASS</td>
<td></td>
<td>41 Pre-Algebra</td>
<td>41 Pre-Algebra</td>
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<tr>
<td>ASSET</td>
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<td>Credit</td>
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</tr>
<tr>
<td>Writing</td>
<td></td>
<td>151 or higher</td>
<td>41 Pre-Algebra</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>DMA 010, 020, 030, 040</td>
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</tr>
<tr>
<td>Math</td>
<td>7 or higher on</td>
<td>DMA 010, 020, 030, 040</td>
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</tr>
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<td></td>
<td>47 Pre-Algebra</td>
<td>46 Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>41 Pre-Algebra</td>
<td>41 Algebra</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Successful completion of DMA 010, 020, 030, 040 or any college level math (completed within the last 5 years)</td>
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<td></td>
</tr>
</tbody>
</table>

- Please note that Associate Degree Nursing applicants who fail to achieve the required minimum scores on the first attempt of the placement test may retest once during a twelve-month period. When retesting, applicants will retest only on those sections of the test that were not successfully completed on a previous attempt. Placement test scores older than five years are not valid for admission consideration. Placement testing is free for applicants of SCC.
- It is encouraged that you prepare for this test. Practice items can be located on the SCC homepage under the testing and assessment link of the current students tab. For questions related to how to schedule the placement test, contact the Eagle One Stop at 704-991-0123 or onestop@stanly.edu.
- SAT, ACT, or PLAN scores do not satisfy this requirement for nursing program admissions.

If unable to meet the required placement test scores, an applicant can complete ALL general education courses required within the ADN program of study. See option B below.

- **Option B**: Complete ALL general education courses required for the ADN program with a minimum GPA of 3.0 by the required application deadline.
  - These courses include: ENG 111 and 112 or 114, BIO 168 and 169, PSY 150 and 241, and a Humanities elective.
  - If general education courses are completed at institutions other than Stanly Community College, official transcripts must be received in the SCC Admissions Office by the January 15th deadline. Credit will be given for BIO taken within the last 10 years. There are no other time limits on transfer courses within the ADN program of study at this time.

Requirements 1 through 4 must be completed no later than January 15, 2019 to be considered for acceptance into the ADN program. Once you have completed steps 1-4, proceed to steps below.

Step 5: TEAS Testing ________ (date completed and score)
- Take the standardized nurse entrance exam, Test of Essential Academic Skills (TEAS), after successfully completing admission requirements one and five above. Only those applicants who successfully complete Option 4A or 4B will be eligible to take the TEAS exam. Applicants eligible to take the TEAS exam will be notified through their student email account by the Admissions Office. This email will include steps for signing up for the exam. Applicants may test as often as the exam is offered. There is a minimal fee for the exam, and it must be taken at SCC. Test scores are valid for a period of two years.
- There are no required scores for the TEAS test. It is used strictly as a ranking tool for applicants. TEAS prep courses are periodically offered through SCC’s continuing education division. Contact Holly Shaver at 704-991-0219 or hshaver0064@stanly.edu for upcoming prep course offerings.
- TEAS scores are not accepted from other colleges/universities.
- All eligible applicants must take the most current version of TEAS offered at SCC.

Step 6: Maintain GPA (ongoing)
- For the applicant that has completed any college level courses taken with SCC prior to admission into the ADN program, a minimum cumulative GPA of 2.0 is required.

After conditional acceptance is granted by the admissions office, applicants must provide successful completion of the following:

- Submit a completed SCC medical form. The medical form will be mailed to applicants who are conditionally accepted to the ADN program, and must be completed by a physician, physician’s assistant, or a nurse practitioner by the date given on the conditionally accepted letter.
- Submit evidence of current certification in CPR for the Healthcare Provider endorsed by the American Heart Association.
- Submit a certificate of satisfactory completion from a DHSR (Division of Health Service Regulation) approved Nurse Assistant, Level I program, and current unrestricted certification in Nurse Assistant, Level I as listed on the NC Nurse Aid registry (www.ncnar.org). If an applicant is currently employed as a Nurse Assistant level I but cannot produce a certificate from a DHSR (Division of Health Service Regulation) approved Nurse Assistant, Level I program, documentation from the applicants current employer that the applicant has spent at least 240 hours providing patient care at the bedside may be submitted for consideration. NOTE: Applicants need to verify with their CNA program of being able to receive the certification. Some one-day programs do not offer this certification; therefore, the course needs to be taken in its entirety. The option to challenge the exam is no longer available.
• Attend Nursing Orientation held by the nursing faculty. Information regarding the dates for the nursing orientation will be in the mailed acceptance letter.

• BACKGROUND CHECKS/DRUG SCREENING

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

SELECTION PROCESS

Applicants seeking admission to the Associate Degree Nursing program will be ranked based on TEAS scores and offered admission based on rank order. Those applicants not admitted will be assigned a number on an alternate list. Applicants accepted for admission must complete all admission requirements by the date specified in their acceptance letter. Applicants who fail to complete all admission requirements for the ADN program will be removed from the acceptance list and replaced by applicants on the alternate list.

ALTERNATE LIST

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

CRITERIA FOR PROGRESSION

• Progression policies specific to the nursing program can be located in the Associate Degree Nursing Student Handbook.

ADVANCED STANDING POLICY

Advanced standing policies are located in the Associate Degree Nursing Student Handbook. Contact the Director of Nursing through email (cspeight-washbur7545@stanly.edu) for advising.

CRITERIA FOR GRADUATION [https://www.stanly.edu/future-students/college-catalog/academic-regulations/graduation-requirements]

LICENSURE

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

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

RECOMMENDED SEQUENCE OF COURSES FOR ASSOCIATE DEGREE NURSING CURRICULUM

General education courses may be taken earlier than listed within the recommended sequence. Courses with the NUR prefix is required within their respective semesters only as demonstrated below.

2019-2021

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<td>PSY 241</td>
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</table>

†NUR = Family Health Concepts
Learning Outcomes

Upon completion of this program, students will be able to:

- Establish safe, professional nursing behaviors including accountability for continued nursing competence.
- Communicate with individuals, significant support person(s), and members of the interdisciplinary healthcare team.
- Formulate holistic assessments to identify the needs of the individual in order to provide culturally competent client-centered care.
- Evaluate healthcare informatics to defend evidence-based practice, clinical judgments, and management decisions.
- Create nursing plans of care for clients across the lifespan.
- Incorporate teaching and learning principles into nursing practice.
- Manage healthcare for clients by utilizing cost-effective nursing strategies, quality improvement processes, and legal/ethical awareness to promote quality outcomes.

Approval

Location

North Carolina Board of Nursing
4516 Lake Boone Trail
Raleigh, NC 27607
(919) 782-3211

Mailing Address

North Carolina Board of Nursing
Post Office Box 2129
Raleigh, North Carolina 27602-2129

Phone/Fax

Phone: (919) 782-3211
Fax: (919) 781-9461

Nursing - LPN-ADN

Associate in Applied Science - A45110R

Course Title Credit Hours

First Year

Summer

ACA 122 College Transfer Success 1
BIO 169 Anatomy and Physiology II 4
PSY 241 Developmental Psychology 3
NUR 214 Nsg Transition Concepts 4

Credit Hours 12

Second Year

Fall

NUR 117 Pharmacology 2
NUR 221 LPN to ADN Concepts I 9
ENG 111 Writing and Inquiry 3

Credit Hours 14

Spring

NUR 223 LPN to ADN Concepts II 9
ENG 112 or ENG 114  Writing and Research in the Disciplines or Professional Research & Reporting  
Humanities Elective *  
Credit Hours  
Total Credit Hours  

*Please see the Suggested Humanities and Social/Behavioral Science Science Elective List for AAS Majors webpage (p. 88).  

LPN-ADN Frequently Asked Questions (https://www.stanly.edu/future-students/educational-offerings/nursing-returning-lpn/lpn-rn-faq)  

Admission Procedure  
Applicants seeking admission into the Associate Degree Nursing program must complete steps 1 through 4 in entirety by January 15, 2019 at 5:00pm in order to be considered for acceptance for the Summer Semester 2019.  

Print this admission procedure for your records to track completion of all steps.  

Step 1: Application ________ (date completed)  
• Submit a completed application electronically for the LPN-ADN program (A45110R) of the Summer semester you wish to enroll by visiting the SCC homepage, www.stanly.edu, and clicking the link “new students start here”. Application submissions are free of charge.  
• If you wish to take general education courses for the LPN-ADN program prior to admission, then an additional application must be completed as an Associate in General Education (AGE) with a LPN-ADN interest for the term and year you plan to begin general education courses. Please note this does not take the place of an application for the LPN-ADN program, nor is it required to complete all of these in order to be enrolled in the program. General education courses you may wish to take are ENG 111 and 112 or 114, BIO 168 and 169, MAT 151 or PSY 150, and a Humanities elective (anything that does not start with NUR).  
• For questions on completing an application, contact the Eagle’s One Stop at 704-991-0123 or by emailing onestop@stanly.edu.  

Step 2: Transcripts ________ (date completed)  
• Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended. Applicants that obtained a GED/Adult High School diploma must submit an official GED/AHS transcript and a high school transcript even if you did not complete high school.  
• To track your transcripts for processing, view your Self-Service account. For questions related to transcripts or transfer credits, call the records department at 704-991-0331.  

Step 3: Complete one course of high school (or better) Biology, Algebra, and Chemistry with a grade of “C” or higher. ________ (date completed)  
• Submit evidence of one unit of high school biology, algebra, and chemistry with a grade of “C” or higher or the equivalent at a post-secondary institution (BIO 090 or higher, MAT 070/DMA 040 or higher, CHEM 090 or higher). Students may complete these subjects through SCC’s Adult High School program. These are self-paced classes that will take approximately 2-3 months or more to complete. Students may choose seated or online classes, and must score 85 or higher to receive credit. Contact the College and Career Readiness department at 704-991-0362 for more information or to sign-up for the Adult High School courses. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to ensure that the credits are acceptable.  
• To determine if you received credit for these courses (Biology, Algebra, and Chemistry), view your Self-Service account or contact your academic advisor.  

Step 4: Complete Specified General Education courses with GPA 2.8 or higher  
• Required courses: Complete general education courses ENG 111, BIO 168, Humanities elective, and PSY 150 with a minimum GPA of 2.8 by the required application deadline.  
• If general education courses are completed at institutions other than Stanly Community College, official transcripts must be received in the SCC Admissions Office by the January 15th deadline. Transfer credit will be given for BIO 168/169 taken within the last 10 years. There are no other time limits on transfer courses at this time.  

Requirements 1 through 4 must be completed no later than January 15, 2019 at 5:00pm to be considered for acceptance into the ADN program as an LPN-RN student.  
Once you have completed steps 1-4, proceed to steps below.  

Step 5: TEAS Testing ________ (date completed and score)  
• Only those applicants who successfully complete Option 4 will be eligible to take the TEAS exam. Admissions will notify eligible applicants through their student email account, which will include steps for signing up for the exam. Applicants may test as often as the exam is offered. There is a minimal fee for the exam, and it must be taken at SCC. Test scores are valid for a period of two years. The student must take the most current version, which is ATI TEAS.  
• There are no required scores for the ATI TEAS test. It is strictly a ranking tool for the top 16 applicants. TEAS prep courses are periodically offered through SCC’s continuing education division. Contact Holly Shaver at 704-991-0219 or hshaver0064@stanly.edu for upcoming prep courses offerings.  
• No TEAS scores will be accepted from other facilities.  

Step 6: Maintain GPA (ongoing)  
• For the applicant that has completed any college level courses at SCC prior to admission into the ADN program, a minimum cumulative GPA of 2.0 in SCC courses is required.  

Step 7: LPN license  
• Applicants are to submit evidence of graduation from an accredited school in the US and a current, unrestricted LPN license per the NCBO requirements. Work experience is not required, but is recommended by the nursing faculty.  

Step 8: Seek academic advising (ongoing)  
Early academic advising is imperative.
After conditional acceptance is granted by the admissions office, applicants must provide successful completion of the following:

- **Submit SCC medical form.** The medical form will be mailed to applicants who are conditionally accepted to the ADN program, and must be completed by a physician, physician's assistant, or a nurse practitioner by the date given on the conditionally accepted letter.
- Submit evidence of current certification in CPR covering infant, child, adult, and AED or CPR for the Healthcare Provider endorsed by the American Heart Association.
- **Background Checks and Drug Screening:** Candidates accepted for admission to health services programs at SCC are required to complete a criminal background check and drug screening. Based on the results of the checks, hospitals or clinical affiliates where the student will participate in on-site training may deny access to their facility, resulting in the student’s inability to complete the clinical portion of training. **Students unable to complete the clinical portion of his or her training will be unable to progress in the program.** Students are responsible for paying all costs associated with this requirement.
- **Attend Nursing Orientation** held by the nursing faculty. Information will be relayed through your school email after arranged by nursing faculty. This is different from and in addition to the required New Student Orientation requirement by all students of Stanly Community College.

**SELECTION PROCESS**

Applicants seeking admission to the Associate Degree Nursing program will be ranked and accepted to the program based on rank order. Conditional acceptances will be awarded in March each year. Applicants accepted for admission must complete all admission requirements by the date specified in their acceptance letter. Applicants who fail to complete all admission requirements for the ADN program will forfeit their acceptance to the next available candidate on the rank list.

**ALTERNATE LIST**

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

**CRITERIA FOR PROGRESSION**

- Progression policies specific to the nursing program can be located in the Associate Degree Nursing Student Handbook.

**ADVANCED STANDING POLICY**

Contact the Associate Director of Nursing for the Advanced Standing Policy through email (ehuneycutt-whitl9286@stanly.edu)

**CRITERIA FOR GRADUATION**

https://www.stanley.edu/future-students/college-catalog/academic-regulations/graduation-requirements

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**LICENSURE**

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

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

**Pharmacy Technology**

Contact(s): Kim Lewis (https://www.stanly.edu/college-information/)

The purpose of the Pharmacy Technology Program is to prepare graduates to become pharmacy technicians. The Pharmacy Technology program at SCC prepares individuals to assist the pharmacist with duties that a technician can legally perform; and to function within the boundaries prescribed by the pharmacist and the employment agency. Students will prepare prescription medications, mix intravenous solutions and other specialized medications, update patient profiles, maintain inventories, package medications in unit-dose or med-card form, and gather data used by pharmacists to monitor drug therapy.

Employment opportunities include retail, hospitals, nursing homes, research laboratories, wholesale drug companies, and pharmaceutical manufacturing facilities. Graduates of the program may be eligible to take the National Certification Examination to become a certified pharmacy technician.

**Learning Outcomes**

Upon completion of this program, students will be able to:

- Demonstrate the skills necessary to adequately assist the pharmacist.
- Demonstrate professionalism in all areas of pharmacy technology clinical practice.
- Demonstrate how to safely handle, store, and dispense medications.
- Utilize pharmacy practice error prevention strategies.
- Demonstrate the knowledge and skills necessary to practice as a pharmacy technician.

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- Pharmacy Technology - Associate in Applied Science (p. 82)
- Pharmacy - Diploma (p. 82)
- Pharmacy - CCP (p. 82)
### Pharmacy Technology – Associate in Applied Science – A45580

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<td>PHM 111</td>
<td>Pharmacy Practice I</td>
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<td>PHM 115</td>
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<td>PHM 120</td>
<td>Pharmacology I</td>
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<td>PHM 132</td>
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*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

### Pharmacy Diploma – D45580

Gainful Employment Disclosure (https://www.stanley.edu/ajax/gedt/ED45580.html)

### Pharmacy - CCP

Tuition-waived program for Career & College Promise (https://www.stanley.edu/future-students/career-college-promise) (high school juniors and seniors)

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Admissions Checklist (https://www.stanley.edu/future-students/educational-offerings/pharmacy-technology/checklist?cCat=128)

Pharmacy FAQs (https://www.stanley.edu/future-students/educational-offerings/pharmacy-technology/frequently-asked-questions)

### Radiography

Contact(s): Tiffany Barbee (https://www.stanley.edu/college-information/directory?id=1317)
The Radiography curriculum prepares the graduate to be a radiographer, a skilled healthcare professional who uses radiation to produce images of the human body.

Coursework includes clinical rotations to area healthcare facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

**Learning Outcomes**

Upon completion of this program, students will be able to:

- Accurately position patients for routine and non-routine exams.
- Comply with radiation safety principles.
- Evaluate radiographic images to determine diagnostic quality.
- Implement critical thinking skills during non-routine exams.
- Demonstrate the knowledge, skills, and abilities necessary for employment as a radiologic technologist.

**Accreditation**

Stanly Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

JRCERT standards for accreditation of radiography programs are located on the JRCERT website at http://www.JRCERT.org. If a student feels the Radiography Program at Stanly Community College is not in compliance with the standards set forth by the JRCERT, the student has the right to pursue allegations of non-compliance. The student should first report the allegations to the appropriate college personnel. If the allegations are not resolved, the student may follow the appropriate procedures for reporting non-compliance to the JRCERT. This procedure is located on the JRCERT website at http://www.JRCERT.org.

The Joint Review Committee on Education in Radiologic Technology

20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
312-704-5300
mail@jrcert.org

**Radiography – Associate in Applied Science – A45700**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
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</tr>
<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
<td>5</td>
</tr>
<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>RAD 110</td>
<td>Rad Intro &amp; Patient Care</td>
<td>3</td>
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<tr>
<td>RAD 111</td>
<td>RAD Procedures I</td>
<td>4</td>
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<tr>
<td>RAD 151</td>
<td>RAD Clinical Ed I</td>
<td>2</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>RAD 112</td>
<td>RAD Procedures II</td>
<td>4</td>
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<tr>
<td>RAD 121</td>
<td>Image Production I</td>
<td>3</td>
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<tr>
<td>RAD 161</td>
<td>RAD Clinical Ed II</td>
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<td><strong>Total Credit Hours</strong></td>
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<td><strong>Summer</strong></td>
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<tr>
<td>RAD 122</td>
<td>Image Production II</td>
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<tr>
<td>RAD 171</td>
<td>RAD Clinical Ed III</td>
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<td>Radiation Safety</td>
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<td><strong>Fall</strong></td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
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<tr>
<td>RAD 211</td>
<td>Radiographic Procedures III</td>
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<td>RAD 231</td>
<td>Image Production III</td>
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<td>RAD 251</td>
<td>RAD Clinical Ed IV</td>
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<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>RAD 261</td>
<td>Radiographic Clinical Education V</td>
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<td>RAD 271</td>
<td>Radiography Capstone</td>
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*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

Admissions Checklist (https://www.stanly.edu/future-students/educational-offerings/radiography/checklist?cCat=69)

Mission Statement & Goals (https://www.stanly.edu/future-students/educational-offerings/radiography/mission-statement-goals)

Radiography Program Effectiveness (https://www.stanly.edu/future-students/educational-offerings/radiography/program-effectiveness)

Radiography FAQ (https://www.stanly.edu/future-students/educational-offerings/radiography/radiography-faq)


Continuing Education Opportunities:

Computed Tomography (CT) (https://www.stanly.edu/future-students/continuing-education/health-occupations/computed-tomography-ct)

Magnetic Resonance (MRI) (https://www.stanly.edu/future-students/continuing-education/health-occupations/magnetic-resonance-imaging-mri)
Respiratory Therapy

Contact(s): Tina Harper (https://www.stanly.edu/college-information/directory?id=1387)

The Respiratory Therapy curriculum offers career education for respiratory therapists, who specialize in the application of scientific knowledge and theory to clinical problems of respiratory care.

Respiratory therapists perform diagnostic testing, treatments, and management of patients with heart and lung diseases. The respiratory therapist is qualified to assume primary clinical responsibility for all respiratory care modalities and is frequently required to exercise considerable independent, clinical judgment in the respiratory care of patients under the direct or indirect supervision of a physician.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include ventilator management and monitoring, drug administration, and treatment of patients of all ages in a variety of settings. Graduates may be employed in wide variety of health-related areas including hospitals, clinics, skilled nursing care facilities, home care agencies, rehabilitation centers, industrial and educational institutions.

Upon completion of all required course work, the student will be awarded an Associate in Applied Science degree in Respiratory Therapy. Graduates of the Respiratory Therapy program are eligible to take the Entry Level Certification exam from the National Board for Respiratory Care (NBRC), which will also allow them to apply for licensure in most states. (Licensure requirements vary by state.) Respiratory Therapy program graduates may also be eligible to take the Advanced Practitioner examinations from the NBRC.

Learning Outcomes

Upon completion of this program, students will be able to:

- Perform specialized therapeutic and diagnostic procedures in clinical practice required for a respiratory therapist entering the profession.
- Create problem-solving strategies for therapeutic and life-supporting procedures based upon patient assessment.
- Develop therapeutic goals and respiratory care plans for patients with cardiopulmonary disease.
- Defend written and oral case studies with regards to evidence-based practice guidelines.
- Effectively employ interpersonal and communication skills to promote cardiopulmonary wellness and disease management given diverse population groups.
- Exhibit ethical decision making and professional responsibility according to the AARC Statement of Ethics and Professional Conduct.

Accreditation

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

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

Respiratory Therapy – Associate in Applied Science – A45720

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<thead>
<tr>
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<th>Credit Hours</th>
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<td>First Year</td>
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<tr>
<td>Summer</td>
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<tr>
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<tr>
<td>Fall</td>
<td></td>
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<tr>
<td>BIO 163</td>
<td>Basic Anatomy &amp; Physiology</td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
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<tr>
<td>RCP 110</td>
<td>Intro to Respiratory Care</td>
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<td>RCP 114</td>
<td>C-P Anatomy &amp; Physiology</td>
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<td>RCP 115</td>
<td>C-P Pathophysiology</td>
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<td>RCP 122</td>
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<td>Spring</td>
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<tr>
<td>RCP 111</td>
<td>Therapeutics/Diagnostics</td>
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<tr>
<td>RCP 113</td>
<td>RCP Pharmacology</td>
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<td>RCP 123</td>
<td>Special Practice Lab</td>
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<td>RCP 145</td>
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<td>Summer</td>
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<tr>
<td>RCP 112</td>
<td>Patient Management</td>
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<td>RCP 154</td>
<td>RCP Clinical Practice III</td>
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<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
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<td>RCP 210</td>
<td>Critical Care Concepts</td>
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<tr>
<td>RCP 213</td>
<td>Neonatal/Ped’s Concepts</td>
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<tr>
<td>RCP 222</td>
<td>Special Practice Lab</td>
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<td>RCP 234</td>
<td>RCP Clinical Practice IV</td>
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<td>Credit Hours</td>
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<tr>
<td>Spring</td>
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<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
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<tr>
<td>or ENG 114</td>
<td>Professional Research &amp; Reporting</td>
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<tr>
<td>RCP 211</td>
<td>Adv Monitoring/Procedures</td>
<td>4</td>
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<tr>
<td>RCP 215</td>
<td>Career Preparation</td>
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<td>RCP 245</td>
<td>RCP Clinical Practice V</td>
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<td></td>
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<td>Total Credit Hours</td>
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</tr>
</tbody>
</table>

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.
Respiratory Therapy Essential Functions and Requirements (https://www.stanly.edu/future-students/educational-offerings/respiratory-therapy/essential-functions)

Respiratory FAQs (https://www.stanly.edu/future-students/educational-offerings/respiratory-therapy/respiratory-therapy-faq)

Resources (https://www.stanly.edu/future-students/educational-offerings/respiratory-therapy/respiratory-therapy-resources)

• The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists through demonstrated competence of respiratory care practices. Graduates perform diagnostic and therapeutic procedures with exposure to current and emerging practice settings including the management and education of patients with cardiopulmonary diseases.

• Students will master the cognitive, psychomotor, and affective skills required to operate within interprofessional teams and communicate effectively within a diverse patient population. Application of problem solving strategies, ethical decision making, and understanding professional responsibilities are emphasized.

• Graduates should qualify for the credentialing examinations offered through the National Board of Respiratory Care. Graduates completing the credentialing process through the National Board for Respiratory Care may qualify for a license to practice in a variety of healthcare settings.

RESPIRATORY THERAPY ADMISSION PROCEDURE

Applicants seeking admission in to the Respiratory Therapy program must complete steps 1 through 5 between May 1, 2017 and March 15, 2018 by 5:00 p.m. in order to be considered for acceptance for the Summer Semester 2018.

Print this admission procedure for your records to track completion of all steps.

Step 1: Application ________ (date completed)

• Submit a completed application electronically for the Respiratory Therapy program (A45720) of the summer you wish to enroll by visiting the SCC homepage, www.stanly.edu, and clicking the link “new students start here”. Application submissions are free of charge.

• If you wish to take general education courses for the RCP program prior to admission, then an additional application must be completed as an Associate in General Education (AGE) with respiratory therapy interest applicant for the term and year you plan to begin general education courses. Please note this does not take the place of an application for the Respiratory Therapy program, nor is it required to be enrolled in the Respiratory Therapy program.

• For questions on completing an application, contact the Eagle's One Stop at 704-991-0123 or by emailing onestop@stanly.edu.

Step 2: Transcripts ________ (date completed)

• Submit to the Admissions Office an official high school transcript and official post-secondary transcripts for all institutions attended. Applicants that obtained a GED/Adult High School diploma must submit an official GED/AHS transcript and a high school transcript even if you did not complete high school.

• After the Admissions Office has received and evaluated other college transcripts, you may view transfer credit awarded by clicking the My Documents tab in Web Advisor. For questions related to transfer credits, call the records department at 704-991-0331.

Step 3: Complete one course of Biology, Algebra, and Chemistry with a grade of "C" or better. ________ (date completed)

• Submit evidence of successful completion of one unit of biology, high school algebra, and high school chemistry with a grade of "C" or higher or the equivalent at a post-secondary institution (BIO 090 or higher, MAT 070/DMA 040 or higher, CHEM 090 or higher). Students may choose to complete these subjects through SCC’s Adult High School program. The Adult High School courses are self-paced classes that will take approximately 2-3 months or more to complete. Students may choose seated or online classes, and must score 85 or higher to receive credit. Contact the College and Career Readiness Department at 704-991-0279 for more information or to sign-up for the Adult High School courses. Applicants wishing to complete these credits at other colleges should contact the Admissions Office at Stanly Community College to ensure that the credits are acceptable.

• To determine if you are awarded credit for these required courses, view the My Documents tab in your Web Advisor account or contact your academic advisor.

Step 4: Complete either Option A OR B

Placement Testing__________ (date completed and scores)

• Option A: The Accuplacer, DAP, Compass, or Asset placement scores can be used for this requirement. The required scores are listed in the table below.

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<th>Classes/Transfer Credit</th>
<th>ACCUPLACER</th>
<th>COMPASS</th>
<th>ASSET</th>
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<tr>
<td>Writing</td>
<td>86</td>
<td>70</td>
<td>41</td>
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<tr>
<td>Composite: 151 or higher</td>
<td>86</td>
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</table>

My Documents tab in Web Advisor. For questions related to transfer credits, call the records department at 704-991-0331.
Math: 7 or higher on DMA 010, 020, 030, and 040, and 050 or 55 Pre-Algebra

47 Pre-Algebra
46 Algebra
41 Algebra

Successful completion of DMA 010, 020, 030, 040, 050 or MAT 140 or higher within the last 5 years.

Math transfer courses outside the NC Community College system will be evaluated on an individual basis.

- Please note that applicants who fail to achieve the required minimum scores on the first attempt of the placement test may retest once during a twelve-month period. When retesting, applicants will retest only on those sections of the test that were not successfully completed on a previous attempt. Placement test scores older than five years are not valid for admission consideration. Placement testing is free for applicants of SCC.
- It is encouraged that you prepare for this test. Practice items can be located on the SCC homepage under the testing and tutoring link of the current students tab. For questions related to how to schedule the placement test, contact the Eagle's One Stop at (704) 991-0123 or onestop@stanly.edu.
- SAT, ACT, or PLAN scores do not satisfy this requirement for admission consideration. Placement test scores older than five years are not valid for admission consideration. Placement testing is free for applicants of SCC.

If unable to meet the required placement test scores, an applicant can complete ALL general education courses required within the respiratory therapy program of study. See option B below:

- **Option B:** Complete ALL general education courses required for the RCP program with a minimum GPA of 2.0 by the required application deadline.
  - These courses include: ENG 111 and 112 or 114, BIO 163, PSY 150, MAT 143, and a Humanities elective.
  - If general education courses are completed at institutions other than Stanly Community College, official transcripts must be received in the SCC Admissions Office before a student will be eligible for admission to the respiratory therapy program.

**Step 6:** Submit a properly completed medical form. The medical form is to be signed by a licensed physician, physician’s assistant, or nurse practitioner.

**Step 7:** Submit current CPR certification for healthcare providers that is endorsed by the American Heart Association. Current CPR certification is required throughout the student’s attendance in the RT program.

**ACCEPTANCE PROCEDURE**

- The Respiratory Therapy program accepts a maximum of 20 students each year. Applicants are conditionally accepted based upon their completion of steps 1 through 5 of the admission requirements. The applicants will be ranked in order by the date applied and by their completion of these steps. Applicants who apply to the RT program after the 20 seats are filled will be placed on an alternate list in the order in which they completed all admission requirements. If any of the applicants who have been accepted to the program should forfeit their acceptance, those applicants on the alternate list will be contacted in the order in which their names appear on the list and will be given an opportunity to enroll. If an applicant whose name appears on the alternate list is not afforded an opportunity to begin classes during the year in which he or she has made application, that applicant will need to submit another application in order to be considered for admission the following year. (Admission requirements may change from year to year). Any applicant who forfeits his or her acceptance will not be guaranteed acceptance in any subsequent year. The applicant must reapply if he or she wishes to be considered for acceptance at a later date.
- Readmission to the respiratory therapy program has a time limit of 3 years from the semester of withdrawal for any continuing student*. (Example - if you withdraw in March, 2017, you must be readmitted by January, 2020 in order to attempt completion of the program**)

*student must successfully pass any reentry competencies
**any new admission guidelines will apply

**Simulation and Game Development**

**Contact(s):** Adam Carriker (https://www.stanly.edu/college-information/directory?id=1274)

The Simulation and Game Development curriculum provides a broad background in simulation and game development with practical applications in creative arts, visual arts, audio/video technology, creative writing, modeling, design, programming, and management.

Students will receive hands-on training in design, 3D modeling, and programming for the purpose of creating simulations and games.

Graduates should qualify for employment as designers, artists, animators, programmers, testers, quality assurance analysts, engineers, and administrators in the entertainment industry, healthcare, education, and government organizations.

**Learning Outcomes**

Upon completion of this program, students will be able to:

- Demonstrate advanced skill in one specialty area of simulation and game development.
- Design and plan an advanced simulation or game.
- Construct a playable simulation or game level.
- Create an animation for a simulation or game.
- Demonstrate proficiency in game programming.
- Generate cinematic sequences.
- Model a simulation or game object.

- Simulation and Game Development - Associate in Applied Science (p. 87)
- Simulation and Game Development Novice Game Design Certificate (p. 87)
- Simulation and Game Development Advanced Game Design Certificate (p. 88)
- Simulation and Game Development Expert Game Design Certificate (p. 88)
- Simulation and Game Development - CCP (p. 88)

Simulation and Game Development – Associate in Applied Science – A25450

<table>
<thead>
<tr>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>3</td>
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<tr>
<td>SGD 111</td>
<td>Introduction to Simulation and Game Development</td>
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<tr>
<td>SGD 116</td>
<td>Graphic Design Tools</td>
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<td>SGD 114</td>
<td>3D Modeling</td>
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<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>MAT 143</td>
<td>Quantitative Literacy or Precalculus Algebra</td>
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<td>SGD 214</td>
<td>3D Modeling II</td>
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<td>SGD 112</td>
<td>Simulation and Game Development Design</td>
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<td>SGD 165</td>
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<td><strong>Credit Hours</strong></td>
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<td><strong>Credit Hours</strong></td>
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<td>CTS 115</td>
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<td>SGD 161</td>
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<td>Simulation and Game Development Design II</td>
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<td><strong>Credit Hours</strong></td>
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<tr>
<td>SGD 162</td>
<td>Simulation and Game 3-D Animation</td>
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SGD 289  | Simulation and Game Development Project    | 3            |
SGD 244  | 3D Modeling III                            | 3            |
CSC 134  | C++ Programming                            | 3            |
Technical Elective                              | 3            |
**Credit Hours**                                | 15           |

**Total Credit Hours**                          | 64-65        |

**Technical Electives**                          |              |

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<tr>
<td>DES 125</td>
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<td>DES 135</td>
<td>Principles and Elements of Design I</td>
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<td>DFT 161</td>
<td>CAD I</td>
<td>3</td>
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<tr>
<td>GRD 141</td>
<td>Graphic Design I</td>
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<td>GRD 151</td>
<td>Computer Design Basics</td>
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<td>Networking Concepts</td>
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<td>NOS 110</td>
<td>Operating Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>SGD 116</td>
<td>Graphic Design Tools</td>
<td>3</td>
</tr>
<tr>
<td>SGD 165</td>
<td>Simulation and Game Character Development</td>
<td>3</td>
</tr>
<tr>
<td>WEB 110</td>
<td>Internet/Web Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>WEB 111</td>
<td>Introduction to Web Graphics</td>
<td>3</td>
</tr>
<tr>
<td>WEB 120</td>
<td>Introduction to Internet Multimedia</td>
<td>3</td>
</tr>
</tbody>
</table>

*Please see the Suggested Humanities and Social/Behavioral Science Elective List for AAS Majors webpage.

Simulation and Game Development Novice Game Design Certificate - C25450NG

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ACA 111</td>
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<tr>
<td>SGD 111</td>
<td>Introduction to Simulation and Game Development</td>
<td>3</td>
</tr>
<tr>
<td>SGD 114</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>SGD 116</td>
<td>Graphic Design Tools</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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Simulation and Game Development Advanced Game Design Certificate - C25450AG

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<tr>
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<tr>
<td>SGD 112</td>
<td>Simulation and Game Development Design</td>
<td>3</td>
</tr>
<tr>
<td>SGD 214</td>
<td>3D Modeling II</td>
<td>3</td>
</tr>
<tr>
<td>SGD 165</td>
<td>Simulation and Game Character Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
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Simulation and Game Development Expert
Game Design Certificate - C25450EG

<table>
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<td>College Student Success</td>
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<tr>
<td>CSC 134</td>
<td>C++ Programming</td>
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<tr>
<td>SGD 162</td>
<td>Simulation and Game 3-D Animation</td>
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<td>3</td>
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<tr>
<td>SGD 212</td>
<td>Simulation and Game Development Design II</td>
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<td>SGD 244</td>
<td>3D Modeling III</td>
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</table>

Simulation and Game Development - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGD 111</td>
<td>Introduction to Simulation and Game Development</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SGD 112</td>
<td>Simulation and Game Development Design</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SGD 114</td>
<td>3D Modeling</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CSC 134</td>
<td>C++ Programming</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
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<td><strong>12</strong></td>
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</table>

View Our Video (https://www.youtube.com/watch?v=eJonwCld0z4)

Student Projects (https://www.stanly.edu/future-students/educational-offerings/simulation-and-game-development/student-projects-sgd)

Suggested Humanities and Social Science Electives List for A.A.S. Majors

The following lists of courses can be used to satisfy the humanities and social science elective requirements for individual Associate in Applied Science (AAS) programs. See individual degree program requirements for more information.

Note: All classes listed below are not offered every semester. Please see the appropriate semester course schedule when planning your classes. Previous credits from any of the subjects listed below not appearing on the list may be considered for substitution.

Humanities Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td></td>
<td>3</td>
</tr>
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<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG 125</td>
<td>Creative Writing I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HUM 120</td>
<td>Cultural Studies</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td></td>
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</table>

Social/Behavioral Science Electives

<table>
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<th>Code</th>
<th>Title</th>
<th>Credit</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I ¹</td>
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<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II ¹</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>POL 120</td>
<td>American Government ¹</td>
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<td>POL 210</td>
<td>Comparative Government</td>
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<tr>
<td>POL 220</td>
<td>International Relations</td>
<td></td>
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</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology ¹</td>
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<td>3</td>
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<tr>
<td>SOC 210</td>
<td>Introduction to Sociology ¹</td>
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<td>3</td>
</tr>
<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td></td>
<td>3</td>
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<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 232</td>
<td>Social Context of Aging</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

¹ Courses are UGETC courses and will transfer to universities as course-for-course credit. Other humanities courses may transfer as elective credit only.

University Transfer

SCC’S University Transfer Degrees
Transition You To The University Of Your Dreams

The Associate in Arts (AA) (p. 35) and Associate in Science (AS) (p. 38) degrees at SCC are the only fully transferable degrees that can be your bridges to the university. With an AA or AS degree, you can easily transition to NC universities and most private colleges to achieve your professional dreams.

You can earn freshman and sophomore-level general education credits towards your bachelor’s degree. At SCC, you can take university-equivalent courses taught by qualified, caring faculty and save a lot of money (https://www.stanly.edu/sites/default/files/pdfs/utbreakdown.pdf)! Additionally, class sizes are small and friendly; you
won't be just a number at SCC. Classes are offered in seated and online formats, so you can fit a transfer degree into your busy schedule. Our advisors and faculty care about your success and are ready to help you achieve your dreams.

What is University Transfer and how does a transfer degree work?
Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work)

How do I transfer?
College Foundation of North Carolina Transfer Navigator (http://www.cfcn.org/planner/student_transfer_navigator/tn_landing.jsp)
Transfer student checklist (https://www.stanly.edu/current-students/counseling/transfer-center/transfer-student-checklist)
FAQ (https://www.stanly.edu/current-students/counseling/transfer-center/frequently-asked-transfer-questions)

How do I get involved?
Events (https://www.stanly.edu/current-students/counseling/transfer-center/transfer-events)
Transfer Club (https://www.stanly.edu/current-students/counseling/transfer-center/transfer-events)
Other Clubs (https://www.stanly.edu/current-students/student-activities/student-clubs)
Other helpful information for students and parents (https://www.stanly.edu/current-students/counseling/transfer-center/helpful-links)

The transfer of credits between a NC community college or NC university to SCC is governed by a Comprehensive Articulation Agreement (http://www.nccommunitycolleges.edu/academic-programs/college-transferarticulation-agreements) (CAA). If you believe the terms of the CAA have not been honored by SCC you may appeal our decision through the CAA Transfer Credit Appeal Procedure.

- Appendix E of the agreement (http://www.nccommunitycolleges.edu/sites/default/files/basic-pages/academic-programs/attachments/CAA_TAC_08.2016.pdf) discusses appeal procedures.
- The appeal process is also detailed on the UNC-GA website which also links to an appeals form. https://www.northcarolina.edu/sites/default/files/documents/CAA_Transfer_Credit_Appeal_procedure.pdf

Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work)
Finding your University Transfer academic advisor (https://www.stanly.edu/future-students/educational-offerings/associate-arts/finding-your-university-transfer-academic)

**Associate in Arts (University Transfer)**

**AA - A10100**

SCC offers two fully transferable degrees:

- Associate in Arts (AA) and
- Associate in Science (AS).

Contact(s): Claudia Gresham

Stanly Community College's transfer degrees offer an economical and efficient way to work towards a bachelor's degree. The Associate in Arts degree is a good choice for future education, social science (history, psychology, sociology, economics, business, etc.), liberal arts (languages, English, fine arts, etc.) majors, or a professional school that requires a strong liberal arts background. The mathematics and science requirements are fewer than for an Associate in Science degree. For most majors, if a student wishes to attend a university, the Associate in Arts degree is the best degree to pursue.

UNC-system universities (and most private colleges and universities) will accept the completed AA degree as a package, which will waive the undergraduate general education requirements.

Courses identified as Universal General Education Transfer Component courses (UGETC) will transfer to the UNC-system universities and receive course-for-course credit (provided students earn a C or better in these courses). Other courses marked for transfer may receive general education or elective credit. Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.

If a student has an Associate in Arts (AA) degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she may transfer before completing the AA degree; however, completing the AA degree with at least a 2.0 grade point average will increase transferability to the student’s college of choice.

**University Transfer - Program Student Learning Outcomes**

Upon completion of the University Transfer Program:

- PO.1 Students should be able to demonstrate effective research skills including all required elements as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the research skills rubric.
• PO.2 Students should be able to demonstrate global and cultural literacy as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the global/cultural literacy rubric.

• PO.3 Students will be able to analyze concepts of individuals and people within social and historical contexts as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the social/behavioral contexts rubric.

• PO.4: Students will be able to use critical thinking skills to solve problems as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the critical thinking skills rubric.

• PO.5: Students will be able to apply scientific principles to the natural and physical world as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the scientific principles rubric.

Visit www.stanly.edu/transfer for important information about the university transfer program and the transfer process.

For more information, contact Program Head Claudia Gresham (cgresham5647@stanly.edu or 704.991.0307) or University Transfer Advisor Reese Linnell (rlinnell9468@stanly.edu or 704.991.0223).

• Associate in Arts (p. 36)
• Associate in Arts - CCP (p. 37)

Students must complete a total of 60 semester hours (SH) to receive the Associate in Arts degree (see program outline below). Students must earn a “C” or better in all transferable courses. Please consult an advisor, review the Associate in Arts and Associate in Science Transfer Course List or see the Course Descriptions to ensure course transferability when selecting elective courses. The last sentence in the course description will indicate if the course is transferable.

Total semester hours: 61

**Associate in Arts Degree – Program of Study**

**Universal General Education Transfer Component**

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
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<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
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<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td></td>
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<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
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<tr>
<td>COM 231</td>
<td>Public Speaking</td>
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<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td></td>
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<td>ENG 232</td>
<td>American Literature II</td>
<td></td>
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<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
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<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td></td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td></td>
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<tr>
<td>PHI 240</td>
<td>Introduction to Ethics</td>
<td></td>
</tr>
</tbody>
</table>

**Social/Behavioral Sciences (9 SHC)**
Select three of the following from at least two different disciplines: 9

- ECO 251 Principles of Microeconomics
- ECO 252 Principles of Macroeconomics
- HIS 111 World Civilizations I
- HIS 112 World Civilizations II
- HIS 131 American History I
- HIS 132 American History II
- POL 120 American Government
- PSY 150 General Psychology
- SOC 210 Introduction to Sociology

**Math (3-4 SHC)**
Select one of the following: 3-4

- MAT 143 Quantitative Literacy
- MAT 152 Statistical Methods I
- MAT 171 Precalculus Algebra

**Natural Sciences (4 SHC)**
Select one of the following: 4

- BIO 110 Principles of Biology
- BIO 111 General Biology I
- CHM 151 General Chemistry I
- PHY 110 Conceptual Physics
- & 110A and Conceptual Physics Lab

**Additional General Education Hours (13-14 SHC)**
Select an additional 13-14 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

**Academic Transition (1 SHC)**

ACA 122 College Transfer Success (Take first semester) 1

**Other Required Hours (14 SHC)**
Select an additional 14 SHC of courses from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total Credit Hours 59-61

**Total SHC in program: 60-61**

**Associate in Arts Course Sequence (Suggested)**

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tr>
<td>Academic Transition</td>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
</tbody>
</table>

**English Composition**

ENG 111 Writing and Inquiry 3

**Humanities/Fine Arts**

Select one of the following: 3

- ART 111 Art Appreciation
- ART 115 Art History Survey I
- ART 114 Art History Survey II
### Social/Behavioral Sciences
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
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<td>Principles of Macroeconomics</td>
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<td>HIS 111</td>
<td>World Civilizations I</td>
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</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
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<td>POL 120</td>
<td>American Government</td>
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<tr>
<td>PSY 150</td>
<td>General Psychology</td>
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### Math
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>MAT 143</td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MAT 152</td>
<td>Statistical Methods I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 171</td>
<td>Precalculus Algebra</td>
<td>3</td>
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</table>

### Focused Elective (optional)
May select 3 SHC

### Semester II

#### English Composition
ENG 112 | Writing and Research in the Disciplines  | 3            |

#### Humanities/Fine Arts
Select one of the following:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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</tr>
<tr>
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<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
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<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
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<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td>3</td>
</tr>
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</table>

#### Social/Behavioral Sciences
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
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</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
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</table>

#### Natural Sciences
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 110 &amp; 110A</td>
<td>Conceptual Physics and Conceptual Physics Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Focused Elective
Select 3 SHC

### Semester III

#### Humanities/Fine Arts

### Social/Behavioral Sciences
Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Focused Elective
Select 4-6 SHC

### Language
SPA 111 | Elementary Spanish I                     | 3            |
SPA 181 | Spanish Lab 1                             | 1            |

### Semester IV

#### Focused Electives
Select 12-13 SHC

#### Language
SPA 112 | Elementary Spanish II                    | 3            |
SPA 182 | Spanish Lab 2                             | 1            |

### Total Credit Hours
59-66

1. Focused elective, math and science courses must be chosen with the intended major and university of transfer in mind. Please work with your advisor to select these courses to facilitate the transfer process.

See Associate in Arts and Associate in Science Transfer Course List for approved transfer elective courses.

### Associate in Arts - CCP
Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

#### Code | Title                                      | Credit Hours |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
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<td>Music Appreciation</td>
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</table>


**Associate in Arts and Associate in Science Transfer Course List**

From the COMPREHENSIVE ARTICULATION AGREEMENT

**Community College Course Transfer Designation**

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<td>Principles of Managerial Accounting</td>
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<td>Basic Anatomy &amp; Physiology (Pre-Major/Elective)</td>
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<td>Anatomy and Physiology I (Pre-Major/Elective)</td>
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<td>Organic and Biochemistry (GEN ED: Natural Science)</td>
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<td>Introduction to Criminal Justice (Pre-Major/Elective)</td>
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<td>Law Enforcement Operations (Pre-Major/Elective)</td>
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<td>Intro to Interpersonal Communication</td>
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<td>Visual BASIC Programming (Pre-Major/Elective)</td>
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<td>Principles of Microeconomics (Social/Behavioral Sci - AA/AS)</td>
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<td>Writing and Research in the Disciplines (English Comp - AA/AS)</td>
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<td>Professional Research &amp; Reporting (GEN ED: English Comp)</td>
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<td>Creative Writing I (Pre-Major/Elective)</td>
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<td>HEA 110</td>
<td>Personal Health/Wellness (Pre-Major/Elective)</td>
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**Total Credit Hours:** 32-33

Associate Degrees in Arts or Science: How They Work (https://www.stanly.edu/future-students/educational-offerings/associate-arts/associate-degrees-arts-or-science-how-they-work)

Finding your University Transfer academic advisor (https://www.stanly.edu/future-students/educational-offerings/associate-arts/finding-your-university-transfer-academic)

---

**Social/Behavioral Science (9 SHC)**

Select three of the following from at least two different disciplines:

- ECO 251 Principles of Microeconomics
- ECO 252 Principles of Macroeconomics
- HIS 111 World Civilizations I
- HIS 112 World Civilizations II
- HIS 131 American History I
- HIS 132 American History II
- POL 120 American Government
- PSY 150 General Psychology
- SOC 210 Introduction to Sociology

**Math (3-4 SHC)**

Select one of the following:

- MAT 143 Quantitative Literacy
- MAT 152 Statistical Methods I
- MAT 171 Precalculus Algebra

**Natural Sciences (4 SHC)**

Select one of the following:

- BIO 110 Principles of Biology
- BIO 111 General Biology I
- CHM 151 General Chemistry I
- PHY 110 Conceptual Physics
- & 110A and Conceptual Physics Lab

**Academic Transition (1 SHC)**

ACA 122 College Transfer Success

Total Credit Hours 32-33

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**Associate in Arts and Associate in Science Transfer Course List**

From the COMPREHENSIVE ARTICULATION AGREEMENT

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<td>World Civilizations I (Social/Behavioral Sci - AA/AS)</td>
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<td>North Carolina History (Pre-Major/Elective)</td>
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<td>Technology and Society</td>
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<td>Cultural Studies (Humanities/Fine Arts)</td>
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<td>HUM 122</td>
<td>Southern Culture (Humanities/Fine Arts)</td>
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<td>HUM 150</td>
<td>American Women's Studies (Humanities/Fine Arts)</td>
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<td>Introduction to Film (Humanities/Fine Arts)</td>
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<td>Quantitative Literacy (Math - AA)</td>
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<td>Self-Defense: Beginning (Pre-Major/Elective)</td>
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<td>Lifetime Sports</td>
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<td>PED 237</td>
<td>Tae Kwon Do</td>
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<td>International Relations (GEN ED: Social/Behavioral Sci)</td>
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<td>Forensic Psychology (Pre-Major/Elective)</td>
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<td>Abnormal Psychology (GEN ED: Social/Behavioral Science)</td>
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<td>World Religions (GEN ED: Humanities/Fine Arts)</td>
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<td>Introduction to Old Testament (GEN ED: Humanities/Fine Arts)</td>
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<td>Religion in America (GEN ED: Humanities/Fine Arts)</td>
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<td>Introduction to Sociology (Social/Behavioral Sci - AA/AS)</td>
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<td>Sociology of the Family (GEN ED: Social/Behavioral Science)</td>
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<td>Social Problems (GEN ED: Social/Behavioral Science)</td>
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<td>SOC 232</td>
<td>Social Context of Aging (Pre-Major Elective)</td>
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</table>

1 Indicates a Universal General Education Transfer Component Course

### Associate in Science (University Transfer)

**AS - A10400**

SCC offers two fully transferable degrees:

- Associate in Arts (AA)
- Associate in Science (AS)

**Contact(s):** Claudia Gresham

Stanly Community College's transfer degrees offer an economical and efficient way to work towards a bachelor's degree. The math/science intensive Associate in Science degree is a good choice for future engineering, math, science (biology, chemistry, physics, etc.) or technical (computer science) majors.

UNC-system universities (and most private colleges and universities) will accept the completed AS degree as a package, which will waive the undergraduate general education requirements.

Courses identified as Universal General Education Transfer Component courses (UGETC) will transfer to the UNC-system universities and receive course-for-course credit (provided students earn a C or better in these courses). Other courses marked for transfer may receive general education or elective credit. Some SCC courses may not meet general education core requirements. Therefore, students should work closely with their advisors when registering for courses and planning their futures.
If a student has an AS degree and at least a 2.0 grade point average, he or she will be considered for transfer by the senior institution. If the student meets minimum admission requirements for the UNC System, he or she may transfer before completing the AS degree; however, completing the AS degree with at least a 2.0 grade point average will increase transferability to the student’s college of choice.

University Transfer - Program Student Learning Outcomes

Upon completion of the University Transfer Program:

• PO.1 Students should be able to demonstrate effective research skills including all required elements as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the research skills rubric.
• PO.2 Students should be able to demonstrate global and cultural literacy as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the global/cultural literacy rubric.
• PO.3 Students will be able to analyze concepts of individuals and people within social and historical contexts as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the social/behavioral contexts rubric.
• PO.4: Students will be able to use critical thinking skills to solve problems as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the critical thinking skills rubric.
• PO.5: Students will be able to apply scientific principles to the natural and physical world as assessed in select courses as demonstrated by earning a minimum score of 3 out of 5 on the scientific principles rubric.

Visit www.stanly.edu/transfer for important information about the university transfer program and the transfer process.

For more information, contact Program Head Claudia Gresham (cgresham5647@stanly.edu or 704.991.0307) or University Transfer Advisor Reese Linnell (rlinnell9468@stanly.edu or 704.991.0223).

• Associate in Science (p. 38)
• Associate in Science - CCP (p. 40)

Students must complete a total of 60 semester hours (SH) to receive the Associate in Science degree (see program outline below). Students must earn a “C” or better in all transferable courses. Please consult an advisor, review the Associate in Arts and Associate in Science Transfer Course List (p. 92) or see the Course Descriptions to ensure course transferability when selecting elective courses. The last sentence in the course description will indicate if the course is transferable.

Total semester hours: 61

Associate in Science Degree – Program of Study

Universal General Education Transfer Component

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

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<td>Writing and Inquiry</td>
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<td>Writing and Research in the Disciplines</td>
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<td>ART 111</td>
<td>Art Appreciation</td>
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<td>ART 115</td>
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<tr>
<td>COM 231</td>
<td>Public Speaking</td>
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<td>American Literature I</td>
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<td>ENG 232</td>
<td>American Literature II</td>
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<td>MUS 110</td>
<td>Music Appreciation</td>
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<td>Introduction to Jazz</td>
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<td>Philosophical Issues</td>
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<td>Principles of Biology</td>
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<tr>
<td>CHM 151 &amp; CHM 152</td>
<td>General Chemistry I and General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>PHY 110 &amp; 110A</td>
<td>Conceptual Physics and Conceptual Physics Lab</td>
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</tr>
<tr>
<td>PHY 151 &amp; PHY 152</td>
<td>College Physics I and College Physics II</td>
<td></td>
</tr>
</tbody>
</table>

Additional General Education Hours (11 SHC)

Select an additional 11 SHC from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Academic Transition (1 SHC)

ACA 122 | College Transfer Success (Take first semester) | 1 |

Other Required Hours (14 SHC)
Select an additional 14 SHC from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total SHC in program: 60

### Associate in Science

#### Course Sequence (Suggested)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Academic Transition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
<td>1</td>
</tr>
<tr>
<td><strong>English Composition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Humanities/Fine Arts</strong></td>
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<tr>
<td>Select one of the following:</td>
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<td>3</td>
</tr>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td></td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td></td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td></td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td></td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
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<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
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</tr>
<tr>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
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</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>HIS 111</td>
<td>World Civilizations I</td>
<td></td>
</tr>
<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td></td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td></td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
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<tr>
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<td>SOC 210</td>
<td>Introduction to Sociology</td>
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<tr>
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<td>Precalculus Algebra</td>
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<tr>
<td>MAT 172</td>
<td>Precalculus Trigonometry</td>
<td></td>
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<tr>
<td>MAT 263</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 271</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td><strong>Focused Elective (optional)</strong></td>
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<td>Select 3 SHC</td>
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<td><strong>Semester II</strong></td>
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<td><strong>English Composition</strong></td>
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<td>Writing and Research in the Disciplines</td>
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<tr>
<td><strong>Social/Behavioral Sciences</strong></td>
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<td>HIS 112</td>
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</tr>
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<tr>
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<td>Precalculus Algebra</td>
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<tr>
<td>MAT 172</td>
<td>Precalculus Trigonometry</td>
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<tr>
<td>MAT 263</td>
<td>Brief Calculus</td>
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</tr>
<tr>
<td>MAT 271</td>
<td>Calculus I</td>
<td></td>
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<tr>
<td><strong>Focused Elective</strong></td>
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### Semester III

#### Humanities/Fine Arts

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<th>Title</th>
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<tbody>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td>3</td>
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<tr>
<td>or ENG 232</td>
<td>or American Literature II</td>
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#### Natural Sciences

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology I</td>
<td></td>
</tr>
<tr>
<td>&amp; BIO 112</td>
<td>and General Biology II</td>
<td></td>
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<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHM 152</td>
<td>and General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>PHY 110</td>
<td>Conceptual Physics</td>
<td></td>
</tr>
<tr>
<td>&amp; 110A</td>
<td>and Conceptual Physics Lab</td>
<td></td>
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<tr>
<td>PHY 151</td>
<td>College Physics I</td>
<td></td>
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<tr>
<td>&amp; PHY 152</td>
<td>and College Physics II</td>
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#### Focused Elective

Select 6 SHC

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<tr>
<td>SPA 111</td>
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<td>3</td>
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<td>SPA 181</td>
<td>Spanish Lab 1</td>
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### Semester IV

#### Natural Sciences

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<tr>
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<td>Principles of Biology</td>
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<tr>
<td>BIO 111</td>
<td>General Biology I</td>
<td></td>
</tr>
<tr>
<td>&amp; BIO 112</td>
<td>and General Biology II</td>
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</tr>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td></td>
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<tr>
<td>&amp; CHM 152</td>
<td>and General Chemistry II</td>
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</tr>
<tr>
<td>PHY 110</td>
<td>Conceptual Physics</td>
<td></td>
</tr>
<tr>
<td>&amp; 110A</td>
<td>and Conceptual Physics Lab</td>
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</tr>
<tr>
<td>PHY 151</td>
<td>College Physics I</td>
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</tr>
<tr>
<td>&amp; PHY 152</td>
<td>and College Physics II</td>
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#### Language

<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<td>SPA 112</td>
<td>Elementary Spanish II</td>
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<td>SPA 182</td>
<td>Spanish Lab 2</td>
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#### Focused Electives

Select 12-13 SHC

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPA 112</td>
<td>Elementary Spanish II</td>
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</tr>
<tr>
<td>SPA 182</td>
<td>Spanish Lab 2</td>
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</table>

### Total Credit Hours

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>67-72</th>
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</table>

Total Credit Hours: 60

**Total Credit Hours:** 67-72
Notes: Focused elective, math and science courses must be chosen with the intended major and university of transfer in mind. Please work with your advisor to select these courses to facilitate the transfer process.

Students should complete sequences in science.

See Associate in Arts and Associate in Science Transfer Course List for approved transfer elective courses.

### Associate in Science - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
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<tr>
<td>ENG 112</td>
<td>Writing and Research in the Disciplines</td>
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<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
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<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
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<tr>
<td>ENG 231</td>
<td>American Literature I</td>
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<td>ENG 232</td>
<td>American Literature II</td>
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<tr>
<td>ENG 241</td>
<td>British Literature I</td>
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<tr>
<td>ENG 242</td>
<td>British Literature II</td>
<td></td>
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<td>MUS 110</td>
<td>Music Appreciation</td>
<td></td>
</tr>
<tr>
<td>PHI 215</td>
<td>Philosophical Issues</td>
<td></td>
</tr>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
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<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
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<tr>
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<td>World Civilizations I</td>
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<tr>
<td>HIS 112</td>
<td>World Civilizations II</td>
<td></td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td></td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td></td>
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<tr>
<td>POL 120</td>
<td>American Government</td>
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</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
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</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>MAT 171</td>
<td>Precalculus Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 172</td>
<td>Precalculus Trigonometry</td>
<td></td>
</tr>
<tr>
<td>MAT 263</td>
<td>Brief Calculus</td>
<td></td>
</tr>
<tr>
<td>MAT 271</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MAT 272</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHM 152</td>
<td>General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology I</td>
<td></td>
</tr>
<tr>
<td>&amp; BIO 112</td>
<td>and General Biology II</td>
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</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
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<tr>
<td>&amp; MUS 110</td>
<td>and Principles of Biology</td>
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### Academic Transition (1 SHC)

<table>
<thead>
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<th>Code</th>
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<tbody>
<tr>
<td>ACA 122</td>
<td>College Transfer Success</td>
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</table>

Total Credit Hours 35

Welding Technology

Contact(s): William Beaver (https://www.stanly.edu/college-information/directory?id=1321)

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

- Welding Technology Diploma (p. 96)
- Basic Welding Certificate (p. 97)
- Intermediate Welding Certificate (p. 97)
- Welding - CCP (p. 97)

### Welding Technology Diploma – D50420

Gainful Employment Disclosure (https://stanly.edu/ajax/gedt/ED50420.html)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ACA 111</td>
<td>College Student Success</td>
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<tr>
<td>ENG 101 or ENG 111</td>
<td>Applied Communications I or Writing and Inquiry</td>
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<tr>
<td>WLD 110</td>
<td>Cutting Processes</td>
<td>2</td>
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<tr>
<td>WLD 115</td>
<td>SMAW (Stick) Plate</td>
<td>5</td>
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<tr>
<td>WLD 121</td>
<td>GMAW (MIG) FCAW/Plate</td>
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<tr>
<td>WLD 141</td>
<td>Symbols and Specifications</td>
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<tr>
<td>MAT 110</td>
<td>Mathematical Measurement and Literacy</td>
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<tr>
<td>ISC 112</td>
<td>Industrial Safety</td>
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Spring
Basic Welding Certificate – C50420BW

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<td>WLD 115</td>
<td>SMAW (Stick) Plate</td>
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<tr>
<td>WLD 121</td>
<td>GMAW (MIG) FCAW/Plate</td>
<td>4</td>
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<td></td>
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<tr>
<td>ISC 112</td>
<td>Industrial Safety</td>
<td>2</td>
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<td>WLD 131</td>
<td>GTAW (TIG) Plate</td>
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Intermediate Welding Certificate – C50420IW

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<tr>
<td>WLD 116</td>
<td>SMAW (stick) Plate/Pipe</td>
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<td>WLD 265</td>
<td>Automated Welding/Cutting</td>
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<td>ISC 112</td>
<td>Industrial Safety</td>
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</tr>
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<td>ACA 111</td>
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<td>WLD 132</td>
<td>GTAW (TIG) Plate/Pipe</td>
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<td>WLD 151</td>
<td>Fabrication I</td>
<td>4</td>
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Welding - CCP

Tuition-waived program for Career & College Promise (https://www.stanly.edu/future-students/career-college-promise) (high school juniors and seniors)

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<td>Industrial Safety</td>
<td>2</td>
</tr>
<tr>
<td>WLD 110</td>
<td>Cutting Processes</td>
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</table>
## CURRICULUM COURSE DESCRIPTIONS

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

Each entry includes:

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

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

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

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

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

### A
- Academic Related (ACA) (p. 99)
- Accounting (ACC) (p. 100)
- Agriculture (AGR) (p. 101)
- Air Cond, Heating & Refrig (AHR) (p. 102)
- Animal Science (ANS) (p. 103)
- Art (ART) (p. 103)
- Automation & Robotics (ATR) (p. 104)
- Automotive Body Repair (AUB) (p. 104)

### B
- Biology (BIO) (p. 105)
- Biomedical Equipment (BMT) (p. 106)
- Blueprint Reading (BPR) (p. 106)
- Business (BUS) (p. 106)

### C
- Chemistry (CHM) (p. 108)
- Communication (COM) (p. 109)
- Computer Engineering Te (CET) (p. 109)
- Computer Information Technology (CTS) (p. 110)
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Academic Related (ACA)

ACA 085  Improving Study Skills  2/1
This course is designed to improve academic study skills and introduce
resources that will complement developmental courses and engender
success in college-level courses. Topics include basic study skills,
memory techniques, note-taking strategies, test-taking techniques,
library skills, personal improvement strategies, goal-setting, and learning
resources. Upon completion, students should be able to apply techniques
learned to improve performance in college-level classes.
Prerequisite: None
Corequisite: None

ACA 111  College Student Success  1/1
This course introduces the college's physical, academic, and social
environment and promotes the personal development essential for
success. Topics include campus facilities and resources; policies,
procedures, and programs; study skills; and life management issues
such as health, self-esteem, motivation, goal-setting, diversity, and
communication. Upon completion, students should be able to function
effectively within the college environment to meet their educational
objectives.
Prerequisite: None
Corequisite: None

ACA 121  Managing a Team  1/1
This course focuses on the process of the individual with an awareness
of the reality in the collective teamwork approach for the workplace
emphasizing process-orientation. Topics include how teams work, team
effectiveness, team-building techniques, positive thinking, and leadership
principles. Upon completion, students should be able to demonstrate an
understanding of how teamwork strengthens ownership, involvement,
and responsibility in the workplace.
Prerequisite: None
Corequisite: None

ACA 122  College Transfer Success  2/1
This course provides information and strategies necessary to develop
clear academic and professional goals beyond the community college
experience. Topics include the CAA, college policies and culture,
career exploration, gathering information on senior institutions,
strategic planning, critical thinking, and communications skills for a
successful academic transition. Upon completion, students should be
able to develop an academic plan to transition successfully to senior
institutions.
Prerequisite: None
Corequisite: None
Transferable
Accounting (ACC)

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

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

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

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

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

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

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

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

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

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

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

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

ACC 222  Intermediate Accounting II  4/3
This course continues the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.
Prerequisite: Take ACC 120; Take ACC 121;
Corequisite: None
Agriculture (AGR)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AHR 113  Comfort Cooling  6/4
This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.
Prerequisite: Take AHR 110 or AHR 113;
Corequisite: None

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

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

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

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

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

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

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

AHR 213  HVACR Building Code  3/2
This course covers the North Carolina codes that are applicable to the design and installation of HVAC systems. Topics include current North Carolina codes as applied to HVAC 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 HVAC trade.
Prerequisite: None
Corequisite: None
AHR 215  Commercial HVAC Controls  4/2
This course introduces HVAC control systems used in commercial applications. Topics include electric/electronic control systems, pneumatic control systems, DDC temperature sensors, humidity sensors, pressure sensors, wiring, controllers, actuators, and controlled devices. Upon completion, students should be able to verify or correct the performance of common control systems with regard to sequence of operation and safety.
Prerequisite: Take AHR 111 ELC 111 or ELC 112;
Corequisite: None

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

Animal Science (ANS)

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

Art (ART)

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

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

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

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

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

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

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

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

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

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

Automotive Body Repair (AUB)

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

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

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

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

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

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

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

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

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

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

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**BIO 110 Principles of Biology**
This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. 
Prerequisite: Take DRE 098; Corequisite: None
Transferable

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

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

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

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

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

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

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

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

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

**BIO 169 Anatomy and Physiology II**
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. 
Prerequisite: Take BIO 168; Corequisite: None
Transferable
BIO 275  Microbiology  
This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. 
Prerequisite: Take 1 group; # Take BIO 110; # Take BIO 111; # Take BIO 163; # Take BIO 165; # Take BIO 168; 
Corequisite: None 
Transferable

Biomedical Equipment (BMT)

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

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

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

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

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

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

Blueprint Reading (BPR)

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

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

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

Business (BUS)

BUS 110  Introduction to Business  3/3
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. 
Prerequisite: None 
Corequisite: None 
Transferable
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<thead>
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<tbody>
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<td>BUS 115</td>
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This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

Prerequisite: None
Corequisite: None

This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them.

Prerequisite: Take BUS 115;
Corequisite: None

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

Prerequisite: Take DMA 030;
Corequisite: 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.

Prerequisite: None
Corequisite: 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.

Prerequisite: None
Corequisite: None

This course provides an introduction to the principles of entrepreneurship. Topics include self-analysis of entrepreneurship readiness, the role of entrepreneur in economic development, legal problems, organizational structure, sources of financing, budgeting, and cash flow. Upon completion, students should have an understanding of the entrepreneurial process and issues faced by entrepreneurs.

Prerequisite: Take BUS 110;
Corequisite: None

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, non-destructive, positive communication patterns.

Prerequisite: None
Corequisite: None

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

Prerequisite: None
Corequisite: None

This course introduces the use of statistical methods and tools in evaluating research data for business applications. Emphasis is placed on basic probability, measures of spread and dispersion, central tendency, sampling, regression analysis, and inductive inference. Upon completion, students should be able to apply statistical problem solving to business.

Prerequisite: None
Corequisite: None

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

Prerequisite: None
Corequisite: None

This course includes the legal background for performance management and the basic methodology used in developing and validating a performance management system. Emphasis is placed on job analysis, job descriptions, appraisal instruments, and action plans. Upon completion, students should be able to develop, implement, and maintain a comprehensive performance management system.

Prerequisite: None
Corequisite: None

This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business.

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

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

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

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

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

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

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

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

Chemistry (CHM)

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

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

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

CHM 132  Organic and Biochemistry  6/4
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. Prerequisite: Take 1 group; # Take CHM 131 CHM 131A; # Take CHM 151;
Corequisite: None
Transferable
### CHM 151  General Chemistry I
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermodynamics, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152.
Prerequisite: None
Corequisite: None
Transferable

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

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

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

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

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

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

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

### Computer Engineering Te (CET)

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

#### CET 150  Computer Forensics I
This course is an introduction to computer forensic concepts, with emphasis on computer forensic methods and best practices. Topics include computer system analysis, physical and logical storage methods for different types of media, tools to recover and analyze data from storage media, system security. Upon completion, students should be able to use diagnostic and investigative techniques to identify and retrieve data from various types of computer media.
Prerequisite: None
Corequisite: None
CET 250  Computer Forensics II  5/3
This course is a study in computer forensic practices with emphasis placed on methods used for prevention, detection, and apprehension of perpetrators of cyber-criminal activity. Topics include the roles of Chief Security Officers in the securing of system breaches, vulnerabilities, network and server security issues, OS and application security risks. Upon completion students should be able to identify and collect evidence to prove unauthorized and inappropriate access on computer systems and networks.
Prerequisite: None
Corequisite: None

Computer Information Technology (CTS)

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

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

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

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

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

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

Computer Science (CSC)

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

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

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

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

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

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

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

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

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

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

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

Cosmetology (COS)

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

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

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

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

COS 115 Cosmetology Concepts III 4/4
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.
Prerequisite: Take COS 111 COS 112;
Corequisite: None
COS 116  Salon III  12/4
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.
Prerequisite: Take COS 111 COS 112;
Corequisite: None

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

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

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

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

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

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

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

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

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

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

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

COS 251  Manicure Instructional Concepts  8/8
This course introduces manicuring instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervision techniques, and assess student classroom performance.
Prerequisite: None
Corequisite: None
COS 252 Manicure Instructional Practicum 15/5
This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.
Prerequisite: None
Corequisite: Take COS 251;

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

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

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

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

Criminal Justice (CJC)

CJC 100 Basic Law Enforcement Training 40/20
This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination.
Prerequisite: None
Corequisite: None

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

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

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

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

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

CJC 132 Court Procedure & Evidence 3/3
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.
Prerequisite: None
Corequisite: None
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CJC 141</td>
<td>Corrections</td>
<td>3/3</td>
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<td>This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. Prerequisite: None Corequisite: None Transferable</td>
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<tr>
<td>CJC 151</td>
<td>Introduction to Loss Prevention</td>
<td>3/3</td>
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<td>This course introduces the concepts and methods related to commercial and private security systems. Topics include the historical, philosophical, and legal basis of security, with emphasis on security surveys, risk analysis, and associated functions. Upon completion, students should be able to demonstrate and understand security systems, risk management, and the laws relative to loss prevention. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 160</td>
<td>Terrorism: Underlying Issues</td>
<td>3/3</td>
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<td>This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scene; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning considerations involving threat assessments. Upon completion, students should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 212</td>
<td>Ethics &amp; Community Relations</td>
<td>3/3</td>
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<td>This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 213</td>
<td>Substance Abuse</td>
<td>3/3</td>
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<td>This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 215</td>
<td>Organization &amp; Administration</td>
<td>3/3</td>
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<td>This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 221</td>
<td>Investigative Principles</td>
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<td>This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 222</td>
<td>Criminalistics</td>
<td>3/3</td>
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<td>This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 225</td>
<td>Crisis Intervention</td>
<td>3/3</td>
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<td>This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 231</td>
<td>Constitutional Law</td>
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<td>The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 232</td>
<td>Civil Liability</td>
<td>3/3</td>
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<td>This course covers liability issues for the criminal justice professional. Topics include civil rights violations, tort liability, employment issues, and other related topics. Upon completion, students should be able to explain civil trial procedures and discuss contemporary liability issues. Prerequisite: None Corequisite: None</td>
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<tr>
<td>CJC 241</td>
<td>Community-Based Corrections</td>
<td>3/3</td>
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<td>This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community. Prerequisite: None Corequisite: None</td>
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</table>
### Cyber Crime Technology (CCT)

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

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

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

**CCT 250** Network Vulnerabilities I 4/3  
This course introduces students to penetration testing, network vulnerabilities, and hacking. Topics include an overview of traditional network security, system hardening, and known weaknesses. Upon completion, students should be able to evaluate weaknesses of traditional and wireless network for the purpose of incident response, reconstruction, and forensic investigation.  
Prerequisite: Take NET 110 or CTI 120;  
Corequisite: None  

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

### Database Management Technology (DBA)

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

### Design: Creative (DES)

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

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

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

### Devel Reading and English (DRE)

**DRE 096** Integrated Reading and Writing I 3.5/3  
This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile (TM) range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. Please note: (TM) stands for registered trademark.  
Prerequisite: None  
Corequisite: Take ACA 085;
DRE 097  Integrated Reading and Writing II  3.5/3  
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in a Lexile (TM) range of 1107 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. Please note: (TM) represents registered trademark.  
Prerequisite: Take DRE 096;  
Corequisite: Take ACA 085;

DRE 098  Integrated Reading and Writing III  3.5/3  
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark.  
Prerequisite: Take DRE 097;  
Corequisite: Take ACA 085;

DRE 099  Integrated Reading Writing III Option  2/2  
This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies by complementing, supporting and reinforcing material covered in ENG 111. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark.  
Prerequisite: Take DRE 097;  
Corequisite: Take ENG 111;

Developmental Disabilities (DDT)  

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

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

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

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

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

Developmental Math (DMA)  

DMA 010  Operations With Integers  1.25/1  
This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.  
Prerequisite: None  
Corequisite: None

DMA 020  Fractions and Decimals  1.25/1  
This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.  
Prerequisite: Take DMA 010;  
Corequisite: None

DMA 030  Proportion/Ratios/Rates/Percents  1.25/1  
This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.  
Prerequisite: Take DMA 010 DMA 020;  
Corequisite: None
**Developmental Math Shell (DMS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>DMS 001</td>
<td>Developmental Math Shell 1</td>
<td>1.25</td>
</tr>
<tr>
<td>DMS 002</td>
<td>Developmental Math Shell 2</td>
<td>2.5</td>
</tr>
<tr>
<td>DMS 003</td>
<td>Developmental Math Shell 3</td>
<td>3.75</td>
</tr>
<tr>
<td>DMS 004</td>
<td>Developmental Math Shell 4</td>
<td>5</td>
</tr>
</tbody>
</table>

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be one DMA module appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

Prerequisite: None
Corequisite: None

**Economics (ECO)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECO 151</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

This course, for those who have not received credit for ECO 251 or 252, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors.

Prerequisite: None
Corequisite: None
Transferable

**Drafting (DFT)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>DFT 110</td>
<td>Basic Drafting</td>
<td>3</td>
</tr>
<tr>
<td>DFT 151</td>
<td>CAD I</td>
<td>5</td>
</tr>
</tbody>
</table>

This course introduces basic drafting skills, terminology, and applications. Topics include basic mathematics; sketching; introduction to CAD, ANSI, and ISO drafting standards; and a survey of various drafting applications. Upon completion, students should be able to perform basic calculations for CAD drafting, sketch drawings using appropriate standards, and recognize drawings from different drafting fields.

Prerequisite: None
Corequisite: None

**Education (EDU)**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
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</table>

This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, appropriate environments, schedules, and activity plans.

Prerequisite: None
Corequisite: None
EDU 131 Child, Family, and Community 3/3
This course covers the development of partnerships between 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 methods for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. Prerequisite: None
Corequisite: Take 1 group; # Take DRE 097; # Take ENG 080 RED 080; # Take ENG 085;

EDU 144 Child Development I 3/3
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. Prerequisite: None
Corequisite: Take 1 group; # Take DRE 097; # Take ENG 080 RED 080; # Take ENG 085; Transferable

EDU 145 Child Development II 3/3
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. Prerequisite: None
Corequisite: Take 1 group; # Take DRE 097; # Take ENG 080 RED 080; # Take ENG 085; Transferable

EDU 146 Child Guidance 3/3
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development. Prerequisite: None
Corequisite: Take 1 group; # Take DRE 097; # Take ENG 080 RED 080; # Take ENG 085;

EDU 151 Creative Activities 3/3
This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse. Prerequisite: None
Corequisite: Take 1 group; # Take DRE 097; # Take ENG 080 RED 080; # Take ENG 085;

EDU 153 Health, Safety and Nutrition 3/3
This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments. Prerequisite: None
Corequisite: Take 1 group; # Take DRE 097; # Take ENG 080 RED 080; # Take ENG 085;

EDU 154 Social/Emotion/Behavior Development 3/3
This course covers the emotional/social development of children and the causes, expressions, prevention and management of challenging behaviors in all children. Emphasis is placed on caregiver/family/child relationships, positive emotional/social environments, developmental concerns, risk factors, and intervention strategies. Upon completion, students should be able to identify factors influencing emotional/social development, utilizing screening measures, and designing positive behavioral supports. Prerequisite: Take 1 group; # Take EDU 144 EDU 145; # Take PSY 244 PSY 245;
Corequisite: Take DRE 097;
EDU 157  Active Play 4/3
This course introduces physical activities to promote the development of the whole child, birth through middle childhood. Topics include active play, outdoor learning, design of the environment, development of play skills, loose parts play, nature play, risk benefit assessment, advocacy, and family/community connection. Upon completion, students should be able to discuss the stages of play, the role of teachers in play, active play environments, advocate for the child’s right to play, and plan and assess appropriate experiences using NC Foundations for Early Learning and Development.
Prerequisite: None
Corequisite: Take ENG 085;
EDU 162  Observation and Assessment in Early Childhood Education 3/3
This course introduces the research, benefits, goals, and ethical considerations associated with observation and formative assessment in early childhood education. Emphasis is placed on the implementation of multiple observation/assessment strategies including anecdotal records, event samples, rating scales, and portfolios to create appropriate learning experiences. Upon completion, students should be able to practice responsible assessment and effectively use tools to assess the child, teacher practices and indoor and outdoor environments to enhance programming; and explain the importance of assessment partnerships with families and other professionals.
Prerequisite: Take EDU 144 EDU 145;
Corequisite: Take 1 group; # Take DRE 097; # Take ENG 080 RED 080; # Take ENG 085;
EDU 184  Early Childhood Introductory Practicum 4/2
This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits.
Prerequisite: Take EDU 119;
Corequisite: Take 1 group; # Take DRE 097; # Take ENG 080 RED 080; # Take ENG 085;
EDU 216  Foundations of Education 3/3
This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 080 RED 080; # Take ENG 085; Transferable
EDU 221  Children With Exceptionalities 3/3
This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development.
Prerequisite: Take 1 group; # Take EDU 144 EDU 145; # Take PSY 244 PSY 245;
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;
Transferable
EDU 234  Infants, Toddlers, and Twos 3/3
This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months.
Prerequisite: Take EDU 119;
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;
EDU 235  School-Age Development and Programs 3/3
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;
EDU 250  Teacher Licensure Preparation 3/3
This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution.
Prerequisite: None
Corequisite: Take 1 group; # Take ENG 111 MAT 143; # Take ENG 111 MAT 152; # Take ENG 111 MAT 171;
EDU 251 Exploration Activities 3/3
This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;

EDU 254 Music and Movement for Children 3/2
This course covers the use of music and creative movement for children. Topics include a general survey of the basic elements of music and planning, designing, and implementing music and movement experiences for creative learning. Upon completion, students should be able to use voice and various musical instruments to provide musical and movement activities for children.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;

EDU 259 Curriculum Planning 3/3
This course is designed to focus on using content knowledge to build developmentally effective approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs.
Prerequisite: Take EDU 119;
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;

EDU 261 Early Childhood Administration I 3/3
This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures.
Prerequisite: None
Corequisite: Take 1 group; # Take EDU 119 DRE 098; # Take EDU 119 ENG 090 RED 090; # Take EDU 119 ENG 095;

EDU 262 Early Childhood Administration II 3/3
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.
Prerequisite: Take DRE 098 EDU 119 EDU 261;
Corequisite: None

EDU 263 School-Age Program Administration 2/2
This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;

EDU 275 Effective Teacher Training 2/2
This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students’ time-on-task.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;

EDU 280 Language and Literacy Experiences 3/3
This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children’s emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;

EDU 281 Instructional Strategies in Reading and Writing 4/3
This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;
EDU 284 Early Childhood Capstone Practicum 10/4
This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAECY accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/ professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments.
Prerequisite: Take 1 group; # Take EDU 119 EDU 144 EDU 145 EDU 146 EDU 151; # Take EDU 119 PSY 244 PSY 245 EDU 146 EDU 151; # Take EDU 119 PSY 245 EDU 144 EDU 146 EDU 151; # Take EDU 119 PSY 244 EDU 145 EDU 146 EDU 151;
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;

EDU 289 Advanced Issues/School Age 2/2
This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/ teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.
Prerequisite: None
Corequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;

Electrical (ELC)

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

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

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

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

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

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

ELC 131 Circuit Analysis I 6/4
This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.
Prerequisite: Take DMA 010 DMA 020;
Corequisite: Take ELC 131 A DMA 030;

ELC 131A Circuit Analysis I Lab 3/1
This course provides laboratory assignments as applied to fundamental principles of DC/AC electricity. Emphasis is placed on measurements and evaluation of electrical components, devices and circuits. Upon completion, the students will gain hands-on experience by measuring voltage, current, and opposition to current flow utilizing various meters and test equipment.
Prerequisite: Take DMA 010 DMA 020;
Corequisite: Take ELC 131; Take DMA 030;

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

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

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

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

ELN 232  Introduction to Microprocessors  6/4
This course introduces microprocessor architecture and microcomputer systems including low-level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.
Prerequisite: Take ELN 131; Corequisite: None

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

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

Emergency Medical Science (EMS)

EMS 110  EMT  12/8
This course introduces basic emergency medical care. Topics include preparatory, airway, patient assessment, medical emergencies, trauma, infants and children, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.
Prerequisite: None Corequisite: None

EMS 122  EMS Clinical Practicum I  3/1
This course provides the introductory hospital clinical experience for the paramedic student. Emphasis is placed on mastering fundamental paramedic skills. Upon completion, students should be able to demonstrate competence with fundamental paramedic level skills.
Prerequisite: Take EMS 110; Corequisite: Take EMS 130;

EMS 130  Pharmacology  6/4
This course introduces the fundamental principles of pharmacology and medication administration and is required for paramedic certification. Topics include medical terminology, pharmacological concepts, weights, measures, drug calculations, vascular access for fluids and medication administration and legislation. Upon completion, students should be able to accurately calculate drug dosages, properly administer medications, and demonstrate general knowledge of pharmacology.
Prerequisite: Take EMS 110; Corequisite: Take EMS 122;

EMS 131  Advanced Airway Management  3/2
This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics include respiratory anatomy and physiology, airway/ventilation, adjuncts, surgical intervention, and rapid sequence intubation. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.
Prerequisite: Take EMS 110; Corequisite: None

EMS 160  Cardiology I  4/2
This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and basic rhythm interpretation in the monitoring leads. Upon completion, students should be able to recognize and interpret basic rhythms.
Prerequisite: Take EMS 110; Corequisite: None

EMS 220  Cardiology II  5/3
This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, application and interpretation of advanced electrocardiography utilizing the twelve-lead ECG, cardiac pharmacology, and patient care. Upon completion, students should be able to assess and treat patients utilizing American Heart Association guidelines.
Prerequisite: Take EMS 122 EMS 130 EMS 160; Corequisite: None
EMS 221  EMS Clinical Practicum II
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on increasing the proficiency of students' skills and abilities in patient assessments and the delivery of care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.
Prerequisite: Take EMS 122 EMS 130;
Corequisite: None

EMS 231  EMS Clinical Practicum III
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on enhancing the students' skills and abilities in providing advanced-level care. Upon completion, students should be able to demonstrate continued progress in advanced-level patient care.
Prerequisite: Take EMS 130 EMS 221;
Corequisite: None

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

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

EMS 241  EMS Clinical Practicum IV
This course provides clinical experiences in the hospital and/or field. Emphasis is placed on mastering the skills/competencies required of the paramedic providing advanced-level care. Upon completion, students should be able to provide advanced-level patient care as an entry-level paramedic.
Prerequisite: Take EMS 130 EMS 231;
Corequisite: None

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

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

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

EMS 280  EMS Bridging Course
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.
Prerequisite: None
Corequisite: None

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

English (ENG)

ENG 001  English Skills Support
This course is designed to supplement the skills introduced in ENG 111 with emphasis placed on the editing and revision components of the writing process. Topics include concepts, skills, writing in a variety of genres and formats using a recursive process, and effective use of rhetorical strategies, with emphasis placed on the editing and revision components of the writing process. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.
Prerequisite: None
Corequisite: None
ENG 002 Transition English 6/3
This course provides an opportunity to customize foundational English content in specific areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in college-level English. Upon completion, students should be able to build a stronger foundation for success in their gateway level English courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: None

ENG 011 Writing and Inquiry Support 3/2
This course provides an opportunity to supplement the skills introduced in Writing and Inquiry. Topics include developing the necessary skills to edit and revise components of the writing process. Upon completion, students should be able to write in a variety of genres and formats using a recursive process, and effective use of rhetorical strategies, with emphasis placed on the editing and revision components of the writing process.
Prerequisite: None
Corequisite: Take ENG 111;

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

ENG 111 Writing and Inquiry 3/3
This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.
Prerequisite: Take 1 group; # Take DRE 098; # Take ENG 090 RED 090; # Take ENG 095;
Corequisite: None
Transferable

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

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

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

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

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

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

ENG 233 Major American Writers 3/3
This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable
ENG 241  British Literature I  3/3
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.
Prerequisite: Take ENG 112 ENG 113 or ENG 114;
Corequisite: None
Transferable

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

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

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

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

Entrepreneurship (ETR)

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

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

Graphic Arts (GRA)

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

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

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

Graphic Design (GRD)

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

GRD 121  Drawing Fundamentals I  4/2
This course increases observation skills using basic drawing techniques and media in graphic design. Emphasis is placed on developing the use of graphic design principles, media applications, spatial considerations, drawing styles, and approaches. Upon completion, students should be able to show competence and proficiency in finished works.
Prerequisite: None
Corequisite: None
This course introduces the application of rendering techniques to create illustrations. Emphasis is placed on controlling various media, methods, surfaces, design problems, and the appropriate media selection process. Upon completion, students should be able to produce quality illustrations from conception through finished artwork.
Prerequisite: Take ART 131 DES 125 or GRD 121;
Corequisite: None

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

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

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

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

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

GRD 230 Technical Illustration
4/2
This course introduces technical and industrial illustration techniques. Topics include orthographic, isometric, linear perspective, and exploded views. Upon completion, students should be able to demonstrate competence in various technical rendering techniques.
Prerequisite: Take ART 131 DES 125 or GRD 121;
Corequisite: None
HEO 113 Grades and Drawings
This course is designed to develop the knowledge and skills required to interpret construction drawings, civil blueprints, and grades. Topics include basic terms for construction drawings, dimensions, setting grades, interpreting grade stakes, reading site plans, safety, and legal issues. Upon completion, students should be able to demonstrate a general knowledge of civil blueprints, construction drawings and the theory behind finish grade selection.
Prerequisite: None
Corequisite: None

History (HIS)

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

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

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

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

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

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

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

HIS 136 Twentieth-Century World
This course includes the major developments, issues, and ideas in twentieth-century world history. Emphasis is placed on contrasting political systems, the impact of science and technology, and the philosophical temperament of twentieth-century people. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the twentieth century.
Prerequisite: None
Corequisite: None
Transferable

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

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

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

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

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

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

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

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

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

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

HUM 115  Critical Thinking  3/3
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts.
Prerequisite: Take 1 group; # Take DRE 098; # Take ENG 095; # Take RED 090 ENG 090;
Corequisite: None
Transferable

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

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

**HYD 110  Hydraulics/Pneumatics I**

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

Prerequisite: None
Corequisite: None

**Industrial Science (ISC)**

**ISC 112  Industrial Safety**

This course covers the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.

Prerequisite: None
Corequisite: None

**ISC 115  Construction Safety**

This course introduces the basic concepts of construction site safety. Topics include ladders, lifting, lock-out/tag-out, personal protective devices, scaffolds, and above/below ground work based on OSHA regulations. Upon completion, students should be able to demonstrate knowledge of applicable safety regulations and safely participate in construction projects.

Prerequisite: None
Corequisite: None

**ISC 121  Environmental Health & Safety**

This course covers workplace environmental, health, and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.

Prerequisite: None
Corequisite: None

**Information Systems (CIS)**

**CIS 070  Fundamentals of Computing**

This course covers fundamental functions and operations of the computer. Topics include identification of components, overview of operating systems, and other basic computer operations. Upon completion, students should be able to operate computers, access files, print documents and perform basic applications operations.

Prerequisite: None
Corequisite: None

**CIS 110  Introduction to Computers**

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.

Prerequisite: None
Corequisite: None

**CIS 111  Basic PC Literacy**

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

Prerequisite: None
Corequisite: None
Logistics Management (LOG)

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

Information Systems Security (SEC)

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

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

Machining (MAC)

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

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

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

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

MAC 131 Blueprint Reading-Machining I 3/2
This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches.
Prerequisite: None
Corequisite: None
MAC 132  Blueprint Reading-Machining II
This course introduces more complex industrial blueprints. Emphasis is placed on auxiliary views, section views, violations of true project, special views, applications of GD & T, and interpretation of complex parts. Upon completion, students should be able to read and interpret complex industrial blueprints.
Prerequisite: Take MAC 131;
Corequisite: None

MAC 142  Machining Applications II
This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.
Prerequisite: Take MAC 111;
Corequisite: None

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

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

MAC 152  Advanced Machining Calculations
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.
Prerequisite: Take MAC 151;
Corequisite: None

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

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

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

MAC 231  Cam: Computer Numerical Control Turning
This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software to create a multi-axis CNC program.
Prerequisite: None
Corequisite: None

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

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

Marketing and Retailing (MKT)

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

MKT 221  Consumer Behavior
This course is designed to describe consumer behavior as applied to the exchange processes involved in acquiring, consuming, and disposing of goods and services. Topics include an analysis of basic and environmental determinants of consumer behavior with emphasis on the decision-making process. Upon completion, students should be able to analyze concepts related to the study of the individual consumer.
Prerequisite: None
Corequisite: None
MKT 223 Customer Service
This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.
Prerequisite: None
Corequisite: None

Mathematics (MAT)

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

MAT 003 Transition Math 6/3
This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: Take MAT 110 MAT 121 MAT 143 MAT 152 MAT 171;

MAT 010 Math Measurement & Literacy Su 2/1
This course provides an opportunity to customize foundational math content specific to Math Measurement & Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Math Measurement & Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: Take MAT 110;

MAT 021 Algebra/Trigonometry I Support 3/2
This course provides an opportunity to customize foundational math content specific to Algebra and Trigonometry I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Algebra/Trigonometry I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: Take MAT 121;

MAT 043 Quantitative Literacy Support Class 3/2
This course provides an opportunity to customize foundational math content specific to Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: Take MAT 143;

MAT 052 Statistical Methods I Support 3/2
This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: Take MAT 152;

MAT 071 Precalculus Algebra Support 4/2
This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.
Prerequisite: None
Corequisite: Take MAT 171;

MAT 110 Mathematical Measurement and Literacy 4/3
This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030; # Take MAT 060; # Take DMA 025;
Corequisite: None

MAT 121 Algebra/Trigonometry I 4/3
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.
Prerequisite: Take 1 group; # Take DMA 010 DMA 020 DMA 030 DMA 040 DMA 050 DMA 060; # Take MAT 060 MAT 070; # Take MAT 060 MAT 080; # Take MAT 060 MAT 090; # Take MAT 095; # Take DMA 025 DMA 040 DMA 050 DMA 060; # Take DMA 025 DMA 045 DMA 060; # Take DMA 010 DMA 020 DMA 030 DMA 045 DMA 060;
Corequisite: None
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MAT 272  Calculus II
This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology.
Prerequisite: Take MAT 271; Corequisite: None
Transferable

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

Mechanical (MEC)

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

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

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

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

Medical Assisting (MED)

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

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

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

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

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

MED 122  Medical Terminology II
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.
Prerequisite: Take MED 121; Corequisite: None
MED 130  Administrative Office Procedures I  3/2
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.
Prerequisite: None
Corequisite: None

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

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

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

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

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

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

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

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

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

Medical Laboratory Technology (MLT)

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

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

MLT 120  Hematology/Hemostasis I  6/4
This course introduces the theory and technology used in analyzing blood cells and the study of hemostasis. Topics include hematology, hemostasis, and related laboratory testing. Upon completion, students should be able to demonstrate theoretical comprehension of hematology/hemostasis, perform diagnostic techniques, and correlate laboratory findings with disorders.
Prerequisite: None
Corequisite: None
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MLT 125</td>
<td>Immunohematology I</td>
<td>7/5</td>
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<tr>
<td>MLT 126</td>
<td>Immunology and Serology</td>
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<td>MLT 127</td>
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<tr>
<td>MLT 140</td>
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<td>MLT 215</td>
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<td>MLT 220</td>
<td>Hematology/Hemostasis II</td>
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<td>MLT 240</td>
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<td>MLT 253</td>
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<td>MLT 265</td>
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<td>MLT 275</td>
<td>MLT Practicum III</td>
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This course introduces the immune system and response; basic concepts of antigens, antibodies, and their reactions; and applications in transfusion medicine and serodiagnostic testing. Emphasis is placed on immunological and serodiagnostic testing. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting routine immunological and serodiagnostic procedures.

Prerequisite: None
Corequisite: None

This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.

Prerequisite: None
Corequisite: None

This course introduces basic techniques and safety procedures in clinical microbiology. Emphasis is placed on the morphology and identification of common pathogenic organisms, aseptic technique, staining techniques, and usage of common media. Upon completion, students should be able to demonstrate theoretical comprehension in performing and interpreting basic clinical microbiology procedures.

Prerequisite: None
Corequisite: None

This course surveys professional issues in preparation for career entry. Emphasis is placed on work readiness and theoretical concepts in microbiology, immunohematology, hematology, and clinical chemistry. Upon completion, students should be able to demonstrate competence in career entry-level areas and be prepared for the national certification examination.

Prerequisite: None
Corequisite: None
Music (MUS)

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

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

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

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

Network Operating Systems (NOS)

NOS 110  Operating Systems Concepts  5/3
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is 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.
Prerequisite: None
Corequisite: None

NOS 120  Linux/UNIX Single User  4/3
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles.
Prerequisite: Take NOS 110;
Corequisite: None

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

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

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

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

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

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

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

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

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

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

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

Nursing (NUR)

NUR 111 Introduction to Health Concepts 16/8
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: None
Corequisite: Take 1 group; # Take BIO 165 PSY 150 ACA 111 NUR 117; # Take BIO 168 PSY 150 ACA 111 NUR 117;
NUR 112 Health-Illness Concepts 9/5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111; # Take NUR 117 PSY 150 ACA 111; # Take BIO 165 or BIO 168;
Corequisite: # Take PSY 241; # Take BIO 166 or BIO 169;
NUR 113 Family Health Concepts 9/5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111; Take NUR 111 PSY 150 NUR 117 ACA 111 NUR 112 PSY 241 NUR 212;Take 1 group; # Take BIO 165 BIO 166; # Take BIO 168 BIO 169;
Corequisite: None

NUR 114 Holistic Health Concepts 9/5
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111; Take 1 group; # Take NUR 117 NUR 112 NUR 212 NUR 113 NUR 211 BIO 165 BIO 166 PSY 150 PSY 241 ACA 111; # Take NUR 117 NUR 112 NUR 212 NUR 113 NUR 211 BIO 168 BIO 169 PSY 150 PSY 241 ACA 111;
Corequisite: Take CIS 110 ENG 111;
NUR 117  Pharmacology
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.
Prerequisite: None
Corequisite: Take 1 group; # Take BIO 165 PSY 150 ACA 111 NUR 111; # Take BIO 168 PSY 150 ACA 111 NUR 111;

NUR 211  Health Care Concepts
This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111; Take 1 group; # Take NUR 117 NUR 112 NUR 212 NUR 113 BIO 165 BIO 166 PSY 150 PSY 241 ACA 111; # Take NUR 117 NUR 112 NUR 212 NUR 113 BIO 168 BIO 169 PSY 150 PSY 241 ACA 111;
Corequisite: Take CIS 110 ENG 111;

NUR 212  Health System Concepts
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take NUR 111; Take 1 group; # Take NUR 117 NUR 112 NUR 212 NUR 113 BIO 165 BIO 166 PSY 150 PSY 241 ACA 111; # Take NUR 117 NUR 112 NUR 212 NUR 113 BIO 168 BIO 169 PSY 150 PSY 241 ACA 111;
Corequisite: Take CIS 110 ENG 111;

NUR 213  Complex Health Concepts
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, thermoregulation, oxygenation, tissue integrity, infection, perfusion, mobility, reproduction, sexuality, health-wellness-illness, professional behaviors, accountability, advocacy, and collaboration. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.
Prerequisite: Take NUR 211; Corequisite: None

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

NUR 221  LPN to ADN Concepts I
This course is designed for the LPN to ADN student to explore the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of safety, perfusion, inflammation, oxygenation, mood/affect, behavior, development, family, health-wellness-illness, sensory perception, stress/coping, cognition, self, violence, and professional behaviors. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.
Prerequisite: Take 1 group; # Take ACA 111 NUR 214 BIO 169 PSY 241; # Take ACA 111 NUR 214 BIO 166 PSY 241;
Corequisite: Take CIS 110 ENG 111 NUR 117;

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

Nursing Assistant (NAS)

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

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

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

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

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

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

Pharmacy (PHM)

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

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

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

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

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

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

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

Prerequisite: None
Corequisite: None

PHM 138 Pharmacy Clinical 24/8
This course provides an opportunity to work in pharmacy settings under a pharmacist's supervision. Emphasis is placed on effective communication with personnel, developing proper employee attitude, and dispensing of medications. Upon completion, students should be able to demonstrate an understanding of pharmacy operations, utilize references, dispense medications, prepare patient charges, and efficiently operate computers.

Prerequisite: Take PHM 155 PHM 150 PHM 132 PHM 125 PHM 118 PHM 140 PHM 165 PHM 120 PHM 115 PHM 111 PHM 110; Corequisite: Take PHM 265;

PHM 140 Trends in Pharmacy 2/2
This course covers the major issues, trends, and concepts in contemporary pharmacy practice. Topics include professional ethics, continuing education, job placement, and the latest developments in pharmacy technician practice. Upon completion, students should be able to demonstrate a basic knowledge of the topics discussed.

Prerequisite: Take PHM 110 PHM 111 PHM 115; Corequisite: None

PHM 150 Hospital Pharmacy 6/4
This course provides an in-depth study of hospital pharmacy practice. Topics include hospital organizational structure, committee functions, utilization of reference works, purchasing and inventory control, drug delivery systems, and intravenous admixture preparation. Upon completion, students should be able to explain hospital organization/committee functions, interpret and enter patient orders, fill unit-dose cassettes, and prepare intravenous admixtures.

Prerequisite: None
Corequisite: Take PHM 118;

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

Prerequisite: Take PHM 110 PHM 111 PHM 115 PHM 140; Corequisite: Take PHM 160;

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

Prerequisite: Take PHM 110 PHM 111 PHM 115; Corequisite: Take PHM 140;
**PED 111  Physical Fitness I**
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program.
Prerequisite: None
Corequisite: None
Transferable

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

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

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

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

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

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

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

**Physics (PHY)**

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

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

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

**Political Science (POL)**

**POL 120  American Government**
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.
Pre requisite: None  Corequisite: None  Transferable

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

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

**Project Management Technology (PMT)**

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

**Psychology (PSY)**

**PSY 118  Interpersonal Psychology**
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.
Pre requisite: None  Corequisite: None

**PSY 150  General Psychology**
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.
Pre requisite: None  Corequisite: None

**PSY 231  Forensic Psychology**
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.
Pre requisite: Take PSY 150;  Corequisite: None

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

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

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

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

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

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

Radiography (RAD)

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

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

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

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

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

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

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

RAD 161  RAD Clinical Ed II  15/5
This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisite: Take RAD 110 RAD 111 RAD 151; Take MAT 140 or MAT 143; Take 1 group; # Take BIO 163; # Take BIO 165 BIO 166;
Corequisite: Take RAD 112 RAD 121; Take CIS 110 PSY 150;
RAD 171  Radiographic Procedures III
This course provides experience in patient management specific to advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and transitioning to mastering positioning of advanced studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisite: Take RAD 112 RAD 121 RAD 161;
Corequisite: None

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**RCP 210  Critical Care Concepts**
This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the application and management of mechanical ventilation, assessment underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in respiratory therapy concepts and procedures through written, laboratory and/or clinical simulation evaluations.
Prerequisite: Take RCP 111;
Corequisite: None
### RCP 211  Adv Monitoring/Procedures
6/4
This course includes advanced information gathering and decision making for the respiratory care professional using evidence-based respiratory care protocols. Topics include advanced cardiac monitoring, special procedures, respiratory care protocols, and disease management. Upon completion, students should be able to assess, recommend, and independently modify respiratory care protocols through written, laboratory and/or clinical simulation evaluations.
Prerequisite: Take RCP 210; Corequisite: None

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

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

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

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

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

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### Simulation & Game Development (SGD)

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

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

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

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

#### SGD 116  Graphic Design Tools
4/3
This course introduces students to computer-based graphic design tools and their use within the context of simulation and game design. Topics include texture creation, map creation, and introduction to advanced level graphic design techniques. Upon completion, students should be able to competently use and explain industry-standard graphic design software.
Prerequisite: Take SGD 114; Corequisite: None

#### SGD 125  Simulation and Game Artificial Intelligence
5/3
This course introduces the artificial intelligence concepts related to simulation and game development. Emphasis is placed on expert systems. Upon completion, students should be able to describe the basic concepts and procedures related to the development of artificial intelligence systems used in simulation and games.
Prerequisite: None Corequisite: None
SGD 161  Simulation and Game Animation  5/3
This course introduces the fundamental principles of animation used in simulation and game development. Emphasis is placed on historical survey of animation, aspects of the animation process and animation techniques. Upon completion, students should be able to produce character sketches, morph simple objects, create walk and run cycles and develop professional storyboards.
Prerequisite: Take SGD 114;
Corequisite: None

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

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

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

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

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

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

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

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

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

Sociology (SOC)

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

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

SOC 220  Social Problems  3/3
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems.
Prerequisite: None
Corequisite: None
Transferable
SOC 232  Social Context of Aging  3/3
This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse lifestyles, and social and cultural realities of older adults.
Prerequisite: None
Corequisite: None
Transferable

Spanish (SPA)

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

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

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

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

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

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

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

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

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

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

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

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

Transportation Technology (TRN)

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

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

Web Technologies (WEB)

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

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

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

WLD 100 Introduction to Internet Multimedia 4/3
This course introduces the creation of rich media for the Internet. Topics include the design, production and delivery of interactive content, rich media, digital video, and digital audio. Upon completion, students should be able to create multimedia projects incorporating graphics, text, video, and audio using industry standard authoring software or web standards.
Prerequisite: None
Corequisite: None

WEB 140 Web Development Tools 4/3
This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.
Prerequisite: None
Corequisite: None

Welding (WLD)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WBL 123 Work-Based Learning IV 10/1
This course provides a work-based learning experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

WBL 124 Work-Based Learning V 10/1
This course provides a work-based learning experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisite: None
Corequisite: None

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

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

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

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

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

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

Executive Leadership Team

- Dr. John Enamait - President
- Robin McCree – Executive Vice President/COO
- Kim Bradshaw - Vice President of Administrative Services and Chief Financial Officer
- Dr. Heather Hill – Vice President of Academic Affairs
- Dr. Myra Furr – Vice President of Student Success/Dean of Students
- Carmen Nunalee - Vice President of Strategic Planning and Compliance

Faculty 1 and Professional Staff

1 Faculty includes degrees and related credentials.

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

Melanie Alexander, Success Coach - AGE Allied Health

Amy Allen, Accounts Payable Technician

Erin Allen, Director of Library Services

Garrett Allen – Success Coach, AMIT and Technology

Joel Allen, Director of Enterprise Applications

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Certifications: HVAC

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B.S., Liberty University

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Georgia Blackmon, Maintenance/Housekeeping

Ashley Bledsoe, Continuing Education Associate Registrar

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Blake Bostic, Dean of Administrative & Facilities Services

Chittachone (Elvin) Bounphengsy, Webmaster

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Bonnie Burris, Coordinator, Student Information

Darlene Burris, Mentor, Eagle’s One Stop

Andre Burroughs, Studio Manager

Layel Burton, Instructor, Machining

Alan Campbell, Coordinator, Academic Support Services

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B.S., N.C. State University, M.S., N.C. State University; Certification: Photoshop

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Rita Chrane, Associate Dean of Computer Technologies, Information Technology - Business Support
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Jessica Gann, Administrative Assistant, Student Success

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Antonia Hill, IT Support Specialist

Zachary Hill, Senior Database Administrator

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Michael Hinson, Security Officer

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Christi Holt, Coordinator, Instruction

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Cynthia Honeycutt, Accounts Receivable/Financial Aid Technician

Ann Honeycutt, College & Career Readiness Records Technician

Nick Honeycutt, Instructor, Technology Academy, VMware vSphere

Billy Honeycutt, Program Head, Collision Repair & Refinishing Technology/Automotive Diploma, CPCC; Certifications: I-CAR Platinum Technician, PPG Paint Technician Bronze, ASE Master Technician, Car-O-Liner Frame

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Terry Landis, IT Systems Administrator

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Reese Linnell, Success Coach Lead - University Transfer

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Mark Lowder, Maintenance/Housekeeping

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Mike Martin, Director of Security

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Cindi Poole, Coordinator, Curriculum Student Records  
Austin Poole, Systems Architect  
Michelle Poplin, Associate Registrar  
Dustin Poplin, Network Manager  
Lori Poplin, Director of Human Resources  
Melissa Preslar, Financial Aid Associate I  
Marcus Pryor, Associate Dean of Students & Career Placement  
MA, Montclair State University  
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Mark Sample, Director of Media Services  
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Katrina Sams, Small Business Center/Economic Development Division Assistant  
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Holly Shaver, Coordinator, CE Healthcare  
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Shannon Shepherd, Success Coach – CJC, BLET, HSE  
Tammy Shepherd, Coordinator/Instructor, Cosmetic Arts  
Certificate, Stanly Community College; License-Cosmetic Instructor, NC State Board of Cosmetic Art; License, NC State Board of Cosmetic Art  
Scott Shew, Program Head, Emergency Medical Science  
A.A.S, Catawba Valley Technical College; B.S., Gardner-Webb University; M.H.A., UNC-Chapel Hill  
Suzy Shue, Faculty Associate, School of Transfer  
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