SOUTH PIEDMONT COMMUNITY COLLEGE

Serving Anson and Union Counties
2022 - 2023 College Catalog and Student Handbook

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www.spcc.edu

South Piedmont Community College is a member of the North Carolina Community College System

The official 2022-2023 College Catalog and Student Handbook may be found on the website at www.spcc.edu.
ACCREDITATION

South Piedmont Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, diplomas, and certificates. Questions about the accreditation of South Piedmont Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500, or by using the information available on SACSCOC’s website (www.sacscoc.org).

The Commission may be contacted for the following reasons: 1) to learn about the accreditation status of South Piedmont Community College, 2) to file a third party comment at the time of the SACSCOC South Piedmont Community College decennial review, 3) to file a complaint against South Piedmont Community College for significant non-compliance with a SACSCOC standard or requirement.

Normal inquiries about South Piedmont Community College, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to South Piedmont Community College and not to the Commission on Colleges.

STATE AUTHORIZATION

South Piedmont Community College ensures compliance with State Authorization requirements prescribed by 34 CFR Part §600.9, regarding the offering of online/distance education programs, which states:

If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State’s approval upon request. (Authority: 20 U.S.C. 1001 and 1002)

NON-DISCRIMINATION STATEMENT

The Board of Trustees and the administration of South Piedmont Community College (SPCC) are fully committed to the principles and practice of equal employment and educational opportunities. Accordingly, SPCC does not practice or condone discrimination, in any form, against students, employees, or applicants on the grounds of race, color, national origin, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law. SPCC commits itself to positive action to secure equal opportunity regardless of those characteristics. Should an employee or student feel their rights under Title VI, VII, or IX have been violated, they may mail a harassment complaint, including sexual harassment, to the Human Resources Office by mail at PO Box 126, Polkton, NC 28135. Correspondents will be directed to the Title IX Coordinator, Elaine Clodfelter, Director of Student Advocacy and Accountability and/or Title IX Deputy Coordinator, Lauren Sellers, Associate Vice President of Human Resources and Payroll.

THE COLLEGE CATALOG AND STUDENT HANDBOOK

Effective for the 2022-2023 academic year, this college catalog and student handbook is for informational purposes only and does not constitute a contract between the student and the College. South Piedmont Community College has made every reasonable effort to determine that everything stated in this catalog is accurate at the time of printing. However, the NC General Assembly, the State Board of Community Colleges, and/or the SPCC Board of Trustees may make changes in policy, graduation requirements, fees and other charges, curriculum course structure and content, and other such matters after the publication of this college catalog and student handbook. The NC General Assembly may make changes in tuition without notice.
MESSAGE FROM THE PRESIDENT

WELCOME TO SOUTH PIEDMONT COMMUNITY COLLEGE!

A good education is foundational to achieving your dreams. By choosing South Piedmont Community College, you have joined a diverse and growing community of people who have decided to make their lives and their communities better through education. It is a decision that positions you well to find your own success—no matter how you define it. South Piedmont has a proven record of preparing students for good jobs with great futures or for success at four-year colleges and universities.

While we strive to make the South Piedmont experience as smooth as possible, navigating college can be complicated and daunting. We understand that. The faculty and staff of South Piedmont are committed to your success, and that means we are prepared to support you every step of the way. Each of us, along with valuable resources like our Academic Support Center and our libraries, are always here to help you.

One of the most important things you can do for yourself is to get involved. Get to know your classmates, but beyond that, I encourage you to take advantage of all that the SPCC experience has to offer. South Piedmont offers a variety of ways to enrich your learning experience and to just have fun with your classmates. Whether it’s joining a club, being active in our Student Government Association, or attending one of the many student activities held throughout the year, find your place at SPCC.

I speak for the entire faculty and staff of South Piedmont Community College when I say that we’re excited that you are here, and we are looking forward to helping you find success.

Welcome to South Piedmont Community College—you’ve come to the right place!

Dr. Maria Pharr
President
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HISTORY OF THE COLLEGE

South Piedmont is North Carolina’s newest community college, having been created in 1999 by the North Carolina General Assembly. The legislature’s action abolished Anson Community College and assigned the new college’s service area as Anson and Union counties in south-central North Carolina.

South Piedmont is in the unique position of being a new institution with a proud history. The institution traces its roots to 1962, with the founding of the Ansonville unit of the Charlotte Industrial Education Center. In collaboration with Stanly Community College, it also provided years of service in Union County as Anson Technical Education Center.

The institution was originally designated as the Ansonville Industrial Education Center in November 1962 by action of the State Department of Public Instruction. On December 2, 1967, the Anson County Board of Education and County Commissioners officially appointed a local Board of Trustees. As a result, the Ansonville Industrial Education Center became Anson Technical Institute, a unit of the Department of Community Colleges of North Carolina.

Further progress, larger enrollment, and additional support from the community, especially Polkton Mayor W. Cliff Martin, enabled Anson Technical Institute to acquire land, obtain additional funds, and complete construction of a 28,000-square-foot building in Polkton in 1977. To better reflect the offerings of the institution, the Board of Trustees on June 7, 1979, changed the name to Anson Technical College.

In 1981, Union Technical Education Consortium was created when Central Piedmont Community College voluntarily withdrew from Union County and the North Carolina Department of Community Colleges authorized service in the county by a consortium of Anson and Stanly community colleges.

Effective November 1, 1987, the official name of Anson Technical College was changed to Anson Community College.

On May 19, 1999, Gov. Jim Hunt signed a bill, based upon recommendations of an independent study team, that abolished Anson Community College and Union Technical Education Center and created North Carolina’s newest community college. The signing of this bill created a single college with two (2) campuses, one in Anson County and one in Union County, to serve the residents of both counties, and a new 14-member Board of Trustees was appointed.

The new college was named South Piedmont Community College on August 3, 1999, using one of the 441 different names suggested during a contest held in July.

South Piedmont expanded its operations, adding new buildings at the L. L. Polk Campus in Polkton, adding a new campus at Old Charlotte Highway, Monroe, and opening the Lockhart-Taylor Center in Wadesboro. The Center for Technology and Health Education was opened near the Old Charlotte Highway Campus in 2013, and renamed the Tyson Family Center for Technology in 2016.

SPCC continues to improve program offerings, shaping them to meet the needs of students and employers in the area. In fall 2021, credit programs served 3,052 students, while non-credit programs served 2,733.
STRATEGIC PLAN
2018-2023

As a learning college, South Piedmont Community College (SPCC) promotes and celebrates learning as the process that changes and improves lives. This applies to our students, employees, and the college itself. We are an organization in which people continually expand their ability to grow and learn.

The Strategic Plan highlights this emphasis on learning through our Vision (what we want to be), Mission (who we are), Values (what directs our decisions), and Strategic Areas of Focus (goals we endeavor to attain in fulfilling our Vision and Mission).

Our Vision is:
To be the premier community college of choice, offering university transfer, career and technical education, and workforce and economic development programming to prepare students to be productive citizens in the global community.

Our Mission is:
To foster life-long learning, student success, and workforce and community development.

Our Values are:
Quality, Service, Stewardship, and Respect.

Our Focus Areas are:

• Student Success: Enhance the learning environment to increase student goal achievement.

• Business/Industry Partnerships: Enhance business and industry partnerships to provide programming that meets the current and future needs of employers.

• Growth: Increase the percentage of Union and Anson county residents pursuing education or training through South Piedmont Community College.

• Alternative Funding: Increase non-state funding through grants, fundraising, and funding partnerships.

• Value-Driven Culture: Foster a culture that supports the college values of quality, service, stewardship, and respect.
CORE SKILLS AND LEARNING OUTCOMES

South Piedmont Community College advocates Thinking, Learning, and Interacting as critical competencies for student achievement and lifelong learning in today’s global economy. These critical competencies are supported by five (5) core skills with measurable learning outcomes which are integrated into the curriculum course instruction and activities. The SPCC Core Skills and learning outcomes are:

**Critical Thinking**
- The learner will identify, interpret, analyze, or synthesize problems before developing and implementing solutions in a manner effective and appropriate for the intended audience.

**Information Literacy**
- The learner will locate, identify, evaluate, use, and disseminate information ethically and effectively.

**Intercultural Competence**
- The learner will demonstrate cultural awareness and objectivity through critical reflection.

**Oral Communication**
- The learner will exchange ideas and information with others using the spoken word in a manner effective and appropriate for the intended audience.

**Written Communication**
- The learner will exchange ideas and information with others using text in a manner effective and appropriate for the intended audience.

LEARNING OUTCOMES AND ASSESSMENT

At SPCC, all students participate in learning outcomes assessment. This helps answer the fundamental questions: Are you, as a student, learning? How do we, as an institution, and you, as a student, know? All curriculum programs at SPCC have program learning outcomes and course learning outcomes.

**Program learning outcomes** answer the question: What kind of skills and knowledge should graduates demonstrate after completing this academic program? Program learning outcome statements focus on the broad skill sets and knowledge that are specific to that academic program. Program advisors can help students discover what will be learned in their program of choice.

**Course learning outcomes** describe the knowledge and skills that will be learned in a course. Course learning outcomes are the building blocks that form the foundation for the program learning outcomes. Students should check their course syllabus to find the learning outcomes specific to each course.

**Core Skill Outcomes**, sometimes referred to as employability or soft skills, are skills that competent and valuable employees in any field or industry should demonstrate. As an institution, SPCC has identified five (5) core skill outcomes that graduates of every associate’s degree program should acquire. They are: Critical Thinking, Information Literacy, Intercultural Competence, Oral Communication, and Written Communication.

Results of learning outcomes assessments are analyzed by instructors using data managed in Taskstream, the College’s online management system for evaluating student learning. Decisions targeting continuous improvement in learning are made in a systematic way to determine what students have learned and how learning can be improved. The College reserves the right to share samples of student work with regulatory and accrediting bodies when necessary.
PERFORMANCE MEASURES AND STANDARDS

In 1993, the State Board of Community Colleges began monitoring performance data on specific measures to ensure public accountability for programs and services. In 1998, the General Assembly directed the State Board to review past performance measures and define standards to ensure programs and services offered by community colleges in North Carolina were of sufficient quality.

In 2010, a review process was established to ensure the measures and methods for evaluating colleges were current and remained focused on improving student success. Every three (3) years, a committee that is inclusive of college leaders; subject matter experts; and research and assessment professionals are appointed to review the measures and recommend deletions, revisions, and additions. Recommendations from the most recent review were approved in 2018.

All community colleges are required to publish their performance on the measures annually in their electronic catalog or on the Internet and in their printed catalog. The current Performance Measures and results are as follows:

Data Source: 2021 Performance Measures for Student Success

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<td>Basic Skills Student Progress</td>
<td>42.5% / 15.7%</td>
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<td>Student Success Rate in College-Level English courses</td>
<td>70.4% / 47.1%</td>
<td>48.2%</td>
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<tr>
<td>Student Success Rate in College-Level Math Courses</td>
<td>54.5% / 29.9%</td>
<td>32.0%</td>
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<tr>
<td>First Year Progression</td>
<td>71.8% / 56.8%</td>
<td>71.4%</td>
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<tr>
<td>Curriculum Completion</td>
<td>61.3% / 43.1%</td>
<td>56.3%</td>
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<tr>
<td>Licensure and Certification Passing Rate</td>
<td>1.09 / .75</td>
<td>.97</td>
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<tr>
<td>College Transfer Performance</td>
<td>91.1% / 79.4%</td>
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The North Carolina Community College System website, [www.nccommunitycolleges.edu](http://www.nccommunitycolleges.edu), contains details about the Performance Measures and Standards.

Campus Information

HOURS OF OPERATION

South Piedmont Community College offers classes, workshops, and seminars six (6) days a week at various times and locations. The College's normal business hours are Monday through Thursday from 8 a.m. until 5 p.m. and Friday from 8 a.m. until 3 p.m. Hours may be extended during registration periods. Summer hours of operation may differ at all locations.

To obtain information regarding the College and its programs and services to the community, check our website, www.spcc.edu, or call:

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<th>Campus Information</th>
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<tr>
<td>Highway 52</td>
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<td>Rocky River Rd.</td>
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<td>St Allings Rd.</td>
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<td>Highway 200</td>
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<td>Highway 75</td>
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<table>
<thead>
<tr>
<th>L.L. Polk Campus, Polkton</th>
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<tr>
<td>704-272-5300</td>
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<tr>
<td>800-766-0319</td>
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<tr>
<td>FAX: 704-272-5350</td>
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<th>Lockhart-Taylor Center, Wadesboro</th>
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<tr>
<td>704-272-5300</td>
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<td>800-766-0319</td>
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<tr>
<td>FAX: 704-993-2435</td>
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Union County

Old Charlotte Hwy. Campus, Monroe
704-290-5100
800-766-0319
FAX: 704-290-5250

Tyson Family Center for Technology
704-290-5100
800-766-0319
FAX: 704-290-5250

Anson County

L. L. Polk Campus, Polkton
704-272-5300
800-766-0319
FAX: 704-272-5350

Lockhart-Taylor Center, Wadesboro
704-272-5300
800-766-0319
FAX: 704-993-2435
ACADEMIC CALENDAR 2022 - 2023

SCHEDULE CHANGES WILL BE PERMITTED PRIOR TO CLASS CENSUS DATE (10 PERCENT POINT); DROP CLASS WITH REFUND WILL BE PERMITTED ON OR PRIOR TO CLASS CENSUS DATE

FALL SEMESTER 2022

July 27 ............................Fall Semester Payment Deadline
August 15 ..........................First Day of Classes (16, First 12, First 8, and First 4-Week Courses)
August 16 ..........................First Day of Associate of Arts in a Year Classes (AAY First Mini-Session)
August 22 ..........................Financial Aid Withdrawal Penalty Period Ends (AAY First Mini-Session)
August 23 ..........................Last Day for Student Initiated Withdrawal (AAY First Mini-Session)
August 27 ..........................End of AAY First Mini-Session
August 29 ..........................First Day of 14-Week Session
August 30 ..........................First Day of 1st 5-Week Session (AAY)
August 30 ..........................Financial Aid Withdrawal Penalty Period Ends (1st 4-Week Session)
September 1 ........................Last Day for Student Initiated Withdrawal (1st 4-Week Session)
September 5 ........................Labor Day Holiday (College Closed)
September 8 ........................Financial Aid Withdrawal Penalty Period Ends (1st 5-Week Session/AAY)
September 12 .........................Financial Aid Withdrawal Penalty Period Ends (1st 8-Week Session)
September 12 .........................End of 1st 4-Week Session
September 13 .........................First Day of 12-Week Session
September 13 .........................Last Day for Student Initiated Withdrawal (1st 5-Week Session/AAY)
September 13 .........................First Day of 2nd 4-Week Session
September 22 .........................Last Day for Student Initiated Withdrawal (1st 8-Week Session)
September 27 .........................First Day of 10-Week Session
September 28 .........................Financial Aid Withdrawal Penalty Period Ends (2nd 4-Week Session)
September 29 .........................End of 1st 5-Week Session (AAY)
September 30 ........................Last Day for Student Initiated Withdrawal (2nd 4-Week Session)
October 1 .........................First Day of 2nd 5-Week Session (AAY)
October 4 .........................Financial Aid Withdrawal Penalty Period Ends (1st 12-Week Session)
October 10 .........................End of 1st 8-Week Session
October 10 ........................End of 2nd 4-Week Session
October 11-12 .......................Student Break (No Classes)
October 13 .........................Classes Resume
October 13 .........................First Day of 2nd 8-Week Session
October 13 .........................First Day of 3rd 4-Week Session
October 14 .........................Last Day for Student Initiated Withdrawal (1st 12-Week Session)
October 17 .........................Financial Aid Withdrawal Penalty Period Ends (2nd 5-Week Session/AAY)
October 20 .........................Last Day for Student Initiated Withdrawal (2nd 5-Week Session/AAY)
October 24 .........................Financial Aid Withdrawal Penalty Period Ends (16-Week Session)
October 28 .........................Financial Aid Withdrawal Penalty Period Ends (14 and 3rd 4-Week Session)
November 1 ........................End of 2nd 5-Week Session (AAY)
November 1 .........................Last Day for Student Initiated Withdrawal (3rd 4-Week Session)
November 3 ........................ Last Day for Student Initiated Withdrawal (16-Week Session)
November 3 ........................ Financial Aid Withdrawal Penalty Period Ends (12-Week Session)
November 3 ........................ First Day of 3rd 5-Week Session (AAY)
November 8 ........................ Last Day for Student Initiated Withdrawal (14-Week Session)
November 9 ........................ End of First 12-Week and 3rd 4-Week Session
November 9 ........................ Financial Aid Withdrawal Penalty Period Ends (10-Week Session)
November 10 ........................ First Day of 4th 4-Week Session
November 11 ........................ Last Day for Student Initiated Withdrawal (12-Week Session)
November 15 ........................ Financial Aid Withdrawal Penalty Period Ends (2nd 8-Week Session)
November 16 ........................ Last Day for Student Initiated Withdrawal (10-Week Session)
November 21-26 ........................ Fall Break (No Classes)
November 24-25 ........................ Thanksgiving Holidays (College Closed)
November 28 ........................ Classes Resume
November 28 ........................ Last Day for Student Initiated Withdrawal (2nd 8-Week Session)
November 28 ........................ Financial Aid Withdrawal Penalty Period Ends (3rd 5-Week Session/AAY)
December 1 ........................ Spring Semester Payment Deadline
December 1 ........................ Last Day for Student Initiated Withdrawal (3rd 5-Week Session/AAY)
December 2 ........................ Financial Aid Withdrawal Penalty Period Ends (4th 4-Week Session)
December 6 ........................ End of 3rd 5-Week Session (AAY)
December 6 ........................ Last Day for Student Initiated Withdrawal (4th 4-Week Session)
December 8 ........................ First Day of AAY Second Mini-Session Classes (AAY Second Mini-Session)
December 14 ........................ Fall Semester Ends (16, 14, 12, 10, Second 8, and Fourth 4-week Sessions)
December 14 ........................ Financial Aid Withdrawal Penalty Period Ends (AAY Second Mini-Session)
December 15 ........................ Last Day for Student Initiated Withdrawal (AAY Second Mini-Session)
December 20 ........................ End of AAY Second Mini-Session

SPRING SEMESTER 2023

January 6 ........................ First Day of Classes (16, 1st 8, and 1st 4-week Sessions)
January 7 ........................ First Day of Associate of Arts in a Year Classes (AAY First Mini-Session)
January 13 ........................ Financial Aid Withdrawal Penalty Period Ends (AAY First Mini-Session)
January 14 ........................ Last Day for Student Initiated Withdrawal (AAY First Mini-Session)
January 16 ........................ Martin Luther King Jr. Holiday (College Closed)
January 19 ........................ End of AAY First Mini-Session
January 21 ........................ First Day of 1st 5-Week Session (AAY)
January 23 ........................ First Day of 14-Week Session
January 24 ........................ Financial Aid Withdrawal Penalty Period Ends (1st 4-Week Session)
January 26 ........................ Last Day for Student Initiated Withdrawal (1st 4-Week Session)
February 3 ........................ End of 1st 4-Week Session
February 6 ........................ First Day of 12-Week Session
February 6 ........................ First Day of 2nd 4-Week Session
February 7 ........................ Financial Aid Withdrawal Penalty Period Ends (1st 5-Week Session/AAY)
February 9 ........................ Financial Aid Withdrawal Penalty Period Ends (1st 8-Week Session)
February 10 ........................ Last Day for Student Initiated Withdrawal (1st 5-Week Session/AAY)
February 11 ........................ End of 1st 5-Week Session (AAY)
February 15 .......................Last Day for Student Initiated Withdrawal (1st 8-Week Session)
February 20 .......................First Day of 10-Week Session
February 21 .......................Financial Aid Withdrawal Penalty Period Ends (2nd 4-Week Session)
February 23 .......................First Day of 2nd 5-Week Session (AY)
February 23 .......................Last Day for Student Initiated Withdrawal (2nd 4-Week Session)
March 3 .............................End of 1st 8-Week Session
March 3 .............................End of 2nd 4-Week Session
March 6-12 ........................Student Spring Break (No Classes)
March 11 .........................Financial Aid Withdrawal Penalty Period Ends (2nd 5-Week Session/AY)
March 13 ............................Classes Resume
March 13 .........................First Day of 2nd 8-Week Session
March 13 .........................First Day of 3rd 4-Week Session
March 15 .........................Last Day for Student Initiated Withdrawal (2nd 5-Week Session/AY)
March 22 .............................Financial Aid Withdrawal Penalty Period Ends (16-Week Session)
March 25 .............................End of 2nd 5-Week Session (AY)
March 28 .............................First Day of 3rd 5-Week Session (AY)
March 28 .............................Financial Aid Withdrawal Penalty Period Ends (14 and 3rd 4-Week Session)
March 30 .............................Last Day for Student Initiated Withdrawal (3rd 4-Week Session)
April 3 ...............................Last Day for Student Initiated Withdrawal (16-Week Session)
April 3 ...............................Financial Aid Withdrawal Penalty Period Ends (12-Week Session)
April 6 ...............................Last Day for Student Initiated Withdrawal (14-Week Session)
April 7-9 .............................Easter Holiday (College Closed)
April 10 .........................Financial Aid Withdrawal Penalty Period Ends (10-Week Session)
April 10 .........................End of 3rd 4-Week Session
April 11 .............................First Day of 4th 4-Week Session
April 12 .............................Last Day for Student Initiated Withdrawal (12-Week Session)
April 14 .............................Financial Aid Withdrawal Penalty Period Ends (2nd 8-Week Session)
April 14 .............................Financial Aid Withdrawal Penalty Period Ends (3rd 5-Week Session/AY)
April 17 .............................Last Day for Student Initiated Withdrawal (10-Week Session)
April 18 .............................Last Day for Student Initiated Withdrawal (3rd 5-Week Session/AY)
April 20 .............................Last Day for Student Initiated Withdrawal (2nd 8-Week Session)
April 26 .............................Financial Aid Withdrawal Penalty Period Ends (4th 4-Week Session)
April 27 .............................End of 3rd 5-Week Session (AY)
April 28 .............................Last Day for Student Initiated Withdrawal (4th 4-Week Session)
April 29 .............................First Day of AAY Second Mini-Session Classes (AY Second Mini-Session)
May 5 ...............................Financial Aid Withdrawal Penalty Period Ends (AY Second Mini-Session)
May 6 ...............................Last Day for Student Initiated Withdrawal (AY Second Mini-Session)
May 8 ...............................Spring Semester Ends (End of 16, 12, 2nd 8, and 4th 4-week Session)
May 11 .............................End of AAY Second Mini-Session
May 13 .............................Graduation
May 15 .............................Summer Term Payment Deadline
SUMMER TERM 2023

May 22..............................First Day of Classes (8 and 1st 4-week Sessions)
May 23..............................First Day of 1st 5-Week Session (AY)
May 29..............................Memorial Day Holiday (College Closed)
June 7..............................Financial Aid Withdrawal Penalty Period Ends (1st 4-Week Session)
June 9..............................Financial Aid Withdrawal Penalty Period Ends (1st 5-Week Session/AY)
June 12..............................Last Day for Student Initiated Withdrawal (1st 4-Week Session)
June 13..............................Last Day for Student Initiated Withdrawal (1st 5-Week Session/AY)
June 19..............................End of 1st 4-Week Session
June 20..............................Student Break (No Classes)
June 21..............................First Day of 2nd 4-Week Session
June 22..............................End of 1st 5-Week Session (AY)
June 27..............................Financial Aid Withdrawal Penalty Period Ends (8-Week Session)
June 27..............................First Day of 2nd 5-Week Session (AY)
July 3..............................Last Day for Student Initiated Withdrawal (8-Week Session)
July 4..............................Independence Day Holiday (College Closed)
July 10..............................Financial Aid Withdrawal Penalty Period Ends (2nd 4-Week Session)
July 12..............................Last Day for Student Initiated Withdrawal (2nd 4-Week Session)
July 14..............................Financial Aid Withdrawal Penalty Period Ends (2nd 5-Week Session/AY)
July 18..............................Last Day for Student Initiated Withdrawal (2nd 5-Week Session/AY)
July 19..............................End of Summer Term (8 and 2nd 4-week Sessions)
July 27..............................End of 2nd 5-Week Session (AY)

Children on Campus
South Piedmont Community College, as an adult educational institution, does not maintain child care facilities on campus and is not equipped or authorized to maintain such facilities. Therefore, students, faculty, and staff of the College may not bring children to class, to work, or leave children unattended on campus. The College assumes no responsibility for supervision of children. Students, visitors, and employees who fail to comply with this policy may be asked to leave the campus.

Visitors on Campus
South Piedmont Community College welcomes visitors and prospective students to its campuses during normal operating hours. Visitors are not permitted to attend classes or contact students on campus without permission from the President or their designee.

Visitors on campus should register at the information/reception desk to ensure that all individuals are accounted for in case of an emergency. Individuals who are loitering or who have not registered at the information/reception desk will be asked to leave the campus.

Service and Other Animals on Campus
No Student, employee, or other person shall bring, feed, or cause to be brought upon SPCC campus grounds, facilities, or vehicles any animal unless it is working as a service animal for an impaired individual or otherwise specified in the associated procedures.
Definition of Service Animals

Under the Americans with Disabilities Act (ADA), service animals are defined as dogs that are individually trained to respond to an individual's needs and to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Provision for Miniature Horses

In compliance with the ADA, miniature horses (generally range in height from 24 to 34 inches measured to the shoulders and generally weigh between 70 to 100 pounds) may also be allowed on campus as service animals, provided they have been individually trained to do work or perform tasks for people with disabilities and they meet the following criteria:

- The miniature horse must be housebroken
- The miniature horse must be under the owner's/user's control
- The miniature horse's type, size, and weight must reasonably fit in the facility or classroom
- The miniature horse's presence must not compromise legitimate safety requirements necessary for safe operations of the College

General Guidelines for Service Animals and Service Animals in Training on Campus

All animals brought on campus as service animals or to be trained as service animals must be licensed and fully vaccinated in accordance with applicable state and county ordinances. Owners/users must ensure hygiene of the animal, routine maintenance for flea and tick prevention, and display of rabies tag.

A service animal or service animal in training may be prohibited from campus if the animal poses a direct threat to the health or safety of others. Those brought on campus must be harnessed, leashed, or tethered, unless those devices interfere with the service animal’s work or the owner's/user’s disability prevents using such devices. In that case, the owner/user must maintain control of the animal through voice, signal, or other effective controls. Fecal matter deposited by animals brought on campus must be removed immediately and disposed of properly (bagged and placed in an outdoor waste receptacle) by the owner/user. The burden is on the owner/user to arrange for removal of fecal matter if the owner/user is personally unable to perform the task.

1. College officials may ask an individual to remove a Service Animal or Service Animal in Training from the College facilities or the College campuses if:
2. The animal poses a direct threat to the health and safety of others;
3. The animal is out of control or disruptive and the animal's owner/user does not take effective action to control it; or
4. The animal is not housebroken.

When there is a legitimate reason to ask that a service animal be moved, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.

Service Animals in Training

An animal in training to become a service animal may be allowed on campus (with prior approval from the President’s Office or designee) for the purpose of training when it meets the following criteria:

- It must be accompanied by a trainer;
- It must wear a collar and be leashed;
- It must wear a harness or cape identifying it as a “service animal in training.”

A service animal in training may be prohibited if their presence disrupts or alters the program or educational activity involved.
The trainer shall be liable for any damage caused by the animal while on campus.

**Trained Service Animals**

Federal legislation does not require trained service animals to wear any special gear or identification. Additionally, owners/users of trained service animals are not required to carry certification papers showing that the animal has been trained as a service animal. When it is not obvious what service an animal provides, it is acceptable to ask the owner/user only two (2) questions:

1. Is the animal required because of a disability?
2. What work or task has the dog been trained to perform?

**NOTE:** College officials cannot ask about the person's disability, require medical documentation, require a special identification care or training documentation for the animal, or ask that the animal demonstrate its ability to perform the work or task.

Allergies and fear of dogs/animals are not valid reasons for denying access or refusing access to people using service animals. When an individual who is allergic to dog dander and a person who uses a service animal must spend time in the same room or class, they both should be accommodated by placing them, if possible, in separate course sections or in different locations within the same classroom.

**Emotional Support, Comfort, and Therapy Animals**

Emotional support animals, comfort animals, and therapy animals are not service animals under Title II and Title III of the ADA and are not automatically allowed to accompany persons with disabilities in any College area. Requests for these animals must be submitted to Disabilities Services for students, Human Resources for employees, or the President’s Office (or designee) for visitors for review. Individuals requesting these animals must disclose the disability and include supporting documentation that specifies the mental or psychological disorder. This documentation must be from a qualified professional such as, licensed physician, qualified psychiatrist or psychologist, social worker, or other qualified professional. The appropriate office will review the documentation and determine if:

- The individual qualifies as a person with a disability, and has a physical or mental impairment that substantially limits one or more major life activities;
- The support animal is necessary to provide emotional support or other assistance to improve one or more symptoms or effects of the disability.
- The documentation provides clear evidence that without the support animal, the individual would be negatively impacted while on campus or at campus sponsored events.

Requests for emotional support, comfort, or therapy animals are reviewed on a case-by-case basis and may or may not be approved.

**Other Animals Such as Wild or Feral Animals**

Wild or feral animals that do not pose risk or hazard, do not cause property damage, do not create public nuisance, and do not require human intervention may be allowed to inhabit campus grounds. However, humans should not intervene with these animals, which includes feeding and building of shelters.

Conversely, wild or feral animals that do pose risk or hazard, cause property damage, or create a nuisance will be regulated, controlled, and humanely relocated in accordance with applicable laws and regulations.

**Violations of the Policy**

All members of the campus community, including students and employees, must observe this policy and procedure. To report the presence of an animal in violation of the policy and/or procedure, call the Director of Safety and Security at 704-272-5347.

**Smoking / Tobacco-Free Campus Policy**

South Piedmont Community College recognizes that the use of tobacco products is a health, safety, and environmental hazard for all students, employees, visitors, and college facilities. No student, employee, or college visitor is permitted to use any tobacco product or any comparable smoking or personal vapor-
generating device, such as e-cigarettes, at any time, including during non-college hours.

- In any building, facility, or vehicle owned or leased by South Piedmont Community College
- On any campus grounds or property – including athletic fields and parking lots, owned or leased by South Piedmont Community College
- At any College-sponsored or College-related event, on or off campus

The College believes that the use of tobacco products on college grounds, in college buildings and facilities, on college property, and at college-sponsored events is detrimental to the health and safety of students, employees, and visitors. The College takes seriously its obligation to provide a healthy learning and working environment, free from unwanted smoke and tobacco use, for students, employees, and visitors on the South Piedmont campuses.

No student, employee, or college visitor is permitted to use any tobacco product at any time, including during non-college hours,

- in any building, facility, or vehicle owned or leased by South Piedmont Community College;
- on any college grounds or property – including athletic fields and parking lots – owned or leased by South Piedmont Community College; or
- at any college-sponsored or college-related event, on campus or off campus. In addition, college employees, volunteers, contractors, or other persons performing services on behalf of the College are prohibited from using tobacco products at any time while on duty and in the presence of students, either on or off college grounds.

Further, no students are permitted to possess a tobacco product while in any college building, on college grounds or property, at a college-sponsored or college-related event, or at any other time during which students are under the authority of college personnel.

Tobacco products may be included in instructional or research activities in college buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and if the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Definitions

For the purposes of this policy, “tobacco products” are defined as cigarettes, cigars, blunts, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products. “Tobacco use” includes smoking, chewing, dipping, or any other use of tobacco products.

Firearms and Other Dangerous Weapons

South Piedmont Community College provides a safe environment for students, faculty, staff, and visitors. Therefore, any unauthorized possession of a firearm or any other dangerous weapon, as defined in North Carolina General Statutes § 14-269.2, may result in disciplinary action.

Unauthorized possession of a firearm or any other dangerous weapon, as defined in North Carolina General Statutes §14-269.2, may result in the following actions:

1. The College may file charges under North Carolina General Statutes §14-269.2.
2. Any student who violates this provision may be expelled from the college for a period of not less than one year.
3. Violation of this provision by any employee may be considered a breach of the terms and conditions of employment.
4. Action may follow in accordance with the college’s personnel or student due process procedures.

Parking

Students should familiarize themselves with parking regulations, student parking locations and restrictions. A lack of space is not considered a valid excuse for violation of any parking regulation. While on campus, students must park in designated student parking areas only. Failure to park in designated
parking areas will result in a parking fine. The college will assume no responsibility for loss or damage
to any vehicle, or its contents, while operated or parked on the property of South Piedmont Community
College. Unpaid citations will result in an administrative hold on all college records. Students with a hold
will not be authorized to receive transcripts or register for classes until delinquent fines are paid. Parking
passes are available within the Student Affairs area on the L.L. Polk campus, Old Charlotte Highway
campus or Tyson Family Center for Technology. You must be registered for current courses prior to
receiving your Parking Pass.

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<th>Types of Parking Fines</th>
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<td>Fire Lane / Emergency Lane</td>
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<td>Handicapped Parking</td>
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<td>Designated Visitor’s Parking</td>
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<tr>
<td>Wooded Areas or Grass Areas</td>
<td>$5.00</td>
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<tr>
<td>Blocking entrance to buildings / driveways</td>
<td>$5.00</td>
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**Campus Housing**

SPCC does not have dormitory facilities. The Student Affairs Office may assist in obtaining information
about area rentals when available.

**Lost and Found**

A lost-and-found area is maintained at the security desks’ on all campuses. All found articles should be
turned in at these locations.
Admissions Policy

South Piedmont Community College serves all students regardless of race, color, national origin, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law.

The College subscribes to the “open door” policy established by the North Carolina Community College System. Except otherwise noted below, the college will admit all applicants who:

- are a legal resident of the United States and who either:
- are high school graduates or are at least 18 years of age.

The open-door policy does not mean there are no restrictions on admission into specific College programs.

The College will not use information regarding the accreditation of a secondary school located in North Carolina as a factor affecting admission to the College or to any program of study, loans, scholarships or other educational activity at the College unless the accreditation was not conducted by a State agency. The term “accreditation” shall include certification or any other similar approval process.

Admission requirements for an emancipated minor shall be the same as for an applicant who is eighteen (18) years old or older. Non-emancipated minors may be admitted and allowed to attend the College pursuant to 1D SBCCC 200.95.

Pursuant to North Carolina State Board of Community Colleges Code (1D SBCCC 400.2), SPCC reserves the right to deny admission to any applicant or student:

- during any period of time that the student is suspended or expelled from another educational entity;
- to programs offered where high school students reside (physically or virtually) that require compliance with the Jessica Lunsford Act;
- when there is articulable, imminent, and significant threat to the applicant or other individuals;
- who is not a North Carolina resident who seeks enrollment in any distance education course only if that applicant resides in a State where the college is not authorized to provide distance education in that State.
- when a student fails to obtain or loses a law enforcement agency sponsorship for courses mandated under N.C.G.S. § 17C and 17E. These courses require sponsorship upon acceptance until the completion of the program by the North Carolina Criminal Justice Education and Training Standards Commission or the North Carolina Sheriffs’ Education and Training Standards Commission.
- a student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements.
- any undocumented immigrant (immigrant not lawfully present in the United States) who does not meet the following conditions:
  - The undocumented immigrant attended and graduated from a United States public high school, private high school or home school that operates in compliance with State or local law.
  - The undocumented immigrant must comply with all federal and state laws concerning financial aid.
  - The individual shall not be considered a North Carolina resident for tuition purposes and must be charged out-of-state tuition regardless of whether the individual resides
in North Carolina.

◊ When considering whether to admit the individual into a specific program of study, the College shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants.

◊ Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

◊ An admitted undocumented student will not be permitted to register for a class or program of study or be placed on a waiting list until the conclusion of the last published registration date for the term.

Appeal for Admission Denials

If an applicant is denied admissions to the College for any of the reasons, within five (5) calendar days following the receipt of the reasons specifying the denial, the applicant may file a written appeal with the Associate Vice President of Student Affairs for a reconsideration. The written appeal shall contain the applicant’s reasons why they should be admitted and shall include any supporting documentation. The Associate Vice President of Student Affairs shall also meet with the applicant and provide the applicant an opportunity to respond. Within 10 calendar days from receipt of the applicant’s written appeal, the Associate Vice President of Student Affairs shall make a determination and provide the applicant with a written response.

If the applicant does not agree with the determination, within five (5) calendar days following the receipt of the Associate Vice President of Student Affairs’s determination, the applicant may file a written appeal with the Vice President of Academic and Student Affairs. The Vice President of Academic and Student Affairs shall conduct an “on the record review” and shall make a determination within 10 calendar days after receipt of the applicant’s written appeal. The Vice President of Academic and Student Affairs’ decision is final.

Admission Procedures

Admission to the College does not guarantee immediate acceptance to the curriculum program desired by the applicant. Applicants interested in pursuing a program of study/major MUST complete the General Admission Process prior to first-time enrollment. Once the General Admission Process is complete, applicants are placed into their program of study and may receive financial aid if eligible. Anyone wishing to register for classes prior to completing their admissions file may do so as a Non-Degree Seeking student. Certain programs may have additional entrance requirements such as Health Programs, the Associate of Arts in a Year, and Basic Law Enforcement Training.

Non-Degree Seeking Applicants

Non-degree seeking students are those students who enroll in one or more courses but do not desire to graduate from an existing program. The student may register for any course which is open to all students and does not require a prerequisite. However, if a student plans to register for a course that requires a prerequisite course, the student must submit an official transcript from a regionally accredited institution showing completion of this requirement with a grade of “C” or higher prior to registering. Students may not register for courses in a program that has a waiting list or restricted admission (such as health programs).

Non-degree seeking students are not eligible for financial aid or veterans benefits nor are they permitted to earn any degree, diploma or certificate awarded by the College.

General Admission Process

Complete the SPCC Application for Admission
Complete an application for admission online at www.spcc.edu. Click on the Apply button in the top right corner of the page. Applicants may use our library to complete any part of the process. Graduating Career and College Promise (CCP) Seniors that took classes at SPCC during their Senior year and wish to enroll as an SPCC adult student in the term following graduation will complete the CCP to Adult Enrollment form on www.spcc.edu by clicking the Student Panel and Forms (Etrieve).

Submit Official Transcript(s)
Request official transcripts from all previous schools attended (high school, high school equivalency, and college transcripts). Official transcripts must be submitted via an electronic transcript service to admissions@spcc.edu or mailed directly from the institution to South Piedmont at SPCC Admissions Office, P.O. Box 126, Polkton, NC 28135.

Applicants that submit official college transcripts showing degree completion of an associate’s degree or higher are not required to submit high school transcripts. SPCC high school equivalency graduates may request a copy of their scores from SPCC’s College and Career Readiness department in lieu of official transcripts. Applicants submitting a transcript from a non-public or online high school must contact the Admissions Office to determine if the transcript is acceptable for admission into the chosen program of study.

All foreign transcripts (secondary and post-secondary) must be evaluated and translated by a National Association of Credential Evaluation Services (NACES) recognized evaluation company at the student’s expense.

IMPORTANT: unofficial (student issued or faxed) transcripts will not be accepted. SPCC evaluates all college transcripts for transferable credit.

College Placement Test (CPT), if needed
Once all official transcripts are received, applicants will be notified by email if Placement Testing is needed. Most applicants will be placed into courses based upon:

- Unweighted high school GPA
- Completion of an Associate’s degree or higher
- Transferable college credits for English or math
- Qualifying SAT or ACT scores within 10 years of enrollment
- GED graduate from 2014 or after scoring 145 or higher in all test sections

Applicants not meeting the above criteria may need Placement Testing.

Returning Students (Readmission)
Returning students who are eligible for readmission and who have not been enrolled at the College for two (2) academic semesters must submit a new admission’s application and update residency classification prior to registration. Copies of academic transcripts and placement tests may be required. The student is required to meet the curriculum requirements in effect at the time of readmission according to the current College catalog. Students who have been placed on academic or disciplinary suspension must fulfill the terms of their suspension before being considered for readmission. Students on disciplinary suspension must consult with the Associate Vice President of Student Affairs to request readmission. The College reserves the right to deny readmission to a former student, including a student who has unsettled financial obligations at the College or who has not complied with previous disciplinary requirements. All of the student’s debts to the College must be paid in full before registering for courses.

Students previously enrolled in Career and College Promise, non-credit courses, or College and Career Readiness will complete the General Admission Process detailed above to enroll in curriculum programs.

Admission of High School Students: Career and College Promise
Career and College Promise (CCP) provides seamless dual enrollment educational opportunities for
eligible North Carolina high school students to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. The College offers the following CCP pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

- A College Transfer Pathway leading to college transfer credit;
- A Career and Technical Education Pathway leading to a certificate, diploma, or degree;

Except as provided above, the College cannot offer enrollment options for students who are under the age of sixteen (16) unless they have earned a high school diploma.

For any questions about CCP eligibility, please email sep@spcc.edu or call 704-290-5090.

**Enrollment of Early High School Graduates**

Graduating high school students that finish high school graduation requirements early and can obtain an official high school transcript showing a graduation date prior to the start of SPCC’s term may enroll as an adult student for that semester. If the graduation date is after the start of SPCC’s term, that student must meet the Career and College Promise (CCP) eligibility requirements. If the student meets CCP eligibility requirements, they will register as a CCP student for that term. Early graduates must not be placed in a program of study or registered until the final high school transcript is received.

**Health Programs**

SPCC’s Health Programs are designated as selective admission programs. Factors for admission include, but are not limited to: clinical space availability, instructor-to-student ratios specified by the applicable accrediting/approving agencies and/or other limited instructional resources. In addition, Health Programs have additional enrollment criteria in addition to the General Admission process. Refer to each program page at www.spcc.edu for specific program information.

**Associate in a Year Program**

SPCC’s Associate in a Year Program is designated as selective admission programs. This is a fast-paced program that selected applicants complete as a cohort. The Associate in a Year program has additional enrollment criteria in addition to the General Admission process. Refer to the program page at www.spcc.edu for specific program information.

**Continuing Education Programs**

For applicants seeking admission to a continuing education program, all applicants must complete the College’s continuing education registration process and pay the applicable tuition and institutional fees.

**Basic Law Enforcement Training**

The North Carolina Basic Law Enforcement Training ("BLET") is a State accredited program designed to prepare entry level individuals with the cognitive and physical skills to become certified police officers and deputy sheriffs.

To be accepted into the College’s BLET program, students must meet the following criteria:

1. Must complete a BLET application.
2. Must be at least 20 years of age or older.
3. Must be a citizen of the United States of America.

4. Must be a high school graduate or have earned a high school equivalency (high school diplomas earned through correspondence enrollment are not recognized toward educational requirements).

5. Must provide a medical examination report, properly completed by a physician licensed to practice medicine in North Carolina, a physician's assistant, or a nurse practitioner, to determine the applicant’s fitness to perform the essential job functions of a criminal justice officer.

6. Must take a standardized reading comprehension test and score at the tenth-grade level or higher within one year prior to entrance into the BLET program.

7. Must provide a certified criminal record check for local and state records for the time period since the applicant had become an adult and from all locations where the applicant has resided since becoming an adult. An Administrative Office of the Courts criminal record check or a comparable out-of-state criminal record check will satisfy this requirement.

8. Must have not been convicted of a felony or:
   • a crime for which the punishment could have been imprisonment for more than two (2) years; or
   • a crime or unlawful act defined as a “Class B misdemeanor” within the five (5) year period prior to the date of application for employment unless the applicant intends to seek certification through the North Carolina Sheriffs Education and Training Standards Commission; or
   • four (4) or more crimes or unlawful acts defined as “Class B Misdemeanors” regardless of the date of conviction; or
   • four (4) or more crimes or unlawful acts defined as “Class A Misdemeanors” except the trainee may be enrolled if the last conviction occurred more than two (2) years prior to the date of enrollment; or
   • a combination of four (4) or more “Class A Misdemeanors” or “Class B Misdemeanors” regardless of the date of conviction unless the individual intends to seek certification through the North Carolina Criminal Justice Education and Training Standards Commission.

9. Every individual who is admitted as a trainee in the BLET program shall notify the BLET of all criminal offenses which the trainee is arrested for or charged with, pleads no contest to, pleads guilty to or is found guilty of, and all Domestic Violence Orders (N.C.G.S.§50B) which are issued by a judicial official and which provide an opportunity for both parties to be present. The notifications must be received by the College within 30 days of the date the case was disposed of in court.

10. Must meet all other qualifications required by the North Carolina Department of Justice.

Appeal Procedure for Denial of Admission into Selective Programs

Admission to the College does not guarantee admission to selective academic programs. Applicants must meet additional requirements for admission to selective academic programs and be accepted into those programs. Any applicant who believes the college has unfairly denied admissions into their chosen selective academic program may appeal the denial decision if the student deems the college is at fault (wrong-doing, documented evidence of inconsistencies, etc.) in denying their status.

Applicants who have been denied admissions into a selective program may appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Applicants needing assistance in navigating the appeal procedure should contact the Director of Student Advocacy and Accountability for guidance.

1. An applicant who wishes to challenge the denial of admissions into a selective program of study must first consult with the appropriate Dean for the program in which admissions is being denied within five (5) business days after admission was denied.

2. The appropriate Dean will complete a review of the student’s credentials, including any additional...
documentation the applicant submits and will render a decision in writing to the applicant within three (3) business days.

3. Should the matter remain unresolved after consulting with the appropriate Dean, the student may file a Formal Appeal for Denial of Admission into Selective Programs if the appeal meets one of the following criteria: (1) policy and/or procedures were not followed, procedural irregularity that affected the outcome, (2) evidence of a conflict of interest or bias that affected the outcome, or (3) new evidence that was not reasonably available at the time of the determination that could affect the outcome. This formal appeal for the admission denial must be received within three (3) business days after the notification of the Dean’s decision. This appeal must be submitted through the Formal Appeal for Denial of Admissions form located here and also on the www.spcc.edu website under Student Panel/Appeal Forms. This form must be completed in its entirety. All supporting documentation to include emails, the grounds for the appeal, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeals process. (Applicants needing assistance with completing the form may contact the Assistant to the Vice President of Academic and Student Affairs/CAO or the Director of Student Advocacy and Accountability.) The student will receive notification of receipt of the appeal.

4. Once the appeal is received, the appeal is reviewed by the Associate Vice President of Student Affairs to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

5. For appeals moving forward, within three (3) business days of receipt of the appeal, a Student Appeals Team will review the appeal. If necessary, the applicant and the Dean will be notified of the date, time, and location of the hearing. The location may be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both the applicant and the Dean may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.

6. The Vice President of Academic and Student Affairs/CAO will notify the applicant (by student SPCC email), the program director (by SPCC email), and the Dean (by SPCC email), of the decision on the appeal within three (3) business days after the review. The decision of the Student Appeals Team is final.

The Student Appeals Team is a standing team appointed by the Vice President of Academic and Student Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

**Guaranteed Admissions Agreements**

SPCC has several formal agreements with four-year baccalaureate institutions, which guarantee admission to that institution, if certain criteria are met. Some agreements require that the student declare their intent to transfer early, so it is important to visit the Academic Advising center to learn more about each college’s requirements.
CREDIT FOR PRIOR LEARNING
AND STUDENT RECORDS

Acceptance of Transfer Credit

South Piedmont Community College (SPCC) evaluates credit for transfer from other collegiate level institutions. The College ensures that all associated coursework and learning outcomes are at the collegiate level and comparable to those offered at SPCC. After such evaluation, SPCC accepts qualifying coursework.

Transfer credit cannot be used to satisfy the College’s institutional credit requirements, which prescribe that 25 percent of credit hours must be earned through instruction offered by South Piedmont.

Students who have completed coursework at other colleges and universities should submit official transcripts of all post-secondary work. Credit will be evaluated in the context of the current SPCC college catalog and awarded according to the following criteria:

- Prior coursework must correspond in instructional hours and content and must be substantially similar to SPCC courses required in the degree, diploma, or certificate being sought. Quarter-hour courses must equate to the semester-hour equivalent of the current required course, either by a combination of courses or as standalone by using the 3:2 ratio (2/3). Coursework must have been completed at a regionally accredited college recognized by the Southern Association of Colleges and Schools Commission on Colleges or other nationally known accrediting body.

- All college-level courses completed with a “C” or better will be considered for transfer credit, regardless of the program of study. If a course completed at another college is not transferred, but the student thinks it meets the course requirements, a course description from the year appropriate college catalog can be submitted for review. A final decision will be made by the College. Transfer credits will appear on the student’s South Piedmont transcript with a grade of TA, TB, or TC. Time limits may exist on courses that apply toward certain programs of study (e.g. computers/health sciences).

- Transfer students must meet Residency Requirements for Graduation.

To be considered for acceptance of transfer credit from an international university, an official English language transcript is required and the student must have an International Transcript Evaluation completed by an evaluation agency at their expense. The transcript and the grading system can be submitted to an agency recognized by the National Association of Credential Evaluation Services (NACES), for an international evaluation. A letter grade of “A,” “B,” or “C” and earned credit hours must be provided for each course. Course equivalencies based on terms such as “Excellent” or “Good” are not acceptable. If the official transcript is in the English language and the institution is accredited in the U.S., an International Transcript Evaluation may not be required.

Regional accreditation is the educational accreditation of schools, colleges, and universities in the U.S. by one of seven (7) regional accrediting agencies. The seven (7) regionally accrediting agencies are: Middle State Commission on Higher Education, New England Association of Schools and Colleges, North Central Association of Colleges and Schools (aka Higher Learning Commission), Northwest Accreditation Commission, Southern Association of Colleges and Schools, Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges. Online regionally-accredited college credits are considered for transfer credit.

A student might not receive credit for all previous courses. If a student did not successfully complete a course, the course is obsolete, South Piedmont does not have an equivalent course, the timeframe has expired, the course is graduate level, or if the previously attended college is not regionally accredited, are some examples of why a course may not transfer. Please contact the Registrar’s Office concerning
Credit for Prior Learning & Student Records

any possible errors or questions regarding transcript evaluations.

Credit for Prior Learning

Credit for Prior Learning may be awarded to students under the following procedures. Students and faculty should refer to the procedure defined for their prior learning type.

Continuing Education (CE)/Non-credit Courses

Students who have met South Piedmont’s program admission requirements and have completed one of the approved Continuing Education (CE) courses may request to receive the equivalent course credit on their SPCC transcript. Approved non-credit courses and equivalent curriculum courses are listed on the College’s website. Each approved CE course articulation has an approved date of origin; CE courses completed prior to the approved date of origin are not eligible for articulation.

Request is made by completing the Non-credit to Credit form. Students will receive notification of the decision after the Registrar reviews the request. Credit is awarded without a grade. The form is kept in the student’s academic record along with any supporting documentation.

Certification/Credential

Students who have met South Piedmont’s program admission requirements and have certain currently valid industry certifications may request equivalent course credit on their SPCC transcript. Valid industry certifications and equivalent curriculum courses are listed on the College’s website. The student must be active in their program of study and have a currently valid official certification. The student must also maintain their certification throughout completion of the program.

Request is made by completing the Credential to Credit form and providing the official certification. Students will receive notification of the decision after the Registrar reviews the request. Credit is awarded without a grade. The form is kept in the student’s academic record along with any supporting documents.

High School to Community College Articulated Credit

Students who have met SPCC’s program admission requirements and have completed an approved high school to community college articulated course may receive High School Articulated credit on their SPCC transcript. The student must enroll within two (2) years of their high school graduation, have earned a grade of “B” or higher in the course at the high school level, and scored a 93 or higher on the articulated course post-assessment.

Request is made by submitting an official high school transcript. After reviewing the transcript, the Registrar awards High School Articulated credit to students meeting the criteria. All approved and recorded High School Articulated credit is assigned a grade of “TP.”

Military Education and Training

Students who have met SPCC’s program admission requirements and have military credit for prior learning may receive credit for documented military training on their SPCC transcript.

Request is made by providing an official transcript documenting the education and training. Official transcripts may be requested through Joint Services Transcript or the Community College of the Air Force. Course credit is awarded based upon approved credits applicable to a student’s chosen program of study. Students will receive notification of the decision after the Registrar reviews the transcript. Credit is awarded with a grade of “T” on the student transcript.

Standardized Examinations

Students who have met SPCC’s program admission requirements and have completed an approved standardized exam may receive standardized examination credit on their SPCC transcript. College-
Level Examination Program (CLEP) and Advanced Placement (AP) exam names, minimum scores, and equivalent curriculum courses are listed on the College’s website.

Request is made by submitting appropriate documentation verifying official scores. An official score report from the College Board must be provided to the College’s Admissions Office for AP and CLEP consideration. Course credit is awarded based upon the academic program of study. For Advanced Placement credit, a grade of “AP” is awarded on the student transcript. For CLEP, credit is awarded without a grade on the student transcript.

**Challenge Exams/Proficiency**

Students who have met SPCC’s program admission requirements may receive academic credit for an eligible course by demonstrating the required level of proficiency for that course through completion of a challenge exam. The College’s website includes a list of courses for which challenge exams are currently offered.

Request is made for the challenge exam by contacting the instructor for the course. Students are required to register for the class section, pay regular tuition, and attempt the challenge exam prior to the 10 percent point of the term.

After completion of a challenge exam with a score of “B” or better, students should submit the Credit by Examination form. Students will receive notification of test results from the Registrar. Credit is awarded with a grade of “CE” on the student transcript. Transfer credit from challenge examinations is not guaranteed. Developmental/Supplemental courses, courses with a clinical component, and courses that have CLEP examinations are not eligible for challenge exams. Students receiving financial assistance should consult with the Office of Financial Aid and Veterans Affairs for any implications of participating in a challenge exam. Career and College Promise (CCP) students may participate in Challenge Examinations to earn college credit but may not earn dual credit (high school credit not permitted).

**Registered Apprenticeship**

Students who have met SPCC’s program admission requirements and have completed a registered apprenticeship may request equivalent course credit on their SPCC transcript. Approved curriculum courses are listed on the College’s website. The student must be active in their Program of Study and have completed an articulated registered apprenticeship.

Request is made by completing the Apprenticeship to Credit form and providing official copies of the Journey Worker’s card and Apprenticeship Agreement. Students will receive notification of the decision after the Registrar reviews the request. Credit is awarded without a grade. The form is kept in the student’s academic record along with any supporting documents.

**Public Safety Training (PST) Prefix Courses**

Students who have met SPCC’s program admission requirements and have prior learning in industry recognized training and/or credentials from North Carolina Public Safety Training Organizations (NCDPS, NCOSFM, NCDOJ, NCCCS, NC Criminal Justice Education and Training Standards Commission and NC Sheriffs’ Education and Training Commission), may receive credit on their SPCC transcript for Public Safety Training (PST) courses as specified in the NCCCS Common Course Library. Students must be active in a Program of Study which offers PST course prefixes.

Request is made to the Registrar by submitting official documentation of state-mandated, agency, or non-credit training including documentation of required minimum hours. After review, students will receive notification of the decision. Credit is awarded without a grade. Official documentation is retained in the student’s file.

**Portfolio Assessment**

Students who have met South Piedmont’s program admission requirements and have prepared a portfolio
with evidence of prior learning may request to receive course credit on their SPCC transcript. Approved curriculum courses, academic expectations, portfolio requirements, and submission guidelines are in development and will be listed on the College’s website.

Request is made by completing the Credit by Portfolio Assessment Form and submitting a portfolio that meets all requirements and adheres to submission guidelines for the course. Following the Registrar’s review of the request and faculty assessment of the portfolio, students will receive notification of the decision. Credit is awarded without a grade. The form and portfolio are kept in the student’s academic record.

**Mathematics Direct Placement**

A student may place directly into Calculus I (MAT 271) if the student has met at least one of the following criteria within five (5) years of enrolling in the course:

- A score of 2 or higher on the AP Calculus AB exam.
- A grade of C or higher in an AP Calculus course and an unweighted HS GPA of 3.0 or higher.
- A score of 90 or higher on the ACCUPLACER College-Level Math (CLM) test.
- A score of 46 or higher on the trigonometry section of the ACT Compass Math Placement Test.
- A score of 580 or higher on the SAT Math (taken prior to 2016) and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 600 or higher on the new (March 2016 and beyond) SAT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 24 or higher on the ACT Math and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.
- A score of 560 or higher on the SAT Subject Test in Mathematics Level 2.
- Local diagnostic exam or challenge exam which demonstrates proficiency in Pre-Calculus courses(s) competencies.
- An unweighted high school GPA of 3.5 or higher and a grade of C or higher in the North Carolina Standard Course of Study Pre-Calculus course or an equivalent course from another state.

Students’ receiving Direct Placement will not be awarded transcripted credit for MAT 171 and MAT 172 (will not show on a student’s transcript). See the Advising Center for more information.

**Student Records**

South Piedmont Community College will comply with the Amendment to Public Law 93-380, (Privacy Rights of Parents and Students) which sets forth obligations for the maintenance and release of certain student information.

The following documents will be maintained as part of the student’s institutional records for five (5) years and are subject to all state and federal regulations governing the safety and confidentiality of those records:

- Complete application
- Registration, change forms, and notices
- Veterans records
- Transcripts
- Test records (when applicable)
- Statement of waiver by the student for release of records, which also contains a list of those persons to whom the records are accessible

South Piedmont Community College will use the above information for the sole purpose of assisting students in the attainment of educational goals at this institution. The information gathered as listed above
may be shared with appropriate professional personnel at the institution for the accomplishment of this goal. Students have the right to request and be permitted, within the limitations of Public Law 93-380, to review the above listed records in the presence of either the Director of Student Advocacy and Accountability or a counselor. Students must provide identification and complete a FERPA Consent to Release Student Information form found in Student Forms. Students will be allowed to view records within 45 days of the request.

**Catalog of Record**

The catalog that is current when a student enrolls in the College is called the catalog of record. The program of study listed in the student’s catalog of record outlines the requirements that must be met for graduation. When changes occur in a program of study, a student may elect to move to the next catalog in which those changes are effective or continue in the current catalog. Any deviation from the catalog of record must be received through the Change of Program form located in Student Forms.

If a student has not attended South Piedmont Community College for at least one academic year, re-entry must be under the catalog in effect at the time of readmission.

**Continuous Enrollment**

As long as a student maintains continuous enrollment, the student’s records (test scores, transfer credit evaluation, etc.) will remain valid. Continuous enrollment is defined as enrollment in consecutive fall and spring semesters. If a student does not maintain continuous enrollment, the student will be required to reapply to the college and may be required to take the Placement Test, and/or repeat coursework.

**Transcripts**

Copies of official South Piedmont Community College transcripts may be requested by completing a Transcript Request available in the Registrar’s Office or in Student Forms, or through the National Student Clearinghouse at https://www.getmytranscript.org. Detailed information can be found on the College’s website. Allow time for processing and mailing.

Transcripts are sent upon the written request of the student only. No transcript will be furnished for a student whose financial obligation to the College has not been satisfied. Transcripts cost $5 each. If paying by check, the check must include a driver’s license number and phone number. Starter checks are unacceptable.

**The Family Education Rights and Privacy Act of 1974 (FERPA)**

South Piedmont Community College adheres to the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99), which is a Federal law that protects the privacy of student education records. FERPA applies to all educational agencies and institutions that receive funding under any program administered by the Department of Education. Once a student reaches 18 years of age or attends a postsecondary institution at any age, the student becomes an “eligible student,” and all rights formerly given to parents under FERPA transfer to the student.

The eligible student has:

- the right to have access to (inspect and review) their education records
- The term “education records” is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.
- the right to seek to have the records amended if the student believes their records to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights
• the right to have control over (consent to) the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations)
• the right to file a complaint with the Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation or has heard orally is not protected under FERPA.

Access to Education Records

Under FERPA, a school must provide an eligible student with an opportunity to inspect and review their education records within 45 days following its receipt of a request. Copying any records may be at the expense of the student.

Amendment of Education Records

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in their education records be amended. While a school is not required to amend education records in accordance with the eligible student’s request, the school is required to consider the request. If the school decides not to amend a record, the school must inform the student of their right to a hearing to challenge the content of those records. If after the hearing the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth their views. The statement must remain with the contested part of the eligible student’s record for as long as the record is maintained. Amendment procedures may be used to challenge facts that are inaccurately recorded, but may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student.

FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. If FERPA amendment procedures are not applicable to an eligible student’s request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student’s education records to a third party unless the eligible student has provided written consent. Written consent forms are available on the [www.spcc.edu](http://www.spcc.edu) website under Student Panel, Forms (Etrieve), under Registrar, FERPA-Consent to Release Student Information form; through the SPCC Registrar’s Office at the Monroe Campus, Polkton Campus, and Tyson Center for Technology; or by emailing the registrar at registrar@spcc.edu to receive the form. By completing the FERPA Consent to Release Student Information form, the student allows South Piedmont Community College to verbally disclose information to indicated parties who appear in person with a government-issued picture ID.

However, there are exceptions where a school can disclose personally identifiable information from an eligible student’s education records to a third party without written consent:

• School officials with legitimate educational interest in the information
  a. “School officials” are defined as a person employed by or under contract with the college in an administrative, supervisory, academic, or support staff position, or a board member, trustee, attorney, sponsor, or collaborating high school liaison.
  b. “Legitimate educational interest” is defined as the school official needing access to information in a student’s record in order to perform their job, and/or maintain safety or security for the campus, and the school official performing a task related to a student’s education or is providing a service/benefit to the student.
• Other schools in which the student is transferring
• Specified officials for audit or evaluation purposes
• Appropriate parties in connection with financial aid to a student
• Organizations conducting certain studies for or on behalf of the school
• Accrediting organizations
• To comply with a judicial order or lawfully issued subpoenas
• To the parent of a dependent student if the parent has claimed the student on the most recent year’s income tax statement
• Appropriate officials in cases of health and safety emergencies
• State and Local authorities, within a juvenile justice system, pursuant to specific State law
• “Directory Information” as defined by FERPA is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. “Directory Information” may be disclosed and includes:
  a. Student’s name
  b. Student’s hometown
  c. Dates of attendance at the college
  d. Credentials earned and dates awarded
  e. Student’s major field of study or program
  f. Information that may not be disclosed without written consent:
     • Student ID number
     • Student’s email or mailing address
     • Student’s telephone number
     • Social Security Number
     • Grades/GPA
     • Class schedule
     • Employment information
     • Academic performance information
     • Admission information
     • Transcripts
     • Financial information
     • Disciplinary information, unless imminent threat
     • Class attendance information
     • Student’s current enrollment status

As a note: conditions specified in the FERPA regulations at 34 CFR § 99.31 have to be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

Law Enforcement Records

“Law Enforcement Records” created by law enforcement for a law enforcement purpose and maintained by law enforcement are not “education records” subject to the privacy protections under FERPA. However, education records shared with law enforcement do not lose their protected status as education records and are subject to the privacy protections under FERPA.
Complaints

To file a complaint with The Family Compliance Office, a student must have suffered an alleged violation of their rights under FERPA. Information will not be considered if provided by a third party. The Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation of FERPA. Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated. If the Office does investigate the complaint, and it is determined that the school violated FERPA, the school and the complainant are so advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved.

Complaints regarding access or amendment to records should include: date of the request for access or amendment to the education records; name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested, or the specific nature of the inaccurate information for which the amendment was requested and evidence provided to the school to support the assertion that such information is accurate.

Complaints regarding improper disclosure should include: the date or approximate date the alleged disclosure occurred or the date the student learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the disclosure was made; and the specific nature of the education records disclosed.

Complaint forms may be obtained by calling 202-260-3887. Please mail the completed form to:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-8520

Destruction of Records

Unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student. (NCCC Records Retention and Disposition Schedule issued by the Department of Natural and Cultural Resources, Division of Archives and Records; G.S. §121-5 and G.S. §132-8)

Adapted from U. S. Department of Education (FERPA General Guidance for Students, June 26, 2015) Updated June 2021
REGISTRATION

Once the admissions process is complete, students are eligible to register for classes during the registration times listed on SPCC's website, www.spcc.edu. New students are strongly encouraged to meet with Academic Advising staff for assistance with program advising and registration. Advising Centers are available at the L. L. Polk campus, the Old Charlotte Highway campus, and the Tyson Family Center for Technology location. Academic Advising is also available virtually to all students. Virtual sessions can be conducted via phone, email, or Teams. Virtual inquiries or appointments can start here: https://spcc.edu/student-resources/advising/register/distance-advising/. All students will register through their online GO! Student Portal by visiting https://go.spcc.edu.

Access to course registration may be restricted if a financial or academic hold has been placed on a student's record. Some classes require special permission to register. Students are responsible for paying for all scheduled classes by the published due date.

Office 365 Accounts

South Piedmont Community College provides students with an email account through Office 365. This account will be the primary tool for instructors and staff to communicate with students regarding important announcements and official College business. Therefore, the Office 365 account should be accessed regularly so important information and/or dates are not missed. Office 365 accounts are the property of SPCC and may be accessed to verify disputed information.

Office 365 is accessible through this link: https://portal.office.com. Instructions for accessing an Office 365 account will be emailed to the student at the email address listed on the admission application. If that email is not received within 24 business hours after applying, email admissions@spcc.edu.

Schedule Changes

Schedule changes are permitted before the beginning of the term, and through the drop/add date of the term. Dropping or adding courses within the allowable drop/add period will not cause a grading penalty. If courses are dropped within the drop period after the course begins, a 25% course fee is incurred as outlined in the College’s Refund Policy. Courses are allowable to be dropped up to the posted Census Date (10% point). The Census Date for each course is located within the course Syllabus. Students are encouraged to speak with an Academic Advisor regarding course drops and adds. These changes will be made by the student on the GO! Student Portal.

NOTE: If a course has a prerequisite or a corequisite, students are required to meet those course requirements. All prerequisites must have been satisfactorily completed before registering for the course. When dropping a course with a corequisite, both the corequisite and the course requiring the corequisite must be dropped. Refunds are processed according to the State Board of Community Colleges Code 1E SBCCC 900.1.

TUITION AND FEES

Tuition for in-state and out-of-state residents is set by the North Carolina General Assembly and is subject to change by the North Carolina General Assembly without notice. Fees are set by the North Carolina General Assembly, the North Carolina State Board of Community Colleges, and/or the South Piedmont Community College Board of Trustees and are subject to change without notice.
Registering and Paying for Courses

In-state tuition is $76.00 per credit hour plus fees up to 16 semester credit hours. Out-of-state tuition applies to any student determined to be out-of-state by the Residency Determination Service (RDS) process. Out-of-state tuition is $268.00 per credit hour plus fees up to 16 semester credit hours. The table below reflects the maximum per semester tuition and fees. This amount will vary based on the unique schedule each student creates every semester.

<table>
<thead>
<tr>
<th></th>
<th>In-State</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (maximum)</td>
<td>$1,216.00</td>
<td>$4,288.00</td>
</tr>
<tr>
<td>Technology Fee (maximum)</td>
<td>$48.00</td>
<td>$48.00</td>
</tr>
<tr>
<td>Activity Fee (maximum)</td>
<td>$35.00</td>
<td>$35.00</td>
</tr>
<tr>
<td>Accident Insurance</td>
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<td>$1.40</td>
</tr>
<tr>
<td>CAPS Fee</td>
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<td>$15.00</td>
</tr>
<tr>
<td>Maximum Tuition/Fees</td>
<td>$1,315.40</td>
<td>$4,387.40</td>
</tr>
</tbody>
</table>

The Technology Fee ($2/credit hour) is used to support procurement, operations, and repair of computers as well as other instructional technology including supporting supplies and materials.

The Activity Fee supports cultural activities, entertainment, and recreational activities sponsored by the Student Government Association.

Students paying the Accident Insurance Fee receive accidental injury, accidental death, and dismemberment insurance while on campus or participating in off-campus, College-sponsored and/or supervised activities. This is a limited supplemental policy.

The College Access, Parking, and Security (CAPS) Fee supports costs of acquiring, constructing, and maintaining the College’s parking facilities, and security of college property. The fee is $15 per semester for Curriculum and Career and Continuing Education students who attend classes on any campus.

Residency Classification for Tuition Purposes

All students, except Career and College Promise students, must complete the Residency Determination Service (RDS) as part of the admission application. A brief interview will be completed to determine the student’s residency status for tuition purposes. Interview answers will also determine if the student may qualify for any exceptions or waivers for residency purposes. Upon completion of the Initial Consideration, students will be provided a residency certification number (RCN). This number is a unique identifier to that student and the number will never change. The student’s residency classification will be attached to that RCN. Determinations expire after 15 months which may require updates if the student is not continuously enrolled.

A student’s residency information will be verified after RDS is completed, which can take up to seven business days. Students should be proactive in completing the RDS process early and make certain the RCN is included on their application. Failure to complete the RDS process could cause registration delays, payment delays and incorrect tuition charges. If a student appeals their initial classification and receives confirmation that their status has changed, the Admissions Office must be notified immediately by completing the Residency Status Update Request in Student Forms.

SPCC will continue to work with students who have business sponsorships, or are using military benefits or other allowable exceptions. All other residency determinations are made by RDS and not by SPCC.

Most students will only be required to complete the Initial Consideration process. The Reconsideration and Appeal processes are for those students who experience a change in residency (Reconsideration) or who have not had a change in status and believe their residency classification is incorrect (Appeal).

All students, parents, faculty, staff, and constituents of the North Carolina Community College System should refer to the Residency website at www.ncresidency.org for complete details regarding the North
Registering and Paying for Courses

Carolina Residency Determination Service processes and required residency guidelines.

**Lab Fees**
A per semester lab fee is charged for certain courses with lab hours. The fee amount is contingent on supplies consumed and may vary by course.

**Special Fees**
Additional fees may be charged for some programs (e.g. equipment fees, liability insurance, etc.). SPCC does not charge a fee associated with verification of the identity of online students. Should the need arise, students will be notified of any fees associated with identity verification at the time of registration through standard venues for curriculum fee notifications.

**Textbooks**
SPCC uses BibliU to access textbooks and resources for most courses. Course textbooks and resources will appear in the Canvas course on the first day of class and can be found via the Bibliu tile (embedded in the SPCC Navigate App). The cost of Bibliu is reflected on the student registration statement as “digital course materials” and is charged per course. This fee is covered by Financial Aid for eligible students. The fee per course may vary by semester but will not exceed $65 per course. Students can expect a fee range of $50 to $65 per course.

BibliU provides access to textbooks and many course resources allowing students to search across all books and resources, annotate as you read, provides feedback for instructors to help them support student learning, and a low cost per course fee for textbooks.

**Payment of Tuition and Fees**
After registering, students can make payments for tuition and fees by credit card through https://go.spcc.edu, or by phone by contacting SPCC’s Business Office at 704-272-5355, 704-272-5354, or 704-290-5849. Additionally, payments by check that include driver’s license and phone number may be mailed to SPCC, Attn: Business Office, PO Box 126, Polkton, NC 28135, or a payment plan may be set up with Nelnet Payment Solutions through https://go.spcc.edu. Returned checks incur a fee of $25. SPCC accepts credit card payment by phone from the cardholder only.

If payment is not received by the census date (ten percent point) of the class, then the class(es) will be dropped from the student’s schedule and the student will not be permitted to remain in the class for that term. If this happens, the student would be allowed to register for the class in a future term and would be required to pay in full for the class(es) prior to the first day of class.

If a student has made payment by the ten percent point but has an unpaid balance on their student account, the student will receive a bill in the mail from SPCC’s Business Office. A first notice is sent, and then a final notice. If the matter is still not resolved within 30 days of the final notice, the account is reported to a collection agency for further collection proceedings. The North Carolina and South Carolina Department of Revenues are also notified of the debt. If it becomes necessary for SPCC to refer an unpaid balance to a collection agency, the student will be expected to pay all fees associated with the collection in addition to the unpaid balance.

**Senior Citizen Auditing Provision**
Individuals at least 65 years of age or older are eligible to audit courses. The individual must provide a government-issued document with a date of birth as proof of age to the Admissions Office. The student will have tuition waived, but is responsible for paying for any local fees, books or course supplies. The student must complete the admission process and meet any course requisites prior to registration. If the
student enrolls in a self-supporting course, this provision does not apply and the student is responsible for tuition. The student should complete the Course Audit Request form located in the Registrar’s Office. A grade of “SR” will be assigned but will not count towards credential completion.

**Tuition and Fees Paid by Outside Agencies (Third Party Sponsorship)**

If student tuition and fees are to be paid by an agency outside the college, students are responsible for ensuring that the College has received proper written authorization from the outside agency. Students may be dropped from classes for non-payment of tuition and fees if an authorization statement from the agency has not been received by the payment due date. Any invoice submitted to an agency will be payable upon receipt. If a sponsoring agency does not pay the required fees, the student will be responsible for all obligated tuition and fees.

**Refund Policy**

Refunds are processed under the North Carolina Community College System refund policy.

- SPCC will refund 100% of the tuition paid if the College cancels a class or if the student drops class(es) before the first day of the semester.
- SPCC will refund 75% of the tuition paid if class(es) are dropped on or before the 10% point of the course section. If classes are dropped by the 10% point, the student is responsible for paying 25% of the tuition. NOTE: Financial aid may not pay the 25%.
- Tuition refunds will not be granted if a student withdraws after the 10% point of the course section, even if the student has not attended any class.

Refunds will not be made in the amount of $5 or less.

**Short Term and Non-credit Refund Policy**

Registration fee refunds are not issued except under the following conditions:

- If a student officially withdraws from a course prior to the first scheduled class meeting, a 100% refund is issued.
- A 75% refund of registration fees is granted if a student officially withdraws on the first day of the course or prior to or on the 10% point of the scheduled hours of the class section. This applies to all course sections except those that begin and end on the same day. Refunds are not issued after the start of a section that begins and ends on the same calendar day.
- A 100% refund will be issued for a class which is canceled because of insufficient enrollment.

**Military Tuition Refund**

Upon request by the student with appropriate documentation, the College will grant a full refund of tuition and fees to military affiliated students called to active duty or active duty personnel who have received temporary or permanent reassignments as a result of military operations taking place outside the state of North Carolina that make it impossible for that student to complete their course requirements during the current semester or term.

**Death of Student Refund**

In the event of a student's death during a semester or term, all tuition and fees the student paid that semester or term may be refunded to the estate of the deceased.

**FINANCIAL AID**

To apply for financial aid, students must complete the *Free Application for Federal Student Aid (FAFSA)*.
Any of the following methods may be chosen to file a FAFSA: (1) Log in to [www.studentaid.gov](http://www.studentaid.gov) and apply online (recommended); (2) Complete a PDF FAFSA obtained online or in our office, which must be mailed in for processing; or (3) Request a paper FAFSA by calling 1-800-4-FED-AID (1-800-433-3243) or 334-523-2691. Hearing impaired students may contact the TTY line at 1-800-730-8913.

Students should always list South Piedmont Community College’s school code (007985) in Step 6 of the FAFSA to ensure that South Piedmont Community College Office of Financial Aid and Veterans Affairs receives their application.

Information entered into the FAFSA is reviewed according to federal guidelines. This ensures that all applicants are treated fairly and equitably. Income, assets, family size, marital status, and the number of family members in college are used to determine financial need. Once a student’s eligibility for financial aid has been determined, an award letter will be available for viewing or printing on the student’s [SPCC Go! Account](http://www.studentaid.gov). Financial aid covers the cost of tuition, fees, and books (not to exceed the eligible amount). Each semester, any remaining financial aid balance will be sent to a student’s current mailing address as listed with the SPCC Registrar’s Office and direct deposit options are available.

NOTE: Students who withdraw or stop attending before the 60% point of the semester have not earned their awards and will be required to repay unearned financial aid funding.

The FAFSA is available beginning October 1 of each year for the upcoming academic year. An academic year consists of the fall, spring, and summer terms. The 2022/2023 FAFSA became available October 1, 2021. Each academic year, students must complete or renew the FAFSA. Students are encouraged to apply at least eight (8) weeks prior to registration for the semester they intend to enter College. If eligibility for financial aid has not been determined or a student’s file is not complete before the tuition payment deadline for each semester, the student will be responsible for payment of tuition, fees, and all other applicable charges. Payment deadlines are published in college calendars and generally occur 30 days prior to the start of each semester.

**Student Responsibilities**

To receive Federal Financial Aid and State assistance, a student must:

- Demonstrate financial need as determined by a completed FAFSA
- Have an official high school diploma or a high school equivalency on file with the College
- Be enrolled in an eligible academic program
- Maintain Satisfactory Academic Progress (SAP) standards
- Be a U. S. citizen or an eligible non-citizen
- Have a valid Social Security Number
- Not be in default on a federal student loan and no money is owed on a federal student grant
- Certify they have not been convicted of possessing or selling illegal drugs
- Register with Selective Service, when required

Courses not eligible for federal financial aid include, but are not limited to:

- Special Credit (undeclared major)
- Credit by Examination (test-out)
- Audited courses
- High school programs (Career and College Promise, Early College)
- Certificate programs that are less than 16 credit hours in length
- Non-credit courses/Continuing Education courses

**Types of Financial Aid Available**

**Federal Financial Aid**

- Federal Pell Grants are based on financial need as determined by the FAFSA. Pell grants are for
college undergraduates who have not yet earned a bachelor's degree.

- Federal Work-Study Program provides jobs for students who meet eligibility requirements and wish to earn part of the cost of attending SPCC. Work-study employment is available on a part-time basis (usually 10-20 hours per week). Students who are interested in a work-study job with the College must complete a FAFSA and an SPCC Application for Federal Work-Study Employment. The application for Federal Work-Study Employment is located on the College's website at www.spcc.edu under Employment/Student.

State Financial Aid
- North Carolina Community College Grant (NCCCG) may be awarded to students who are North Carolina residents enrolled in at least six (6) credit hours per semester in an eligible curriculum program. Eligibility is based on the same criteria as the Federal Pell Grant; some students who are not eligible for the Pell Grant may be considered for the NCCCG based on their estimated family contribution (EFC) as determined on the Student Aid Report. Applicants must complete a FAFSA in order to be eligible for this grant.

- North Carolina Education Lottery Scholarship (NCELS) is available to NC residents for tuition purposes who enroll in at least six (6) credit hours per semester in a curriculum program and make satisfactory academic progress. Eligibility is based on the same criteria as the Federal Pell Grant; some students who are not eligible for the Pell Grant may be considered for the NCELS based on their estimated family contributions (EFC) as determined on the Student Aid Report. Applicants must complete a FAFSA in order to determine eligibility for this grant.

- North Carolina Community College Child Care Assistance provides child care assistance to students who have custody or joint custody of their children and are enrolled in a minimum of six (6) seated in-class credit hours for the semester. Applicants must be eligible for financial aid through the FAFSA, and be making satisfactory academic progress.

- North Carolina Targeted Assistance Program includes the Less Than Half-Time Funds and High Demand Low Enrollment Funds. The Less Than Half-Time funds provide funding for students who are enrolled less than half-time in certificate, diploma, or associate degree programs. Students must complete the FAFSA and have an EFC between 801 and 4,000 and be enrolled in less than six (6) credit hours. High Demand Low Enrollment funds are awarded to students who enroll in low-enrollment programs of study that prepare the students for high-demand occupations in local communities. High demand programs are selected on an annual basis and funding amounts vary.

Scholarships
Scholarships are available from federal, state and local sources. They are awarded based on donor criteria, financial need, academic performance, and/or time of application. Students applying to receive scholarships must complete the FAFSA and the SPCC Online Scholarship Application accessible through the financial aid section on our college website www.spcc.edu under Admissions.

Forgivable Education Loans for Service (FELS)
The Forgivable Education Loans for Service Program was established by the North Carolina General Assembly to assist qualified students who are committed to working in North Carolina in designated critical employment shortage professions. The program is designed to be flexible so that it will respond to current as well as future employment shortages in the State. Additional information and updates about the application process are available at www.cfnc.org/FELS.

North Carolina Community College Loan Program
The North Carolina Community College Loan Program provides eligible students with short-term emergency loan funds. Funds are normally limited to $150 and all loans must be fully repaid within 30 days of disbursement. Funding is limited and approved on a first-come, first-served basis.
Registering and Paying for Courses

Alternative Loans
South Piedmont Community College is not affiliated with and does not maintain a preferred lender agreement with any private loan company or program. The Office of Financial Aid and Veterans Affairs will provide student selected loan companies with certification information in accordance with unmet need and enrollment status as determined by a completed FAFSA application and college registration.

Direct Loans
South Piedmont Community College does not currently participate in the Federal Direct Loan program. Therefore, students are not currently eligible for subsidized, unsubsidized, or parent PLUS loans under the current Federal Direct Loan programs while attending SPCC.

Payment Plans
SPCC has partnered with NELNET Business Solutions to provide an automatic payment plan for students who wish to self-pay by making scheduled payments for school-related charges. The plan offers online enrollment, flexible payment options, and no interest fees. Contact SPCC’s Business Office at 704-272-5348 for more information. A credit/debit card/checking account and $25 enrollment fee are required for plan activation.

Vocational Rehabilitation
Certain students who have mental, physical, or emotional disabilities that limit employment opportunities may be eligible for financial assistance through local Vocational Rehabilitation offices or the Division of Vocational Rehabilitation Services, Department of Human Resources, in Raleigh.

Workforce Innovation and Opportunity Act
WIOA funds are intended to provide financial assistance to students who are dislocated workers. Assistance may be provided for tuition, fees, textbooks, supplies, child care, and transportation. WIOA award is based upon eligibility, the availability of funds, as well as student satisfactory progress measures that may be imposed. More information about WIOA can be obtained by contacting Union County Community Action at 704-283-1114 (students up to age 24) or NCWorks Career Center at 704-283-7541 (students over the age of 24).

Financial Aid Enrollment Status
A student’s enrollment status has a direct effect on financial aid that can be awarded. Most state and federal grants are prorated based on the enrollment status. Students who are enrolled in 12 or more credit hours are considered to be full-time students. Students who are enrolled in 9-11 credit hours are three-quarter time, 6-8 credit hours are half-time, and students who enroll in 1-5 credit hours are considered less than half-time. Credit hours can only be counted if they apply to an eligible program of study and cannot include more than 30 credit hours of developmental courses. Annual awards cover a 9-month period and are split between two semesters. The number of authorized credit hours each semester is used to calculate the actual authorized semester awards. Awarded financial aid can be viewed on the student’s college-provided GO! Student Portal.

Satisfactory Academic Progress for Students Receiving Financial Aid
Federal regulations require that students receiving financial aid maintain strict academic (Qualitative) and progress (Quantitative) standards while pursuing their educational goals. Students receiving financial aid should note that the college-wide Probation Policy for academic progress contains the same grade point average (GPA) requirements as the Financial Aid Satisfactory Academic Progress (SAP) policy; however, the SAP policy for students receiving financial aid is stricter than the college-wide Probation Policy for students enrolled in the same educational program who are not receiving financial aid. The SAP policy is applied to all student categories, i.e., full-time or part-time, who receive financial aid within eligible curriculum degree, diploma, and certificate programs established by the school.
Students receiving financial aid are evaluated at the end of each semester to determine progression. Students must meet the Academic Standard (Qualitative), the Program Completion Standard (Quantitative), and stay within the Maximum Time Frame Standard (Quantitative) to remain in a satisfactory status.

**Academic Standard (Qualitative)**

Students receiving financial aid must maintain a cumulative 2.0 SAP GPA. SAP GPA includes “all” curriculum classes taken at South Piedmont Community College and any accepted transfer credits, regardless of time frame. Classes with a course grade of “I” (incomplete) or “W” (withdrawal) are included in the SAP GPA calculation, calculated as a grade of “F” and count toward the attempted credit hours. All classes that are repeated count toward the SAP GPA and the attempted/completed credit hours.

If a student’s cumulative SAP GPA falls below 2.0, the student is placed on a financial aid warning status and will be notified by the Office of Financial Aid and Veterans Affairs. The student then has a warning period of enrollment, which is the next semester the student is enrolled at SPCC, to achieve the cumulative 2.0 SAP GPA. The student is eligible for financial aid during this warning period of enrollment. If at the end of the warning period a cumulative 2.0 SAP GPA is not achieved, the student is no longer eligible to receive financial aid and will be placed in a financial aid unsatisfactory status. The student may regain financial aid eligibility by reaching a cumulative 2.0 SAP GPA through self-pay or outside resources.

**Program Completion Standard (Quantitative)**

All students receiving financial aid must complete at least two-thirds or 67 percent of all curriculum hours attempted at South Piedmont Community College including accepted transfer credits, regardless of time frame. 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 hours has a completion rate of 50 percent (32 divided by 64). Attempted but not completed credit hours include: incompletes, withdrawals, repeated classes, and courses with a grade of “F.”

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

**Maximum Time Frame Standard (Quantitative)**

All students receiving financial aid must complete their educational program within 150 percent of the published length of that program. Students who exceed the 150 percent maximum time frame are no longer eligible to receive financial aid at SPCC. The Maximum Time Frame Standard includes all curriculum hours attempted and any accepted transfer credits or developmental credit hours, regardless of time frame. The SPCC college catalog provides a course listing for each educational program and the number of credit hours needed to complete the program. The published program lengths do not include developmental education hours that may be required for individual students. For example, the Automotive Systems Technology degree is 66 credit hours in length; therefore, a student receiving financial aid enrolled in that program may attempt, including accepted transfer and developmental education credit hours, up to 99 credit hours (66 credit hours times 150 percent) and remain eligible for financial aid.

Additionally, students who cannot mathematically complete their program of study by the 150 percent maximum time frame will no longer be eligible for financial aid. Example: A student is in a program which would allow for a maximum of 99 credit hours and the student has attempted 90 credit hours and needs 4 additional courses which total 16 credit hours to complete the program. Adding the 90 credit hours attempted to the 16 credit hours still required equals 106 credit hours which is more than the 99 credit hours allowed. Mathematically the student could not complete the program prior to the 150 percent maximum
time frame and would no longer be eligible for financial aid at South Piedmont Community College.

**Appeal Process for Unsatisfactory SAP Status**

Students in an unsatisfactory SAP status may appeal their loss of financial aid eligibility. Appeals must be made at least 10 days prior to the start of the semester in which a student wishes to receive financial aid. Financial Aid Reinstatement Appeal forms are available on the College's website or in the Office of Financial Aid and Veterans Affairs. Student statements on the form and attached documentation must include: (1) 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. The reinstatement appeal form and supporting documentation can be submitted in person, by mail, by fax, or via email to the Office of Financial Aid and Veterans Affairs. The Associate Vice President of Student Affairs or designee will consider reinstatement appeals and the decision will be final. Students will be notified through email of appeal decisions.

Students who have their appeals granted will be placed on probation and will be eligible for financial aid, provided they meet all SAP requirements and complete the SAP Academic Success Plan. The SAP Academic Success Plan requires that students receiving financial aid successfully complete all registered classes and achieve a semester GPA of 2.5 or higher and meet with a counselor to complete an Academic Recovery Plan. Withdrawing from or failing a class does not constitute successful completion. The Academic Recovery Plan is designed to improve the student’s academic focus and promote student success. Students who follow and complete all requirements within the SAP Academic Success Plan will stay on probation in a continued probation status as long as they successfully complete all registered courses and achieve a semester GPA of 2.5 or higher.

**Appeal Process for Maximum Time Frame SAP Status**

Students in a Maximum Time Frame SAP status may appeal their loss of financial aid eligibility. Financial Aid Reinstatement Appeal forms are available on the College website or in the Office of Financial Aid and Veterans Affairs. Student statements on the form and attached documentation must include: (1) the circumstances that rendered them unable to meet the maximum time frame standard, (2) the student’s educational goal and (3) enrollment plans to complete the desired program of study. The reinstatement appeal form and supporting documentation can be submitted in person, by mail, by fax, or via email to the Office of Financial Aid and Veterans Affairs. The Associate Vice President of Student Affairs or designee will consider reinstatement appeals and the decision will be final. Students will be notified through email of appeal decisions.

Students who have their appeals granted will be placed on a semester-by-semester probationary status and will be eligible for financial aid in their next semester of enrollment. Students who do not complete their program of study during the next semester of enrollment will be required to submit an updated reinstatement appeal form and be reevaluated to insure they are making appropriate progress toward program completion, have completed all registered classes and achieved a semester GPA of 2.5 or higher. Withdrawing from or failing a class does not constitute successful completion and will result in the loss of financial aid eligibility.

**Reinstatement of Financial Aid Eligibility**

If a student loses financial aid eligibility by failing to meet the Academic Standard 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 Office of Financial Aid and Veterans Affairs to have their SAP status recalculated. If the standards have been met, the student will regain financial aid eligibility for the semester following the semester in which the standards were met provided all other financial aid requirements have been completed.

**Pell Grant Lifetime Eligibility**

The amount of Federal Pell Grant funds a student may receive over their lifetime is limited by federal law to be the equivalent of six (6) years of Pell Grant funding. Since the maximum amount of Pell Grant
funding a student can receive each year is equal to 100 percent, the six-year equivalent is 600 percent. Students who use all of their annually awarded Pell Grant by being a full-time student (12 hours) in each of two semesters would have used 100 percent. Students who used half of their annual awarded Pell Grant by being a half-time student (6 hours) in each of two semesters would have used 50 percent. Pell Grant usage is tracked by adding together the percentages of Pell Grant funding received each award year. Students who reach the 600 percent level are no longer eligible to receive Pell Grant funding.

Return of Title IV Funds
The Higher Education Amendments of 1998 changed the formula for calculating the amount of financial aid funds that may be retained when a student totally withdraws from all classes. If a student receiving Title IV funds officially withdraws from or stops attending all classes before the 60 percent point of the semester, SPCC will recalculate their eligibility for financial aid based on the percent of the semester completed.

For example, if a student withdraws after having completed only 30 percent of the semester, they will have “earned” only 30 percent of any Title IV funds received. The remaining 70 percent must be returned. The Office of Financial Aid and Veterans Affairs will notify the student through their SPCC email account of the repayment requirements and contact information to determine amounts due.

Financial aid recipients still enrolled after the 60 percent point of the semester will have “earned” 100 percent of the federal financial aid awarded.

VETERANS BENEFITS
Qualified veterans, spouses, and dependents of deceased veterans may be admitted and approved to receive educational benefits, providing they meet requirements established by the Veterans Administration. To qualify, veterans must:

- Have a high school diploma or high school equivalency
- Be enrolled in a specific curriculum program

Certain other requirements may also apply. All previous college coursework must be received and evaluated by the Registrar. All admission requirements must be met before the enrollment certification can be sent to the Veterans Administration. Distance learning courses must be required courses within the veteran’s major to qualify for educational benefits. Contact the Office of Financial Aid and Veterans Affairs for a list of programs or classes that are eligible.

NOTE: Test-outs, independent studies, and course audits are not eligible for VA benefits. Classes of 8-weeks, 12-weeks, or any other schedule deviation from 16-week classes may be subject to a pro-rating of monthly benefits from the VA.

The College is approved for the training of veterans under Public Law 16 of the 78th Congress and under Public Law 550 of the 82nd Congress, and Chapter 34, Title 38, United States Code. For more information, contact the Office of Financial Aid and Veterans Affairs at 704-272-5300 or via email to finaid@spcc.edu.

Satisfactory Progress for Veterans
A veteran enrolled at South Piedmont Community College is required to make satisfactory academic progress. The measure of academic progress for veterans is the same as for students receiving other forms of financial aid.
SERVICES AND SUPPORT

Academic and Personal Counseling
Students sometimes struggle to achieve academic success for a variety of reasons. These can include but are not limited to:

• Stress while attempting to balance life’s many roles outside of school
• Difficulty with effective goal setting, time management, and study habits
• Life development and relationship issues

Counseling Services offers encouragement and support while helping students learn new strategies and coping skills that along with their own self-commitment and hard work, can lead to higher levels of success.

Requests for these services can be made at the Student Affairs Office or by scheduling an appointment on Qless. NOTE: Personal counseling may be referred to local mental health providers based on the intensity of the student’s needs.

Services for Students with Disabilities
SPCC recognizes its responsibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) to provide equal access to education for students with disabilities. Students who need accommodation due to a disability, chronic medical condition, or pregnancy complications resulting in difficulties with accessing learning opportunities should contact Disability Services and submit an application for accommodations.

The application for accommodations is available on the College's website at www.spcc.edu/disabilityservices. Note the following:

• Applicants or students must provide official, supporting documentation describing the disability. This documentation must be from an authorized professional(s). Federal regulations obligate the applicant or student to provide information on identifying appropriate and effective auxiliary aids. This documentation is held confidential for five (5) years after enrollment and will be destroyed after that time. To renew accommodations after the five (5) year period, new documentation must be provided. Documentation for learning disabilities should be no more than three (3) years old. Documentation provided for any disability must indicate the applicant’s or student’s current level of functioning.

• Students who have identified themselves as having a disability may request accommodations from Disability Services. New students should make such requests at least 30 days prior to the beginning of their first term of enrollment. Early communication of special needs provides the time needed to arrange for services and/or the procurement of equipment that the student may need.

• Each request will be evaluated by Disability Services, who will recommend reasonable accommodations to faculty.

• Students will be responsible for delivering accommodation information to each faculty member for discussion of how accommodations will be provided in each class.

• Students who do not feel that they are receiving agreed-upon accommodations should contact Disability Services for clarification.

• Applicants or students who are not satisfied with the accommodations that they are receiving from the College should contact the Director of Counseling Services or Associate Vice President of Student Affairs.
Reasonable Accommodations: The following are considered reasonable accommodations to be made for students with disabilities:

- The process must be an interactive one involving “a reasonable reciprocal effort” on the part of both parties.
- The College may not make a unilateral decision regarding the existence of a disability or the accommodation that is necessary.
- What is “reasonable” involves a detailed analysis of the specific circumstances of the case in question. Broad generalizations are not acceptable. An “individualized assessment” of the student’s situation must be conducted.
- The College is not required to provide specifically what the student requests. An alternative accommodation may be provided if it is effective.
- The College does not have to provide accommodations that are not effective. The College has a right to refuse to provide auxiliary aids and services that do not, in fact, provide equal access.
- The College must be given a reasonable amount of time to evaluate requests and to offer necessary accommodations.
- Determining what is reasonable requires one to balance two important rights: the student’s right to be provided equal access and the College’s right to protect the integrity of its services and programs.

Career Services

SPCC’s Career Services provide comprehensive assistance to prepare students and graduates for successful transition to the world of work. Career counselors can help students (1) explore and decide upon a career and academic major, (2) discover options for occupations related to a major, (3) identify factors to consider in making career decisions such as required education level, salary, working conditions, skills, certification or license requirements, 5 to 10 year job projections, etc., and (4) develop a career plan. Students may identify career interests through assessments that relate to personality, interests, skills, and values to various career fields. The world of work may be explored through a wealth of online and hard-copy resources. Career development is a life-long process. Once students learn the steps of the process, it can be repeated whenever needed throughout life.

Additional information about Career Services can be found at https://spcc.edu/student-resources/career-services/.

Student Orientation

Students attend orientation in person or online. Information about Student Orientation can be accessed by visiting the website at www.spcc.edu. The purpose of the orientation is to acquaint students with the campus, academic services, and student support services, as well as to discuss policies and regulations of the College. Orientation will provide information concerning:

- Campus regulations and policies
- Financial aid
- College support services, i.e., counseling, career services, disability services, tutoring services
- Academic policies to include drop/add, withdrawal, and change of program procedures
- Library services
- Student Life, Engagement and Leadership
**Library Services**

Library services are available at the Horne Library on the L. L. Polk campus in Polkton and the Library Learning Commons on the Old Charlotte Highway campus in Monroe. Students may visit [https://spcc.edu/libraries/](https://spcc.edu/libraries/) to check for current library hours, useful tools, and instructions on using and accessing the online catalog and electronic databases.

**Library Instruction and Information Literacy**

The library is a fundamental part of students’ learning experiences, and library staff routinely support students in their educational endeavors. Librarians offer information literacy workshops in ENG 111 and ENG 112 courses to orient students to library resources and how to research for papers, projects and other assignments. Librarians also offer workshops in other classes, covering subjects such as creating citations, paraphrasing/summarizing, and annotated bibliographies.

**Services to Students:** Each library has computers, laptops, and printers available for student use. Wireless access and quiet study areas are also available. The library staff can provide a wide variety of services such as assistance with using the computers, formatting papers, searching the Internet, and answering research questions. Librarians also provide a variety of workshops including Information Literacy classroom instruction that will help students find appropriate sources for assignments. Students coming to campus or attending online can find a variety of tutorials, links to resources, and other helpful information by going to the library website [www.spcc.edu/libraries](http://www.spcc.edu/libraries).

**Library Resources:** Students have access to books, magazines, newspapers, DVDs, desktop computers and laptops, iPads, graphing calculators, and library staff. The libraries also offer several online databases which are available to students whether on campus or online.

**Library Card:** The SPCC College ID also serves as a library card. Every student should have a current College ID, which can be obtained in Student Affairs on either the L.L. Polk and Old Charlotte Highway campuses or the Tyson Family Center for Technology. Once students obtain an ID, a library account can be created, and library materials can be checked out.

**NC LIVE** is an electronic resource of over 100 databases available to students, faculty, and staff. It is an excellent and reliable resource for full-text magazine and journal articles and offers a wealth of specialized databases in many subject categories. EBook and audio book databases are also part of the collection. Access is available at [https://www.nclive.org](https://www.nclive.org). Accessing the site off-campus requires use of the student’s SPCC log-in credentials.

**Learning Supports**

The Academic Support Centers assist students in strengthening academic skills. The support services are available to all students on the L. L. Polk, Old Charlotte Highway, and The Tyson Family Center for Technology campuses.

**Skills Tutoring**

The Academic Support Center (ASC) tutors can help students gain the foundational skills they need to succeed academically, regardless of the course they are taking. Skills tutoring includes the following areas:

- Reading comprehension
- Study Skills
- Test-taking strategies

**Course Tutoring**

Many Academic Support Center tutors have earned advanced degrees in specific academic disciplines. Each tutor is assigned specific tutoring responsibilities based on his or her academic credentials and
work experience. Course tutoring is available in English, Math, Sciences, Spanish, and other courses.

Other Available Services

- Internet access
- Study rooms/areas
- Skills remediation using computer-based software
- Research paper Review
- Test preparation
- Technology support

The SPCC Learning Supports offer services to the entire spectrum of SPCC learning:

- Prospective or admitted students who are seeking remediation in the reading comprehension, sentence skills, writing, or math portions of a placement assessments.
- Students enrolled in college-level curriculum courses who seek course or skills tutoring.
- Students enrolled in non-credit courses for professional enrichment who seek remediation in study skills, math, reading, or English.

Technology

Students at SPCC utilize many different technologies in their studies. Canvas, TaskStream, go.spcc.edu, and Office 365 are the main technologies required. Students will be more successful as they understand the functions of each system and how to use them.

Aviso is a robust online system that allows students to connect and engage with the college for academic success. Students use Aviso to view their academic advisor and set appointments; create and review their individualized academic plan; and maintain communication related to academic goals. Aviso may be accessed from the SPCC website at www.spcc.edu.

Canvas is a course management system used for all SPCC curriculum online, blended, and web-enhanced courses. To get to SPCC’s Canvas site, go to https://online.spcc.edu.

Taskstream by Watermark is a web-based system that helps measure learning and how effectively SPCC supports learning. Students interact with Taskstream by uploading assignments for review and assessment. New Taskstream accounts will be created for students by the Department of Institutional Effectiveness. New students or those who have not used Taskstream should check their SPCC email account for a welcome email from Taskstream by Watermark. To get to Taskstream, go to login.taskstream.com. Many courses do not include Taskstream assignments. For those that do, course instructors will give students detailed information on assignments to be submitted in Taskstream.

SPCC Go! Account allows students to access online registration, grades, advising, financial aid, class schedules, college updates, and more. To get to this website, go to https://go.spcc.edu to sign in.

Office 365 allows access to email accounts and Microsoft applications for use at SPCC. These accounts are free and are available in accordance with SPCC’s Microsoft agreement. To access Office 365, go to https://portal.office.com. The email address will be username@student.spcc.edu. (e.g. John Doe with student ID 0001234 email address would be jdoe1234@student.spcc.edu).

SPCC Navigate is an App created to help SPCC students find most of what they need to access on a daily basis in one place. Students can use Navigate to access their email, Canvas, make appointments through QLess, find answers to questions via Navi, explore upcoming events on campus, stay up to date with new information, and receive push notifications regarding campus closures, class cancellations,
and much more. Students can access and download SPCC Navigate via the App Store for iPhones and Google Play for Android devices.

**QLess** is a queueing software used at SPCC by various departments. Students can use QLess to get in line and save their spot or make appointments to ensure they can meet with areas like Financial Aid, Advising, Counseling, and others, on their own schedule. Students can access QLess via SPCC Navigate (College app available in the Apple App and Google Play stores) or the kiosks available on campus outside of Student Services. These links can also be used to make appointments:

- **For appointments** virtually via phone or Microsoft Teams
- **For appointments** on our Tyson location
- **For appointments** on our Monroe campus (Old Charlotte Hwy)
- **For appointments** on our Polkton campus

**Navi** is the College's Chabot that helps answer questions about SPCC. Students are able to access Navi twenty-four hours a day and seven (7) days a week via the College’s website, [www.spcc.edu](http://www.spcc.edu), or through SPCC Navigate, the College’s app (available in Apple App and Google Play stores). Whenever possible answers will be provided and if a question cannot be answered, the student’s information will be collected and a representative of the proper department at SPCC will follow up to ensure an answer is given.

**Compass** is the wayfinding solution at SPCC. Students, Faculty, Staff, and Community members are able to access step-by-step directions between rooms, buildings, and campus locations by using Compass. Compass is available via the touchscreens around campus and via SPCC Navigate. Updated maps reflect construction, events, and any closures that may be happening, in real time, on College campuses.

**Passport** is the new ID system at SPCC. Students and employees are encouraged to upgrade their ID cards, which can be used to pay for items on campus (at the Café, Bookstore, and vending). Beginning in 2022 these new ID cards will be required to track attendance for on campus and in person classes, access buildings, unlock offices, and much more as the College continues to expand how the IDs are used at SPCC. New IDs are available on the L.L. Polk and Old Charlotte Highway campuses, as well as the Tyson Family Center for Technology, via the Admissions Department for students and Human Resources for all employees.

**Student Government Association**

The purpose of the Student Government Association (SGA) is to enhance the College through the representation of the student body in matters affecting student life. Moreover, the SGA promotes and supervises student organizations and activities to enhance educational, personal, social, and cultural growth for all South Piedmont Community College students. All enrolled full-time and part-time students who pay the student activity fee are members of the SPCC SGA.

The SGA Senate consists of seven (7) members who are elected each spring. The Executive Board consisting of seven (7) members provides leadership, representation for all students of SPCC, and coordination for all student-sponsored activities and events. The Executive Board leads committees to organize and conduct activities throughout the year and provides a vital communication link to all students at SPCC.

**Clubs and Organizations**

Active student clubs and organizations are the cornerstone of quality student life programs and events. South Piedmont sponsors clubs which allow students to fellowship with others with like interests and benefit from the diversity and talent within each club and organization. Some are program related, such as Sonography Club, Medical Office Administration Club, Associate Degree Nursing Club, Machinery Club, and Medical Assisting/Medical Laboratory Assistant Club. There are also special interest clubs, such as Art Club, Bible Study Club, Guitar Club, National Society of Leadership and Success, Phi Theta Kappa, Poetry Club, Outdoor Adventure Club, and many others that are active on campus. A complete
list of clubs can be found on the College’s app, SPCC Navigate, under Groups and Clubs.

**College IDs (known as SPCC Passport)**

SPCC curriculum students may obtain a College ID free of charge in Student Affairs on the L.L. Polk and Old Charlotte Highway campuses or the Tyson Family Center for Technology. Students must be currently enrolled prior to receiving an SPCC Passport (ID). The SPCC Passport will also serve as a student’s library card. Students can obtain a replacement ID for a fee of five (5) dollars. If lost or stolen, please contact Student Affairs at 704-290-5100.

**College Transfer Information**

During the academic year, SPCC hosts a College Transfer Day for students, alumni, and community residents who wish to obtain their bachelor’s degree. Representatives from four-year colleges and universities attend this important event. College materials and transfer information are available in the Academic Advising Center.

**ePortfolio Assistance**

The Director of Academic Enrichment Programs and ePortfolio assistants are available to support students in the creation and development of their ePortfolios. Information on the ePortfolio can be found at [https://spcceportfolio.wixsite.com/website-1](https://spcceportfolio.wixsite.com/website-1). Appointments can be made by emailing eportfolio@spcc.edu.

**Voter Registration**

Students and employees who have not registered to vote may pick up a Voter Registration form in the Student Life, Engagement, and Leadership area at the L.L. Polk and Old Charlotte Highway campuses or the Tyson Family Center for Technology. Forms are available throughout the semesters; however, the deadline to register in order to participate in an election year is twenty-five (25) days prior to the Election Day. Any individual with a disability who needs help completing the voter registration form should ask for assistance from a member of the Office of Student Life, Engagement, and Leadership. The Office of Student Life, Engagement and Leadership is available to deliver completed voter registration forms to the Board of Elections in the college’s service area of Anson or Union County, or the individual may take the form to the Board of Elections. Individuals living outside the college’s service area may take the completed forms to their local county Board of Elections.
STUDENT INFORMATION

Student Rights and Responsibilities

South Piedmont Community College has established a Student Code of Conduct to promote a positive and safe learning environment for all students. Students and/or student clubs and organizations are responsible for knowing and complying with the information, policies, and procedures outlined in the Student Code of Academic Conduct and the Student Code of Behavioral Conduct in Student Rights and Responsibilities. The student conduct process is not intended to punish students; rather, it exists to protect the interests of the college community and to guide and educate students whose actions are not consistent with South Piedmont Community College policies. Any student is entitled to due process, including the right of appeal and a fair hearing, as outlined in the Student Code of Conduct.

To report a conduct behavior violation, use the Conduct Violation Reporting Form, located at www.spcc.edu, under Student Panel, Reporting Forms, Student Behavioral Conduct Violation Reporting Form.

To appeal a conduct violation, use the Formal Appeal Form, which can be accessed at www.spcc.edu, under Student Panel, Appeal Forms, Formal Appeal for Student Code of Behavioral Conduct Violation. Additional student appeal forms are also located on this page of the website. Those include Formal Appeal for Academic Integrity Violation, Formal Appeal of Final Course Grade, Formal Appeal for Program Dismissal, Formal Appeal for Denial of Admissions into Selective Programs, and Formal Complaint-Appeal of Grievance Finding.

Student Codes of Conduct (Academic and Behavioral)

South Piedmont Community College (SPCC) is an institution of higher education whose mission is to foster lifelong learning, student success, and workforce and community development. The College celebrates learning as the process that changes and improves lives and promotes the value-driven culture of quality, service, stewardship, and respect. These values serve to guide decisions and to foster lifelong learning. Standards of acceptable behavior for students and student clubs and organizations are reflected in the Student Code of Academic Conduct, the Student Code of Behavioral Conduct, and other college policies. Standards of conduct are set forth to assist the college in furthering its mission and values.

Upon enrollment and through the actual awarding of a certificate, diploma, and/or degree, or the completion of a workforce development program, a non-credit program/class, or a College and Career Readiness Program, and as long as the student continues to be enrolled at the College, students have the responsibility to uphold the rules and values of the college, and the right to a fair and equitable conduct process. Students and/or student clubs and organizations are responsible for knowing and complying with the information, policies, and procedures outlined in the Student Code of Academic Conduct and the Student Code of Behavioral Conduct. The student conduct process is not intended to punish students; rather, it exists to protect the interests of the college community and to guide and educate students whose actions are not consistent with South Piedmont Community College policies.

Student Rights

- Students shall enjoy all the rights and privileges guaranteed to individuals by the Constitution of the United States and by the State of North Carolina.
- Students are free to pursue their educational goals through appropriate opportunities for learning. Student performance will be evaluated on an academic basis not on opinions or conduct in manners unrelated to academic standards.
- Students have the right to freedom of expression, inquiry, and assembly without restraint or censorship subject to reasonable and non-discriminatory rules and regulations regarding time, place, manner, and subject.
- Students have the right to inquire about and to propose improvements in policies, regulations and
procedures affecting the welfare of students through established student government procedures.

- The Family Educational Rights and Privacy Act (FERPA) of 1974 provides safeguards regarding the confidentiality of and access to student records. Students and former students have the right to review their official records and to request a hearing if they challenge the contents of these records. Other than directory information, no records shall be made available to unauthorized personnel or groups inside or outside of SPCC without written consent of the student involved, except under legal compulsion. SPCC adopts general guidelines for release of student records to officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34 (§99.31(a)(2)).

- No disciplinary sanction other than removal from class or activity (only for duration of said activity) may be imposed upon any student without due process—including notice, an appeal, and a fair hearing.

The goals of the Student Code of Academic Conduct and the Student Code of Behavioral Conduct processes are:

- To promote a campus environment that supports the overall educational mission of the college
- To promote a campus environment that supports the health and safety of the SPCC community
- To minimize disruption and harm in the SPCC community
- To foster ethical standards and civic virtues
- To promote the values of the college
- To provide formal and informal pathways for members of SPCC to hold each other accountable
- To facilitate the acquisition of the essential skills, knowledge, and values necessary for the success of educated and responsible citizens
- To encourage appropriate standards of individual and group behavior
- To sustain a culture in which students and student organizations accept their obligations to the SPCC campus community and in which well-defined governance procedures guide behavior for the common good

Jurisdiction and Authority

1. Any student, upon acceptance to any SPCC program or class, is expected to abide by college policies and is subject to academic and behavioral conduct action by the college upon violation of either of the student codes of conduct. Students enrolled with partnering agencies are also susceptible to the codes of conduct of those agencies. Partnering agencies may choose to involve members of the SPCC administration to resolve a violation of the SPCC Student Code of Behavioral Conduct and/or a student violation of the partnering agency’s code.

2. A SPCC student club/organization is expected to abide by college policies and is subject to conduct action by the college upon violation of the Student Code of Behavioral Conduct.

3. The Vice President of Academic and Student Affairs/CAO, or designee, has the primary responsibility and general authority for the administration of the Student Code of Academic Conduct.

4. The Associate Vice President of Student Affairs, or designee, has primary responsibility and general authority for the administration of the Student Code of Behavioral Conduct.

5. Alleged acts that may constitute violations of the college’s Sex Discrimination and Harassment (Title IX) Policy or any other polices referencing discrimination will be the responsibility of the Director of Student Advocacy and Accountability/Title IX Coordinator.

6. The student conduct process may be initiated in response to a student’s or student club’s/organization’s behavior which allegedly violates the Student Code of Behavioral Conduct. Determinations made or conduct outcomes imposed under this Student Code of Behavioral Conduct shall not be subject to change because criminal or civil charges arising out of the same
fact pattern were dismissed, reduced, or resolved in favor of or against the student.

7. The student codes of conduct shall be reviewed every year under the Associate Vice President of Student Affairs. Failure to conduct this review shall not invalidate any portion of the student codes of conduct.

8. If a student club/organization is accused of violating the Student Code of Behavioral Conduct, the processes outlined in this document will be utilized to determine if a club/organization is responsible or not responsible. The club's/organization's actions will be assessed to determine the club/organization's role in:
   a. Negligently allowing behavior. The club/organization did not follow policies and procedures which could have prevented the violation of the Student Code of Behavioral Conduct.
   b. Condoning behavior. The student club/organization did not take steps to prevent the behavior that violates the Student Code of Behavioral Conduct.
   c. Facilitating behavior. The student club/organization coordinated or was an active player in the violation of the Student Code of Behavioral Conduct.

9. The student codes of conduct shall apply to a student's or student club's/organization's behavior which takes place in the following areas or situations:
   a. College premises
   b. College-sponsored activities away from the college premises
   c. Events/functions whether officially approved or considered by a reasonable person to be hosted by a student club/organization

10. The Student Code of Behavioral Conduct shall apply to a student's or club's/organization's behavior wherever it occurs in any of the following circumstances:
   a. Threatening and/or committing physical violence against another person (assault, assault and battery, assault with a dangerous weapon, or harassment)
   b. Participating in harassment of any SPCC member to include students, faculty, staff, guests
   c. When there is substantial information that the student's or student club's/organization's continued presence at the college is potentially dangerous to the health, safety, and/or property of the college community, whether public authorities have brought charges or imposed penalties or not
   d. Furnishing false information to the college
   e. Forgery, alteration, or misuse of college documents, records, or identification cards for non-academic purposes
   f. Violation of a previously issued no contact directive
   g. When the student's or student club's/organization's behavior adversely affects the college community and/or the pursuit of the college's mission and values

Student Code of Academic Conduct

In fulfillment of obligations to the college community, each SPCC student is expected to comply with the Student Code of Academic Conduct. Therefore, students are prohibited from engaging in any conduct that materially or adversely affects the educational process including, but not limited to, the following:

1. Violation of Academic Integrity Policy
   a. Cheating is an attempt to use or actual use of unauthorized materials in any format to complete an academic exercise. Cheating also includes the communication of unauthorized information during an academic activity or exercise. Cheating includes but is not limited to, copying another student's homework, class work, or required project (in part or in whole) and presenting it to the instructor as one's
own work; or giving, receiving, offering, and/or soliciting information on a quiz, test, examination, or other academic exercise.

b. Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films, or copying the theme or manuscript of another individual.

c. Self-plagiarism is the unauthorized use of one’s own previous work without the express permission of both the instructor to whom the previous work was submitted and the instructor to whom the work currently is being submitted.

d. Fabrication/falsification is an attempt to deceive the instructor in their effort to fairly evaluate an academic exercise.

e. Complicity in academic dishonesty refers to intentionally giving unauthorized assistance to someone else who engages in academic dishonesty.

2. Violation of program specific guidelines as outlined in program handbooks and distributed materials.

**Student Code of Behavioral Conduct**

In fulfillment of obligations to the college community, each SPCC student and student club/organization is expected to comply with the Student Code of Behavioral Conduct. Therefore, students are prohibited from engaging in any conduct that materially or adversely affects the educational process including, but not limited to, the following:

1. Physical abuse, verbal abuse, threats, intimidation, harassment, stalking, coercion, and/or other behavior, which threatens or endangers the health and/or safety of any person.

2. Disrespectful behavior toward faculty, staff, students, external partners.

3. Hate speech, libel, or slander or any other communication or expression designed to incite violence.

4. Social media posts (private and public) which negatively impact the college, students, faculty, staff, and external partners.

5. Trespass, which includes unauthorized entry into any office or building or other college property on college premises.

6. Vandalism, malicious or negligent destruction, damage, or misuse of college or public property on college premises.

7. Theft, larceny, or embezzlement of the property of another person, the college, or another entity.

8. Occupation or seizure in any manner of college property, a college facility, or any portion thereof for use inconsistent with prescribed, customary, or authorized use.

9. Unauthorized use of college computer facilities and/or resources including but not limited to copyright infringement and misuse of accounts.

10. Disruption of and/or interference with college academic or administrative activities and/or unauthorized occupation of facilities on college premises.

11. Engaging in conduct, activity, or behavior that is disruptive to physical or virtual classroom instruction to include, but not limited to, social media, cell phone use, etc.

12. Intentional setting off a fire alarm, using or tampering with any safety equipment on college premises or at college-sponsored events.

13. Conduct that is disorderly, lewd, or indecent, on physical or virtual college premises or at college-sponsored functions; breach of peace or aiding, abetting, or procuring another person to breach the breach peace. (This regulation does not prohibit peaceful assembly.)

14. Misconduct of a sexual nature that does not meet Title IX definitions.

15. Mental or physical abuse of any person on physical or virtual college premises or at college-sponsored events including verbal or physical actions, which threaten or endanger an
individual's health or safety.

16. Intentional obstruction or disruption of teaching, administration, or other college activities, including public service functions and other duly authorized activities on college premises or at college-sponsored events.

Violation of the Drug and Alcohol Policy

a. Manufacture, sale, use, distribution, or possession of and/or driving under the influence of narcotics, barbiturates, amphetamines, marijuana, sedatives, tranquilizers, hallucinogens, and/or other similar known drugs and/or drug paraphernalia and/or other chemicals.

b. Public intoxication, and/or manufacture, sale, misuse, distribution, possession of alcoholic beverages or liquors.

1. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals in a manner that harms, threatens, or causes fear to others.

2. Smoking, vaping, e-cigarettes and/or other forms of tobacco products on college premises or at college-sponsored events.

3. Violation of college regulations regarding the operation and parking of motor vehicles.

4. Forgery, alteration, or misuse of college documents, records, or instruments of identification with intent to deceive.

5. Fiscal irresponsibility such as failure to pay college-levied fines, or the passing of worthless check to college officials.

6. Violation of a local, state, or federal criminal law on college premises adversely affecting student’s pursuit of their proper educational purposes.

7. Abuse of the Student Code of Behavioral Conduct including:
   a. Intentionally initiating or causing to be initiated any false report or complaint.
   b. Attempting to coerce or discourage an individual's participation in or use of student conduct procedures.
   c. Intentional obstruction or disruption of disciplinary proceedings.
   d. Attempting to influence the impartiality of a student conduct procedure.
   e. Verbal and/or physical intimidation and/or retaliation of any party to student conduct proceedings prior to, during, and/or afterwards.
   f. Committing a violation of college policy while on conduct probation and/or failing to meet deadlines imposed in accordance with college policy.
   g. Influencing or attempting to influence another person to abuse the Student Code of Behavioral Conduct procedures.
   h. Failing to abide by any conduct outcome as assigned through the Student Code of Behavioral Conduct procedures.

These Student Codes of Conduct are not all inclusive. Other conduct that is disruptive or does not follow proper procedure may be subject to appropriate sanctions.

Student Code of Academic Conduct Procedure and Appeals

Academic Integrity Procedure

It is the student’s responsibility to learn more about how to avoid academic dishonesty. If upon investigation the instructor determines there is an academic integrity violation, the student will be held accountable as stated below:

1. The instructor, after consulting with their supervisor, will notify the student in writing of the details of the academic integrity violation, which may include a formal warning, a reduced grade on an assignment, or a reduced grade in the course.
2. The instructor will send the student’s name along with detailed evidence and documentation of the violation to their supervisor, Dean, and the Assistant to the Vice President of Academic and Student Affairs/CAO to be added to the student’s permanent academic record.

3. The Assistant to the Vice President of Academic and Student Affairs/CAO will notify the appropriate Dean if there are previous documented offenses in the student’s file. The Dean will determine the disciplinary action for the violation. Sanctions range from the minimum of a reprimand to a maximum of suspension depending on the severity and number of violations.

4. The Dean will notify the student in writing electronically of the disciplinary action for the violation. Notification will be sent to the student’s college email address. A copy of the disciplinary action letter will be sent to the Vice President of Academic and Student Affairs/CAO, and the Assistant to the Vice President of Academic and Student Affairs/CAO to be added to the student’s permanent academic record.

Academic Integrity Appeal Procedure

Students may appeal the academic integrity violation and/or the disciplinary action resulting from the violation, if the reason for the appeal meets one of the following: policy and/or procedure were not followed or procedural irregularity that affected the outcome; sanction too severe for the charge; evidence of a conflict of interest or bias that affected the outcome; or, new evidence that was not reasonably available at the time of the determination that could affect the outcome. Student should appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Students needing assistance in navigating the appeal procedure should contact the Director of Student Advocacy and Accountability for guidance. Once the appeal is received, the appeal is reviewed by the Associate Vice President of Student Affairs to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

1. A formal appeal of the academic integrity violation and/or the disciplinary action must be received within five (5) business days after the notification to the student of the violation. This appeal may be submitted through the Formal Academic Integrity Appeal form found here and also located on the www.spcc.edu website under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including emails, any corrective action being requested, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeals process. (Students needing assistance with completing the form may contact the Assistant to the Vice President of Academic and Student Affairs/CAO or the Director of Student Advocacy and Accountability.) The student will receive notification of receipt of the appeal.

2. Within ten (10) business days of receipt of the appeal, the Student Appeals Team will review the appeal through a hearing. The student and the instructor will be notified of the date, time, and location of the hearing, whether to be held in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.
   a. The appeal meeting is a conflict resolution and not a judicial proceeding. The student may not record this meeting but may take notes.

3. The Vice President of Academic and Student Affairs/CAO will notify the student (by student SPCC email) and the instructor (by SPCC email) of the decision on the appeal within five (5) business days after the review. The decision of the Student Appeals Team will be final.

The Student Appeals Team is a standing team appointed by the Vice President of Academic and Student Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

Violation of Program Specific Guidelines: Program Dismissal Appeal Procedure
Students who have been dismissed from an academic program due to reasons other than charges of a violation of academic integrity and a final grade may appeal, if the appeal meets one of the following: policy and/or procedure were not followed or procedural irregularity that affected the outcome; sanction too severe for the charge; evidence of a conflict of interest or bias that affected the outcome; or, new evidence that was not reasonably available at the time of the determination that could affect the outcome. Students should appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

1. A formal appeal of the program dismissal must be received within three (3) business days after the dismissal. This appeal must be submitted through the Formal Appeal for Program Dismissal form found here and also located on the www.spcc.edu website under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including emails, any corrective action being requested, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeal process. (Students needing assistance with completing the form may contact the Assistant to the Vice President of Academic and Student Affairs/CAO or the Director of Student Advocacy and Accountability.) The student will receive notification of receipt of the appeal.
   a. Upon the receipt of the appeal, the student will be placed on the status of dismissal pending. While in this status, the student may not attend any program activities (classroom, clinical, lab or club activities).

2. Within three (3) business days of the receipt of the appeal, the Student Appeals Team will review the appeal. The student and the instructor will be notified of the date, time, and location of the hearing. The location may be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.
   a. The appeal meeting is a conflict resolution and not a judicial proceeding. The student may not record this meeting but may take notes.

3. The Vice President of Academic and Student Affairs/CAO will notify the student (by student SPCC email) and the instructor (by SPCC email) of the decision on the appeal within three (3) business days after the review. The decision of the Student Appeals Team is final.

The Student Appeals Team is a standing team appointed by the Vice President of Academic and Student Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

Student Code of Behavioral Conduct Procedures and Appeals

Disciplinary Procedures:

1. Any administrative official, faculty member, or student may file charges, by submitting a written statement, with the Associate Vice President of Student Affairs, against any student or student club/organization for violations of college regulations. The individual(s) making the charge should include in the written statement:
   a. Name of student(s) involved
   b. Specific conduct in question
   c. Description of the incident(s), including the time, place, and date of the incident(s)
   d. Any action taken that relates to the matter
   e. Desired solution(s)
2. Within ten (10) working days after the charge is filed, the Director of Student Advocacy and Accountability, in conjunction with the Director of Safety and Security (or designee), shall complete a preliminary investigation of the charge, which shall include a conference with the student(s). Conferences may be held in person, over the phone or virtually. During the conference with the Director of Student Advocacy and Accountability and the Director of Safety and Security (or designee), the student shall be confronted with the evidence against them and shall be given the opportunity to respond.

3. In instances where the student cannot be reached to schedule an appointment with the Director of Student Advocacy and Accountability or where the student refuses to cooperate, the Associate Vice President of Student Affairs shall send a certified letter to the student’s last known address, which shall inform the student of the charges, the results of the preliminary investigation, the Associate Vice President of Student Affairs’ decision, and the information pertaining to the appeals process.

4. In instances where the student can be reached to schedule an appointment with the Director of Student Advocacy and Accountability and a preliminary investigation has been held and within ten (10) working days after the charge is filed, the Associate Vice President of Student Affairs shall send the student a decision by SPCC email and/or by U.S. postal mail, return receipt requested. The decision shall include a statement of the Associate Vice President of Student Affairs’ determination of whether the student violated the Student Code of Behavioral Conduct.
   a. If the determination is that the student has violated the Student Code of Behavioral Conduct, the decision shall include:
      i. Statement of the specific provision(s) of the Student Code of Behavioral Conduct that has been violated.
      ii. Statement of sanctions imposed.
      iii. Statement of the student’s right to appeal the decision.
      iv. Instructions governing the appeals process.
   b. If the Associate Vice President of Student Affairs determines that the student did not violate a provision of the Student Code of Behavioral Conduct, then the decision shall state that the charge has been dismissed.
   c. The Associate Vice President of Student Affairs shall send a copy of the statement of the charge and the decision, via SPCC email accounts, to the student, the Director of Student Advocacy and Accountability, the Director of Safety and Security, and the Vice President of Academic and Student Affairs/Chief Academic Officer (CAO).

Sanctions:

- **Reprimand**: A written communication which gives official notice to the student that they have violated the Student Code of Behavioral Conduct, and any subsequent violation of the Student Code of Behavioral Conduct may carry heavier penalties because of this infraction.

- **General Probation**: An individual may be placed on General Probation when involved in a minor disciplinary offense. General Probation has two (2) important implications: (1) the individual is given a chance to show their capability and willingness to observe the Student Code of Behavioral Conduct without further penalty, and (2) if they err again, the additional sanction will be imposed for this violation. This probation will be in effect for no more than two (2) semesters.

- **Restrictive Probation**: Restrictive Probation results in loss of good standing, and notation of such is made in the student’s record. Restrictive conditions may limit activity in the physical and virtual South Piedmont Community College community. Generally, the individual will not be eligible for initiation into any local or national organization and may not receive any college award or other honorary recognition. The student may not occupy a position of leadership or responsibility with any college or student club/organization, publication, or activity. This probation will be in effect for not less than two (2) semesters. Any violation of Restrictive Probation may result in immediate suspension.
• **Program Dismissal**: Dismissing a student from an academic program (credit or non-credit) in which the student loses status in that program. A student may or may not be dismissed from the college. Students may apply to the program for a future semester, however, application does not guarantee acceptance into the program. The student must meet all admissions criteria and expectation of the program.

• **Restitution**: Paying for damaging, misusing, destroying, or losing property belonging to South Piedmont Community College, college personnel, or students.

• **Emergency Suspension**: Exclusion from class and/or other privileges or activities as set forth in the notice, until a final decision has been made concerning the alleged allegations.

• **Loss of Academic Credit or Grade**: Imposed as a result of academic dishonesty (Determined by the Academic Dean or the Student Appeals Team)

• **Withholding diploma or right to register**: Imposed when financial obligations have not been met.

• **Suspension**: Exclusion from class(es) and/or all other privileges or activities of South Piedmont Community College for a specific period of time. This sanction is reserved for those offenses warranting discipline more severe than probation, or for repeated misconduct. Students who receive this sanction must get specific written permission from the Associate Vice President of Student Affairs before returning to campus.

• **Expulsion**: Dismissing a student from campus for an indefinite period. The student loses their student status. The student may be readmitted to South Piedmont Community College only with the approval of the Vice President of Academic and Student Affairs/CAO.

• **Group Probation**: This is given to a college club/organization for a specific period of time. If group violations are repeated during the term of the probation, the charter may be revoked or activities restricted.

• **Group Restriction**: Removing college recognition during the term in which the offense occurred or for a longer period (usually not more than one additional semester). While under restriction, the group may not seek or add members, hold or sponsor events in the physical or virtual college community, or engage in other activities as specified.

• **Group Charter Revocation**: Removal of college recognition for a club/organization for a minimum of two (2) years. Re-charter after that time must be approved by the Associate Vice President of Student Affairs.

**Appeals Procedure:**

Students who have been charged with violating the Student Behavioral Code of Conduct and have been issued a sanction may appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Students needing assistance in navigating the appeal procedure should contact the Assistant to the Vice President of Academic and Student Affairs/CAO or the Student Affairs Coordinator for guidance. Once the appeal is received, the appeal will be reviewed by the Vice President of Academic and Student Affairs/CAO to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

1. A student may submit a formal appeal of the Code of Behavioral Conduct violation if the appeal meets one or more of the following: (1) the sanction issued by the Associate Vice President of Student Affairs is too severe for the charge, (2) the Associate Vice President of Student Affairs did not follow published policy and procedures, or (3) there is evidence of a conflict of interest. The appeal must be received within five (5) business days after notification to the student of the violation and/or sanction. This appeal must be submitted through the Formal Student Code of Conduct Violation Appeal form found [here](#) and also on the [www.spcc.edu](http://www.spcc.edu) website under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including emails, any corrective action being requested, etc., must be attached to the appeal form. The request for a hearing must also be attached.
and include those faculty and/or staff to whom the student objects and the reasons why the student objects to those persons reviewing the charges against them. Incomplete or insufficient documentation will forfeit the appeals process. (Students needing assistance with completing the form may contact the Assistant to the Vice President of Academic and Student Affairs/CAO or the Student Affairs Coordinator.) The student will receive notification of receipt of the appeal. The hearing will be held in person (on campus), by conference call (on the phone), or virtually (video conferencing with call-in option).

2. Within ten (10) business days after receiving the request for a hearing, the Student Appeals Team will review the appeal. The student and the Associate Vice President of Student Affairs will be notified of the date, time, and location of the hearing, whether it will be in person, by conference call, or virtually. Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.
   a. The Student Appeals Team meeting is a conflict resolution and not a judicial proceeding. The student may not record this meeting but may take notes.
   b. Minors, under the age of 18, may be accompanied by one parent/legal guardian. The parent/legal guardian may not be active in the meeting discussions.

3. During the preliminary hearing:
   a. The Associate Vice President of Student Affairs shall provide the team and the student with a written statement of charges against the student.
   b. The team shall set a date and time for the hearing, no later than five (5) business days from the date of the preliminary hearing.
   c. The team shall provide the student with a statement of their basic procedural rights.
   d. The Associate Vice President of Student Affairs and the student shall exchange any documents they expect to present to the Student Appeals Team.
   e. The Associate Vice President of Student Affairs and the student shall provide names and contact information (email, phone number, mailing address) of their witness(es) to the team, and only to the team. Witness(es) contact information should not be shared with the Associate Vice President nor with the student.
   f. The student shall provide the team with a current address and phone number.
   g. Members of the team shall inform the parties of any facts that could reasonably affect their ability to give the parties a fair hearing. If either party objects to the continued service of such member or any member of the team concurs in that objection, then such member shall resign from the team. Within one (1) business day, the Vice President of Academic and Student Affairs/CAO shall appoint a new member to the team. The new team member shall be subject to the same qualifications and obligations as the original team members.

4. The Student Appeals Team shall guarantee the student the following basic procedural rights (due process):
   a. The right to specific written notice of the charges.
   b. The right to present relevant evidences and witnesses in their defense.
   c. The right to a hearing before an impartial Student Appeals Team.

5. The hearing before the Student Appeals Team shall be confidential and shall be closed to all persons except the following:
   a. The student, the Associate Vice President of Student Affairs, and witness(es).
      i. All witnesses shall give testimony singularly and in the absence of other witnesses; and
      ii. All witnesses shall leave the team meeting room immediately upon completion of their testimony.
b. The hearing will be recorded. Recordings will become the property of South Piedmont Community College, and the Vice President of Academic and Student Affairs/CAO will determine access to them. All recordings will be filed in the office of the Vice President of Academic and Student Affairs/CAO.

c. The team shall have the authority to adopt supplementary rules of procedure consistent with this policy.

d. The team shall have the authority to render written advisory opinions concerning the meaning and application of this policy.

e. Within two (2) days of completion of a hearing, the team shall meet in executive session to decide whether there has been a violation of a Student Code of Behavioral Conduct; and if so, to recommend sanctions.

f. Decisions of the team shall be based upon a preponderance of the evidence as determined by a majority of the team.

g. The decision of the team shall be in writing and contain at least:

i. A statement of the specific provision of the Student Code of Behavioral Conduct that the student violated and a description of the facts supporting that conclusion; and

ii. A statement of the sanction which may or may not be greater than the sanction imposed by the Associate Vice President of Student Affairs; or

iii. A statement that the charges were not proven by a preponderance of the evidence.

h. The Vice President of Academic and Student Affairs/CAO will notify the student (by the student's SPCC email) and the Associate Vice President (by SPCC email) of the decision on the appeal within five (5) business days after the review.

i. The decision of the Student Appeals Team shall be final, unless (1) there is evidence the team did not follow published policy or procedure or (2) there is evidence the team presented a conflict of interest. Should this evidence be presented, the Vice President of Academic and Student Affairs/CAO will review all documentation presented and render a final decision.

The Student Appeals Team is a standing team appointed by the Vice President of Academic and Student Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

Title IX (Sex Discrimination and Harassment)

The U.S. Department of Education’s Office of Civil Rights (OCR) enforces Title IX of the Education Amendments of 1972 that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

South Piedmont Community College (South Piedmont) prohibits discrimination and harassment on the basis of sex and strongly encourages the prompt reporting of, and is committed to timely and fair resolution of, complaints of sex discrimination and harassment. Sexual harassment as defined by Title IX includes Sexual Assault, Dating Violence, Domestic Violence, and Stalking. South Piedmont addresses complaints of Title IX using its Title IX Sexual Harassment Grievance Procedures on our website at www.spcc.edu under Students, Title IX.

The college encourages students to immediately report any instances of Title IX. To report a Title IX complaint, use the Title IX Sex Discrimination and Sexual Harassment form, which can also be found at www.spcc.edu under Student Panel, Reporting Forms, Title IX Sex Discrimination and Sexual Harassment.
South Piedmont will take appropriate measures to investigate all reported incidents, provide supportive measures, protect against retaliatory acts, and follow established procedures for resolution.

Contact Information for the College’s Title IX Coordinators:

- Elaine Clodfelter, Title IX Coordinator
titleix@spcc.edu
- Lauren Sellers, Deputy Title IX Coordinator
titleix@spcc.edu

South Piedmont Community College Grievance/Complaint Procedure

South Piedmont is dedicated to resolving student grievances and complaints in a timely, fair, and equitable manner. A grievance is a student allegation that a College decision or action is either discriminatory or has a negative effect on the student’s status at the college. The purpose of the student grievance/complaint procedure is to provide a system to resolve student grievance/complaints against faculty and/or staff.

Any student who believes that a College decision or action is discriminatory or has a negative impact may file a written grievance using the procedure below. Students needing assistance in navigating the procedure should contact the Director of Student Advocacy and Accountability for guidance.

Grievances must be submitted electronically through the SPCC Grievance Form found here and on the SPCC website at www.spcc.edu under Student Panel/Reporting Forms/Grievance Form with all supporting documentation within five (5) business days of the incident upon which the grievance is founded, occurred, or was first brought to your attention.

1. The Associate Vice President of Student Affairs will appoint an Investigator(s) to in-formally investigate the grievance in cooperation with the individuals within South Piedmont Community College. The Investigator(s) will submit a written report to the student (through the student’s SPCC email and certified mail) and to the Associate Vice President (through SPCC email) within fifteen (15) business days.

2. In the event the decision taken by the Investigator(s) is deemed unsatisfactory to the student, the student may file a Formal Complaint-Appeal of Grievance Finding if the appeal meets one of the criteria: (1) policy and/or procedures were not followed, procedural irregular-ity that affected the outcome, (2) sanction too severe for the charge, (3) evidence of a conflict of interest or bias that affected the outcome, or (4) new evidence that was not reasonably available at the time of the determination that could affect the outcome. This formal appeal must be received within five (5) business days of receipt of the decision. The formal appeal must be submitted through the SPCC Formal Complaint-Appeal of Grievance Finding form located here and on the SPCC website under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including documentation of the original grievance, emails, the grounds for the complaint, etc., must be attached to the SPCC Formal Complaint Form. The student will receive written notification of receipt of the appeal. Once the appeal is received, the appeal is reviewed by the Vice President of Academic and Student Affairs/Chief Academic Officer (CAO) to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

3. Within (10) business days of receipt of the Formal Complaint appeal, the Student Appeals Team will review the written appeal. The student and SPCC employee(s) will be notified of a date, time, and location of the hearing. The location will be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). All parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.

- The appeal meeting is a conflict resolution and not a judicial proceeding.
- The student may not record this meeting but may take notes.
4. The Vice President of Academic and Student Affairs/CAO will notify the student (by SPCC email) and college employee(s) (by SPCC email) on the decision of the appeal within five (5) business days after the review. The decision of the Student Appeals Team is final.

PLEAS NOTE: Retaliation by, or against, any participant [student, employee(s), witnesses(es)] is expressly prohibited. Retaliatory action of any kind taken against individuals as a result of seeking redress under the applicable procedures or serving as a witness in a subsequent investigation dealing with discrimination is prohibited and is conduct subject to discipline. Any person who thinks they have been the victim of retaliation should immediately contact the Director of Student Advocacy and Accountability or the Vice President of Academic and Student Affairs/CAO.

The Student Appeals Team is a standing team appointed by the Vice President of Academic and Student Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

Other Complaint Options:
A student may always file a complaint with:
U.S. Department of Education Office of Civil Rights
Website: www.ed.gov
Phone: 1.800.421.3481
Email: ocr@ed.gov

Equal Employment Opportunity Commission
Website: www.eeoc.gov
Phone: 1.800.669.4000
Email: info@eeoc.gov

Student Health and Wellness
Emergency First Aid kits are maintained throughout the campuses of SPCC. For injuries requiring more than minor first aid or in case of an emergency, an ambulance service may be called at the student’s expense to provide necessary medical services.

SPCC counselors are available to assist students with counseling needs, including mental health. Counselors may refer students to local counseling centers for students seeking additional mental health counseling.

SPCC’s Student Life, Engagement, and Leadership provides a food pantry for students in need. Students may contact Student Life, Engagement, and Leadership for additional information in securing needed resources.

Drugs and Alcohol
Unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol is prohibited while in the workplace, at any official function sponsored by the College, or on all college premises except in those college facilities approved for renting to the public for functions and where the distribution and use of alcohol have been approved. Any employee or any student violating this policy is subject to disciplinary action up to and including termination/expulsion and referral for prosecution.

Unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol is prohibited while in the workplace, at any official function sponsored by the college, or on all college premises except in those college facilities approved for renting to the public for functions and where the distribution and use of alcohol have been approved. Any employee violating this policy is subject to disciplinary action up to and including termination and referral for prosecution. The Associate Vice President of Student Affairs is responsible for implementing the Drugs and Alcohol Policy as it relates to students.

General Rules Pertaining to Student Alcohol Use and Possession:
It is against the law for any person under the age of 21 to purchase or possess any alcoholic beverage (General Statutes § 18B-302).

No student under the age of 21 may purchase, possess, or consume any alcoholic beverage anywhere on the campus of South Piedmont Community College. Common source containers of alcoholic (e.g. kegs) are not permitted on any South Piedmont Community College property.

Students 21 years of age or older may not sell or give any alcoholic beverage to a person under 21 years of age.

No possession or consumption of alcohol is allowed at any college sponsored function.

No student activity fees or other South Piedmont Community College collected fee shall be used to purchase alcohol for use either on or off campus.

**Health Risks of Alcohol Abuse:** Alcohol is immediately absorbed by the bloodstream upon consumption, physically affecting the entire body. Some short term effects caused by excessive alcohol consumption include decreased heart rate, headaches, nausea and vomiting. Drinking large amounts of alcohol can result in alcohol poisoning, which causes one to lose consciousness and possibly even results in death. Long term effects of alcohol include high blood pressure, depressed immune system, vitamin deficiencies, central nervous system damage, liver disease, and cancer.

**Health Risks of Drug Abuse:** Recreational drug use can have potentially harmful side effects that can result in serious and long-term health issues. High doses of many drugs can even cause immediate life-threatening health problems such as respiratory failure, heart attack, or coma. It is especially dangerous to combine drugs with each other.

**Alcohol and Drug Education/Prevention Program:** South Piedmont Community College is committed to providing an educational atmosphere that is free of substance abuse and encourages lifestyles that are safe and healthy. All members of the academic community - students, faculty, administrators, and staff - share in the responsibility of protecting and promoting this environment and all are expected to exemplify high standards of professional and personal conduct. The illegal or abusive use of alcohol and other drugs by members of the academic community adversely affects the educational environment.

It is the college's intent to address this issue by implementing a college-wide program available to students that focuses on on-going education and training for intervention and referral. This program is intended to assure that any student shall have access to assistance with alcohol/drug-related problems.

Educational information on alcohol and drug issues will be available to students on a continuing basis throughout the year. This includes, but is not limited to, information at orientation, alcohol/drug awareness days, pamphlets on alcohol/drug abuse/awareness, and speakers on selected topics. These activities will be advertised in the SPCC Navigation App and the weekly email “Week at a Glance”.

South Piedmont Community College counselors are available on the L.L. Polk and Old Charlotte Highway campuses and the Tyson Family Center for Technology in the Student Affairs area. Additionally, virtual services are available. Students in need of counseling, treatment, and/or rehabilitation will be referred to local mental health centers on a confidential basis. It will be the student’s decision, however, whether to seek assistance with such problems. Alcohol/drug assistance, which occurs through services provided by other agencies at their organizational sites, will be at the student’s expense. South Piedmont Community College pledges full support to these and other community agencies in our fight to rid our schools of controlled substances.

Every student, faculty member, administrator, and staff member of South Piedmont Community College is responsible for being familiar with and complying with college policies, which strictly prohibit possession and use of alcohol and drugs on campus or at any college sponsored function.

**NORTH CAROLINA LAW:**

**Purchasing, Possession, and/or Selling Alcohol** (General Statute § 18B-300 - 18B-302)

It is against the law for any person under twenty-one (21) to purchase or possess any alcoholic beverage. It is against the law for anyone to sell or give any alcoholic beverage to a person under twenty-one (21) or to aid or abet such a person in selling, purchasing or possessing any alcoholic beverage. Any person who aids or abets an underage person in violating this law may be fined $1000, receive community
service hours, or both.

Drinking and Driving

In North Carolina, it is illegal to drive a vehicle while noticeably impaired or with an alcohol concentration of 0.08 or higher. When driving a commercial motor vehicle, the limit is 0.04. The most significant aspects of the state’s DWI law makes punishment more severe for the impaired driver in general and the repeat offender in particular. For offenders who fall into one of the five (5) levels of misdemeanor DWI, Level 1 being the most serious and Level 5 the least, the likelihood of spending time has increased, along with the fines.

**Level 5**
- Immediate license suspension for 30 days, with the possibility of limited driving privileges after 10 days.
- Up to a $200 fine.
- Between 24 hours and 60 days in jail. (Your judge might suspend your sentence to 24 hours of imprisonment or 24 hours of community service as part of probation.)
- Substance abuse assessment, if you’re placed on probation.

**Level 4**
- Immediate license suspension for 30 days, with the possibility of limited driving privileges after 10 days.
- Up to a $500 fine.
- Between 48 hours and 120 days in jail. (Your judge might suspend your sentence to 48 hours of imprisonment or 48 hours of community service as part of probation.)
- Substance abuse assessment, if you’re placed on probation.

**Level 3**
- Immediate license suspension for 30 days, with the possibility of limited driving privileges after 10 days.
- Up to a $1,000 fine.
- Between 72 hours and 6 months in jail. (Your judge might suspend your sentence to 72 hours of imprisonment or 72 hours of community service as part of probation.)
- Substance abuse assessment, if you’re placed on probation.

**Level 2**
- Immediate license suspension for 30 days, with the possibility of limited driving privileges after 10 days.
- Up to a $2,000 fine.
- Between 7 days and 12 months in jail. (Your judge might suspend your sentence to 90 days of abstaining from alcohol, which the court will monitor.)
- Substance abuse assessment, if you’re placed on probation.

**Level 1**
- Immediate license suspension for 30 days, with the possibility of limited driving privileges after 10 days.
- Up to a $4,000 fine.
- Between 30 days and 24 months in jail. (Your judge might give you 10 days under probation cases involving alcohol monitoring for 120 days.)
- Substance abuse assessment, if you’re placed on probation.

*Aggravated Level 1*
• Immediate license suspension for 30 days, with the possibility of limited driving privileges after 10 days.
• Up to a $10,000 fine.
• Between 12 months and 36 months in jail. (Your judge might give you 120 days under probation cases involving alcohol monitoring for a minimum of 120 days.)
• Monitored abstaining from alcohol for 4 months after prison release.
• Substance abuse assessment.

Other DWI Penalties

Substance Abuse Assessment
The NC DMV and state court system work with the state’s Division of Mental Health, Developmental Disabilities and Substance Abuse Services to make sure DWI offenders receive substance abuse assessment and complete any required steps, such as education courses like the state’s Alcohol and Drug Education Traffic School (ADETS) or treatment programs.

Your judge, DWI attorney, and possibly the NC DMV will provide you with information specific to your situation, but you can get a head start with these facts:
• $100 fee for the DWI assessment.
• $160 fee for ADETS.

Health Risks of Drugs and Alcohol:

Alcohol: Alcohol (a depressant) travels through the bloodstream to different parts of the body causing a number of changes in behavior and physiology. Drinking small amounts of alcohol may affect a person’s judgment, thinking, and coordination. Larger amounts may make a person sick or cause permanent damage to organs in the body (including liver, stomach, pancreas, lungs, brain, skin, eyes, throat, mouth, and bladder). Alcohol poisoning can cause death.

Amphetamines: These may cause rapid or irregular heartbeats, tremors, loss, and coordination, and possible death. Amphetamines may cause a person to act irrationally.

Cannabis, Marijuana, and Hashish: These drugs affect thinking and behavior. They may cause loss of coordination, confusion, distortion of reality, paranoia, and depression. Marijuana smoke is extremely toxic and may increase chances of developing lung cancer.

Cocaine and Crack: Users of this drug build up a tolerance that makes them want more. The physical reactions to a person’s body are unpredictable. Even small amounts of this drug may cause chest pains, blurred vision, convulsions, and death.

Hallucinogens, LSD, and PCP: These drugs cause changes in thinking and in the senses. Lysergic Acid (LSD) may cause elevated heart rate, irregular breathing, hallucinations, paranoia, violence, and panic. “Flashbacks” may appear days or weeks later. Phencyclidine (PCP) may cause confusion, depression, loss of coordination, and irrational behavior. The person may become violent, have extreme mood swings/disorders, and speech problems. Death may also be a result of use of either of these drugs.

Heroin: Heroin is an opiate narcotic that causes the body to have diminished pain reactions. The use of this drug may cause damage to the brain and other organs. Coma and death may result due to a reduction of heart rate.

Methamphetamine (Meth): These drugs are highly addictive central nervous system stimulants that can increase activity and decrease appetite. Use of this drug can cause addiction, anxiety, insomnia, mood swings/disturbances, and violent behavior. Psychotic symptoms can include paranoia, hallucinations, and delusions.

Inhalants: Inhalants are chemicals that give off fumes that cause an intoxicated, drunken feeling when breathed in. These include, but are not limited to: paint thinner, bath salts, glue, gasoline, and spray paint. Inhalants are absorbed into the bloodstream and are passed on to body organs within seconds. Inhalants lower the flow of oxygen, and may cause permanent damage, dizziness, convulsions, and death.
**Stimulants:** These drugs speed up the nervous system. They increase activity and alertness. They may speed up the heart rate, raise blood pressure, and decrease appetite. They may cause sleeplessness, dizziness, anxiety, and depression. Stimulants may cause damage to the brain, heart, lungs, and may result in death.

**Information on Drugs and Alcohol Assistance:**

- **SAMSHA Alcohol/Drug Treatment Referral** 800-662-4357
- **Alcoholics Anonymous** 800-839-1686
- **Atrium Anson** 704-994-4500
- **Atrium Union** 704-993-3100
- **Behavioral Health First Step** 980-993-7700
- **Cocaine Hotline** 800-304-2219
- **Sandhills Center for Mental Health** 800-256-2452

**Communicable Disease Policy and Procedure**

The Communicable Disease Policy promotes the good health and safety of students and employees, strives to minimize transmission of a communicable disease while ensuring that all essential college services remain operational to the maximum extent possible, and prohibits discrimination against persons afflicted with communicable diseases.

All medical information related to communicable diseases of students and employees shall be kept confidential and no person, group, agency, insurer, employer, or institution shall be provided any medical information without prior, specific written consent of a student or employee unless providing such information is required by state and/or federal law.

Students who know that they are infected with a communicable disease are urged to share that information, on a confidential basis, with the Director of Student Advocacy and Accountability so that the college can respond appropriately to their health and educational needs. Employees who know that they are infected should share that information, on a confidential basis, with the Associate Vice President of Human Resources and Payroll.

Persons who know or have reasonable basis for believing that they are infected are expected to seek expert advice about their health circumstances and are obligated, ethically and legally, to conduct themselves responsibly in accordance with such knowledge for the protection of other members in the community.

**Copyright Policy**

The copyright law of the United States (Title 17, United States Code) governs the making of all photocopies or other reproductions of copyrighted material, including peer-to-peer file sharing, at South Piedmont Community College.

South Piedmont Community College requires that all employees and students comply with federal copyright laws. Failure to abide by the copyright law of the United States could result in disciplinary action or dismissal. The unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may be subjected to civil and criminal liabilities.

The information that follows is intended to assist employees and students in managing copyrighted materials.

A copyright is a set of exclusive legal rights authors have over their works for a limited period of time. Section 106 of the copyright law gives the author exclusive rights to:

- reproduce the copyrighted work,
- prepare derivative works based upon the copyrighted work,
• distribute copies of the copyrighted work by sale or loan,
• perform or display the copyrighted work publicly,
• perform the copyrighted work publicly by means of a digital audio transmission.

Currently, the author’s rights begin when a work is created. Copyright notices are not required on works created after March 1, 1989.

Copyright protection exists for all works created in any medium of expression as long as the works are fixed in a tangible medium of expression so they can be experienced with or without the aid of equipment. Such works include:

1. Literary works;
2. Sheet music and musical performances;
3. Dramatic works, including any accompanying music;
4. Pantomimes and choreographic works;
5. Pictorial, graphic, and sculpture works;
6. Motion pictures and other audiovisual works; and
7. Sound recordings.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of these exclusive rights granted to the author. A copyright infringer can be liable for actual damages and profits, or for statutory damages, as determined by a court. Court rulings show that statutory damages may range from $250 to $50,000 per infringement, depending upon the extent of the infringement. In addition, the infringer can be assessed for court costs and the plaintiff’s attorney’s fees. Court costs and attorney’s fees frequently exceed the amount of damages and profits. When infringements are made for profit, criminal charges and potential imprisonment may be added.

Employees who engage in copyright infringement may be subject to SPCC’s personnel disciplinary procedures. Students who engage in copyright infringement may be subject to SPCC’s Student Code of Conduct and/or Academic Integrity.

Fair use provisions of the copyright law allow for limited copying or distribution of published works without the author’s permission in some cases. Examples of fair use of copyrighted materials include quotation of excerpts in a review or critique or copying of a small part of a work by a teacher or student to illustrate a lesson.

There are no explicit, predefined, legal specifications of how much and when one can copy, but there are guidelines for fair use. Each case of copying must be evaluated according to four (4) factors:

1. **The purpose and nature of the use.** If the copy is used for teaching at a non-profit institution, distributed without charge, and made by a teacher or students acting individually, then the copy is more likely to be considered as fair use. In addition, an interpretation of fair use is more likely if the copy was made spontaneously, for temporary use, not as part of an “anthology” and not as an institutional requirement or suggestion.

2. **The nature of copyrighted work.** For example, an article from a newspaper would be considered differently than a workbook made for instruction. With multimedia material there are different standards and permissions for different media: a digitized photo from a magazine, a video clip from a movie, and an audio selection from a CD would be treated differently -- the selections are not treated as equivalent pieces of digital data.

3. **The nature and substantiality of the material used.** In general, when other criteria are met, the copying of extracts that are “not substantial in length” when compared to the whole of which they are part may be considered fair use.

4. **The effect of use on the potential market for or value of the work.** In general, a work that supplants the normal market is considered an infringement, but a work does not have influence the market to be an infringement.

Peer-to-peer (P2P) file sharing is a convenient way for people to share files directly between computers using an online service. File sharing through a P2P network is not illegal so long as the person responsible for uploading the file has the legal right to distribute that file. However, since authors have the exclusive
right to reproduce and distribute copies of their own work, sharing copyrighted music, videos, movies, articles, ebooks, or images without an author’s permission is an infringement of the author’s copyright. Questions related to copying any materials should be directed to the Director of Library Services.

**Intellectual Property**

SPCC’s intellectual property policy and accompanying procedure address ownership of materials, compensation, copyright issues, and use of revenue from the creation and production of all intellectual property. The policy applies to all students, including those in distance learning courses and programs; all faculty, including those teaching distance learning courses and programs; all instructors, and all college staff.

Intellectual property is defined as any intellectual or creative work that can be copyrighted, patented, or trademarked. South Piedmont Community College (SPCC) encourages the development, writing, invention, and production of intellectual property designed to improve the productivity of the College and/or to enhance the learning environment.

The ownership of intellectual property will be determined according to the following conditions:

The employee or student retains ownership and any revenue generated in any of the following situations:

- The work was created independently and as a result of the individual’s initiative. It was not requested by the College.
- The work is not a product of a specific contract or assignment made as a result of employment or affiliation with the College.
- The work was not prepared within the scope of the employee’s job duties.
- The work was produced by an employee or a student without funds, resources, or facilities owned or controlled by the College.

The College retains ownership if the above criteria are not met and/or if any of the following criteria apply:

- The work is prepared within the scope of the employee’s job duties.
- The work is prepared within the scope of class assignments.
- The work is the product of a specific contract or assignment made during the employee’s or student’s affiliation with the College.
- The development of the work involved facilities, time, and/or other resources of the College including but not limited to release time, grant funds, College personnel, salary supplement, leave with pay, or other materials or financial assistance.

The College retains and controls all rights to license or sell any intellectual property owned by the College. Any revenues generated from intellectual property owned by the College shall be treated as institutional funds to be used to support the needs of the College.

When it is foreseen that commercially valuable property may be created, the College and the employee or student should negotiate an agreement for ownership and sharing of benefits and compensation prior to creation of the property. Any agreement, whether occurring prior to or following creation of the property, will be negotiated with the President of the College.

Upon the emergence of issues or disputes relating to intellectual property, the President will appoint an ad hoc Intellectual Property Committee, composed of equal numbers of faculty and staff, to make recommendations to the President concerning the disposition of the issue. In cases where a student is involved, a member of the Student Government Association will also be appointed to the committee. The President will make the final decision on the issue.

**Internet Use Policy and Procedure**

SPCC Policy 2.05 is implemented to ensure that Internet access does not impair network security, result in inappropriate use, or impede learners from performing their duties as an employee or student. Any use of the Internet for such purposes as gambling, viewing pornographic material, or any activity that is
unlawful or degrades, impacts, or restricts acceptable uses is strictly prohibited. All SPCC computers are subject to periodic audits, and violations of this policy may result in temporary or permanent restriction of access.

Internet access is provided for the purposes of enhancing education, research and development, and conducting college business. Acceptable uses include staying current with developments in a particular discipline, researching for class projects, or learning about new technologies. Other appropriate uses include communications with peers and researching products for purchase. All SPCC computers are subject to periodic audits, and violations of SPCC Policy 2.05 may result in temporary or permanent restriction of Internet access. Offenses in violation of local, state, or federal law will result in restriction of network access and will be reported to the appropriate law enforcement agency.

Website Use Policy and Procedure

All official college web pages on the website must be approved prior to creation by the College. The College is also responsible for recruiting and training staff outside who will keep content on designated college web pages accurate and current. SPCC staff and faculty members will be responsible for following website use procedures.

South Piedmont Community College’s presence on the World Wide Web is critical to its mission of learning, student success, workforce and community development. For many individuals, web pages on the Internet will be the single source of information about the college. SPCC web pages must reflect the college’s values, including respect for academics, intellectual properties, privacy, and the law, and the need to make information available to everyone without regard to disability.

- The college’s web policy is designed to establish standards and guidelines that will:
  - Support the vision, mission, purpose and values of the college.
  - Assist web developers in creating sites that comply with college policies, rules and regulations, and local, state, and federal laws.
  - Facilitate the official business of the college and enable appropriate and secure online transactions.

Use of College Name, Seal, and Logo

The College name, seal, and interlocking logo may be used on a non-college website only with written permission from the President’s Office. Older, revised versions of the college’s name, seal, and interlocking logo may not be used.

Copyright

All electronic publications must follow college and legal standards regarding copyright. In general, web publishers must secure permission from the owner of the copyright when using copyrighted or trademarked materials, including text, photographs, audio, video, graphics, maps, or logos, and include a permission statement or disclaimer as required by the owner of the copyright or trademark.

Student Information Disclosure

The disclosure of information about students is governed by the Family Educational Rights and Privacy Act (FERPA). Faculty and staff should not post student information on non-secure web sites. While directory information should not be posted on college web pages, FERPA does allow the disclosure of certain information for directory purposes, including student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities, dates of attendance, and the most recent previous educational agency or institution attended.

Privacy

Web sites that collect individually identifiable information must provide a privacy statement. The statement must be clear and accessible and should cover the Federal Trade Commission’s core principles of privacy: notice, consent, access, security and enforcement.

SPCC collects and stores certain information about visitors to its website but does not identify individual users. The information gathered enables the college to produce summary statistical reports. Some
applications on the website ask for personal information to enable the college to process requests. Information collected from users will be used only for the purpose defined when the request was made. SPCC does not sell, distribute, or otherwise provide information collected on its websites to third parties.

**Accessibility**

College web sites may be subject to the Americans with Disabilities Act and are subject to college nondiscrimination policies. All electronic publications, to the extent feasible, should be made accessible to people with disabilities. If accessibility is not feasible, the information should be made available by alternative means.

**Links to and from Non-College Web Sites**

Links from a South Piedmont Community College page to a non-college site must not imply college endorsement of the site's products, services, or mission. A disclaimer must be included: Links on these pages to non-college sites do not represent endorsement by South Piedmont Community College or its affiliates. The college welcomes links to its web site for educational and informational purposes, but the link must not imply endorsement by or affiliation with South Piedmont Community College.

SPCC may provide links on its webpages to:

- Other government agencies
- Educational institutions within the service area or institutions with which the college has articulation agreements
- Libraries within the service area
- Hospitals within the service area
- Other entities deemed important to the economic development of SPCC’s service area

Requests for links on SPCC’s main links page for organizations that fall into one of the categories previously described must be in writing and directed to the college webmaster. Links may be provided for convenience and information only, and SPCC assumes no responsibility for their content and does not endorse those web sites or organizations. SPCC reserves the right to post links on the college web site that institutional representatives deem appropriate, and the college reserves the right to reject requests for links considered inappropriate. The college reserves the right to reject links. Requests for links should be made to the President’s Office.

**Personal Web Pages**

Personal web pages created by faculty, staff, or students on the college systems are the sole responsibility of their authors and must contain only information relevant to the college’s mission. Comments on the contents of those pages should be directed to the page author. As a service and for informational purposes only, the college may provide links to personal web pages. Personal pages must not indicate that the author is representing, giving opinions, or otherwise making statements on behalf of the college. The following disclaimer must be included: The opinions or statements expressed should not be interpreted as a position of or endorsement by South Piedmont Community College.

**Hosting**

Web sites covered by this policy are prohibited from hosting pages of entities or individuals not affiliated with the institution.

**Fundraising**

The South Piedmont Community College Foundation, Inc., is the sole entity authorized to conduct fundraising by utilizing college web pages.

**Questions**

For questions about the SPCC Web Policy, contact the President’s Office at 704-290-5251.

**Free Speech and Public Assembly**

South Piedmont Community College (SPCC) encourages its community to exercise the right to freedom
of speech granted by the First Amendment to the Constitution of the United States of America. Members of the college community and the public may engage in constitutionally protected speech and expression at SPCC provided it does not interfere with the primary educational purpose of the College.

SPCC supports the rights of freedom of speech, petition, and peaceful assembly but reserves the right to restrict the time, place, and manner of expression. Any acts that are disruptive to normal operations of the College including but not limited to instruction, college business, or actions which interfere with the rights of others will not be tolerated. Faculty, staff, and students engaging in disruptive activity may be subject to disciplinary action or criminal charges.

Registration and Use of Designated Free Speech Area

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

<table>
<thead>
<tr>
<th>Old Charlotte Highway Campus</th>
<th>Patio</th>
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<tbody>
<tr>
<td>L.L. Polk Campus</td>
<td>Gazebo</td>
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<tr>
<td>Lockhart-Taylor Center</td>
<td>Grass area near street</td>
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<tr>
<td>Tyson Family Center for Technology</td>
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</tbody>
</table>

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

Requests for Free Speech

Individuals or groups wishing to exercise their free speech should submit a written and signed request to the Associate Vice President of Student Affairs at least three (3) working days prior to the desired date. The following information must be included in this written request:

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

Approvals are for one (1) day only for a maximum of three (3) continuous hours, between 8 a.m. and 9 p.m. The Associate Vice President of Student Affairs will notify the Director of Safety & Security of any approved Free Speech event.

Guidelines for Speech and Public Assembly

- Amplification Systems.

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

- The Right to Dissent.

The right to dissent is the complement of the right to speak, but these rights need not occupy the same forum at the same time. The speaker is entitled to communicate his or her message to the audience during his or her allotted time, and the audience is entitled to hear the message and see the speaker during that time. A dissenter must not substantially interfere with the speaker’s ability to communicate or the audience’s ability to hear and see the speaker. Likewise, the audience must respect the right to dissent.

- Picketing and Distribution of Literature.

Picketing in an orderly manner or distributing literature within the free speech area is acceptable when
approved during the request process as coordinated and approved by the Associate Vice President of Student Affairs. Picketing is not permitted inside college buildings.

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

• Marches.
Campus marches are not permitted.

Conduct and Manner

• Those who exercise free speech as a part of this policy must not:
  1. Threaten passersby.
  2. Interfere with, impede, or cause blockage of the flow of vehicular or pedestrian traffic.
  3. Interfere with or disrupt any other lawful activity in the same general location at the same time.
  4. Commit any act likely to create an imminent safety or health hazard.
  5. Post materials on any walls, windows, doors, sidewalks, trees, light poles, etc., or any other college equipment except in areas designated by the Associate Vice President of Student Affairs.
  6. Carry signs or placards that exceed three (3) feet by three (3) feet promoting the objective of the activity. They must not contain obscene language or words that would tend to incite violence.

• Public speech or activities likely to incite or produce imminent lawless action or that are, under current legal standards, either defamatory or obscene are prohibited. Violations of the SPCC Student Code of Conduct are prohibited.

• Individuals who damage or destroy college property shall be held responsible for such damage or destruction. This includes lawns, shrubs, trees, etc.

• A request for use of free speech areas may be denied if determined that the proposed speech/activity will constitute a clear and present danger to the orderly operation of the college.

• All applicable college regulations, state and federal laws and municipal ordinances apply when engaging in activities on college property. Failure to do so may result in immediate removal from college property and other appropriate action by college officials and/or law enforcement officials.

Interference with Free Speech or Public Assembly

Persons shall not physically interfere in the use of the sidewalk or address obscene, indecent, or threatening language to or at individuals to provoke them or lead to a breach of the peace. Whenever free passage is obstructed by a crowd, the persons composing such crowd shall disperse when directed by college officials, security, or law enforcement officials. Failure to do so may result in disciplinary action and/or criminal prosecution. Groups wishing to only hand out literature (no signs, no speech, no means of identification) may request in writing to the Associate Vice President of Student Affairs the use of additional areas on a limited basis.

Solicitation by Outside Parties

Solicitation by outside parties is strictly regulated to provide protection for South Piedmont Community College employees and students.

No Solicitation-Distribution Rule

South Piedmont Community College, as an employer, is legally responsible for promoting the efficiency of the public services it performs. The following rules address that legal responsibility:

• Solicitation or distribution by persons other than employees of South Piedmont Community
College (SPCC) in those areas of school property that are not open to the public is prohibited.

- Solicitation or distribution by persons other than employees of SPCC in those areas of school property that are open to the public is prohibited to the extent that such solicitation or distribution results in substantial disruption of, or material interference with college, administrative, or operational activities. Areas open to the public are defined as areas outside the main entrance to college facilities and designated locations inside student centers at each campus.
- No solicitation or distribution by email, fax, or other electronic means may be made until approval is granted by the Vice President of Finance and Administrative Services.
- No written announcement or advertisement can be posted on SPCC property until approved by the Vice President of Finance and Administrative Services or their designee.
- No written announcement or advertisement can be distributed on vehicles parked on SPCC property until approval is granted by either the Vice President of Finance and Administrative Services (for employees and public) or the Associate Vice President of Student Affairs (for students).

Field Trip Forms
Students should familiarize themselves with field trip forms, whether they are traveling in a South Piedmont Community College vehicle or their own vehicle. Field trip forms are mandatory and must be signed and submitted to Student Affairs before participating in the event. If a student drives their own vehicle, the college will assume no responsibility for loss or damage to any vehicle or its contents. Any citations the driver receives while driving their own vehicles is solely the responsibility of the driver.

Inclement Weather Policy
SPCC ensures the safety of students and employees by implementing a policy and procedure to be observed during inclement weather and other exigent conditions. When these conditions occur on days of scheduled classes and/or events, South Piedmont Community College will post announcements of closings or delays on the College website, area television stations, via the College's mass notification system, and through South Piedmont Community College's email system. Any decisions to close or delay college classes and/or events will be posted as early as the situation permits.

At all times, students and employees should use sound judgment when making travel decisions. Additionally, they should exercise caution when traveling to and from campus during periods of inclement weather.

Although the campuses may be closed, online classes continue! Each on-campus class has a Canvas site and make up work for missed classes should be completed through Canvas. When the campus is closed, students should log in to their classes to avoid falling behind.

Crime Statistics and Annual Safety and Security Report (Clery Act)
The National Campus Safety Act requires all institutions of higher education to report annual campus crime statistics. The annual security report is also available at Student Affairs.

Click here for the 2020 Annual Safety and Security Report. Click here for SPCC Crime Statistics, as noted below:
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| ARRESTS FOR |
|------------|-----------|-----------|-----------|
| Liquor law violations | 0 0 0 0 0 | 0 0 0 0 0 | 0 0 0 0 0 |
| Drug Law violations | 0 0 0 0 0 | 0 0 0 0 0 | 0 0 0 0 0 |
| Illegal weapon possession | 0 1 0 0 0 | 0 0 0 0 0 | 0 0 0 0 0 |

| DISCIPLINARY ACTION FOR |
|-------------------------|-----------|-----------|-----------|
| Liquor law violations | 0 0 0 0 0 | 0 0 0 0 0 | 0 0 0 0 0 |
| Drug Law violations | 0 5 0 0 0 | 0 0 0 0 0 | 0 0 0 0 0 |
South Piedmont Community College operates on the semester system. The fall and spring semesters are each 16 weeks and may include two (2) or more shorter sessions. The summer term is eight (8) weeks and may contain two (2) or more shorter sessions.

**Student Classification**

- Full-time curriculum students are enrolled in 12 or more semester hours of credit.
- Part-time curriculum students are enrolled with fewer than 12 semester hours of credit.
- Non-degree seeking (special credit) students are enrolled in individual credit courses but not working toward credential completion.

**Academic 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 (2) or three (3) hours per week of laboratory or shop
- One semester hour of credit for each three (3) hours per week of clinical
- One semester hour of credit for each 10 hours per week of cooperative work experience

**Student Course Load**

Students must carry 12 credit hours to be considered a full-time student. Permission from the dean within the educational division must be obtained to schedule more than 20 credit hours in one semester. Permission can be granted via the [Credit Hour Overload Request](#) found in Student Forms.

The decision about the best course load in fall or spring semesters or summer term depends on the amount of time available to students to complete academic work in addition to other responsibilities. College coursework requires more than just the time to attend class. Students need to allow time for reading, studying, assignments, research, projects, etc. Plan to devote two (2) to three (3) hours outside of class for every hour that the course meets. For example, if the course is a three (3) contact hour course (meets three (3) hours per week), plan to devote six (6) to nine (9) hours outside the classroom.

**eLearning**

eLearning at South Piedmont Community College champions learning technologies to support engagement, inclusiveness, and universally accessible courses. eLearning offers different delivery methods and modalities, such as online, blended, HyFlex, interactive television, and traditional on-campus courses.

**Online (Internet)** courses offer students time and location flexibility in accessing learning materials, assessments and other various class activities. All online courses at South Piedmont follow schedules and deadlines to ensure each student’s academic success. Online courses are offered as part of the SPCC regular class schedule, with published start and end dates. Section numbers for courses conducted fully online begin with “O”.

**Blended** courses combine online learning with required, scheduled, face-to-face instructional time on campus. The required face-to-face and online hours may vary from course to course. The online portion replaces in classroom instructional time with learning activities and assessments to be completed in
Canvas. Students must attend all scheduled classes just as any other traditional college course. Section numbers for blended courses have an “A” or “S” in the second field.

**Traditional** courses are regular, face-to-face classroom courses on campus that use an online course site to supplement instruction. Instructors will post the course syllabus there along with other course materials. The online grade book may be used to help keep students up-to-date on their grades. Or, they may require submission of assignments electronically in the course’s online site. Some others may do all course testing on the course site. All of SPCC’s seated courses on campus are now web-enhanced. Students will be required to submit at least one assignment by going to the course’s online site. Section numbers for traditional classes have a “C” in the second field.

**HyFlex** or Hybrid-Flexible is a course model that presents the components of hybrid learning in a flexible course structure. It offers students the option of attending sessions in the classroom, participating online or doing both. Students can change their mode of attendance weekly or by topic, according to need or preference. A HyFlex model offers multiple paths through course content, which supports students with various levels of expertise, background, or learning styles in achieving the course competencies. Section numbers for HyFlex classes have an “F” in the second field.

**Interactive Television (ITV)** courses have two-way interactive video technology that connects teaching locations among SPCC campuses and throughout the state. ITV enables the course instructor and students in the classroom at one location to see, hear, and talk to students in comparably equipped classrooms at other locations. There are ITV classrooms on the L. L. Polk campus in Polkton, the Old Charlotte Highway campus in Monroe, and the Lockhart-Taylor Center in Wadesboro. These courses are taught by SPCC instructors and section numbers end with a “V.”

To log into Canvas, students should go to www.spcc.edu and select “Student Panel” on the upper right side of the screen, select “Canvas,” and login using their SPCC username and password. New students will go to SPCC Go! to activate their accounts.

Registration for eLearning courses is handled in the same way as traditional course registration. Credit hours earned for taking these courses are the same as those earned for taking the same courses in a traditional classroom setting. The cost for distance learning is the same as for traditionally scheduled courses.

Students participating in distance learning courses must:

- Complete the admissions process, including placement testing if needed.
- Meet required prerequisites and/or corequisites listed for the course in the College catalog.
- Possess the necessary skills and technical requirements needed to participate in distance learning courses.
- Complete all assigned coursework, discussions/chats, and assessments within the time constraints defined by the instructor.
- Access online and blended courses using the Internet, and complete requirements on or before the last published access date.

**Fully online courses.** Although, eLearning courses are inclusive and accommodate a great variety of learning styles, fully online courses require great responsibility, commitment, self-motivation, and discipline. Students will need to commit an average of 12 to 15 hours every week to course work, which includes readings, videos, interactive and collaborative assignments, among others. eLearning students need to have access to the necessary equipment for the course and know how to use it. When taking online and blended courses, access to a computer and a reliable Internet connection is needed. Although computers on campus are connected to the Internet, students must not rely on campus computers as the sole means of accessing their courses.
The college offers the opportunity of using computers with an Internet connection while on campus. Students may check out a laptop (maximum 4 hour periods) from any of kiosk stations on campus. Additionally, laptops can be checked out for longer periods of time (including the entire semester) from SPCC’s Libraries. These resources ensure equitable access to computers for online learners. If students are challenged by technology resources, please consult with a Librarian.

Some courses will require specific versions of software packages. If your class is one of those, it will be listed on the course syllabus. The instructor will be able to answer questions about the software. SPCC offers students, faculty, and staff free access to Microsoft Office 365, which contains MS Word, Excel, PowerPoint, Outlook, Teams, and more. Student computers must have access to the required software as well as the capability to save documents in a format that the instructor requires.

At a minimum, students using Canvas must be able to:

- Access and use their SPCC Office 365 email account
- Open and close a word processing program
- Enter and edit text
- Save a file to a hard drive or a flash drive
- Upload files from a hard drive or a flash drive
- Open existing documents
- Use passwords
- Protect against computer viruses
- Open and close a browser
- Navigate to different websites
- Create/find/use a bookmark or favorite

**Attendance**

South Piedmont Community College is an attendance taking college. Regular attendance and participation are essential to student learning and successful completion of a course. The College recognizes that students are adults with many responsibilities and occasional absences are unavoidable. However, absences in no way lessen the student’s responsibility for meeting the requirements of the course.

The College does not differentiate between “excused” and “unexcused” absences in calculating course attendance.

**Attendance in Traditional Classes**

Traditional courses are seated classes in which students attend on campus or at other designated physical locations. Attendance in traditional courses is defined as physically attending a seated class. Absences are counted from the first official meeting of the course regardless of when the student registers for, or enters, the course.

Students are responsible for all work missed during their absence. Instructors are not required to accept makeup or missed work; therefore, acceptance of makeup or missed work is at the discretion of the instructor.

Attendance may be used as a factor in determining the final grade for a course. This factor must be included in the course syllabus. Instructors are responsible for discussing their syllabus at the first class meeting of each course.

Instructors **will** withdraw students who violate the instructor’s attendance policy as outlined in the course syllabus. The instructor will submit an Instructor-Initiated Withdrawal Form, and a grade of “WI” (Withdrawal
Punctuality is also essential to student learning. Students are expected to arrive to class meetings on time and to stay for the entire class period. Arriving late or leaving early disrupts the learning environment. Each instructor is responsible for addressing punctuality in the course syllabus.

**Attendance in Distance Learning Classes (100 Percent Online)**

Distance learning courses are taught completely online. Student attendance in online courses is defined as active participation in the online course.

For the purposes of this policy, attendance at the College includes:

1. Submitting an academic assignment
2. Taking or submitting an exam or quiz
3. Completing an interactive tutorial
4. Participating in an online study group assigned by faculty/instructor(s)
5. Participating in an online discussion forum/board assigned by faculty/instructor(s)
6. Student-initiated documented contact with the faculty member (email from SPCC issued account, virtual meeting, in-person meeting, conference calls) to ask a content-related question(s)

If a student fails to maintain attendance for a period equivalent to two (2) calendar weeks (14 consecutive days) for 10-, 12-, and 16-week classes OR one calendar week (7 consecutive days) for courses lasting eight (8) weeks of less for the semester/term, the instructor will withdraw the student from the course by submitting an Instructor-Initiated Withdrawal Form, and a grade of “WI” (Withdrawal by Instructor) will be assigned.

For any situation that results in the student being unable to log into their online course, the student is responsible for contacting the instructor.

**Attendance in Blended/Hybrid/HyFlex Classes**

Blended/Hybrid/HyFlex courses have both online and seated class attendance requirements.

For the purposes of this policy, attendance in these courses is defined as active participation in the course.

Attendance includes:

1. Physically attending a seated class or participating in a virtual synchronous class
2. Submitting an academic assignment
3. Taking or submitting an exam or quiz
4. Completing an interactive tutorial
5. Participating in an online study group assigned by faculty/instructor(s)
6. Participating in an online discussion forum/board assigned by faculty/instructor(s)
7. Student-initiated documented contact with the faculty member (email from SPCC issued account, virtual meeting, in-person meeting, conference calls) to ask a content-related question(s)

If a student fails to maintain attendance for a period equivalent to two (2) calendar weeks (14 consecutive days) for 10-, 12-, and 16-week classes OR one calendar week (7 consecutive days) for courses lasting eight (8) weeks of less for the semester/term, the instructor will withdraw the student from the course by submitting an Instructor-Initiated Withdrawal Form, and a grade of “WI” (Withdrawal by Instructor) will be assigned.

For any situation that results in the student being unable to log into their online course, the student is responsible for contacting the instructor.

For attendance purposes, cameras must remain on for the duration of the class period, when a student
is attending via Microsoft Teams or other video conferencing applications. Failure to do so will constitute an absence.

**Department Attendance Requirements**
A curriculum department may be more stringent in its attendance requirements but cannot be more lenient. If a department decides to have more stringent attendance requirements, then all instructors in the department must incorporate these requirements into their syllabi and advise their students of these requirements at the first class meeting of each course. If an external accrediting agency requires a more stringent attendance policy for a program than the College’s attendance requirements, that requirement will be incorporated into the syllabi. Changes to the College’s attendance requirements must be approved in advance by the Vice President of Academic and Student Affairs/CAO.

**Absences for Religious Observances**
South Piedmont Community College will authorize two (2) excused absences each semester (fall and spring) for religious observances required by the faith of a student.

SPCC requires that the student provide written notice of the request for an excused absence a minimum of two (2) weeks prior to the date of the religious observance. The student will be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance. The student must communicate with the instructor in advance of the absence to determine how and when the missed work will be completed.

**Census Dates**
Enter into classes at SPCC requires students to have physically attended and/or to have logged into their Canvas courses and completed the Start Up Activity in order to be counted for funding purposes. Entry into a course must occur by the census date/10 percent point for the course. Census dates differ depending on the type of course in which the student is registered.

Students who have neither logged into their Canvas course and completed the Start Up Activity by the census date nor attended a seated class meeting or online synchronous meeting by the census date will be considered “Never Attended” and removed from the course.

**Traditional or web-enhanced classes:** Students must be physically present by the census date/10 percent point for the course. Students who have not attended any class meeting by the census date will be considered “Never Attended” and removed from the course.

**Distance learning or online classes:** Students must log into Canvas and complete the Start Up Activity by the census date/10 percent point in the course. Students who have not logged into Canvas and completed the Start Up Activity by the census date will be considered “Never Attended” and removed from the course.

**Blended classes:** Students must log into Canvas and complete the Start Up Activity by the census date/10 percent point in the course or must have physically attended a seated class meeting by the census date/10 percent point in the course. Students who have neither logged into Canvas and completed the Start Up Activity by the census date nor attended a seated class or online synchronous meeting by the census date will be considered “Never Attended” and removed from the course.

**Independent Study**
Independent study is a class offered without any regularly scheduled conventional classroom or lab sessions and are used in extraordinary cases and when other alternatives, such as online, video conference, schedule modification, etc., are not available. Generally, independent study courses are used when students have an immediate need for a course in order to fulfill graduation requirements. Independent study classes are rare and must have the approval of the appropriate dean prior to the creation of the class.

Registration for the class should take place during regular semester registration. All independent study
classes must be required or elective courses in the program of study. The meeting schedule is negotiated in advance of the course start date by faculty and student, and the total meeting hours must be at least one-third of the total contact hours of the course. The faculty member and student meet weekly throughout the semester to discuss/assess progress toward meeting the course learning outcomes and to conduct the course assessment. For example, during a 3-credit hour 16-week course, faculty and student would meet for one hour each week, resulting in a total of at least 16 hours meeting time. Course content, standards of progress, tuition and fee charges, and all other provisions heretofore presented will apply to independent study courses.

**Experiential Learning**

Experiential learning integrates classroom learning with practical work experience in a work setting related to each student’s program of study. Experiential learning opportunities include Work-Based Learning (WBL), Apprenticeship, Clinical courses/components, practicum courses/assignments, and Service Learning.

The objective of experiential learning is to expand the student’s learning environment into the workplace, providing opportunities to observe and apply the skills and knowledge learned in the classroom. Students will work under a structured learning plan and under the guidance of a designated supervisor at an approved work site.

To be eligible to participate in experiential learning, students must meet the following minimum guidelines:

- Be enrolled in a course/program of study approved for experiential learning
- Be in good academic standing as defined by a GPA of 2.0 or a GPA as otherwise indicated by the program of study
- Have approval from their Dean and Vice President of Academic and Student Affairs/CAO or their designees

In the event a student’s behavior is not consistent with sound work practices and/or safety essential to the work site, the student may be removed from the work site by the on-site supervisor or the appropriate college official. Students who are removed from a work site for any reason may not be placed in another site without approval of the appropriate Dean and Vice President of Academic and Student Affairs/CAO.

**Academic Advisors**

Every curriculum student is assigned an academic advisor(s). The academic advisor is available to students during their regularly scheduled office hours as well as by appointment. Students have the responsibility for planning their program of study with the help of the academic advisor. This involves (1) keeping up to date with College and division/department curriculum requirements, (2) keeping informed of academic deadlines and changes in academic policies, and (3) consulting with the academic advisor at each pre-registration period and at other times as needed. Current students can locate their academic advisor in Aviso.

**Academic Evaluations (EVAL)**

A student’s academic evaluation identifies the course requirements for their program, indicates which courses have been completed, and reflects the GPA for the program of study (courses, grades, and quality points included in the program). Students may obtain an academic evaluation from their Go! Portal, their advisor, Student Affairs, or the Advising Center.

**Changing or Adding a Program of Study**

When students complete an application for admission to South Piedmont Community College, a program
of study is selected or declared. To change this program of study or to add another program of study, students must complete the online Change of Program form or visit the Advising Center for assistance. Students may change their program only once per semester. Changing programs may result in loss of financial aid.

Students who seek a double major (dual program) and have a cumulative South Piedmont Community College GPA of at least 2.0 must first consult with their current program Academic Advisor. To identify the Academic Advisor, students may log into their Aviso account, which lists the Academic Advisor on the Home page. Cumulative GPA can also be found in Aviso on the Profile page.

**Collaborative Agreements**

If a student is taking classes at South Piedmont Community College toward a degree which will be awarded by another community college, such as Simulation and Game Development (Central Piedmont Community College), the student must meet the admissions and graduation requirements for that “host” college. Transcript evaluations will come from the host college. Most colleges will only accept 75 percent of the total program hours as transfer credit from another college. Check with the host college to find out their admissions, graduation, and transfer credit policies.

**Course Substitution**

Students may request to substitute an equal or higher-level course required in the program of study based on particular occupational goals. The exception is that substitutions are not allowed for a program’s core courses. Core courses are listed under “Major Hours - Core Courses” in the Programs of Study section of this catalog. All substitutions must be approved by the student’s advisor, the appropriate dean, and the Registrar.

No course substitutions will be accepted if a student has not met SPCC’s prerequisite and/or corequisite for the required course.

A maximum of five (5) courses may be credited for any associate degree through course substitution, three (3) courses for diploma, and one (1) for certificate.

No course substitutions will be approved for CIS 110 and CIS 111 unless the North Carolina Community College System curriculum standard for the program allows for the substitution. Re-entering students must take ENG 111; no course substitutions for ENG 110 will be approved.

**Course Prerequisites and Corequisites**

Students must comply with regulations stipulating that courses may not be taken until all state and local prerequisites have been met. If withdrawing from a prerequisite course, the student will also be dropped from currently registered courses requiring the prerequisite. A corequisite course is a course that must be taken simultaneously with another course. If withdrawing from a corequisite course, the student must also withdraw from the course requiring the corequisite.

**Course Withdrawal**

South Piedmont Community College recognizes that from time to time it may be necessary for a student to withdraw from a course. Students may withdraw from any course and receive a grade of “W” or “WE” after the class census date and through the 70 percent point of the session. Students can access the [Withdrawal Form](#) in Student Forms.

Before withdrawing from a course, be aware that course withdrawals:

- May affect financial aid status
• May affect transfer grade point average
• May affect anticipated graduation date

After the 70 percent point of the session, if the student must withdraw from one or more classes, the Associate Vice President of Student Affairs may grant an administrative withdrawal. To petition for an administrative withdrawal after the 70 percent point of the session, the student must:

• Submit an Administrative Withdrawal Request found in Student Forms.
• Provide compelling and sufficient written documentation of the circumstances creating the need to withdraw.
• Submit the completed request form along with documentation at least two (2) weeks before the end of classes for the semester in question.

In cases where the Associate Vice President of Student Affairs formally approves the withdrawal, a grade of “W” or “WE” will be assigned.

Students who withdraw through the 60 percent point of the session and who are receiving federal financial aid (Title IV) are required to repay funds for which they are not eligible due to withdrawal.

NOTE: If the course the student wishes to take has a prerequisite or a corequisite, the student is required to meet those course requirements. All prerequisites must have been satisfactorily completed before registering for the course. When withdrawing from a course with a corequisite, both the corequisite and the course requiring the corequisite must be withdrawn. If a student is preregistered for a course in which the requisite is required, the course requiring the requisite will also be dropped.

Course Repeat

In an effort to earn a higher grade and/or to enhance mastery of course content, students may repeat any curriculum course, but may not enroll in the same course more than two (2) times without approval of the Associate Vice President for Student Success. The Course Repeat Request form is found in Student Forms. Although all grades will appear on the transcript, only the highest grade will be counted toward the cumulative grade point average (GPA) at South Piedmont Community College.

The University of North Carolina System and other colleges and universities require that a grade of “C” or better be earned in each transfer course completed. If a student is planning to transfer, realize that receiving institutions do not have consistent policies regarding coursework that is repeated and may recalculate grade point averages to include the grade(s) originally assigned.

Certain regulations may prohibit veterans and other financial aid recipients from receiving educational benefits while repeating a course. It is the student’s responsibility to determine their status in regard to veterans benefits and financial aid.

If a student has been dismissed from (or have dropped out of) a program that requires specific admissions, (e.g. curriculum and continuing education health programs, BLET, etc.) they will not be permitted to repeat any course in that particular program without being officially accepted into that program.

Grades

The evaluation of each student’s coursework will be reflected in a final letter grade assigned by the instructor at the end of each semester or term. Grades will be posted in Go Portal. The 4.0 quality point system is used to calculate the quality point averages. Quality points are the numerical equivalents of the letter grades and are used to determine academic honors. The letter grades used are:
## Grade Rating Quality Points (per credit hour)

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*These grades do not affect academic GPA, but may impact Satisfactory Academic Progress.

### Grade Point Average (GPA)

GPA is a calculation of credits earned and grades received. The grade point average is calculated by dividing the total number of quality points earned by the total number of semester hours attempted. A minimum GPA of 2.0 in the program of study and overall is necessary to meet grade requirements for graduation.

### Grade Forgiveness

Any returning student who has not attended South Piedmont Community College for five (5) years and upon re-enrolling maintains a 2.0 GPA for a minimum of 12 credit hours may petition to have grades on all prior coursework more than five (5) years old with a grade of less than “C” excluded in calculating the cumulative GPA.

- These credits must not be required to satisfy any previous degree requirements.
- Only prior courses with grades below a “C” are eligible for grade forgiveness.
- Students must submit a [Grade Forgiveness Request](#) found in Student Forms.
- Only one grade forgiveness request will be accepted. If the request is approved, the record of the earlier coursework remains on the transcript but is not calculated in the cumulative grade point average.
- For instances in which grade forgiveness is granted for courses completed at South Piedmont Community College and then transferred to another college or university, the receiving institution
may choose to disregard those course grades. Other colleges or universities may elect to include grades forgiven in computing the grade point average (GPA).

**Academic Honors**

Students enrolled in a curriculum program leading to a degree, a diploma, or a certificate, are eligible for an academic honors list. Non-degree seeking (special credit) students are not eligible for academic honors. Students who earn grades of “D,” “F,” or “I,” or “IE” for the semester are also not eligible. Any repeated (coursework previously attempted), developmental education courses or earned grades of “W,” “WI”, or “WE”, will be excluded from the minimum semester hours.

- **Dean's List:** Students enrolled for a minimum of 12 credit hours in a given term in an approved curriculum and earn a 3.5 GPA or higher (but less than a 4.0 GPA) will be placed on the Dean's List. Only courses at or above the 100 level are considered in calculating eligibility for academic honor.

- **President’s List:** Students enrolled for a minimum of 12 credit hours in a given term in an approved curriculum and earn a 4.0 GPA will be placed on the President’s List. Only courses at or above the 100 level will be considered in calculating eligibility for academic honor.

**Course Auditing**

If a student wishes to attend classes regularly but does not want to take examinations or receive credit, the student may register as an auditor. If the course has requisites, then all requisites must be met before enrolling. A record of classes attended will be maintained. No credit is awarded for such courses and cannot be granted at a later date. A grade of “AU” will be assigned. Enrollment in a course for credit cannot be changed to audit after the class census date. The participation of auditors in class discussions or examinations is optional with the instructor. Student auditors are expected to pay regular tuition and fees for audited courses. Federal regulations do not allow financial aid for courses being audited.

Senior citizens who wish to register as an auditor must also meet all requirements of the course. A grade of “SR” will be assigned. Senior citizen student auditors are expected to pay for associated fees and textbooks for audited courses.

Students who wish to register as an auditor should submit a Course Audit Request found in Student Forms.

**Incompletes**

An instructor may assign a grade of “I” or “IE” if a student is unable to complete all the requirements of a class, subject to the following conditions:

- Student has regularly attended class.
- Student has completed 75 percent of the class material with a passing average prior to assignment of the “I” or “IE.”
- Circumstances beyond the student’s control interfere with the ability to complete the class by the last day of the semester or term.
- There is reasonable expectation that the remaining work can be completed before the last day of classes of the following semester or term.

“I” or “IE” grades cannot be awarded if the student does not attend class, complete work, withdraw from the class, or request an “I” or “IE” to avoid receiving a failing grade.

If the conditions above are met and an incomplete in a class is sought, the student should discuss the appropriateness of an incomplete grade with the instructor and must submit an Incomplete Grade Request found in Student Forms. Incompletes must have approval of both the instructor and the department chair. If the work is not completed by the instructor’s required completion date, the “I” or “IE” is automatically converted to an “F.”
Appeal of Final Course Grade

Any student who believes that an instructor has unfairly assigned a final course grade may appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Students needing assistance in navigating the appeal procedure should contact the Director of Student Advocacy and Accountability for guidance.

1. Any student wishing to appeal a grade must consult with the instructor issuing the grade within five (5) business days after the respective course grade is posted in the student Go! Portal located on the SPCC website. The consultation may be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). After the student has made a reasonable effort to contact the instructor and the instructor has not responded, the student should proceed to Step 2 and contact the supervisor of the respective division/department.

2. If, after consultation with the instructor, the complaint is not resolved, the student should consult with the supervisor of the division/department in which the instructor taught the course for which the questioned grade was issued within 10 business days after the date the grade was posted in the student Go Portal located on the SPCC website. If the instructor is a division/department supervisor, the student should contact the Vice President of Academic and Student Affairs/Chief Academic Officer (CAO). The consultation may be in person, by conference call, or virtually.

3. Should the matter remain unresolved after consulting with the supervisor, the student may file a Formal Appeal of a Final Course Grade if the appeal meets one of the three (3) criteria:
   a. policy and/or procedures were not followed, procedural irregularity that affected the outcome,
   b. evidence of a conflict of interest or bias that affected the outcome, or
   c. new evidence that was not reasonably available at the time of the determination that could affect the outcome.

This formal appeal must be received within fifteen (15) business days after the grade was originally posted in the student Go! Portal located on the SPCC website.

This appeal must be submitted through the Formal Final Course Grade Appeal located at www.spcc.edu under Student Panel/Appeal Forms. This must be completed in its entirety. All documentation supporting the reason for the appeal including emails, copies of graded work, syllabus, any corrective action being requested, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeals process. (Students needing assistance with completing the form may contact the Assistant to the Vice President of Academic and Student Affairs/CAO or the Director of Student Advocacy and Accountability) The student will receive notification of receipt of the appeal.

Once the appeal is received, the appeal is reviewed by the Associate Vice President of Student Affairs to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

4. Within 10 business days of the receipt of the appeal, the Student Appeals Team will review the appeal. The student and the instructor will be notified of the date, time, and location of the hearing. The location will be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call, or virtually.

5. The Vice President of Academic and Student Affairs/CAO will notify the student (by the student’s SPCC email) and the instructor (by SPCC email) on the decision of the appeal within five (5) business days after the review. The decision of the Student Appeals Team is final.
The Student Appeals Team is a standing team appointed by the Vice President of Academic and Student Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

Academic Integrity Policy and Procedure

SPCC’s Academic Integrity Policy and accompanying procedure address student rights and responsibilities regarding academic dishonesty. This policy applies to all students, including those in distance learning courses and programs.

Students enrolled at South Piedmont Community College are responsible for upholding standards of academic integrity. An academic integrity violation includes, but is not limited to the following: cheating, plagiarism, fabrication/falsification, and complicity in academic dishonesty.

Cheating is an attempt to use or actual use of unauthorized materials in any format to complete an academic exercise. Cheating also includes the communication of unauthorized information during an academic activity or exercise.

Cheating includes, but is not limited to, copying another student’s homework, class work, or required project (in part or in whole) and presenting it to the instructor as one’s own work; or giving, receiving, offering, and/or soliciting information on a quiz, test, examination, or other academic exercise.

Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another individual. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three (3) or more consecutive words are borrowed, the borrowing should be recognized according to the conventions appropriate for the assignment (APA style, MLA style, etc).

Self-plagiarism is the unauthorized use of one’s own previous work without the express permission of both the instructor to whom the previous work was submitted and the instructor to whom the work currently is being submitted.

Fabrication/falsification is an attempt to deceive the instructor in their effort to fairly evaluate an academic exercise. Fabrication/falsification may include presenting dishonest information related to an academic activity or exercise; or creation of or altering information or citations related to an academic activity or exercise.

Complicity in academic dishonesty refers to intentionally giving unauthorized assistance to someone else who engages in academic dishonesty.

It is the student’s responsibility to learn more about how to avoid academic dishonesty. If upon investigation the instructor determines there is an academic integrity violation, the student will be held accountable as stated below:

1. The instructor, after consulting with their supervisor, will notify the student in writing of the details of the academic integrity violation, which may include a formal warning, a reduced grade on an assignment, or a reduced grade in the course.

2. The instructor will send the student’s name along with detailed evidence and documentation of the violation to their supervisor, Dean, and the Assistant to the Vice President of Academic and Student Affairs to be added to the student’s permanent academic record.

3. The Assistant to the Vice President of Academic and Student Affairs will notify the appropriate Dean if there are previous documented offenses in the student’s file. The Dean will determine the disciplinary action for the violation. Sanctions range from the minimum of a reprimand to a maximum of suspension depending on the severity and number of violations.

4. The Dean will notify the student in writing electronically of the disciplinary action for the violation.
Notification will be sent to the student’s college email address. A copy of the disciplinary action letter will be sent to the Vice President of Academic and Student Affairs/CAO, and the Assistant to the Vice President of Academic and Student Affairs to be added to the student’s permanent academic record.

Appeal of Academic Integrity Violation

Students may appeal the academic integrity violation and/or the disciplinary action resulting from the violation, if the reason for the appeal meets one of the following: policy and/or procedure were not followed or procedural irregularity that affected the outcome; sanction too severe for the charge; evidence of a conflict of interest or bias that affected the outcome; or, new evidence that was not reasonably available at the time of the determination that could affect the outcome. Students should appeal using the procedure below. Failure to follow the procedure will result in forfeiture of the appeal. Students needing assistance in navigating the appeal procedure should contact the Director of Student Advocacy and Accountability for guidance. Once the appeal is received, the appeal is reviewed by the Associate Vice President of Student Affairs to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

1. A formal appeal of the academic integrity violation and/or the disciplinary action must be received within five (5) business days after the notification to the student of the violation. This appeal must be submitted through the Formal Academic Integrity Appeal form located on the College’s website at www.spcc.edu under Student Panel/Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including emails, any corrective action being requested, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeals process. (Students needing assistance with completing the form may contact the Assistant to the Vice President of Academic and Student Affairs/CAO or the Director of Student Advocacy and Accountability.) The student will receive notification of receipt of the appeal.

2. Within 10 business days of receipt of the appeal, the Student Appeals Team will review the appeal through a hearing. The student and the instructor will be notified of the date, time, and location of the hearing. The location may be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call or virtually.
   a. The appeal meeting is a conflict resolution and not a judicial proceeding.
   b. The student may not record this meeting but may take notes.

3. The Vice President of Academic and Student Affairs/CAO will notify the student (by student SPCC email) and the instructor (by SPCC email) of the decision on the appeal within five (5) business days after the review. The decision of the Student Appeals Team is final.

The Student Appeals Team is a standing team appointed by the Vice President of Academic and Student Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

Academic Standards Policy

Students must maintain satisfactory academic standards. Academic evaluation of student performance occurs at the end of each semester. Minimum satisfactory academic performance is defined as maintaining a cumulative Grade-Point Average (GPA) of at least 2.0 (a grade of “C”).
Academic Intervention
Counseling Services reviews students' academic progress each semester. The first semester a student earns a grade point average below a cumulative minimum of 2.0, the student will be placed on academic intervention. Academic intervention status will not limit the number of hours a student may take during that semester; however, the student is encouraged to meet with a counselor to complete an academic success plan. The student will have one semester to meet the required 2.0 cumulative GPA. Failure to do so will result in being placed on academic probation.

Academic Probation
The second and all subsequent semesters a student has a grade point average below the minimum 2.0 required for the cumulative hours attempted for their current major, the student will be placed on academic probation. During the academic probation period, the student's hours will be limited, and the student will meet with a counselor to register for classes and create an academic success plan. Failure to meet the required 2.0 grade point average during the probationary semester may result in one or more of the following:

- An additional semester of academic probation
- Limited academic course load and counseling
- Loss of financial aid; refer to Section III, Satisfactory Academic Progress for Students Receiving Financial Aid for additional requirements
- Loss of VA educational benefits; refer to Section III, Satisfactory Academic Progress for Students Receiving Financial Aid for additional requirements
- Academic suspension for a semester or more (students suspended for academic reasons will automatically be placed on probation for their first returning semester; refer to Academic Suspension below for further information)
- Other as defined by the Associate Vice President for Student Affairs

Academic Suspension
Under academic suspension, students:

- Are officially prohibited from enrolling in credit courses at South Piedmont Community College for at least one semester (fall, spring, or summer)
- May register only for continuing education courses at SPCC
- Must submit a letter requesting readmission to the Associate Vice President for Student Affairs
- If permitted to return, will be readmitted on academic probation. Under this status, students must meet with a counselor to complete an academic plan and obtain the counselor’s approval of their proposed course schedules before registering for the next semester.
- Must achieve a minimum 2.0 GPA for each semester. If students do not achieve a semester GPA of 2.0 while on probation following a suspension, they again may be placed on Academic Suspension.
- When students' cumulative GPA is at least 2.0, they will return to Good Academic Standing.

Students may appeal the decision of the Associate Vice President for Student Affairs by notifying the President no later than five (5) days following the notification of suspension status. The President’s decision is final.

Appeal for Program Dismissal Procedure
Students who have been dismissed from an academic program due to reasons other than charges of a violation of academic integrity and/or a final grade may appeal using the procedure below if the reason
for the appeal meets one of the following:

1. policy and/or procedures were not followed, procedural irregularity that affected the outcome,
2. sanction too severe for the charge,
3. evidence of a conflict of interest or bias that affected the outcome, or
4. new evidence that was not reasonably available at the time of the determination that could affect the outcome.

Students should appeal using the procedures below. Failure to follow the procedure will result in forfeiture of the appeal. Students needing assistance in navigating the appeal procedure should contact the Director of Student Advocacy and Accountability for guidance.

Once the appeal is received, the appeal is reviewed by the Associate Vice President for Student Affairs to ensure the reason for the appeal meets the criteria for an appeal. Requests that do not meet the criteria for an appeal may be denied without input from the Student Appeals Team. Requests that meet the criteria for an appeal are forwarded to the Student Appeals Team for a hearing.

1. A formal appeal of the program dismissal must be received within three (3) business days after the dismissal. This appeal must be submitted through the Formal Appeal for Program Dismissal located at www.spcc.edu, under Student Panel, Appeal Forms. This form must be completed in its entirety. All documentation supporting the reason for the appeal, including emails, any corrective action being requested, etc., must be attached to the appeal form. Incomplete or insufficient documentation will forfeit the appeals process. (Students needing assistance with completing the form may contact the Assistant to the Vice President of Academic and Student Affairs/CAO or the Director of Student Advocacy and Accountability.) The student will receive notification of receipt of the appeal.
   a. Upon the receipt of the appeal, the student will be placed on the status of dismissal pending. While in this status, the student may not attend any program activities (classroom, clinical, lab or club activities).
2. Within three (3) business days of the receipt of the appeal, the Student Appeals Team will review the appeal. The student and the instructor will be notified of the date, time, and location of the hearing. The location may be in person (on campus), by conference call (on the phone), or virtually (video conferencing with a call-in option). Both parties may present pertinent information. At the discretion of the Student Appeals Team, other pertinent individuals may be contacted for additional information, either in person, by conference call or virtually.
   a. The appeal meeting is a conflict resolution and not a judicial proceeding. The student may not record this meeting but may take notes.
3. The Vice President of Academic and Student Affairs/CAO will notify the student (by student SPCC email) and the instructor (by SPCC email) of the decision on the appeal within three (3) business days after the review. The decision of the Student Appeals Team is final.

The Student Appeals Team is a standing team appointed by the Vice President of Academic and Student Affairs/CAO and will consist of five (5) voting members to include representatives from faculty, staff, and the student body. (The student representative will be selected from a pool of student leaders within the college.)

High Impact Programs

The Association of American Colleges and Universities has identified teaching and learning practices that result in academic challenge, student engagement, and “deep learning” as High Impact Educational Programs (Kuh, 2008). These high-impact practices are the foundation of SPCC’s High Impact
Programs: ePortfolio, Global Scholars of Distinction, Honors, Service Learning, Learning Communities, Undergraduate Research, and Capstone Experiences. Assessment of these active learning practices reveals their effectiveness in measuring student learning over time.

**SP ePortfolio**
Students in the School of Arts and Sciences complete ePortfolios, which are web-based collections of their best academic work. Assignments from courses across the curriculum are selected to demonstrate their learning. Students learn how to present themselves in a professional manner for employment or university transfer. For information, email the Director of Academic Enrichment Programs, Tammy Frailly, at tfrailly@spcc.edu.

**SP Global Scholars of Distinction**
Global Scholars of Distinction is an academic program that provides SPCC students with global competencies and skills needed for employment and university transfer. Affiliated with UNC's World View program, NC Global Distinction Initiative, students complete 15 hours of globally focused courses and experience co-curricular activities on campus and in the community. Students create and present a capstone project on a global, international, or intercultural issue. With SPCC's Study Abroad Program, students have opportunities for international travel and learning.

Students in any SPCC degree program with a GPA of 2.5 or higher may participate in Global Scholars. Upon completing the program, students will receive the Global Scholars of Distinction notation on their transcripts, a certificate of completion from UNC Chapel Hill, and graduation honors. For information on Global Scholars of Distinction, email the Director of Academic Enrichment Programs, Tammy Frailly, at tfrailly@spcc.edu.

**SP College Honors**
The SP Honors Program provides an intellectually challenging curriculum for high achieving students in any degree program. Honors option courses enrich traditional college coursework by offering additional opportunities for critical thinking, communication, information and technology literacy, academic integrity, and social responsibility.

The benefits of the Honors program include articulation agreements with Wingate University, Appalachian State University, UNC Greensboro, Mars Hill University, Western Carolina University, and UNC Asheville; potential transfer of Honors credits to additional four-year institutions; presentation opportunities at the NC Honors Association Conference, National Collegiate Honors Association, and symposiums; documentation on their SPCC transcript; and honors cords. For information, email the Coordinator of Honors Program, Katherine Widner, at kwidner@spcc.edu.

**SP Service Learning**
This program combines traditional classroom instruction with the opportunity for students to apply their learning by providing services to the community. The projects integrate practical, hands on experience with reflective practice to offer enhanced personal and professional growth. The program gives students the chance to serve the community and earn college credit at the same time. Students may also participate in the community based service option by completing 30 hours of community service. For information, email the Director of Academic Enrichment Programs, Tammy Frailly, at tfrailly@spcc.edu.

**SP Learning Communities**
Students in learning communities take two (2) or more courses together and meet regularly to discuss course topics and interdisciplinary connections. Professors mentor students and encourage students to question. Students are challenged to apply their learning in and outside the classroom with practices such as common readings, community-based service, professional topics, and undergraduate research.

- The First Year Experience (FYE) at SPCC is a learning community designed to help students make a smooth transition to college. The FYE program includes workshops and events throughout
the year to help students connect with college resources, excel in classes, and get comfortable on campus. The FYE program provides students with what is needed to succeed during their first year at SPCC. For information, email the Dean of the School of Arts and Sciences, Dr. Diane Paige, at dpaige@spcc.edu

- South Piedmont's Pre-Honors Program is a learning community open to all students who are interested in exploring the path to Honors. The program includes information on the Honors Program, the creation of personalized projects, meetings with faculty mentors, undergraduate research, curricular, and co-curricular experiences. For information, email Katherine Widner at kwidner@spcc.edu.

- The Associate in Arts in a Year Program is an affordable, customized, and efficient opportunity to earn an AA degree in one year. In this learning community, students take a year of classes with the same groups of students which allows them to support each other and form meaningful bonds. For information, email the Dean of the School of Arts and Sciences, Dr. Diane Paige, at dpaige@spcc.edu

Undergraduate Research
Undergraduate research introduces students in the arts or sciences to the exciting world of inquiry and analysis. Students ask and investigate questions that are important to their studies or career, so the research is relevant to them. Learning communities, faculty mentoring, presentation, and/or publication opportunities assist in the development of their skills. For information, email the Director of Undergraduate Research, Nick Davros, at ndavros@spcc.edu.

Capstone Experiences
In the School of Arts and Sciences, students enroll in one of three (3) capstone courses: ART 214 (Portfolio and Resume), HUM 110 (Technology and Society), or HUM 115 (Critical Thinking), depending on their major program.

Students take a capstone course to reflect on their learning experiences while in their transfer program. They learn how to create an ePortfolio, or learning website, in one of their first courses at the college and complete it toward the end of their program. This website demonstrates their academic and personal knowledge by using college assignments to document their learning over time. ePortfolios demonstrate common skills for transfer as well as program specific skills.

Requirements for Graduation
South Piedmont Community College ensures all graduates of its degree and diploma programs have achieved competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

Students are not required to submit an application for graduation. Graduation eligibility is determined by the Registrar's Office.

Degree, Diploma, and Certificate Requirements
For most programs, a student is eligible for graduation when they have satisfied the specific requirements of the college and the program for which they are enrolled, completed a minimum of 25 percent of the credit hours required in residence at SPCC, and have earned at least a 2.0 program and overall GPA. Students accepted into programs with competitive entrance requirements may have to meet other graduation criteria.

Students enrolled in a degree or diploma, will automatically be eligible for graduation in lower level diploma and certificate programs.

A continuously enrolled student may graduate using the catalog under which initially enrolled or the current catalog (the advising center can help update a catalog year). A student's record will be made inactive if they do not enroll for two (2) consecutive semesters (summer term excluded). If a student's record is made inactive, the catalog year will be updated based on the semester the student returns.
Students are responsible for ensuring that they have met all program and course requirements to earn their degree, diploma, and/or certificate.

**Graduation Eligibility Notification**

Students who meet graduation eligibility requirements will be notified of their pending graduation through their South Piedmont Community College email account. Any student who believes they are eligible for graduation, but has not received notification after midterm, should contact their advisor or the Advising Center.

Students completing their program of study in the summer term must be enrolled in their final courses by April 1 to ensure their eligibility to participate in the spring commencement ceremony.

Upon receiving the graduation eligibility notification from the Registrar's Office, students will be directed to complete the required [Graduation Eligibility form](#). This form must be submitted by April 1 to have the student's name printed in the spring commencement program.

Courses withdrawn or failed may change program status and graduation eligibility.

**Distribution of Degrees, Diplomas, and Certificates**

Degrees, diplomas and certificates are NOT given out at the commencement ceremony. The Registrar's Office completes graduation processes and prints credentials within six (6) weeks after final grades have been posted and final evaluations are complete. Before requesting final transcripts, students should check to make sure graduation has been posted.

Students need to complete the 'Graduation Eligibility Form' to specify spelling of name on credential and verify contact information. Awards will be mailed to the address provided on the Graduation Eligibility Form. If students fail to update their name and address, the current information on file will be used. Students will be notified through their SPCC email if their award documents are returned by the post office. The award documents must then be picked up at the L.L. Polk campus in Polkton within 90 days; unclaimed awards will be shredded. Replacement awards are $5 each.

Any changes that need to be made after the Graduation Eligibility form has been submitted, should be sent to the Registrar’s Office.

Students must have:

- Earned a 2.0 GPA (grade point average) in major and an overall 2.0 GPA
- Completed all required courses in program of study
- Satisfied all division or departmental requirements
- Met residency requirements for graduation
- Returned all property of the College: library books, videos, tapes, etc.
- Paid all fees due to the College
- Paid graduation fee (if participating in commencement)
- Ordered cap and gown (if participating in commencement)

Commencement exercises will be conducted at the end of spring semester for students who will complete **all** coursework by the end of summer term. This includes courses taken at other colleges during the summer term. Upon completion of courses taken at other colleges during the summer term, students must submit official transcripts to the SPCC Registrar’s Office, PO Box 126, Polkton, NC 28135, for immediate evaluation. Students will not receive a degree or diploma until the SPCC Registrar receives and evaluates official transcripts.

Students who have taken classes at South Piedmont Community College toward a degree which will be awarded by another college, must meet the graduation requirements of that college.
Residency Requirement for Graduation Policy

To graduate from SPCC, students must complete a minimum of 25 percent of the credit hours required for a degree, diploma, or certificate in residence at SPCC. In meeting this requirement, students must complete at least 25 percent of the credit hours in the respective program (excluding general education requirements) at SPCC, unless otherwise approved by the College.

Examples of credits that do not meet the 25 percent requirement include, but are not limited to: transfer, credit by exam, AP, CLEP, or other forms of credits that do not involve SPCC course completion. Students changing programs at SPCC must meet the 25 percent requirement for the new program of study. Students may be required to repeat coursework for credit.

SPCC Graduation/Persistence Rates

Information regarding the persistence rates relative to degree completion of students at South Piedmont Community College is available on the SPCC website under Consumer Information, https://spcc.edu/consumer-info/.

Honor Graduates

Students who receive an associate degree and have a grade point average of 3.5 or higher in their major will have honors noted on their degree. Honor graduates must have completed at least one-half (50 percent) of the credit hours required for a degree from South Piedmont Community College.

Graduates of Excellence

The Graduates of Excellence program annually honors four (4) outstanding graduates for their academic achievement, college and community leadership, and service to professional organizations. These graduates demonstrate the qualities necessary for a successful future and serve as role models for their colleagues.

Reverse Transfer

The Reverse Transfer Program is a collaborative effort between North Carolina’s Community Colleges and the University of North Carolina’s 16 constituent institutions, as well as a new agreement with the National Student Clearinghouse.

Students who transfer from one of the 58 North Carolina community colleges to a North Carolina university or an accredited four-year institution are given the opportunity to combine the credits earned at the university with credits previously earned at the community college to determine if the associate degree requirements have been met.

Twice a year, community colleges will evaluate transcripts received from the universities and inform students if an associate degree has been earned. If an associate degree is awarded, the community college will send details on how to obtain a printed diploma to the student’s university email.

To graduate from SPCC, students must meet residency requirements for graduation. A minimum of 25 percent of the credit hours in the respective program must be completed at SPCC.

Students who would like to participate in the reverse transfer program should contact a transfer counselor at their university. Students may also visit the University of North Carolina Reverse Transfer Program or the National Student Clearinghouse for complete details.
Short Term and Continuing Education

Short Term and Continuing Education offers to any adult, regardless of educational background, an opportunity to continue the lifelong learning process through a wide variety of programs designed to meet the needs and interests of the citizens of Anson and Union counties. With the world of knowledge constantly growing and yesterday's education so quickly becoming obsolete, continuing education is a must. Some courses are offered on a continuing basis. Others may begin as a result of requests from groups or individuals.

Admission Requirements

SPCC's main purpose is to serve students who have graduated from high school, have obtained a high school equivalency diploma, or are beyond the compulsory age limit of the public high school. Therefore, admission is open for adults 18 years of age or older. However, students younger than 18 years of age may enroll under certain circumstances.

Class Locations

Classes are held both on campus and off-campus, as well as online. Morning, afternoon, evening, and weekend classes are offered.

Fees

- Fees vary with the type of course offered.
- Registration fees must be paid before the first class session.
- Books and supplies are not included in the registration fee (unless noted).

Short Term and Non-credit Refund Policy

Registration fee refunds are not issued except under certain conditions. See Short Term and Non-credit Refund Policy in the Registration and Paying for Courses section (V-4).

Enrollment

Typically, in order for most courses to be offered at a physical location, a minimum number of students must enroll. South Piedmont Community College reserves the right to cancel any course when an insufficient number of students enroll for that course.

Grades

Grades for Continuing Education courses are either “satisfactory” or “unsatisfactory” based on attendance (70 percent) and participation. Some courses require a minimum performance level as required by state or credentialing agencies. Information on specific program requirements for Short Term and Continuing Education courses can be found on the SPCC website.

Certificates

Certificates are awarded upon completion of certain courses when attendance requirements of the course have been met and satisfactory progress has been demonstrated.

INDUSTRIAL AND PROFESSIONAL CERTIFICATION COURSES

Through Community Education and Professional Development programs, South Piedmont Community College provides courses designed to meet the needs of business, industry, government, and associations. Programs are developed to fit specific needs in a wide range of subjects at convenient sites.

Examples of courses include, Notary Republic, Phlebotomy, Vehicle Safety/Vehicle Emissions Inspection
Licensing, Welding, EMT Paramedic, and more located in the Programs of Study section.

**PROTECTIVE SERVICES**

The college offers continuous training to law enforcement personnel, emergency medical personnel, and fire fighters who provide protective and emergency services for their communities. These courses provide the opportunity to gain technical information and skills through a variety of technical and practical learning experiences which lead to certification in North Carolina. Law enforcement officers, paid and volunteer fire fighters, and certified Emergency Medical personnel are exempt from the tuition fee for Emergency Services Classes. Detailed information is located in the Programs of Study section for most areas.

**Firefighter Training**

Basic and continuing training for firefighters is provided through SPCC in cooperation with local municipal and volunteer departments. Students must be a member of a fire department to participate in training for firefighting.

Firefighter Certification classes start in January and end in December of each year. Students who successfully complete each class will be certified as a Firefighter II by the state of North Carolina. Throughout the year specialty classes are also conducted as requested by local departments.

Corporate safety training is available for local companies. Classes include but are not limited to CPR, Automatic External Defibrillator (AED), Basic First Aid, Fire Extinguishers, and Active Shooter Safety.

**In-Service Law Enforcement Training**

Continuing Education courses offered for certified law enforcement personnel are designed to help improve training as well as maintain state and national certifications. These courses are offered both as seated and on-line for agencies throughout the service area.

**PERSONAL INTEREST**

A variety of personal interest classes are offered at SPCC. These in-person classes are designed for personal enrichment and social engagement. Topics include but are not limited to Motorcycle Basic Rider, Photography, Yoga, and Zumba. Information on these courses and new offerings can be found on the SPCC website’s [Short Term and Continuing Education](#) page. Online personal interest classes can also be found on the website in the [Online Training Center](#).

**BUSINESS SOLUTIONS**

**(ECONOMIC AND WORKFORCE DEVELOPMENT)**

South Piedmont Community College is committed to providing training that will attract and retain jobs in Anson and Union Counties. The Business Solutions group is comprised of programs focused on meeting the immediate and future needs of the businesses that we serve. The Apprenticeship Program, Corporate Education, Small Business and Entrepreneurship, and Work-Based Learning all focus on the economic growth in our community and meaningful opportunities for our students.

**Apprenticeship Program**

Apprenticeship programs, registered through ApprenticeshipNC, consist of extensive on-the-job training coupled with related college courses delivered by South Piedmont Community College. Apprenticeship programs provide immediate results with a proven means of recruiting and developing talented employees for highly skilled positions that can otherwise be difficult to fill. South Piedmont assists local companies in registering their own apprenticeship programs and provides related instruction for those programs. South Piedmont also has registered apprenticeship programs that local companies can utilize without the need to register their own.

Once hired by a partnering company, an apprentice has the opportunity to learn in demand skills in the classroom as well as on the job. In addition to receiving a free education, the apprentice has the ability to earn a wage while learning a valuable skill set.
Customized Training Program
South Piedmont Community College’s Customized Training Program supports the economic and workforce development efforts of Anson and Union Counties and the State, by providing tailored training opportunities for eligible businesses and industries. The college recognizes that every organization has unique needs. With those needs in mind, the college works with organizations to build a solution-based training project to help continuously improve processes, comply to industry and safety regulations, and help new and existing leaders build a stronger workforce.

The Customized Training Program was developed by the NC Community College System in recognition of one of the most important factors for a business or industry considering locating, expanding, or remaining in North Carolina – the ability of the State to ensure the presence of a well-trained workforce. The program is designed to react quickly to the needs of businesses and to respect the confidential nature of proprietary processes and information within those businesses.

Small Business Center
The Small Business Center at South Piedmont Community College is a community-based resource, available to assist those individuals who want to start a small business or receive help with an existing business. The Center offers classes and seminars on a variety of topics to help entrepreneurs get started properly and successfully manage their business.

Seminar topics include:
- How to Write a Business Plan
- Financing Your Business
- Marketing Your Business
- Basics of Bookkeeping
- Small Business Taxes

REAL (Rural Entrepreneurship through Action Learning), offered through the Small Business Center, is a hands-on entrepreneurship course. Students gain entrepreneurial knowledge and experience through hands-on participation in class exercises. The REAL course helps prepare prospective business owners for success, as well as those already in business looking to enhance their operations.

In addition to education and training, the Small Business Center offers confidential counseling to prospective or current business owners. The Center also maintains a resource library of materials and computers available to access online resources. The library is open during College operating hours. These services are offered free of charge. Some seminars and classes may require a fee.

CONTINUING EDUCATION UNIT (CEU)

The Southern Association of Colleges and Schools Commission on Colleges, the accrediting body for South Piedmont Community College, has recommended that the Continuing Education Unit (CEU) be used as the basic instrument of measurement for student participation in noncredit courses and programs.

A CEU is defined as “10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.” For example, a course that meets for 20 hours and complies with the CEU guidelines would offer two (2) CEUs.

Course Criteria for Awarding a CEU
A course plan must include dates, times, and hours met; course description; course objectives; a topical outline; methods of evaluation (tests, attendance, etc.); instructional supplies and equipment needs; student supply needs; and the CEU value.

Instructor Criteria for Awarding a CEU
Competence in the subject matter must be illustrated by academic training which is supported by official transcripts and/or experiential documentation; by demonstration to the satisfaction of the program director of the competence of the instructor to teach the subject matter; and by demonstration to the satisfaction of the program director of the ability to communicate clearly.
Records for CEUs
At the completion of the CEU-awarding activity, the instructor or program director will indicate on the final roster the CEU status for each student. If students have met the pre-stated criteria for the class, an “S” for satisfactory completion will be indicated on this roster. This information will be recorded on the College’s computerized records for permanent retrieval available to students upon request.

Transcripts
Copies of South Piedmont Community College transcripts may be requested by completing a Transcript Request form available in the Registrar’s Office or on the SPCC website in Student Forms. An official South Piedmont Community College transcript will be issued and will contain the following information:

- Name and address of the College
- Student name
- Titles of all courses taken
- Start and completion dates of each course taken
- Number of CEUs awarded, if applicable
- Successful or unsuccessful assessment, if applicable

College and Career Readiness
The school of College and Career Readiness strives to assist each learner with the skills necessary to enter and thrive in today’s workforce and/or higher education opportunities. Departments include: Adult Basic Skills, Human Resource Development, Correctional Education Programs, and Literacy Services.

ADULT BASIC SKILLS (ABS)
The mission of the Adult Basic Skills program is to provide a positive educational experience that enhances the lives and well-being of adult learners, assists with transitions to post-secondary education, and develops the skills and knowledge necessary to enter and thrive in today’s workforce. Classes provide educational opportunities for adult learners to improve reading, writing, mathematics, and communication skills through specialized programs targeted to specific populations. These programs include:

High School Equivalency
Adult High School
English for Speakers of Other Languages
Compass Education

Classes are free and open to adults living or working in Anson or Union counties and the surrounding area. For enrollment purposes, placement testing and orientation sessions are generally held on our Lockhart-Taylor Campus (Anson County) and our Old Charlotte Highway Campus (Union County). These sessions are required for entry into any of our Adult Basic Skills programs. Enrollment is available during the spring, summer, and fall semesters. To inquire about classes or enrollment, please call 704-290-5243.

Admission Requirements
- Students must be 16 years of age to enroll.
- Placement testing and orientation is required for all new and returning students.

Class Locations
- Morning, afternoon, and evening classes are offered at our Old Charlotte Highway Campus in Monroe and at our Lockhart-Taylor Campus in Wadesboro.
- Virtual class options are available in all program areas.
• Weekend course offerings and off-campus community classes are offered in both Anson and Union counties. Please call 704-290-5243 for specific locations.

Fees
• Instruction is provided free of charge to all eligible participants.
• Books and study materials are provided free of charge to all participants.
• Students interested in taking one of the High School Equivalency tests administered at SPCC will pay associated testing fees or qualifying students may access scholarship funding as available. Testing fees vary and are determined by GED® Testing Service (GED®) and by ETS® High School Equivalency Test (HiSET®). Testing fees are not required for enrollment in classes.

Enrollment
To enroll in South Piedmont Community College’s Adult Basic Skills program, potential students must be able to complete a National Reporting System (NRS) approved pre-assessment. To remain enrolled, students must demonstrate the ability to benefit from the program as outlined by state and federal regulations. For more information, please read our Ability to Benefit Policy.

High School Equivalency (HSE)
The High School Equivalency program offers reading, writing, mathematics, critical thinking, and communication instruction to prepare learners to successfully pass either of the following nationally recognized high school equivalency assessments:
• GED® - A computer-based test offered through SPCC’s Testing Center on our Old Charlotte Highway Campus (Union County) and our L.L. Polk Campus (Anson County). For more information regarding the GED® test, please visit www.ged.com.
• HiSET® - A paper-based test offered through SPCC’s Testing Center on our Old Charlotte Highway Campus (Union County) and our Lockhart-Taylor Campus (Anson County). For more information regarding the HiSET® test, please visit www.hiset.ets.org.

Upon completion of either HSE test battery, students will receive an HSE diploma issued from the state of North Carolina. For further information regarding HSE, please call 704-290-5243.

Adult High School (AHS)
Adult High School is an Adult Basic Skills program in which students complete the individual credits necessary to fulfill the North Carolina Future-Ready Core diploma requirements. Students’ high school transcripts are evaluated at program entry and credit is awarded for units previously earned. An individualized, competency-based program of study is designed for each student enrolled in the AHS program. Once the student completes all required credits, an AHS diploma will be awarded by SPCC in cooperation with the local public school system. For further information regarding the AHS program, please call 704-290-5243.

English for Speakers of Other Languages (ESOL)/English Language Acquisition (ELA)
The ESOL/ELA program provides academic opportunities for non-native English speakers who are learning to communicate in the English language. Leveled classes focus on improving conversation, reading, writing, and listening skills.

Students may also prepare for United States citizenship through our ESOL civics classes. Class content includes U.S. history and government, completing the N-400 application, and preparing for the USCIS oral interview. For further information regarding our ESOL/ELA program, please call 704-290-5248.
Compass Education

Compass Education is an Adult Basic Skills program for adults with intellectual/developmental disabilities designed to provide the academic and soft skills necessary to transition to a higher level of education and/or employment. The focus of the program is to help learners reach their full potential as independent, self-directed adults. For further information, please call 704-290-5813.

HUMAN RESOURCES DEVELOPMENT (HRD)

The Human Resources Development program is designed to educate and train students for success in the workplace. The primary objective of the training component is to help orient students to the world of work, appreciate the effects of their behavior on others, and develop the basic academic and communication skills prerequisite to obtaining and maintaining employment.

Class time is devoted to assessment of student assets and challenges; development of a positive self-concept; development of employability, communication, and problem-solving skills; and development of an awareness of the impact of information technology in the workplace. Students will study employer/employee relations, communication skills, pre-employment and job search skills, as well as application and interview techniques.

Career counseling is provided throughout the HRD program. Student referrals are made to other programs or support services when necessary.

Admission and Fees

The NC State Board of Community Colleges grants permission to waive tuition for HRD classes for individuals who meet one of the four (4) criteria listed below:

- Unemployed
- Have received notification of a pending layoff
- Working and eligible for the Federal Earned Income Tax Credit
- Working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines

To receive this waiver, students must verify they meet the criteria by completing and signing a Tuition and Fee Waiver Verification Form. If students do not sign the form or do not meet one of the four (4) criteria, payment of the HRD registration fee is required. For additional information, please call 704-290-5216.

CORRECTIONAL EDUCATION

In partnership with the North Carolina Department of Public Safety (NCDPS), South Piedmont’s Correctional Education Department provides on-site educational opportunities for students at area correctional institutions. The Department also provides regional training opportunities for NCDPS officers and staff, including probation & parole officers and Human Resource Training staff. For additional information, please call 704-272-5424.

LITERACY SERVICES

Literacy Services provides one-on-one or small group tutoring sessions for adult learners who seek to improve reading, writing, or English language skills. Upon enrollment, students will be matched with a Literacy Services tutor who will meet with the student weekly at SPCC or another community location in Anson or Union counties. For additional information, please call 704-290-5261.
PROGRAMS OF STUDY

South Piedmont Community College offers programs of study in a wide range of college transfer and career areas. These programs of study lead to a certificate, a diploma, or an associate degree.

Most courses are offered on a 16-week semester basis or 80 school days. Courses may also be offered as 12-week, 8-week, or 4-week sessions. Courses are offered during the day, evenings, weekends, and as distance learning. Not all programs' courses are offered at all of these times or as distance learning options.

South Piedmont Community College ensures all graduates of its degree and diploma programs have achieved competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

The Programs of Study section of the College Catalog includes curriculum programs leading to a certificate, diploma, or Associate degree, Career and College Promise Pathways (dual enrollment offerings for high school students), as well as short term and continuing education opportunities. Programs are grouped by career cluster making it easier to see the progressive education opportunities at SPCC.

Each subsection is formatted as follows:

Education/career goal heading (e.g. Arts & Digital Media)

• Program options leading to a certificate, diploma, or Associate's Degree
• Career and College Promise Pathways (only for dually enrolled high school students)
• Short term and Continuing Education options

All information provided in this Catalog and Student Handbook is subject to change without notice in accordance with federal, state, and local rulings. All fees are approximate and will vary depending upon where books and/or supplies are purchased. For questions, please reach out to a Success Navigator at 704-290-5100 or email navigate@spcc.edu.
ARTS & DIGITAL MEDIA

Digital Media Technology Degree (A25210)

The Digital Media program prepares students for entry-level jobs in the digital design and multimedia industry. Students learn to synthesize multimedia, hypertext, computer programming, information architecture, and client/server technologies using both Internet and non-network-based media.

Students develop skills in communication, critical thinking, and problem solving as well as interface design, multimedia formats, application programming, data architecture, and client/server technologies. The program develops technical skills through practical applications that employ current and emerging standards and technologies.

Graduates should qualify for employment as web designers, graphic artists/designers, multimedia specialists, web developers, web content specialists, media specialists, information specialists, digital media specialists, animation specialists, interface designers, and many new jobs yet to be defined in this expanding field.

One track is available under the Digital Media Technology degree, Digital Media Pathway (A25210A).

Digital Media Technology Degree - Digital Media Pathway (A25210A)

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH)
- Choose one course from the following:
  - Astronomy (AST 111/AST 111A)
  - Biology (BIO 110, BIO 140)
  - Chemistry (CHM 151)
  - Mathematics (MAT 143, MAT 152, MAT 171)
  - Physics (PHY 110/PHY 110A)

MAJOR HOURS - CORE COURSES (15 Credit Hours)

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### Programs of Study

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#### OTHER MAJOR HOURS (36 Credit Hours)

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**Electives (Choose at least 3 Credit Hours)**

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**TOTAL CREDIT HOURS IN DEGREE** ................................................................. 66

### Digital Media Technology Certificate

(C25210A)

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**TOTAL CREDIT HOURS IN CERTIFICATE** ................................................................. 18

### Digital Print Production Certificate

(C25210B)

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**TOTAL CREDIT HOURS IN CERTIFICATE** ................................................................. 17
Career and College Promise Pathways
The following pathway is open to eligible high school juniors and seniors.

Enhanced Digital Media Technology Certificate
(C25210PC)

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TOTAL CREDIT HOURS IN PATHWAY ................................................................. 18

Short Term and Continuing Education

Arts and Digital Media Online Courses

BUSINESS

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

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

Two tracks are available under the Business Administration degree to allow students to select the specialty of their choice: **Business** (A25120B) and **Entrepreneurship** (A25120E).

Business Administration Degree - Business Pathway
(A25120B)

**GENERAL EDUCATION REQUIREMENTS** (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, **COM 120**, COM 140, **COM 231**)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
Programs of Study

• Music (MUS 110, MUS 112)
• Philosophy (PHI 215, PHI 240)
• Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
• Geography (GEO 111)
• History (HIS 111, HIS 112, HIS 131, HIS 132)
• Political Science (POL 120)
• Psychology (PSY 150)
• Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:
• Mathematics (MAT 143, MAT 152, MAT 171)

MAJOR HOURS - CORE COURSES (34 Credit Hours)

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Electives (Choose at least 6 Credit Hours)

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TOTAL CREDIT HOURS IN DEGREE ........................................................................... 65
Business Administration Degree -
Entrepreneurship Pathway
(A25120E)

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:
- Mathematics (MAT 143, MAT 152, MAT 171)

MAJOR HOURS - CORE COURSES (34 Credit Hours)

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<th>Class</th>
<th>Lab</th>
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Electives (Choose at least 6 Credit Hours)

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Programs of Study

CTS 130 Spreadsheet 2 2 0 3
DBA 110 Database Concepts 2 2 0 3
ECM 210 Introduction to Electronic Commerce 2 2 0 3
ECO 251 Principles of Microeconomics 3 0 0 3
ETR 230 Entrepreneur Marketing 3 0 0 3
OST 131 Keyboarding 1 2 0 2
WBL 110 World of Work 1 0 0 1
WBL 111 Work-Based Learning I 0 0 10 1
WBL 115 Work-Based Learning Seminar I 1 0 0 1

TOTAL CREDIT HOURS IN DEGREE ............................................................................................ 65

Business Administration Diploma
(D25120)

GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

MAJOR HOURS - CORE COURSES (28 Credit Hours)

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TOTAL CREDIT HOURS IN DIPLOMA ............................................................................................ 37
### Business Administration Certificate (C25120)

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**TOTAL CREDIT HOURS IN CERTIFICATE** .......................................................... 18

### Business Administration - Small Business Management Certificate (C25120A)

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**TOTAL CREDIT HOURS IN CERTIFICATE** .......................................................... 17

### Business Administration - Entrepreneurship Certificate (C25120E)

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**TOTAL CREDIT HOURS IN CERTIFICATE** .......................................................... 16

### Career and College Promise Pathways

The following pathways are open to eligible high school freshmen, sophomores, juniors, and seniors.

#### Business Administration CTE Certificate (C25120PA)

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**TOTAL CREDIT HOURS IN CERTIFICATE** .......................................................... 13
## Enhanced Business Administration Certificate

*(C25120PB)*

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**TOTAL CREDIT HOURS IN CERTIFICATE** 17

## Short Term and Continuing Education

**Business Certifications**

### Notary Public

Can be completed in 8 hours

This 8-hour course meets state requirements for certification as a Notary Public. Required for anyone interested in becoming a Notary Public for the first time, or for those who need to refresh their skills. For additional information on becoming a Notary Public in North Carolina, visit the state website at [www.sosnc.gov](http://www.sosnc.gov).

**Registration Requirements**

- Current driver’s license for identification.
- North Carolina statutes require Notary Publics be at least 18 years of age with a high school diploma or GED.
- A convicted felon is not eligible to obtain a notary license in North Carolina.
- The NC Secretary of State requires all candidates to speak, read, and write in English and present a valid government photo ID to be admitted to the course.
- Please email tmoss@spcc.edu your email address after you register so you will receive important information regarding your course that will be emailed to you (a few days before the class begins). If you have NOT received the email with instructions at least by the day before the class, please email me at tmoss@spcc.edu or call 704-290-5212 to leave your email address.

**Contact**

For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

---

### Real Estate

Can be completed in 1 semester

This course is intended to provide students with the basic knowledge & skills necessary to act as a licensed real estate (agent) in a manner that protects and serves the public interest; prepare students for the real estate license examination.

**Contact**

For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.
QuickBooks

**Basic Accounting with QuickBooks**

Can be completed in 6 hours

To become a pro at accounting you need to establish a solid foundation. Learn the components of a chart of accounts, types of debits and credits, and key financial statements. Discover how all these things function within QuickBooks.

**Registration Requirements**

Enroll online, by phone (704-290-5100), or in person at any campus.

**MUST HAVE**

PC with Camera

**Program Cost**

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<th>Item</th>
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**Location**

Online

**Contact**

Success Navigator

704-290-5100, navigate@spcc.edu

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QuickBooks Level I

Can be completed in 12 hours

Simplify your business bookkeeping with QuickBooks. Learn how to properly set up a company account, create lists, process every-day transitions, reconcile bank accounts and more!

**Registration Requirements**

Enroll online, by phone (704-290-5100), or in person at any campus.

**MUST HAVE**

PC with Camera

Textbook

◊  [Print Book or ebook: QuickBooks Desktop 2021 Level 1, Labyrinth Learning](#)

**Program Cost**

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**Location**

Online

**Contact**

Success Navigator

704-290-5100, navigate@spcc.edu
QuickBooks Level II
Can be completed in 12 hours

Discover advanced features to help you save time and better track your business financials. Learn how to create reports and graphs, estimate and job cost, track and pay taxes.

Registration Requirements
Enroll online, by phone (704-290-5100), or in person at any campus.

MUST HAVE
PC with Camera
Textbook
◊  Print Book or ebook: QuickBooks Desktop 2021 Level 2, Labyrinth Learning

Program Cost
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<td>Total Cost (approximate)</td>
<td>$210.00</td>
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</table>

Location
Online

Contact
Success Navigator 704-290-5100, navigate@spcc.edu

CONSTRUCTION

Air Conditioning, Heating, and Refrigeration Technology Degree
(A35100)

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

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools, and instruments. In addition, the AAS degree covers residential building codes, residential system sizing, and advanced comfort systems.

Diploma graduates should be able to assist in the startup, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. AAS degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
• English Composition (ENG 111)
• Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
• Art (ART 111, ART 114, ART 115)
• Drama (DRA 111)
• Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
• Music (MUS 110, MUS 112)
• Philosophy (PHI 215, PHI 240)
• Religion (REL 110, REL 211, REL 212, REL 221)
Social/Behavioral Sciences (3 CH) Choose one course:

- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:

- Mathematics (MAT 143, MAT 152, MAT 171)

### MAJOR HOURS - CORE COURSES (32 Credit Hours)

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<td>AHR 112</td>
<td>Heating Technology</td>
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<td>Comfort Cooling</td>
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<td>4</td>
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<td>Heat Pump Technology</td>
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<td>4</td>
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<td>AHR 130</td>
<td>HVAC Controls</td>
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<td>2</td>
<td>0</td>
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### OTHER MAJOR HOURS (21 Credit Hours)

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### Other Required Hours (3 Credit Hours) Choose one group from the following:

- CIS 110 Introduction to Computers 2 2 0 3
- WBL 110 World of Work (and) 1 0 0 1
- WBL 111 Work-Based Learning I (and) 0 0 10 1
- WBL 115 Work-Based Learning Seminar I 1 0 0 1
- WBL 112 Work-Based Learning I (and) 0 0 20 2
- WBL 115 Work-Based Learning Seminar I 1 0 0 1

### Electives (Choose 9 Credit Hours)

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<td>All Weather Systems</td>
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TOTAL CREDIT HOURS IN DEGREE ......................................................... 68
**Air Conditioning, Heating, and Refrigeration Technology Diploma**  
(D35100)

**GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)**

**Communications (3 CH)**
- English Composition (ENG 111)

**Natural Sciences/Mathematics (3 CH) Choose one course:**
- Mathematics (MAT 143, MAT 152, MAT 171)

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<td>AHR 112 Heating Technology</td>
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<td>AHR 113 Comfort Cooling</td>
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**Other Required Hours (3 Credit Hours) Choose one group from the following:**

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**Electives (Choose 6 Credit Hours)**

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**TOTAL CREDIT HOURS IN DIPLOMA** .......................................................... 40

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**Air Conditioning, Heating, and Refrigeration Technology**  
Heating Fundamentals Certificate  
(C35100B)

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**TOTAL CREDIT HOURS IN CERTIFICATE** .......................................................... 17
Air Conditioning, Heating, and Refrigeration Technology

**Heat Pump Fundamentals Certificate**

(C35100C)

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**TOTAL CREDIT HOURS IN CERTIFICATE** ................................................................. 18

**Air Conditioning, Heating, and Refrigeration Technology**

**Refrigeration Certificate**

(C35100D)

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**TOTAL CREDIT HOURS IN CERTIFICATE** ................................................................. 18

**Air Conditioning, Heating, and Refrigeration Technology**

**Convenience Store Maintenance & Repair Certificate**

(C35100E)

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<tr>
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**TOTAL CREDIT HOURS IN CERTIFICATE** ................................................................. 16

**Electrical Systems Technology**

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

Three tracks are available under the Electrical Systems Technology degree to allow students to select the specialty of their choice: Electrical (A35130E) and Hydro-Mechanical (A35130H), and Electronics (A35130K).
Programs of Study

Electrical Systems Technology Degree - Electrical Pathway
(A35130E)

ENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:
- Mathematics (MAT 121, MAT 171)

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TOTAL CREDIT HOURS IN DEGREE ................................................................. 67
Electrical Systems Technology Degree -
Hydro-Mechanical Pathway
(A35130H)

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
• English Composition (ENG 111)
• Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
• Art (ART 111, ART 114, ART 115)
• Drama (DRA 111)
• Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
• Music (MUS 110, MUS 112)
• Philosophy (PHI 215, PHI 240)
• Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
• Economics (ECO 251, ECO 252)
• Geography (GEO 111)
• History (HIS 111, HIS 112, HIS 131, HIS 132)
• Political Science (POL 120)
• Psychology (PSY 150)
• Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:
• Mathematics (MAT 121, MAT 171)

MAJOR HOURS - CORE COURSES (28 Credit Hours)

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OTHER MAJOR HOURS (24 Credit Hours)

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TOTAL CREDIT HOURS IN DEGREE ........................................................................67
Electrical Systems Technology Degree -
Electronics Pathway
(A35130K)

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
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- History (HIS 111, HIS 112, HIS 131, HIS 132)
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- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:
- Mathematics (MAT 121, MAT 171)

MAJOR HOURS - CORE COURSES (28 Credit Hours)

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TOTAL CREDIT HOURS IN DEGREE ........................................................................................................... 67

Electrical Systems Technology Diploma
(D35130)

GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)

Communications (3 CH)
- English Composition (ENG 111)
Natural Sciences/Mathematics (3 CH) Choose one course:
  • Mathematics (MAT 121, MAT 171)

MAJOR HOURS - CORE COURSES (28 Credit Hours)

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TOTAL CREDIT HOURS IN DIPLOMA .......................................................... 42

Electrical Systems Technology Certificate
(C35130A)

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TOTAL CREDIT HOURS IN CERTIFICATE .................................................. 18

Electrical Systems Technology -
Industrial and Photovoltaic Wiring Certificate
(C35130B)

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<tr>
<td>ELC 118</td>
<td>National Electrical Code</td>
<td>1</td>
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<tr>
<td>ELC 220</td>
<td>Photovoltaic Systems Technology</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

TOTAL CREDIT HOURS IN CERTIFICATE .................................................. 17

Electrical Systems Technology -
Hydro-Mechanical Certificate
(C35130C)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tbody>
<tr>
<td>BPR 115</td>
<td>Elc/Fluid Power Diagrams</td>
<td>1</td>
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<tr>
<td>HYD 110</td>
<td>Hydraulics/Pneumatics I</td>
<td>2</td>
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</table>
Programs of Study

HYD 121 Hydraulics/Pneumatics II  1 3 0 2
HYD 210 Advanced Hydraulics  1 3 0 2
ISC 112 Industrial Safety  2 0 0 2
MEC 130 Mechanisms  2 2 0 3
MEC 161 Manufacturing Processes I  3 0 0 3

TOTAL CREDIT HOURS IN CERTIFICATE .......................................................................................... 17

Career and College Promise Pathways
The following pathways are open to eligible high school freshmen, sophomores, juniors, and seniors.

Introduction to HVAC-R CTE Certificate
(C35100PA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
</tr>
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<tbody>
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<td>AHR 110</td>
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<td>AHR 111</td>
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<td>AHR 112</td>
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<td>AHR 113</td>
<td>2</td>
<td>4</td>
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<tr>
<td>AHR 151</td>
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<td>3</td>
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<td>2</td>
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</tbody>
</table>

TOTAL CREDIT HOURS IN CERTIFICATE .......................................................................................... 18

Enhanced Electrical CTE Certificate
(C35130PA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
</tr>
</thead>
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<tr>
<td>ELC 117</td>
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<td>ELC 128</td>
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<td>3</td>
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<td>ELC 131</td>
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<td>ELC 131A</td>
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<td>0</td>
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</table>

TOTAL CREDIT HOURS IN PATHWAY ............................................................................................... 18

Short Term and Continuing Education

Construction Technology
These courses are aligned with the NCCER core skill and construction technology curricula. Students who successfully complete the courses will be prepared to register and sit for the various NCCER Construction Technology certification exams.

Courses:

CAR 3108C: Trades Essentials (72 hours)
CAR 3124I: Construction Technology I (160 hours)
CAR 3124T: Construction Technology II (160 hours)

Contact
For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.
Electrical
These courses are aligned with the NCCER Electrical curricula. Students who successfully complete the courses will be prepared to register and sit for the various NCCER Electrical certification exams.

Courses:
ELC-3014DL Electrical – Level I
ELC-3014E: Electrical – Level II
ELC-3014F: Electrical – Level III
ELC-3014G: Electrical – Level IV

Contact
For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

Heavy Equipment Operator
Looking for a career in the fast-growing field of heavy equipment operations? SPCC can put you on a path to becoming an NCCER-certified Heavy Equipment Operator. Our Heavy Equipment Operator Academy teaches the skills you need for any project that requires moving and transporting heavy materials, or that demands any kind of earthmoving.

Prepare to earn the nationally-recognized Heavy Equipment Operations Level I, II, and III certifications from the National Center for Construction Education & Research (NCCER). The courses include hands-on lab time operating min-excavators and similar equipment, and are taught at the SPCC Tyson Family Center for Technology, and on-site at the Monroe location of Ironpeddlers.

Courses:
HEO 3100A: Heavy Equipment Operations – Level I (96 hours)

Contact
For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

EARLY CHILDHOOD EDUCATION

Early Childhood Education
The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Two tracks are available under the Early Childhood Education degree to allow students to select the specialty of their choice: Practitioner (A55220A) and Transfer (A55220B).

The SPCC Early Childhood Program is accredited by the National Association for the Education of Young Children (NAEYC), www.naeyc.org.
# Early Childhood Education Degree - Practitioner Pathway
(A55220A)

## GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

**Communications (6 CH)**
- English Composition (ENG 111)
- Communication (COM 231)

**Humanities/Fine Arts (3 CH)** Choose one course:
- Art (ART 111, ART 114, ART 115)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 240)

**Social/Behavioral Sciences (3 CH)** Choose one course:
- Psychology (PSY 150)

**Natural Sciences/Mathematics (3 CH)**
- Choose one course from the following:
  - Astronomy (AST 111/AST 111A)
  - Biology (BIO 110, BIO 111, BIO 140)
  - Chemistry (CHM 151)
  - Mathematics (MAT 143)
  - Physics (PHY 110/PHY 110A)

## MAJOR HOURS - CORE COURSES (35 Credit Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
<td>0</td>
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<td>4</td>
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<tr>
<td>EDU 131</td>
<td>Children, Family, and Community</td>
<td>3</td>
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</tr>
<tr>
<td>EDU 144</td>
<td>Child Development I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 145</td>
<td>Child Development II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<td>Child Guidance</td>
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<tr>
<td>EDU 151</td>
<td>Creative Activities</td>
<td>3</td>
<td>0</td>
<td>0</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>0</td>
<td>3</td>
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<tr>
<td>EDU 221</td>
<td>Children with Exceptionalities</td>
<td>3</td>
<td>0</td>
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<tr>
<td>EDU 234</td>
<td>Infants, Toddlers, and Twos</td>
<td>3</td>
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<tr>
<td>EDU 280</td>
<td>Language &amp; Literacy Experiences</td>
<td>3</td>
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<tr>
<td>EDU 284</td>
<td>Early Child Capstone Practicum</td>
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## OTHER MAJOR HOURS (16 Credit Hours)

<table>
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</thead>
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<td>Introduction to Computers</td>
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<tr>
<td>EDU 184</td>
<td>Early Childhood Introductory Practicum</td>
<td>1</td>
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<td>EDU 188</td>
<td>Issues in Early Childhood Education</td>
<td>2</td>
<td>0</td>
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<tr>
<td>EDU 259</td>
<td>Curriculum Planning</td>
<td>3</td>
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<td>EDU 271</td>
<td>Educational Technology</td>
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## Electives (Choose at least 3 Credit Hours)

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<td>EDU 154</td>
<td>Social/Emotional/Behavioral Development</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>EDU 157</td>
<td>Active Play</td>
<td>2</td>
<td>2</td>
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<tr>
<td>EDU 161</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>EDU 216</td>
<td>Foundations of Education</td>
<td>4</td>
<td>0</td>
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<tr>
<td>EDU 250</td>
<td>PRAXIS I Preparation</td>
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<td>EDU 251</td>
<td>Exploration Activities</td>
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<tr>
<td>EDU 261</td>
<td>Early Childhood Administration I</td>
<td>3</td>
<td>0</td>
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<tr>
<td>EDU 262</td>
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<td>0</td>
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<tr>
<td>EDU 275</td>
<td>Effective Teach Train</td>
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<td>SPA 111</td>
<td>Elementary Spanish I</td>
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</table>

**TOTAL CREDIT HOURS IN DEGREE** .......................................................... 66
Early Childhood Education Degree - Transfer Pathway
(A55220B)

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
• English Composition (ENG 111)
• Communication (COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
• Art (ART 111, ART 114, ART 115)
• Music (MUS 110, MUS 112)
• Philosophy (PHI 240)

Social/Behavioral Sciences (3 CH) Choose one course:
• Psychology (PSY 150)

Natural Sciences/Mathematics (3 CH)
• Mathematics (MAT 143)

ADDITIONAL GENERAL EDUCATION TRANSFER REQUIREMENTS (14)

English (3 CH)
• English (ENG 112, ENG 114)

Social/Behavioral Sciences (3 CH) Choose one course:
• Economics (ECO 251, ECO 252)
• History (HIS 111, HIS 112, HIS 131, HIS 132)
• Political Science (POL 120)
• Sociology (SOC 210)

Biological Sciences (4 CH)
• Biology (BIO 110, BIO 111)

Natural Science (4 CH)
• Choose one course from the following:
  • Astronomy (AST 111/AST 111A, AST 151/AST 151A)
  • Chemistry (CHM 151)
  • Geology (GEL 111)
  • Physics (PHY 110/PHY 110A)

MAJOR HOURS - CORE COURSES (41 Credit Hours)

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<th>Description</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>EDU 119</td>
<td>Introduction to Early Childhood Education</td>
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<td>0</td>
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<tr>
<td>EDU 131</td>
<td>Children, Family, and Community</td>
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</tr>
<tr>
<td>EDU 144</td>
<td>Child Development I</td>
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<td>0</td>
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<tr>
<td>EDU 145</td>
<td>Child Development II</td>
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<tr>
<td>EDU 146</td>
<td>Child Guidance</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>EDU 151</td>
<td>Creative Activities</td>
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<td>0</td>
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</tr>
<tr>
<td>EDU 153</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 221</td>
<td>Children with Exceptionalities</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Infants, Toddlers, and Twos</td>
<td>3</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>EDU 280</td>
<td>Language/Literacy Experiences</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 284</td>
<td>Early Child Capstone Practicum</td>
<td>1</td>
<td>9</td>
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<td>4</td>
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</tbody>
</table>

TRANSFER SPECIALTY (6 Credit Hours) Choose one specialty group from the following:

Birth to Kindergarten (B-K) Licensure Transfer (6 CH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 216</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Teacher Licensure Preparation</td>
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</tr>
</tbody>
</table>
Early Education Non-Licensure Transfer (6 CH)
EDU 261 Early Childhood Admin I 3 0 0 3
EDU 262 Early Childhood Admin II 3 0 0 3
TOTAL CREDIT HOURS IN DEGREE ................................................................. 70

Early Childhood Education Diploma
(D55220)

GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)
Communications (6 CH)
• English Composition (ENG 111)
• Communication (COM 231)

MAJOR HOURS - CORE COURSES (32 Credit Hours)
Class Lab Clinic/Exp Credit
EDU 119 Introduction to Early Childhood Education 4 0 0 4
EDU 131 Children, Family, & Community 3 0 0 3
EDU 144 Child Development I 3 0 0 3
EDU 145 Child Development II 3 0 0 3
EDU 146 Child Guidance 3 0 0 3
EDU 151 Creative Activities 3 0 0 3
EDU 153 Health, Safety, & Nutrition 3 0 0 3
EDU 221 Children with Exceptionalities 3 0 0 3
EDU 280 Language & Literacy Experiences 3 0 0 3
EDU 284 Early Child Capstone Practicum 1 9 0 4

OTHER MAJOR HOURS (6 Credit Hours)
Class Lab Clinic/Exp Credit
CIS 110 Introduction to Computers 2 2 0 3
EDU 271 Educational Technology 2 2 0 3

TOTAL CREDIT HOURS IN DIPLOMA .................................................................. 44

Early Childhood Education - Preschool Certificate
(C55220C)

MAJOR HOURS (7 CH)
Class Lab Clinic/Exp Credit
EDU 119 Introduction to Early Childhood Education 4 0 0 4
EDU 146 Child Guidance 3 0 0 3

OTHER MAJOR HOURS (9 CH) Choose one course from each group below
Class Lab Clinic/Exp Credit
EDU 144 Child Development I (or) 3 0 0 3
EDU 145 Child Development II 3 0 0 3
EDU 131 Child, Family, and Community (or) 3 0 0 3
EDU 271 Educational Technology 2 2 0 3
EDU 153 Health, Safety, and Nutrition (or) 3 0 0 3
EDU 280 Language & Literacy Experiences 3 0 0 3

TOTAL CREDIT HOURS IN CERTIFICATE ................................................................ 16
Early Childhood Education - Administration Certificate
(C55220D)

Class | Lab | Clinic/Exp | Credit
--- | --- | --- | ---
EDU 119 Introduction to Early Childhood Education | 4 | 0 | 0 | 4
EDU 131 Child, Family, and Community *(or)* | 3 | 0 | 0 | 3
EDU 146 Child Guidance | 3 | 0 | 0 | 3
EDU 153 Health, Safety and Nutrition | 3 | 0 | 0 | 3
EDU 261 Early Childhood Administration I | 3 | 0 | 0 | 3
EDU 262 Early Childhood Administration II | 3 | 0 | 0 | 3

TOTAL CREDIT HOURS IN CERTIFICATE ................................................................. 16

Early Childhood Education - Pre-K Special Education Certificate
(C55220F)

Class | Lab | Clinic/Exp | Credit
--- | --- | --- | ---
EDU 119 Introduction to Early Childhood Education | 4 | 0 | 0 | 4
EDU 144 Child Development I | 3 | 0 | 0 | 3
EDU 145 Child Development II | 3 | 0 | 0 | 3
EDU 154 Social/Emotional/Behavioral Development | 3 | 0 | 0 | 3
EDU 161 Introduction to Exceptional Children | 3 | 0 | 0 | 3
EDU 184 Early Childhood Introductory Practicum | 1 | 3 | 0 | 2

TOTAL CREDIT HOURS IN CERTIFICATE ................................................................. 18

Infant/Toddler Care Certificate
(C55290)

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development: physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design and implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

Class | Lab | Clinic/Exp | Credit
--- | --- | --- | ---
EDU 119 Introduction to Early Childhood Education | 4 | 0 | 0 | 4
EDU 131 Child, Family, & Community | 3 | 0 | 0 | 3
EDU 144 Child Development I | 3 | 0 | 0 | 3
EDU 153 Health, Safety, & Nutrition | 3 | 0 | 0 | 3
EDU 234 Infants, Toddlers, & Twos | 3 | 0 | 0 | 3

TOTAL CREDIT HOURS IN CERTIFICATE ................................................................. 16

Career and College Promise Pathways

The following pathways are open to eligible high school juniors and seniors.
Early Childhood Education CTE Certificate
(C55220PA)

Class | Lab | Clinic/Exp | Credit
---|---|---|---
EDU 119 | Introduction to Early Childhood Education | 4 | 0 | 0 | 4
EDU 144 | Child Development I | 3 | 0 | 0 | 3
EDU 145 | Child Development II | 3 | 0 | 0 | 3
EDU 151 | Creative Activities | 3 | 0 | 0 | 3

TOTAL CREDIT HOURS IN CERTIFICATE ............................................................ 13

Enhanced Early Childhood Education CTE Certificate
(C55220PB)

Class | Lab | Clinic/Exp | Credit
---|---|---|---
EDU 119 | Introduction to Early Childhood Education | 4 | 0 | 0 | 4
EDU 144 | Child Development I | 3 | 0 | 0 | 3
EDU 145 | Child Development II | 3 | 0 | 0 | 3
EDU 146 | Child Guidance | 3 | 0 | 0 | 3
EDU 151 | Creative Activities | 3 | 0 | 0 | 3
EDU 188 | Issues in Early Childhood | 2 | 0 | 0 | 2

TOTAL CREDIT HOURS IN PATHWAY .................................................................. 18

Early Childhood Education CTE Diploma
(D55220PA)

Class | Lab | Clinic/Exp | Credit
---|---|---|---
COM 231 | Public Speaking | 3 | 0 | 0 | 3
EDU 119 | Introduction to Early Childhood Education | 4 | 0 | 0 | 4
EDU 131 | Child, Family, and Community | 3 | 0 | 0 | 3
EDU 144 | Child Development I | 3 | 0 | 0 | 3
EDU 145 | Child Development II | 3 | 0 | 0 | 3
EDU 146 | Child Guidance | 3 | 0 | 0 | 3
EDU 151 | Creative Activities | 3 | 0 | 0 | 3
EDU 153 | Health, Safety, and Nutrition | 3 | 0 | 0 | 3
EDU 221 | Children with Exceptionalities | 3 | 0 | 0 | 3
ENG 111 | Writing & Inquiry | 3 | 0 | 0 | 3
PSY 150 | General Psychology | 3 | 0 | 0 | 3
SOC 210 | Introduction to Sociology | 3 | 0 | 0 | 3

TOTAL CREDIT HOURS IN PATHWAY .................................................................. 37

FINANCE

Accounting and Finance Degree
(A25800)

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

In addition to course work in accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.
Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:
- Mathematics (MAT 143, MAT 152, MAT 171)

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OTHER MAJOR HOURS (20 Credit Hours)

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Electives (Choose at least 4 Credit Hours)

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Programs of Study

BUS 153  Human Resource Management  3 0 0 3
BUS 280  REAL Small Business  4 0 0 4
CTS 125  Presentation Graphics  2 2 0 3
DBA 110  Database Concepts  2 3 0 3
ECO 251  Principles of Microeconomics  3 0 0 3
ETR 230  Entrepreneurship Marketing  3 0 0 3
MKT 120  Principles of Marketing  3 0 0 3
OST 131  Keyboarding  1 2 0 2
WBL 110  World of Work  1 0 0 1

TOTAL CREDIT HOURS IN DEGREE ............................................................... 67

Accounting and Finance-
Bookkeeping Certificate
(C25800A)

ACC 120  Principles of Financial Accounting  3 2 0 4
ACC 140  Payroll Accounting  1 2 0 2
ACC 150  Accounting Software Applications  1 2 0 2
ACC 180  Practices in Bookkeeping  3 0 0 3
BUS 121  Business Math  2 2 0 3
CIS 110  Introduction to Computers  2 2 0 3

TOTAL CREDIT HOURS IN CERTIFICATE ................................................... 17

Accounting and Finance - Taxation Certificate
(C25800T)

ACC 120  Principles of Financial Accounting  3 2 0 4
ACC 130  Business Income Taxes  2 2 0 3
ACC 140  Payroll Accounting  1 2 0 2
ACC 150  Accounting Software Applications  1 2 0 2
BUS 121  Business Math  2 2 0 3
CIS 110  Introduction to Computers  2 2 0 3

TOTAL CREDIT HOURS IN CERTIFICATE ................................................... 17

Career and College Promise Pathways
The following pathways are open to eligible high school freshmen, sophomores, juniors, and seniors.

Accounting CTE Certificate
(C25800PA)

ACC 120  Principles of Financial Accounting  3 2 0 4
ACC 121  Principles of Managerial Accounting  3 2 0 4
ACC 129  Individual Income Taxes  2 2 0 3
BUS 115  Business Law I  3 0 0 3

TOTAL CREDIT HOURS IN CERTIFICATE ................................................... 14
Enhanced Accounting Certificate
(C25800PB)

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TOTAL CREDIT HOURS IN CERTIFICATE ........................................................................... 16

HEALTH SCIENCE & NURSING

Healthcare Support Services

Medical Assisting Degree
(A45400)

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

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

Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants’ Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians’ offices, health maintenance organizations, health departments, and hospitals.

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH)
- Psychology (PSY 150)

Natural Sciences/Mathematics (3 CH)
- Biology (BIO 271)

MAJOR HOURS - CORE COURSES (32 Credit Hours)

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<td>MED 118</td>
<td>Medical Law and Ethics</td>
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### Medical Assisting Diploma (D45400)

The Medical Assisting program is a 1+1 diploma/degree option. In order to progress into the Associate in Applied Science degree, students must have successfully completed the diploma option with a 2.5 GPA.

#### GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)

**Communications (6 CH)**
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, **COM 120**, COM 140, COM 231)

#### MAJOR HOURS - CORE COURSES (29 Credit Hours)

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<tr>
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#### TOTAL CREDIT HOURS IN DIPLOMA ................................................................. 45
Medical Assisting - Medical Laboratory Assistant (MLA) Certificate  
(C45400A)

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TOTAL CREDIT HOURS IN CERTIFICATE ................................................................. 16

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

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

Two tracks are available under the Medical Office Administration degree to allow students to select the specialty of their choice: General Medical Office Administration (A25310A) and Medical Billing and Coding (A25310B): Requirements for each follow.

Medical Office Administration Degree- 
General Medical Office Administration Pathway  
(A25310A)

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)
Natural Sciences/Mathematics (4 CH)
- Biology (BIO 168)

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Electives (Choose at least 4 Credit Hours)
- ACC 120 Principles of Financial Accounting | 3 | 2 | 0 | 4
- BIO 169 Anatomy and Physiology II          | 3 | 3 | 0 | 4
- CTS 125 Presentation Graphics              | 2 | 2 | 0 | 3
- CTS 130 Spreadsheet                        | 2 | 2 | 0 | 3
- OST 247 Procedure Coding                   | 1 | 2 | 0 | 2
- OST 248 Diagnostic Coding                  | 1 | 2 | 0 | 2
- OST 250 Long Term Care Coding              | 1 | 2 | 0 | 2
- WBL 110 World of Work                      | 1 | 0 | 0 | 1
- WBL 121 Work-Based Learning II             | 0 | 0 | 10 | 1

TOTAL CREDIT HOURS IN DEGREE ................................................. 66

Medical Office Administration Degree-
Medical Billing and Coding Pathway
(A25310B)

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251, ECO 252)
• Geography (GEO 111)
• History (HIS 111, HIS 112, HIS 131, HIS 132)
• Political Science (POL 120)
• Psychology (PSY 150)
• Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (4 CH)
• Biology (BIO 168)

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<td>OST 248 Diagnostic Coding</td>
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<tr>
<td>OST 249 Med Coding Certification Prep</td>
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<td>OST 260 Adv Coding Methodologies</td>
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<td>OST 288 Medical Office Admin Capstone</td>
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OTHER MAJOR HOURS (14 Credit Hours)
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<td>BIO 169 Anatomy and Physiology II</td>
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<td>BUS 121 Business Math</td>
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<td>OST 131 Keyboarding</td>
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<td>OST 243 Medical Office Simulation</td>
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<td>WBL 111 Work-Based Learning I</td>
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<td>WBL 115 Work-Based Learning Seminar I</td>
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TOTAL CREDIT HOURS IN DEGREE .................................................................................... 66

Medical Office Administration - Medical Insurance Coding Diploma
(D25310)

GENERAL EDUCATION REQUIREMENTS (7 Credit Hours)
Communications (3 CH)
• English Composition (ENG 111)

Natural Sciences/Mathematics (4 CH)
• Biology (BIO 168)

<table>
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<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
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<td>MED 121 Medical Terminology I</td>
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<td>MED 122 Medical Terminology II</td>
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<tr>
<td>OST 148 Medical Coding, Billing, &amp; Insurance</td>
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<td>OST 149 Medical Legal Issues</td>
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<td>OST 164 Text Editing Applications</td>
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BIO 169  Anatomy and Physiology II  3  3  0  4
OST 131  Keyboarding  1  2  0  2
WBL 121  Work-Based Learning II  0  0 10  1
TOTAL CREDIT HOURS IN DIPLOMA ............................................................... 44

Medical Office Administration Certificate
(C25310)

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TOTAL CREDIT HOURS IN CERTIFICATE ........................................................... 17

IMAGING

Medical Sonography Degree
(A45440)

The Medical Sonography curriculum provides knowledge and clinical skills in the application of high frequency sound waves to image internal body structures.

Course work includes physics, cross-sectional anatomy, abdominal, introductory vascular, and obstetrical/ gynecological sonography. Competencies are attained in identification of normal anatomy and pathological processes, use of equipment, fetal growth and development, integration of related imaging, and patient interaction skills.

Graduates of accredited programs may be eligible to take examinations in ultrasound physics and instrumentation and specialty examinations administered by the American Registry of Diagnostic Medical Sonographers and find employment in clinics, physicians’ offices, mobile services, hospitals, and educational institutions.

The SPCC Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee for Diagnostic Medical Sonography (JRCDS). Contact the Commission on Accreditation of Allied Health Education Programs, www.caahep.org, 1361 Park Street, Clearwater, FL 33756, or call 727-210-2350 for questions about the accreditation.

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)
Social/Behavioral Sciences (3 CH) Choose one course:
  • Psychology (PSY 150)
  • Sociology (SOC 210)

Natural Sciences/Mathematics (4 CH) Choose one course:
  • Mathematics (MAT 152, MAT 171)

MAJOR HOURS - CORE COURSES (54 Credit Hours)

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<td>Sonographic Physics</td>
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<td>SON Clinical Education IV</td>
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<td>Sonographic Topics</td>
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OTHER MAJOR HOURS (6 Credit Hours)

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<td>Advanced Pathology</td>
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TOTAL CREDIT HOURS IN DEGREE ................................................................................................................. 76

NURSING

Associate Degree Nursing Degree
(A45110)

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

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

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

The SPCC Associate Degree Nursing Program is approved by the North Carolina Board of Nursing. Contact the Board at P. O. Box 2129, Raleigh, NC 27602-2129, or 4516 Lake Boone Trail, Raleigh, NC 27607, or call 919-782-3211 for questions about the approval.

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)

Communications (6 CH)
  • English Composition (ENG 111)
  • English Composition (Choose one course: ENG 112, ENG 114)
Humanities/Fine Arts (3 CH) Choose one course:
  • Art (ART 111, ART 114, ART 115)
  • Music (MUS 110, MUS 112)
  • Philosophy (PHI 215, PHI 240)
Social/Behavioral Sciences (3 CH)
  • Psychology (PSY 150)
Natural Sciences/Mathematics (4 CH)
  • Biology (BIO 168)

<table>
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<td>NUR 114 Holistic Health Concepts</td>
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<tr>
<td>NUR 211 Health Care Concepts</td>
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OTHER MAJOR HOURS (14 Credit Hours)

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<td>BIO 275 Microbiology</td>
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<td>PSY 241 Developmental Psychology</td>
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TOTAL CREDIT HOURS IN DEGREE ......................................................... 73

Practical Nursing Diploma (D45660)

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians’ offices.

The SPCC Practical Nursing Diploma Program is approved by the North Carolina Board of Nursing. Contact the Board at P. O. Box 2129, Raleigh, NC 27602-2129, or 4516 Lake Boone Trail, Raleigh, NC 27607, or call 919-782-3211 for questions about the approval.

GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)

Communications (3 CH)
  • English Composition (ENG 111)

Social/Behavioral Sciences (3 CH)
  • Psychology (PSY 150)

<table>
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OTHER MAJOR HOURS (8 Credit Hours)
BIO 168 Anatomy and Physiology I 3 3 0 4
BIO 169 Anatomy and Physiology II 3 0 0 4
TOTAL CREDIT HOURS IN DIPLOMA ........................................................... 44

Licensed Practical Nurse Refresher Certificate  
(C45390)

The Licensed Practical Nurse Refresher curriculum provides a refresher course for individuals previously licensed as Practical Nurses and who are ineligible for reentry into nursing practice due to a lapse in licensure for five or more years. Individuals entering this curriculum must have been previously licensed as a Practical Nurse.

Course work includes common medical-surgical conditions and nursing approaches to their management, including mental health principles, pharmacological concepts, and safe clinical nursing practice.

Graduates will be eligible to apply for reinstatement of licensure by the North Carolina Board of Nursing. Employment opportunities include hospitals, long term care facilities, clinics, physicians’ offices, industry, and community health agencies.

Class Lab Clinic/Exp Credit
NUR 107 LPN Refresher 9 0 9 12
TOTAL CREDIT HOURS IN CERTIFICATE .................................................. 12

Nurse Aide (Certificate)  
(C45840)

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.

Class Lab Clinic/Exp Credit
MAJOR HOURS - CORE COURSES (13 Credit Hours)
NAS 101 Nurse Aide I 3 4 3 6
NAS 102 Nurse Aide II 3 2 6 6
NAS 107 Medication Aide 0 2 0 1
OTHER MAJOR HOURS (3 Credit Hours)
CIS 110 Introduction to Computers 2 2 0 3
TOTAL CREDIT HOURS IN CERTIFICATE .................................................. 16

Career and College Promise Pathways
The following pathways are open to eligible high school juniors and seniors.
Medical Office Administration CTE Certificate
(C25310PA)

<table>
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<td>MED 121</td>
<td>Medical Terminology I</td>
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<td>Medical Terminology II</td>
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<td>OST 148</td>
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TOTAL CREDIT HOURS IN CERTIFICATE .............................................................. 12

General Medical Office Administration CTE Certificate
(C25310PB)

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<th>Lab</th>
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TOTAL CREDIT HOURS IN CERTIFICATE .............................................................. 15

Medical Assisting CTE Certificate
(C45400PD)

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TOTAL CREDIT HOURS IN PATHWAY ........................................................................ 15

Nurse Aide CTE Certificate
(C45840PA)

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TOTAL CREDIT HOURS IN PATHWAY ........................................................................ 15

Nurse Aide Basic CTE Certificate
(C45840PB)

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<td>NAS 101</td>
<td>Nurse Aide I</td>
<td>3</td>
<td>4</td>
<td>3</td>
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<td>NAS 102</td>
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</table>

TOTAL CREDIT HOURS IN PATHWAY ........................................................................ 12
Short Term and Continuing Education

CPR

CPR (BLS) Healthcare Provider
Can be completed in 4 hours

This course is for students who are or are studying to become Healthcare Professionals. This American Heart Association Healthcare Provider Basic Life Support (BLS) course teaches students to recognize the signs and symptoms of heart attacks and strokes and how to perform CPR for adults, infants and children and use of an AED (Automated External Defibrillator) and FBAO (Foreign Body Airway Obstruction) for victims of all ages.

Prerequisites
None

Registration Requirements
Enroll online

Program Cost

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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</table>

Location
Old Charlotte Highway Campus, Monroe

Contact
Rhonda Weaver 704-993-2407, rweaver@spcc.edu

American Heart Association Heartsaver® First Aid CPR AED
Can be completed in 1 day

This course is for anyone with limited or no medical training who needs a course completion card in first aid, CPR and AED use to meet job, regulatory or other requirements.

A classroom, video-based, instructor-led course that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Students learn skills such as how to treat bleeding, sprains, broken bones, shock and other first aid emergencies. This course also teaches adult child and infant CPR and AED use

Prerequisites
None

Registration Requirements
This class is held about twice a year “as needed” by demand. Contact Rhonda Weaver at rweaver@spcc.edu to be put on a waiting list for the next class.

Program Cost

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>$25.00</td>
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</table>
CPR (BLS) Instructor Course
Can be completed in 1 day

This American Heart Association course equips students to serve as CPR BLS Instructors.

Prerequisites

- Have a current BLS Provider card and bring it with you to class.
- Complete an AHA online BLS Essentials course (separate course fee of $38, paid directly to the AHA. Instructions provided after registration)
- You must print the BLS Instructor’s Essential Course completion certificate and bring it to class.

Registration Requirements

Contact Rhonda Weaver rweaver@spcc.edu to request a registration form or to be put on a waiting list for the next class. Classes held every 3-4 months based on demand.

Program Cost

Registration fee $70.00

You may be eligible for a CPR BLS Instructor Course registration fee waiver (this does not waive the other fees) if you are either a …

- Member of a NC Fire, Law Enforcement, or Emergency Rescue agency
- NCDPS Correctional Officer
- NC State Elementary or Secondary School Employee

Total Cost $70.00

Location
Old Charlotte Highway Campus, Monroe
Braswell Building

Contact
Rhonda Weaver 704-993-2407, rweaver@spcc.edu

Healthcare Support Services

Medical Coding for Outpatient & Inpatient Services
Can be completed in 8 months

Career Step is launching their new/updated Medical Coding and Billing program. This 655-hour on-line program will prepare students for the Certified Coding Associate (CCA) or Certified Professional Coder (CPC) exams.

This program is broken into 2, 4-month parts. Students must complete Part I before they can register for Part II.

Professional Medical Coding and Billing Program Details & Fact Sheet
Course Highlights
- Anatomy & Physiology includes 3D imagery to enhance the learning experience
- Outpatient Coding & Inpatient Coding both include scenario based coding practice through our newest company EHRGo. This is the closest thing to the actual work environment that a coder can be exposed to.
- More in depth Medical Billing training
- Training on Telehealth skills
- Program prepares for the following exams: (exam vouchers not included in price)
  - AAPC – CPC or COC
  - AHIMA – CCA or CCS-P
  - NHA – CBCS

Prerequisites
None

Registration Requirements
- Students must reside in North Carolina and proof of residency
- High School Diploma, GED or unofficial college transcripts

Monthly enrollment deadline is the 15th of each month.
Enroll by phone (704-290-5100) or in person at any campus location.

Program Cost
<table>
<thead>
<tr>
<th>Part</th>
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<tbody>
<tr>
<td>I</td>
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<td>II</td>
<td>$180.00</td>
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<td>Total</td>
<td>$360.00</td>
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</table>

Location
Online

Contact
Success Navigator 704-290-5100, navigate@spcc.edu

Phlebotomy
Can be completed in 11 weeks

This course provides theory and clinical experiences needed for the proper collection of blood and other specimens used for diagnostic testing. Emphasis is placed on ethics, legalities, medical terminology, safety and universal precautions, health care delivery systems, patient relations, anatomy and physiology, and specimen collection. Upon completion, students should be able to safely perform procedures necessary for specimen collections on patients in various health care settings and may be eligible for national certification as a phlebotomy technician through the American Medical Technologist (AMT).

Course includes a clinical component for 120 hours. Hours for clinical are Monday-Friday; 8:00-5:00 p.m. for three weeks. You must be able to complete clinical at the time assigned in order to successfully pass this course.

The South Piedmont Community College Phlebotomy Certificate is affiliated with and recognized by American Medical Technologists (AMT). Our Phlebotomy Certificate meets the standards and requirements of the AMT, and students that graduate from the Phlebotomy Certificate at South Piedmont Community College are eligible to sit for certification with American Medical Technologists (AMT). Information regarding how to become certified is available at www.americanmedtech.org.

Prerequisites
None
Registration Requirements

Attend Phlebotomy Information Session and complete the Phlebotomy Information Session Quiz to receive the registration packet.

(Must have all documentation to register)

- Must be 18 years old
- Signed Social Security Card (original)
- Current BLS/AED Healthcare Provider CPR Card
- High School Diploma, GED, or College degree (If none, you must score 9th grade on the TABE test)
- Vaccination Records of the following are required for clinical entry.
  - Measles, Mumps, Rubella
  - Varicella (Chicken Pox)
  - Hepatitis B
  - Tetanus
  - Tuberculin Skin Test (Two step test is required)
  - Flu Shot
  - COVID vaccine (fully vaccinated)

Program Cost

<table>
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<tr>
<th>Item</th>
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<td>$115.00</td>
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</table>

All items in Castlebranch must be completed before the first day of class to be registered.

Total Cost $647.00

Location

Old Charlotte Highway Campus, Monroe
Braswell Building

Contact

Professor Lori Laney
704-290-5825, llaney@spcc.edu

Nursing

Nurse Assistant (CNA I)

Can be completed in 1 semester

Nurse Assistant I prepares students to provide personal care and perform basic nursing skills for patients of all ages. This course includes 50 hours of classroom instruction, 70 lab hours, and 40 hours of clinical experience. Upon successful completion, the student will be eligible to test for NC Certification through the instruction and testing service Credential.

You cannot enroll for this course online. A printable checklist of required documentation and cost. Contact a Success Navigator in order to register once all documentation is collected.

Registration Requirements

(Must have all documentation to register)

- Must be 16 ½ years old
- Signed Social Security Card (original, cannot be laminated)
- Current CPR Card (Must be BLS for Healthcare Provider)
- Current Driver’s License
- CASAS exam with a score of at least a 10th grade reading level and 8th grade math level or an Associate’s Degree or higher.
**Programs of Study**

- Vaccination Records of the following are required for clinical entry.
  - Measles, Mumps, Rubella
  - Varicella (Chicken Pox) If you have had the Chicken Pox, a blood titer test must be completed to prove immunity
  - Hepatitis B (Can be declined)
  - Tetanus (Last 10 years)
  - Tuberculin Skin Test (Two step test is required for classes in Anson County)
  - Flu Shot (required for classes running September – March)
  - COVID vaccine (fully vaccinated)

Textbooks will be provided for students to use in class, if you would like to have your own copy, below is the textbook information.

  - *Hartman Nursing Assistant Care, Long Term Care, 4th Edition, Hartman Publishing*

**Program Cost**

<table>
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<tr>
<th>Description</th>
<th>Cost</th>
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<td>Registration fee</td>
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<tr>
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<td>Provided for in class use</td>
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<td>Drug screen and background check (scheduled by SPCC)</td>
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<td>State test fee</td>
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<tr>
<td><strong>Total Cost (approximate without Uniform or option book cost)</strong></td>
<td><strong>$512.40</strong></td>
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</table>

**Location**

Old Charlotte Highway Campus, Monroe and L.L. Polk Campus, Polkton

**Contact**

Success Navigator 704-290-5100, navigate@spcc.edu

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**Nurse Assistant II**

Nurse Assistant II is the next professional step in this growing healthcare career field.

**Registration Requirements**

( Must have all documentation to register)

- Must be 16 ½ years old
- Must be listed on the NAI registry and have a high school diploma or GED
- Current Driver’s License
- Social Security Card (original, cannot be laminated)
- Current CPR Card (Must be BLS for Healthcare Provider)
- CASAS exam with a score of at least a 10th grade reading level and 8th grade math level or a college diploma.

- Vaccination Records for the following are required for clinical entry:
  - Measles, Mumps, Rubella
  - Varicella (Chicken Pox) If you have had the Chicken Pox, a blood titer test must be completed to prove immunity
  - Hepatitis B (Can be declined)
  - Tetanus (Last 10 years)
  - Tuberculin Skin Test (Two step test is required for classes in Anson County)
  - Flu Shot (required for classes running September – March)
◊ COVID vaccine (fully vaccinated)

Contact a Success Navigator in order to register once all documentation is collected. A printable checklist of required documentation, additional information and cost.

### Program Cost

<table>
<thead>
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### Location

Old Charlotte Highway Campus, Monroe and Lockhart-Taylor Center, Wadesboro

### Contact

Success Navigator 704-290-5100, navigate@spcc.edu

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**Medication Aide**

Can be completed in 3 weeks

This 24-hour course meets the training requirements necessary for current NC Nursing Assistants seeking certification as a NC Medication Aide. Students who successfully complete the course are eligible to take the Medication Aide Examination to qualify for listing on the North Carolina Medication Aide Registry. To find out more about certification, visit the [N.C. Department of Health and Human Services website](http://www.dhhs.nc.gov). Contact a Success Navigator in order to register, 704-290-5100.

### Registration Requirements

(Must have all documentation to register)

- Signed Social Security Card (original, cannot be laminated)
- Current Driver’s License
- Copy of current listing on NC NAI Registry
- Copy of high school diploma or GED

### Program Cost

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<th>Item</th>
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### Location

Old Charlotte Highway Campus, Monroe and L.L. Polk Campus, Polkton

### Contact

Success Navigator 704-290-5100, navigate@spcc.edu

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**Nurse Assistant I Refresher**

Can be completed in 1 semester

This course is designed to provide individuals with a review of the knowledge, skills, and abilities that must be demonstrated on the National Nurse Aide Assessment Program (NNAAP) Examination necessary for listing on the North Carolina Nurse Aide I Registry (which will be taken on your own for an additional cost.
of $140.00). It is primarily for those with expired certifications and those nursing assistants with current out-of-state certifications (most show proof of out-of-state certification) seeking employment in North Carolina as a Certified Nurse Aide I.

**Prerequisites**

Proof of Nurse Aide I registry listing or completion of a state approved nursing assistant program within the last 2 years. Students’ listing on the nurse aide registry cannot have expired for more than 2 ½ years.

**Registration Requirements**

- Proof of expired NC Nurse Aide I Registry or current out-of-state certification
- Current Driver’s License
- Social Security Card (original, cannot be laminated)

Contact a Success Navigator in order to register when all documentation has been collected.

**Program Cost**

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**Location**

Old Charlotte Highway Campus, Monroe and Lockhart-Taylor Center, Wadesboro

**Contact**

Success Navigator 704-290-5100, navigate@spcc.edu

**Massage Therapy**

Can be completed in 2 semesters

The 660-hour, two semester program prepares graduates to work in direct client care settings providing manipulation and massage of the soft tissue structures of the body to prevent and alleviate pain, discomfort, muscle spasm, and stress, and to promote health and wellness. Courses include content in normal human anatomy and physiology, therapeutic massage, ethical and legal issues, business practices, and psychology. Students should be able to perform entry level therapeutic massage with various populations throughout the lifespan. Employment opportunities include health care facilities, chiropractors’ offices, spas, health and sports clubs, and private practice. Successful completers may be eligible to take the Massage and Bodywork Licensing Exam. You CANNOT be granted a NC LMBT License without being eighteen 18 years old, as per State Board, SECTION .0200 – APPLICATION FOR LICENSE .0201 APPLICATION AND SCOPE...Documentation that the applicant is 18 years of age or older.

**90-629. Requirements for licensure to practice.** Upon application to the Board and the payment of the required fees, an applicant may be licensed as a massage and bodywork therapist if the applicant meets all of the following qualifications: (1) Has obtained a high school diploma or equivalent. (2) Is 18 years of age or older. (3) Is of good moral character as determined by the Board. (4) Has successfully completed a training program consisting of a minimum of 500 in-class hours of supervised instruction at a Board-approved school. (5) Has passed a competency assessment examination that meets generally accepted psychometric principles and standards and is approved by the Board. (6) Has submitted fingerprint cards in a form acceptable to the Board at the time the license application is filed and consented to a criminal history record check by the North Carolina Department of Justice. (7) Demonstrates satisfactory proof of proficiency in the English language.

**Principle Instructor:** Dr. Tim Reischman, BS, DC, LMBT 1140 NC, CCA
Pay scale for NC Licensed Massage & Bodywork Therapists (LMBT)

“After base pay, bonus options, and tips, our massage therapists right out of school start averaging $30-$40 per hour session,” said Justin Smith, school liaison for North Carolina Massage Envy Spa. “They can make $35,000 a year easily in our clinics.”

The US Bureau of Labor Statistics states the 2019 median pay for NC Massage Therapists was $42,820.00 per year and $20.59 per hour.

Prerequisites
None

Registration Requirements
Submit completed Student Medical Form and HS Diploma, GED or unofficial transcript to a Success Navigator on either campus to be registered.

Program Cost

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<td>Uniforms (approximate)</td>
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<td><strong>Total Cost (approximate)</strong></td>
<td><strong>$601.40</strong></td>
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</table>

Location
Old Charlotte Highway Campus, Monroe      Braswell Building

Contact
Dr. Tim Reischman, BS, DC, LMBT #1140, CCA
704-290-5867, treischman@spcc.edu

Radiography Continuing Education

Computed Tomography
Can be completed in 16 weeks

This course is designed to educate technologists in the post-primary practice of computed tomography. Core topics include but are not limited to, CAT procedures and equipment operation, patient care (education, preparation, orientation, and positioning), patient history and assessment, contrast media usage, scout image, selectable scan parameters, and image processing and display. Students will perform Computed Tomography imaging examinations and duties at various clinical sites under the supervision of Computed Tomography technologist.

This class includes 128 didactic hours and 338 clinical hours, for a total of 466 hours.

ASRT approved for 18.5 Category A continuing education units.

Upon completion, students may be eligible to sit for the American Registry of Radiologic Technologist post-primary in Computed Tomography.

SPCC Previously Approved Clinical Sites You can choose your own clinical site with submission of a completed Clinical Affiliation Agreement

It is the student’s responsibility to contact the clinical site and ensure that they can be accommodated for the clinical rotation. Some clinical sites require additional information and it is the responsibility of the student to complete and submit this information prior to enrollment.

Prerequisites
Individuals entering this course must be a registered radiologic technologist, radiation therapist, or nuclear
Students must present proof of current ARRT certification.

Registration Requirements

1. Enroll with Castle Branch (Package code is SK 18) Upload all required documentation there.
2. Take the Student Medical Form to your physical exam. An Employee Health record physical can also be used. Once completed, upload to your Castle Branch account. If you have questions, email Mez Chen.
3. Choose your clinical site. It is the student’s responsibility to contact the clinical site of their choice to confirm that a clinical rotation can be accommodated. Print a copy of the Clinical Affiliate Contract. Get the clinical site to sign this form and email it to mchen@spcc.edu. The required signatures will be obtained from SPCC and a finalized contract will be sent to the clinical site.
   If you are completing your clinical hours with Novant you must visit their website (https://www.novanthealth.org/careers/student-programs.aspx) and fill out the required forms a month in advance to beginning clinicals. After you have filled them out, email them to, mchen@spcc.edu
4. Once all documentation is approved by Castle Branch, complete the registration form and email to navigate@spcc.edu.
5. Once you are registered, an email will be sent to you with the phone number to call to make payment.

MUST HAVE

- Internet access
- Computer access with word processing (i.e. Microsoft Word)
- Appropriate scrubs and shoes for clinical
- Two textbooks:
  - Computed Tomography for Technologists A Comprehensive Review, by Lois Romans, 1st or 2nd Edition
  - Mosby’s Exam Review for Computed Tomography, 3rd Edition

DO NOT MAIL documentation or payment. Payment is accepted by phone or in person only.

Program Cost

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<th>Description</th>
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<tr>
<td>Drug screen and background check</td>
<td>Additional</td>
</tr>
<tr>
<td>Medical Document Manager</td>
<td>Additional</td>
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<tr>
<td>Total Cost (approximate)</td>
<td>$199.40</td>
</tr>
</tbody>
</table>

Location

Online with on-site clinical at site of student’s choice

Contact

Mez Chen 704-765-8722

MRI

Can be completed in 18 weeks

This course is designed to educate technologists in the post-primary practice of MRI. Core topics include but are not limited to, MRI procedures and equipment operation, patient care (education, preparation,
orientation and positioning), patient history and assessment, contrast media usage, scout image, selectable scan parameters, and image processing and display. Students will perform magnetic resonance imaging examinations and duties at various clinical sites under the supervision of MRI technologists. This class includes 144 didactic hours and 444 clinical hours, for a total of 588 hours.

**ASRT approved for 28 Category A continuing education units.**

Upon completion, students may be eligible to sit for the American Registry of Radiologic Technologist post-primary in MRI.

**SPCC Previously Approved Clinical Sites** You can choose your own clinical site with submission of a completed Clinical Affiliation Agreement. It is the student’s responsibility to contact the clinical site and ensure that they can be accommodated for the clinical rotation. Some clinical sites require additional information and it is the responsibility of the student to complete and submit this information prior to enrollment.

**Prerequisites**

Individuals entering this course must be a registered radiologic technologist, radiation therapist, ultra sound technologist or nuclear medicine technologist. Students must present proof of current ARRT certification.

**Registration Requirements**

1. Enroll with Castle Branch (Package Code is SK18) Upload all required documentation there.
2. Take the Student Medical Form to your physical exam. An Employee Health record physical can also be used. Once completed, upload to your Castle Branch account. If you have questions, email Mez Chen.
3. Choose your clinical site. It is the student’s responsibility to contact the clinical site of their choice to confirm that a clinical rotation can be accommodated. A link of approved clinical sites can be found at: SPCC Previously Approved Clinical Sites. If you wish to do your clinical at a site that is not listed, print a copy of the Clinical Affiliate Agreement. Get the clinical site to sign this form and email it to Mez Chen. The required signatures will be obtained from SPCC and a finalized contract will be sent to the clinical site. If you are completing your clinical hours with Novant you must visit their website (https://www.novanthealth.org/careers/student-programs.aspx) and fill out the required forms a month in advance to beginning clinicals. After you have filled them out, email them to, mchen@spcc.edu

Note: Novant Health Forsyth Medical Center (NHFMC) is not currently accepting long distance learning students

4. Once all documentation is approved by Castle Branch, complete the registration form and email to navigate@spcc.edu.
5. Once you are registered, an email will be sent to you with the phone number to call to make payment.

**MUST HAVE**

- Internet access
- Computer access with word processing (i.e. Microsoft Word)
- Appropriate scrubs and shoes for clinical
- Three Textbooks:
  - *Sectional Anatomy for Imaging Professionals*, 3rd or 4th Edition. Authors: Kelly and Peterson

**Program Cost**

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration fee</td>
<td>$199.40</td>
</tr>
<tr>
<td>Books</td>
<td>Additional</td>
</tr>
<tr>
<td>Drug screen and background check</td>
<td>Additional</td>
</tr>
<tr>
<td>Medical document manager</td>
<td>Additional</td>
</tr>
</tbody>
</table>
Mammography
Can be completed in 16 weeks

This online course is designed to provide the education and clinical experience for post-primary practice of Mammography. Core topics include but are not limited to, patient care (education and assessment), image production (equipment operation and quality assurance), and procedures (anatomy, physiology, pathology, mammographic positioning, special needs and imaging procedures). Students will perform mammographic examinations and duties at various clinical sites under the supervision of a Mammographer. This course is 466 hours (128 didactic hours, 338 clinical hours).

Upon completion, students may be eligible to sit for the American Registry of Radiologic Technologist post-primary in Computed Tomography.

You can choose your own clinical site with submission of a completed Clinical Affiliation Agreement.

It is the student’s responsibility to contact the clinical site and ensure that they can be accommodated for the clinical rotation. Some clinical sites require additional information and it is the responsibility of the student to complete and submit this information prior to enrollment.

Prerequisites
Individuals entering this course must be a registered or registry eligible radiologic technologist. Students must present proof of current ARRT certification.

Registration Requirements
1. Enroll with Castle Branch (Package code is SK 18) Upload all required documentation there.
2. Take the Student Medical Form to your physical exam. Once completed, upload to your Castle Branch account.
3. Choose your clinical site. It is the student’s responsibility to contact the clinical site of their choice to confirm that a clinical rotation can be accommodated. Print a copy of the Clinical Affiliate Contract. Get the clinical site to sign this form and email it to mchen@spcc.edu. The required signatures will be obtained from SPCC and a finalized contract will be sent to the clinical site. If you want to complete your clinical hours with Atrium, please contact Karyn Casper, karyn.casper@atriumhealth.org.

If you are completing your clinical hours with Novant you must visit their website (https://www.novanthealth.org/careers/student-programs.aspx) and fill out the required forms a month in advance to beginning clinical hours. After you have filled them out, email them to Mez Chen, mchen@spcc.edu
4. Once all documentation is approved by Castle Branch, complete the Registration Form and email to navigate@spcc.edu.
5. Once you are registered, an email will be sent to you with the phone number to call to make payment.

MUST HAVE
• CPR Certification
• Radiation Badge
• Internet access
• Computer access with word processing (i.e. Microsoft Word)
• Appropriate scrubs and shoes for clinical
• Textbooks listed below
  ◦ Mammography and Breast Imaging, 2nd Edition
Programs of Study

Author: Olive Peart; Company: McGraw Hill
   Authors: Shelly L. Lille’, Wendy J. Marshall
   Company: Lippincott Williams and Wilkins

- All required medical records must be submitted through Certified Background.

DO NOT MAIL documentation or payment. Payment is accepted by phone or in person only.

Program Cost

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
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<td>Radiation badge (if you do not have one)</td>
<td>Additional</td>
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<td>Medical Document Manager</td>
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<td>Drug screen and background check</td>
<td>Additional</td>
</tr>
<tr>
<td><strong>Total Cost (approximate)</strong></td>
<td><strong>$199.40</strong></td>
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</table>

Location
Online with on-site clinical at site of student’s choice

Contact
Jana Larson or Mez Chen 704-701-0480

INFORMATION TECHNOLOGY

Cyber Crime Technology Degree
(A55210)

The Cyber Crime Technology curriculum will prepare students to enter the field of computer crime investigations and private security. Students completing this curriculum will be capable of investigating computer crimes, properly seize and recover computer evidence and aid in the prosecution of cyber criminals.

Course work in this curriculum will include a division of work in the disciplines of criminal justice and computer information systems. Additionally, students will be required to take specific cyber crime classes.

Graduates should qualify to become computer crime investigators for local or state criminal justice agencies. Also these graduates should be competent to serve as computer security specialists or consultants with private business.

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
• Economics (ECO 251, ECO 252)
• Geography (GEO 111)
• History (HIS 111, HIS 112, HIS 131, HIS 132)
• Political Science (POL 120)
• Psychology (PSY 150)
• Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH)
• Choose one course from the following:
  • Astronomy (AST 111/AST 111A)
  • Biology (BIO 110, BIO 140)
  • Chemistry (CHM 151)
  • Mathematics (MAT 143, MAT 152, MAT 171)
  • Physics (PHY 110/PHY 110A)

MAJOR HOURS - CORE COURSES (16 Credit Hours)

<table>
<thead>
<tr>
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<th>Description</th>
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<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>CCT 110</td>
<td>Introduction to Cyber Crime</td>
<td>3</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>CCT 112</td>
<td>Ethics &amp; High Technology</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CCT 121</td>
<td>Computer Crime Investigation</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>CCT 231</td>
<td>Technology Crimes &amp; Law</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CCT 289</td>
<td>Capstone Project</td>
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OTHER MAJOR HOURS (34 Credit Hours)

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<th>Clinic/Exp</th>
<th>Credit</th>
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<tr>
<td>CCT 250</td>
<td>Network Vulnerabilities I</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>CCT 260</td>
<td>Mobile Phone Examination</td>
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<td>CET 150</td>
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<td>Computer Forensics II</td>
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<td>2</td>
<td>2</td>
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<td>CIS 115</td>
<td>Intro to Prog &amp; Logic</td>
<td>2</td>
<td>3</td>
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<tr>
<td>CJC 221</td>
<td>Investigative Principles</td>
<td>3</td>
<td>2</td>
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<tr>
<td>CTI 120</td>
<td>Network and Sec Foundation</td>
<td>2</td>
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<tr>
<td>NOS 120</td>
<td>Linux/UNIX Single User</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>SEC 110</td>
<td>Security Concepts</td>
<td>2</td>
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Electives (Choose at least 3 Credit Hours)

<table>
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<tr>
<th>Course</th>
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<th>Clinic/Exp</th>
<th>Credit</th>
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<tbody>
<tr>
<td>CJC 132</td>
<td>Court Procedure and Evidence</td>
<td>3</td>
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<tr>
<td>WBL 110</td>
<td>World of Work</td>
<td>1</td>
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<tr>
<td>WBL 111</td>
<td>Work-Based Learning I (and)</td>
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<td>WBL 115</td>
<td>Work-Based Learning Seminar I</td>
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TOTAL CREDIT HOURS IN DEGREE .......................................................... 65

Cyber Crime Certificate  
(C55210A)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCT 110</td>
<td>Intro to Cyber Crime</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>CCT 112</td>
<td>Ethics &amp; High Technology</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CCT 121</td>
<td>Computer Crime Invest</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>CCT 231</td>
<td>Technology Crimes &amp; Law</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>SEC 110</td>
<td>Security Concepts</td>
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<td>2</td>
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TOTAL CREDIT HOURS IN CERTIFICATE .................................................. 16
Ethical Hacking Certificate  
(C55210B)

<table>
<thead>
<tr>
<th>Course</th>
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<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCT 112</td>
<td>Ethics &amp; High Technology</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>CCT 250</td>
<td>Network Vulnerabilities I</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CET 150</td>
<td>Computer Forensics I</td>
<td>2</td>
<td>3</td>
<td>0</td>
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</tr>
<tr>
<td>CET 250</td>
<td>Computer Forensics II</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CTI 120</td>
<td>Network &amp; Sec Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>SEC 110</td>
<td>Security Concepts</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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</table>

**TOTAL CREDIT HOURS IN CERTIFICATE** .................................................................................... 18

**Information Technology**

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

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

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

The following five tracks are available under the Information Technology degree to allow students to select the specialty of their choice:

- Information Systems A25590A
- IT Business Support A25590C
- Systems Security A25590E
- Web Administration and Design A25590F
- Game and Simulation Programming A25590G

**Information Technology Degree - Information Systems Pathway**  
(A25590A)

**GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)**

**Communications (6 CH)**
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

**Humanities/Fine Arts (3 CH) Choose one course:**
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

**Social/Behavioral Sciences (3 CH) Choose one course:**
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
• Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH)
• Choose one course from the following:
  • Astronomy (AST 111/AST 111A)
  • Biology (BIO 110, BIO 140)
  • Chemistry (CHM 151)
  • Mathematics (MAT 143, MAT 152, MAT 171)
  • Physics (PHY 110/PHY 110A)

MAJOR HOURS - CORE COURSES (24 Credit Hours)

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<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>CIS 110 Introduction to Computers</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>CTI 110 Web, Pgm, &amp; Db Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>CTI 115 Computer Systems Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>CTI 120 Network &amp; Sec Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>CTI 140 Virtualization Concepts</td>
<td>1</td>
<td>4</td>
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<tr>
<td>CTS 115 Info Systems Business Concepts</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CTS 120 Hardware/Software Support</td>
<td>2</td>
<td>3</td>
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<tr>
<td>NOS 120 Linux/UNIX Single User</td>
<td>2</td>
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OTHER MAJOR HOURS (27 Credit Hours) Choose 27 hours from courses below:

<table>
<thead>
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<th>Class</th>
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<th>Clinic/Exp</th>
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<tbody>
<tr>
<td>BAS 120 Intro to Analytics</td>
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<tr>
<td>BAS 150 Intro to Analytical Program</td>
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<td>0</td>
</tr>
<tr>
<td>CIS 115 Intro to Prog &amp; Logic</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>CSC 115 Machine Learning I</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>CSC 121 Python Programming</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CSC 134 C++ Programming</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CSC 151 JAVA Programming</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CSC 153 C# Programming</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>CTI 141 Cloud &amp; Storage Concepts</td>
<td>1</td>
<td>4</td>
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<tr>
<td>CTI 240 Virtualization Admin I</td>
<td>1</td>
<td>4</td>
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<tr>
<td>CTI 241 Virtualization Admin II</td>
<td>1</td>
<td>4</td>
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<tr>
<td>CTS 155 Tech Support Functions</td>
<td>2</td>
<td>2</td>
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<tr>
<td>CTS 288 Professional Practices in IT</td>
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<tr>
<td>CTS 289 System Support Project</td>
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<tr>
<td>DBA 110 Database Concepts</td>
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<td>DBA 120 Database Programming I</td>
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<tr>
<td>DBA 130 Intro to noSQL Databases</td>
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<td>DBA 221 SQL Server DB Prog II</td>
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<tr>
<td>NET 225 Routing &amp; Switching</td>
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<td>NOS 130 Windows Single User</td>
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<td>NOS 230 Windows Administration I</td>
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<td>SEC 110 Security Concepts</td>
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<td>WBL 110 World of Work (and)</td>
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<tr>
<td>WBL 111 Work-Based Learning I (and)</td>
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<td>WBL 115 Work-Based Learning Seminar I</td>
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TOTAL CREDIT HOURS IN DEGREE ................................................................. 66

Information Technology Degree - IT Business Support Pathway
(A25590C)

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
• English Composition (ENG 111)
• Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
  • Art (ART 111, ART 114, ART 115)
  • Drama (DRA 111)
  • Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
  • Music (MUS 110, MUS 112)
  • Philosophy (PHI 215, PHI 240)
  • Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
  • Economics (ECO 251, ECO 252)
  • Geography (GEO 111)
  • History (HIS 111, HIS 112, HIS 131, HIS 132)
  • Political Science (POL 120)
  • Psychology (PSY 150)
  • Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH)
  • Choose one course from the following:
    • Astronomy (AST 111/AST 111A)
    • Biology (BIO 110, BIO 140)
    • Chemistry (CHM 151)
    • Mathematics (MAT 143, MAT 152, MAT 171)
    • Physics (PHY 110/PHY 110A)

### MAJOR HOURS - CORE COURSES (18 Credit Hours)

<table>
<thead>
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<th>Clinic/Exp</th>
<th>Credit</th>
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<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>CTI 110</td>
<td>Web, Pgm, &amp; Db Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CTI 120</td>
<td>Network &amp; Sec Foundation</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CTS 115</td>
<td>Info Systems Business Concepts</td>
<td>3</td>
<td>0</td>
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<tr>
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<td>Database Concepts</td>
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### OTHER MAJOR HOURS (33 Credit Hours)

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<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>CTI 115</td>
<td>Computer Systems Foundation</td>
<td>2</td>
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<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
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<td>Tech Support Functions</td>
<td>2</td>
<td>2</td>
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<td>3</td>
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<td>DBA 120</td>
<td>Database Programming I</td>
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<td>2</td>
<td>0</td>
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<td>OST 236</td>
<td>Advanced Word/Information Processing</td>
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<tr>
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<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>NOS 120</td>
<td>Linux/UNIX Single User (or)</td>
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<td>2</td>
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<td>Records Management</td>
<td>2</td>
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### Electives (Choose one group)

- CIS 115 Intro to Prog & Logic (or) 2 3 0 3
- CTS 288 Professional Practices in IT (or) 2 2 0 3
- WBL 110 World of Work (and) 1 0 0 1
- WBL 111 Work-Based Learning I (and) 0 0 10 1
- WBL 121 Work-Based Learning II 0 0 10 1

TOTAL CREDIT HOURS IN DEGREE .......................................................... 66
Information Technology Degree- Systems Security Pathway  
(A25590E)

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

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- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH)
- Choose one course from the following:
  - Astronomy (AST 111/AST 111A)
  - Biology (BIO 110, BIO 140)
  - Chemistry (CHM 151)
  - Mathematics (MAT 143, MAT 152, MAT 171)
  - Physics (PHY 110/PHY 110A)

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<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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MAJOR HOURS - CORE COURSES (18 Credit Hours)

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OTHER MAJOR HOURS (33 Credit Hours)

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Electives (Choose one group)

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**Information Technology Degree - Web Administration and Design Pathway**  
(A25590F)

**GENERAL EDUCATION REQUIREMENTS** (15 Credit Hours)

**Communications (6 CH)**
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

**Humanities/Fine Arts (3 CH)** Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

**Social/Behavioral Sciences (3 CH)** Choose one course:
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

**Natural Sciences/Mathematics (3 CH)**
- Choose one course from the following:
  - Astronomy (AST 111/AST 111A)
  - Biology (BIO 110, BIO 140)
  - Chemistry (CHM 151)
  - Mathematics (MAT 143, MAT 152, MAT 171)
  - Physics (PHY 110/PHY 110A)

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CSC 221  Advanced Python Programming (or)  2  2  0  3
WEB 214  Social Media                      2  2  0  3

Electives (Choose one group)
CIS 115  Intro to Prog & Logic (or)         2  3  0  3
CTS 288  Professional Practices in IT (or)  2  2  0  3
WBL 110  World of Work (and)                1  0  0  1
WBL 111  Work-Based Learning I (and)       0  0  10  1
WBL 121  Work-Based Learning II             0  0  10  1

TOTAL CREDIT HOURS IN DEGREE ..................................................66

Information Technology Degree -
Game and Simulation Programming Pathway
(A25590G)

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
  • English Composition (ENG 111)
  • Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
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  • Sociology (SOC 210, SOC 220)

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  • Choose one course from the following:
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    • Biology (BIO 110, BIO 140)
    • Chemistry (CHM 151)
    • Mathematics (MAT 143, MAT 152, MAT 171)
    • Physics (PHY 110/PHY 110A)

Class     Lab  Clinic/Exp  Credit

MAJOR HOURS - CORE COURSES (18 Credit Hours)
CIS 110  Introduction to Computers          2  2  0  3
CSC 151  JAVA Programming                    2  3  0  3
CTI 110  Web, Pgm, & Db Foundation          2  2  0  3
CTI 120  Network & Sec Foundation            2  2  0  3
CTS 115  Info Systems Business Concepts      3  0  0  3
SGD 111  Introduction to SGD                 2  3  0  3

OTHER MAJOR HOURS (33 Credit Hours)
CSC 153  C# Programming                       2  3  0  3
CTI 115  Computer Systems Foundation         2  2  0  3
### Information Technology

#### Information Systems Certificate
(C25590A)

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<td>Computer Systems Foundation</td>
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**TOTAL CREDIT HOURS IN CERTIFICATE** .................................................................................... 16

#### Operating Systems Certificate
(C25590B)

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**TOTAL CREDIT HOURS IN CERTIFICATE** .................................................................................... 16
### Information Technology

#### System Security Certificate

(C25590F)

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**TOTAL CREDIT HOURS IN CERTIFICATE**: 16

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#### Web Administration and Design Certificate

(C25590G)

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**TOTAL CREDIT HOURS IN CERTIFICATE**: 16

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#### Swift Programming Certificate

(C25590J)

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**TOTAL CREDIT HOURS IN CERTIFICATE**: 18

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#### Python Programming Certificate

(C25590K)

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**Information Technology**

**General Office Assistant Certificate**
(C25590M)

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**Information Technology**

**Programming Fundamentals Certificate**
(C25590N)

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<td>CTI 110</td>
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<td>2</td>
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**Information Technology**

**Database Specialist Certificate**
(C25590R)

<table>
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<tr>
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<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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Information Technology
AWS and VMWare Foundations Certificate
(C25590S)

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TOTAL CREDIT HOURS IN CERTIFICATE ................................................................. 16

Simulation and Game Development Degree
(A25450)

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, 3-D 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, health care, education, corporate training, and government organizations.

Collaborative Program Offered in Cooperation with Central Piedmont Community College

In this Instructional Service Agreement, students may take general education courses and introductory SGD prefix courses at South Piedmont Community College. Central Piedmont Community College will provide all other SGD prefix courses as specified within the CPCC curriculum. Students who successfully complete all requirements of the Simulation and Game Development program will be awarded an Associate in Applied Science degree by Central Piedmont Community College.

GENERAL EDUCATION REQUIREMENTS (18 Credit Hours)

English (6 CH)
• English (ENG 111, ENG 112)

Communications (3 CH) Choose one course:
• Communication (COM 110, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
• Art (ART 111, ART 114, ART 115)
• Drama (DRA 111)
• Interdisciplinary Humanities (HUM 130, HUM 160)
• Music (MUS 110, MUS 112)
• Philosophy (PHI 215)
• Religion (REL 110)

Social/Behavioral Sciences (3 CH) Choose one course:
• Economics (ECO 251, ECO 252)
• History (HIS 111, HIS 112, HIS 131, HIS 132)
• Political Science (POL 120, )
• Psychology (PSY 150)
• Sociology (SOC 210)

Mathematics (3 CH) Choose one course:
• Mathematics (MAT 143, MAT 152, MAT 171, MAT 172, MAT 271)

**MAJOR HOURS - CORE COURSES (6 Credit Hours)**

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<th>Class</th>
<th>Lab</th>
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<td>SGD 112</td>
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**OTHER MAJOR HOURS (9 Credit Hours)**

Electives (Choose at least 9 Credit Hours)

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**TOTAL CREDIT HOURS Offered by SPCC** .................................................................................. 33

**Career and College Promise Pathways**

The following pathways are open to eligible high school juniors and seniors.

### Basic Cyber Criminology CTE Certificate

(C55180PB)

<table>
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<tr>
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<td>CET 250</td>
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<td>Introduction to Criminal Justice</td>
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<td>CJC 112</td>
<td>Criminology</td>
<td>3</td>
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<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
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**TOTAL CREDIT HOURS IN PATHWAY** .................................................................................. 18

### Introduction to Cyber Crime CTE Certificate

(C55210PA)

<table>
<thead>
<tr>
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<th>Class</th>
<th>Lab</th>
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<td>CCT 112</td>
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**TOTAL CREDIT HOURS IN PATHWAY** .................................................................................. 16

### Information Systems CTE Certificate

(C25590PA)

<table>
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<th>Class</th>
<th>Lab</th>
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CTI 115 Computer Systems Foundation 2 2 0 3
CTI 120 Network & Security Foundation 2 2 0 3
CTS 120 Hardware/Software Support 2 3 0 3
**TOTAL CREDIT HOURS IN PATHWAY** ........................................................................................................... 12

### Systems Security CTE Certificate
**(C25590PD)**

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<th>Credit</th>
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**TOTAL CREDIT HOURS IN PATHWAY** ........................................................................................................... 12

### Web Administration and Design CTE Certificate
**(C25590PF)**

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<tr>
<td>CTI 110 Web, Pgm, and DB Foundation</td>
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**TOTAL CREDIT HOURS IN PATHWAY** ........................................................................................................... 12

### Game and Simulation Programming CTE Certificate
**(C25590PH)**

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<td>CTI 110 Web, Pgm, and DB Foundation</td>
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**TOTAL CREDIT HOURS IN PATHWAY** ........................................................................................................... 15

### Programming Fundamentals CTE Certificate
**(C25590PI)**

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<td>CSC 153 C# Programming</td>
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**TOTAL CREDIT HOURS IN PATHWAY** ........................................................................................................... 18
PUBLIC SERVICES

Criminal Justice Technology Degree
(A55180)

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.

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:
- Mathematics (MAT 143, MAT 152, MAT 171)

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<th>MAJOR HOURS - CORE COURSES (22 Credit Hours)</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<td>CJC 112 Criminology</td>
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<td>CJC 113 Juvenile Justice</td>
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<td>CJC 131 Criminal Law</td>
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<td>CJC 212 Ethics &amp; Community Relations</td>
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<td>CJC 221 Investigative Principles</td>
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<th>Clinic/Exp</th>
<th>Credit</th>
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<td>2</td>
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<td>CJC 132 Court Procedure &amp; Evidence</td>
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<td>CJC 141 Corrections</td>
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<td>CJC 214 Victimology</td>
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## Programs of Study

### Criminal Justice Technology Diploma

(D55180)

**GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)**

**Communications (6 CH)**
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

**MAJOR HOURS - CORE COURSES (15 Credit Hours)**

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<tbody>
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<td>CJC 112</td>
<td>Criminology</td>
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<td>Juvenile Justice</td>
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<td>CJC 212</td>
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**Electives (Choose at least 6 Credit Hours)**

<table>
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<th>Class</th>
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TOTAL CREDIT HOURS IN DEGREE: 64
CJC 231  Constitutional Law  ........................................... 3

OTHER MAJOR HOURS (15 Credit Hours)
CJC 121  Law Enforcement Operations ................................ 3
CJC 141  Corrections ......................................................... 3
CJC 214  Victimology ........................................................ 3
CJC 223  Organized Crime ................................................. 3
CJC 225  Crisis Intervention .............................................. 3

TOTAL CREDIT HOURS IN DIPLOMA ........................................ 36

Criminal Justice Technology Certificate
(C55180)

CJC 111  Introduction to Criminal Justice  3
CJC 112  Criminology ...................................................... 3
CJC 221  Investigative Principles ...................................... 4
CJC 223  Organized Crime ................................................ 3
CJC 225  Crisis Intervention .............................................. 3

TOTAL CREDIT HOURS IN CERTIFICATE .................................. 16

Criminal Justice Technology - Forensics Certificate
(C55180B)

CET 150  Computer Forensics I ........................................ 3
CET 250  Computer Forensics II ........................................ 3
CJC 132  Court Procedure & Evidence  3
CJC 221  Investigative Principles ...................................... 4
CJC 222  Criminalistics .................................................... 3

TOTAL CREDIT HOURS IN CERTIFICATE .................................. 16

Criminal Justice Technology and BLET

Students successfully completing a BLET training course accredited by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs' Education and Training Standards Commission will receive credit for CJC 131, CJC 132, CJC 221, CJC 225, and CJC 231. Students must successfully complete the training course AND the state certification examination to receive credit for these courses. Students must have completed BLET training since 1985 (some classes have more specific timeframes). SPCC only ensures acceptance of these transfer credits to its Associate in Applied Science - Criminal Justice Technology degree, diploma, and certificate programs. These transfer credits may or may not be accepted by a four-year institution to which a student intends to transfer.

Emergency Medical Science Degree/ Paramedic Bridge
(A45340B)

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.

Students who have a current North Carolina or National Registry Paramedic certification, are affiliated with an Emergency Medical Provider, and are certified in Basic Trauma Life Support (ITLS) or (PHTLS), Advanced Trauma Life Support (ACLS), and Pediatric Advanced Life Support (PALS) are eligible to receive credit for courses marked with an asterisk (*).

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160, MUS 110, MUS 112)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH)
- Psychology (PSY 150)

Natural Sciences/Mathematics (4 CH)
- Biology (BIO 168)

MAJOR HOURS - CORE COURSES (49 Credit Hours)

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OTHER MAJOR HOURS (7 Credit Hours)

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TOTAL CREDIT HOURS IN DEGREE ............................................................................. 72
Human Services Technology Degree  
(A45380)

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which 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.

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Sociology (SOC 210)

Natural Sciences/Mathematics (3 CH) Choose one course from the following:
- Astronomy (AST 111/AST 111A)
- Biology (BIO 110, BIO 140)
- Chemistry (CHM 151)
- Mathematics (MAT 143, MAT 152, MAT 171)
- Physics (PHY 110/PHY 110A)

MAJOR HOURS - CORE COURSES (25 Credit Hours)

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OTHER MAJOR HOURS (25 Credit Hours)

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### Programs of Study

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**Electives (Choose at least 6 Credit Hours)**

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**TOTAL CREDIT HOURS IN DEGREE** ................................................................. **65**

### Human Services Technology Diploma

**(D45380)**

**GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)**

**Communications (6 CH)**

- English Composition (ENG 111)
- Communication (Choose one course: COM 110, **COM 120**, COM 140, **COM 231**)  

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**TOTAL CREDIT HOURS IN DIPLOMA** .................................................................... **38**

### Human Services Technology - Substance Abuse Certificate

**(C45380)**

<table>
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<tr>
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<th>Course Name</th>
<th>Class</th>
<th>Lab</th>
<th>Clin/Exp</th>
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<tr>
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<td>Group Process I</td>
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**TOTAL CREDIT HOURS IN CERTIFICATE** .................................................................. **17**
Human Services Technology - Gerontology Certificate
(C45380G)

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<td>Human Services Issues</td>
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<tr>
<td>GRO 250</td>
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TOTAL CREDIT HOURS IN CERTIFICATE .......................................................... 16

Paralegal Technology Degree
(A25380)

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Course work includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

The SPCC Paralegal Technology Program is an institutional member of the American Association for Paralegal Education (AAfPE), www.aafpe.org. Accreditation through AAfPE allows graduates of the degree program to sit for the North Carolina Paralegal Certification Exam.

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH)
- Choose one course from the following:
  - Astronomy (AST 111/AST 111A)
  - Biology (BIO 110, BIO 140)
  - Chemistry (CHM 151)
  - Mathematics (MAT 143, MAT 152, MAT 171)
• Physics (PHY 110/PHY 110A)

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<tr>
<th>Course Code</th>
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<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
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<tr>
<td>LEX 120</td>
<td>Legal Research/Writing I</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>LEX 130</td>
<td>Civil Injuries</td>
<td>3</td>
<td>0</td>
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<td>3</td>
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<tr>
<td>LEX 140</td>
<td>Civil Litigation I</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>LEX 150</td>
<td>Commercial Law I</td>
<td>2</td>
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<td>0</td>
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<tr>
<td>LEX 210</td>
<td>Real Property I</td>
<td>3</td>
<td>0</td>
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<tr>
<td>LEX 240</td>
<td>Family Law</td>
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<td>LEX 250</td>
<td>Wills, Estates, &amp; Trusts</td>
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**MAJOR HOURS - CORE COURSES (23 Credit Hours)**

**OTHER MAJOR HOURS (26 Credit Hours)**

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<tr>
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<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
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<td>2</td>
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<td>CIS 110</td>
<td>Introduction to Computers</td>
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<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>LEX 141</td>
<td>Civil Litigation II</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>LEX 211</td>
<td>Real Property II</td>
<td>1</td>
<td>4</td>
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<tr>
<td>LEX 220</td>
<td>Corporate Law</td>
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<tr>
<td>LEX 280</td>
<td>Ethics &amp; Professionalism</td>
<td>2</td>
<td>0</td>
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<tr>
<td>OST 136</td>
<td>Word Processing</td>
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**Electives (Choose at least 3 Credit Hours)**

<table>
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<tr>
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<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
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<tbody>
<tr>
<td>ACC 129</td>
<td>Individual Income Taxes</td>
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<tr>
<td>CJC 132</td>
<td>Court Procedure &amp; Evidence</td>
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<tr>
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<td>Constitutional Law</td>
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<tr>
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<td>World of Work</td>
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**TOTAL CREDIT HOURS IN DEGREE** ................................................................. 64

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**Paralegal Technology Diploma**

**(D25380)**

**GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)**

**Communications (3 CH)**

• English Composition (ENG 111)

**Social/Behavioral Sciences (3 CH)**

• Psychology (PSY 150)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tbody>
<tr>
<td>LEX 110</td>
<td>Introduction to Paralegal Study</td>
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<td>LEX 120</td>
<td>Legal Research/Writing I</td>
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</tr>
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<td>LEX 130</td>
<td>Civil Injuries</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>LEX 140</td>
<td>Civil Litigation I</td>
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<td>Commercial Law</td>
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**OTHER MAJOR HOURS (17 Credit Hours)**

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<tr>
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<td>Civil Litigation II</td>
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<tr>
<td>LEX 280</td>
<td>Ethics &amp; Professionalism</td>
<td>2</td>
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<tr>
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Programs of Study

Paralegal Technology Certificate
(C25380)

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<td>LEX 220</td>
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<td>LEX 240</td>
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TOTAL CREDIT HOURS IN CERTIFICATE ........................................................................... 18

Public Safety Administration Degree
(A55480)

The Public Safety Administration curriculum is designed to provide students, as well as practitioners, with knowledge and skills in the technical, managerial, and administrative areas necessary for entrance or advancement within various public safety and government organizations.

Course work in diverse subject areas includes public safety administration and education, interagency operations, crisis leadership, government and agency financial management, professional standards, incident management, administrative law, and supervision, while providing a streamlined pathway that recognizes the value of previously earned skillsets and credentials within the public safety sector.

Employment opportunities exist with fire or police departments, emergency management organizations, governmental agencies, industrial firms, correctional facilities, private industries, insurance organizations, educational organizations, security and protective organizations, and through self-employment opportunities

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)

- English (3 CH)
  - English (ENG 111)
- Communications (3 CH)
  - Public Speaking (COM 231)
- Humanities/Fine Arts (3 CH)
  - Art (ART 111)
- Social/Behavioral Sciences (3 CH)
  - Psychology (PSY 150)
- Mathematics (4 CH)
  - Mathematics (MAT 152)

MAJOR HOURS - CORE COURSES (22 Credit Hours)

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<td>PAD 251</td>
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<td>PAD 152</td>
<td>Ethics in Government</td>
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<td>PAD 252</td>
<td>Public Policy Analysis</td>
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<td>PAD 254</td>
<td>Grant Writing</td>
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<td>FIP 276</td>
<td>Managing Fire Services</td>
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**Concentration Hours** (Choose 12 Credit Hours from one group below)

*Emergency/Fire Management Services*

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<td>EPT 140</td>
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*Law Enforcement Services*

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<tr>
<td>CJC 111</td>
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<td>CJC 131</td>
<td>Criminal Law</td>
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<td>CJC 141</td>
<td>Corrections</td>
<td>3</td>
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<td>CJC 212</td>
<td>Ethics &amp; Comm Relations</td>
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<td>CJC 215</td>
<td>Organization &amp; Administration</td>
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*OTHER MAJOR HOURS (17 Credit Hours)*

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<td>POL 120</td>
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<td>POL 130</td>
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*Electives (Choose at least 10 Credit Hours)*

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<tr>
<td>CJC 111</td>
<td>Intro to Criminal Justice</td>
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<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC 141</td>
<td>Corrections</td>
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<td>CJC 212</td>
<td>Ethics &amp; Comm Relations</td>
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<td>CJC 215</td>
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<td>CJC 225</td>
<td>Crisis Intervention</td>
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**TOTAL CREDIT HOURS** ................................................................. 65

**Career and College Promise Pathways**

The following pathways are open to eligible high school juniors and seniors.
### Human Services Technology CTE Certificate
**(C45380PA)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tbody>
<tr>
<td>HSE 110</td>
<td>Introduction to Human Services</td>
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**TOTAL CREDIT HOURS IN PATHWAY** .......................................................... 13

### Paralegal Technology CTE Certificate
***(C25380PA)***

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<th>Course</th>
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<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tr>
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<tr>
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**TOTAL CREDIT HOURS IN PATHWAY** .......................................................... 12

### EMT Basic CTE Certificate
***(C45340PA)***

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**TOTAL CREDIT HOURS IN PATHWAY** .......................................................... 14

### Short Term and Continuing Education

**Firefighter Training**

**Firefighter Certification**
- Can be completed in 2 semesters

South Piedmont Community College Firefighter Certification courses consists of 16 blocks of classes. After successful completion of all 16 courses and tests, students are qualified to apply for the Fire Fighter I & II Fire and Rescue Commission IFSAC Certification through the NC Office of State Fire Marshall.

**Prerequisites**
- All students must provide their own equipment for each course. Students affiliated with a local NC Fire Department may be able to use their department’s equipment with permission.

**Registration Requirements**
- Any student interested in participating in the Firefighter Certification courses must:
  - Contact Rhonda Weaver at rweaver@spcc.edu for a registration form for the block of classes they would like to start in.
• Attendance is required for the first day of each class because that is also the 10% census date for the class (as required by the state).

Program Cost
Registration fee Varies

Affiliates of a North Carolina Fire, Rescue, or EMS agency may be eligible for a registration fee exception.

Total Costs Varies

Location Various locations across Anson and Union Counties

Contact
Rhonda Weaver, Programs Coordinator 704-993-2407, rweaver@spcc.edu
Sam Bishop, Interim Director of Fire/Rescue Training 704-290-5817, tbishop@spcc.edu

Fire/Rescue Continuing Education
Variety of course lengths

Continuing Education Training topics vary; most are offered at VFDs throughout Union and Anson Counties

Prerequisites
None

Registration Requirements

Program Cost
Registration fee Varies

Affiliates of a North Carolina Fire, Rescue, or EMS agency may be eligible for a registration fee exception.

Total Costs (approximate) Varies

Location Various locations across Union and Anson Counties

Contact
Rhonda Weaver, Program Coordinator 704-993-2407, rweaver@spcc.edu
Sam Bishop, Interim Director of Fire/Rescue Training 704-290-5817, tbishop@spcc.edu

Emergency Medical Science and Management

Emergency Medical Responder (EMR) Certification
Can be completed in 12 weeks

The Emergency Medical Responder (EMR) provides out-of-hospital care in medical emergencies. Emergency Medical Responders (EMRs) typically respond as a member of a Fire Department to assist on medical calls in their communities. EMRs provide basic medical care and life support in situations where EMTs or Paramedics are not immediately available.

Students who successfully complete the course will be qualified to take the state or national certification test for Emergency Medical Responder. Instructional time includes class work and hands-on lab skills necessary to provide emergency medical care. Successful students may choose to go on to complete the EMT Basic certification.
Prerequisites

- High school diploma, high school equivalency, or GED
- Completed CASAS reading comprehension evaluation assessing basic reading comprehension skills at minimum at the tenth-grade level. CASAS evaluation is required regardless of education level
- Must be 17 years of age on or before the official end date of the course
- Possession of a valid driver's license

Registration Requirements

Required steps are outlined in order on the EMR Checklist.

EMS Application

Do not send links to documents. Registration forms are not provided until all documentation has been submitted. Registrations are conducted on a first-come, first-served basis of completed steps listed in the checklist. Seats cannot be reserved or saved for anyone.

MUST HAVE

Textbooks
- Paperback or digital version of the textbook AND the workbook
  - EMR 7e Paperback book w/ Essentials Access
  - EMR 7e Digital-Only Essentials Access
  - EMR 7e Student Workbook

Program Cost

- Registration fee: $180.00
- Accident Insurance: $1.40
- EMS Lab Fee: $40.00
- CPR: Healthcare Provider (BLS): $15.00
- PHTLS for First Responders: $15.00
- Total Paid to SPCC Business Office: $251.40
- EMR Textbook (approximately): $108.71
- EMR Workbook (approximately): $77.96
- Total Books (paid separately): $180.67
- Total Costs (approximate): $432.67

Location

Old Charlotte Highway Campus, Monroe

Contact

Rhonda Weaver 704-993-2407, rweaver@spcc.edu

Emergency Medical Technician (EMT) Basic Certification

Can be completed in 1 semester

The EMT Basic provides pre-hospital emergency medical care and is a vital part of the health care team. Students who successfully complete the course will be qualified to take the state or national certification test for Emergency Medical Technician Basic. Instructional time includes: ride-along hours, class work and hands-on lab skills necessary to provide emergency services agency or other specialized ambulance
service. Successful students who pass the state or national certification test are prepared for immediate employment in emergency services and may choose to go on to complete the EMT Paramedic certification.

Prerequisites

• High school diploma, high school equivalency, or GED (still in high school contact Rhonda Weaver)
• Completed CASAS reading comprehension evaluation assessing basic reading comprehension skills at minimum at the eleventh-grade level CASAS evaluation is required regardless of education level
• Must be 17 years of age on or before the official end date of the course
• Possession of a valid driver’s license
• Attend Mandatory Orientation

Registration Requirements

Required steps are outlined in order on the EMT Basic Checklist.

EMS Application

Do not send links to documents. Registration forms are not provided until all documentation has been submitted. Registrations are conducted on a first-come, first-served basis of completed steps listed in the checklist. Seats cannot be reserved or saved for anyone.

All paperwork must be turned in to Rhonda Weaver at rweaver@spcc.edu or in office at OCH Monroe, Mobile Unit 6, room 2809.

MUST HAVE

Textbooks

Use one of the links below to purchase either a paperback or e-book version of Emergency Care and Transportation of the Sick and Injured (with Premier Access), Twelfth Edition directly from the publisher at a 25% discount.

◊ Paperback Book 12th edition with Premier Access
◊ Digital Only Premier Access

Note: Following both links during the same browser session will add both products to your shopping cart. The ‘Remove’ button can be used to remove either product.

Program Cost

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Registration fee</td>
<td>$180.00</td>
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<tr>
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<td>EMS Lab Fee</td>
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<tr>
<td>CPR: Healthcare Provider (BLS)</td>
<td>$15.00</td>
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<td>PHTLS for First Responders</td>
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<tr>
<td>Student Technology Fee</td>
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<td>Platinum Planner Software Fee</td>
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<td>EMS Kit Fee</td>
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</table>
Textbook (approximately) $325.46
Complio Drug Screen $55.00
Complio Background Check $55.00
My Clinical Exchange $35.00
Additional Cost (paid separately) $470.46
Total Costs (approximate) $1,097.86

Location
Old Charlotte Highway Campus, Monroe and L.L. Polk Campus, Polkton

Contact
Rhonda Weaver (Application/Registration) 704-993-2407, rweaver@spcc.edu
Chris Floto (Class Schedule/Vaccination Questions) 704-290-2417, cfloto@spcc.edu
Sam Bishop (All Other Class Questions) 704-290-5817, tbishop@spcc.edu
Testing Center (Testing Questions) 704-290-5841, testing@spcc.edu

EMT Paramedic Certification
Day class can be completed in 12 months (three semesters)
Night class can be completed in 16 months (four semesters)

The EMT-Paramedic course prepares candidates for successful employment in the field of the emergency medical services. This program provides intense classroom and laboratory experiences, as well as dynamic clinical and field experiences for the attainment of the skills and knowledge necessary for graduates to perform in the field of EMS.

Prerequisites
• High school diploma, high school equivalency, or GED
• Possession of a valid and active North Carolina EMT Credential, NREMT or another states EMS Credential.
• Possession of a valid driver’s license
• If currently affiliated with a Fire, Police, or Medic Agency, then you will need to provide a Letter of Affiliation signed by the Chief or Director of the agency.

Corequisites
Anatomy & Physiology (may be completed concurrently with Paramedic coursework)
Submit documentation of successful completion or current enrollment in one fo the following required Anatomy and Physiology Courses:
• EMS-3163: Basic Anatomy and Physiology
• BIO-163: Basic Anatomy and Physiology
• BIO-165 & 166: Anatomy and Physiology I & II (both required)
• BIO-168 & 169: Anatomy and Physiology I & II (both required)

Registration Requirements
Submit documentation of successful completion of college-level English and Math OR within the prior 12 months complete a written assessment placing into college level English and Math *Placement by RISE without the use of a written assessment will not meet the requirements.
Pass the FISDAP Paramedic Assessment Exam.
Required steps are outlined in order on the Paramedic Checklist.
EMS Application
Application packet sections must be submitted with the whole packet complete. Do Not submit partial packets. Do not send links to documents. Registration forms are not provided until all documentation has been submitted. Registrations are conducted on a first-come, first-served basis of completed steps listed in the checklist. Seats cannot be reserved or saved for anyone.

All paperwork must be turned in to the person listed under each section of the checklist.
Phase 1: Rhonda Weaver at rweaver@spcc.edu or in office at OCH Monroe, Mobile Unit 6, room 2809
Phase 2: Sam Bishop at tbishop@spcc.edu or in office at OCH Monroe, Braswell building, room 2209

**MUST HAVE**

Textbooks
Please use the links below to purchase either a paperback or e-book version of the Paramedic Flipped Classroom textbook, as well as Pharmacology for the Prehospital Professional directly from the publisher at a 25% discount.

◊ Hardcover Book – Nancy Caroline’s 8th edition w/ Paramedic Flipped Classroom Access OR
◊ Digital Only - Paramedic Flipped Classroom Access
◊ AND
◊ Hardcover Book – Pharmacology for the Prehospital Professional 2nd edition

Note: Following both links during the same browser session will add both products to your shopping cart. The ‘Remove’ button can be used to remove either product.

**Program Cost**

<table>
<thead>
<tr>
<th>Item</th>
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<td>Registration fee</td>
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<td>Affiliates of a North Carolina Fire, Rescue, or EMS agency may be eligible for a registration fee exception.</td>
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<tr>
<td>Accident Insurance</td>
<td>$1.40</td>
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<td>EMS Lab Fee</td>
<td>$150.00</td>
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<tr>
<td>CPR: Healthcare Provider (BLS)</td>
<td>$15.00</td>
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<tr>
<td>PHTLS: Pre-Hospital Trauma Life Support</td>
<td>$20.00</td>
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<td>Student Technology Fee</td>
<td>$48.00</td>
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<td>SPCC Student Identification Card</td>
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<td>Professional Liability Insurance (per year 8/1 - 7/31)</td>
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<td>ACLS: Advanced Cardiac Life Support</td>
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<td>PALS: Pediatric Advanced Life Support</td>
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<td><strong>Additional Cost (paid separately)</strong></td>
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Programs of Study

Total Costs (approximate - not including registration fee)  $1,668.57

Location
Old Charlotte Highway Campus, Monroe                    Braswell Building

Contact
Rhonda Weaver (Application/Registration)  704-993-2407, rweaver@spcc.edu
James Eubanks (Class Schedule/Vaccination Questions)  jeubanks@spcc.edu
Sam Bishop (All Other Class Questions)  704-290-5817, ibishop@spcc.edu
Testing Center (Testing Questions)  704-290-5841, testing@spcc.edu

ACCREDITATION
The EMT Education Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). For questions about the accreditation of the EMT Education Paramedic Program offered at South Piedmont Community College, contact CAAHEP and/or CoAEMSP:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
25400 US Hwy 19 North, Suite 158
Clearwater, Florida 33763
727-210-2350
www.caahep.org

Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)
8301 Lakeview Parkway, Suite 111-312
Rowlett, TX 75088
214-703-8445
(www.coaemsp.org)

The Commission on Accreditation and/or the Committee on Accreditation may be contacted if you have a concern that relates to the manner in which the EMT Education Paramedic Program complies with the Standards or follows established accreditation policies. To view complaint policies, click here for CAAHEP and here for CoAEMSP.

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Advanced Life Support Classes

Advanced Medical Life Support (AMLS)
Can be completed in 2 days

Advanced Medical Life Support (AMLS) remains the gold standard of education for emergency medical assessment and treatment. Endorsed by the National Association of EMS Physicians, AMLS emphasizes the use of the AMLS Assessment Pathway, a systematic tool for assessing and managing common medical conditions with urgent accuracy.

In the third edition of AMLS, students learn to recognize and manage common medical crises through realistic case-based scenarios that challenge students to apply their knowledge to highly critical patients.
The course emphasizes the use of scene size-up, first impression, history, interactive group discussion on differential diagnosis and potential treatment strategies, and physical exam to systematically rule out and consider possibilities and probabilities in treating patients’ medical crises. The third edition AMLS library of patient simulations offers students an opportunity to apply critical thinking skills to a variety of patient presentations. Additional features include patient simulation monitor images and ECGs provided by iSimulate, to enhance students’ experience.

Registration Requirements

AMLS is appropriate for EMTs, paramedics, nurses, nurse practitioners, physician assistants, nurse anesthetists and physicians.

Course Highlights

- Respiratory disorders
- Cardiovascular disorders
- Shock
- Sepsis
- Neurological disorders
- Endocrine/Metabolic disorders
- Environmental emergencies
- Infectious disease
- Abdominal disorders
- Toxicological emergencies
- Management of exposure to hazardous materials

Program Cost

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<td><strong>Total Costs (approximate)</strong></td>
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</table>

Location

Old Charlotte Highway Campus, Monroe

Contact

For schedule, cost, textbooks, and other information, please call 704-993-2407 or email rweaver@spcc.edu

Advanced Cardiovascular Life Support (ACLS)

Can be completed in 2 days

Advanced Cardiovascular Life Support (ACLS) is an advanced, instructor-led classroom course that highlights the importance of team dynamics and communication, systems of care and immediate post-cardiac-arrest care. It also covers airway management and related pharmacology. In this course, skills are taught in large, group sessions and small, group learning and testing stations where case-based scenarios are presented.

ACLS is designed for healthcare professionals who either direct or participate in the management of cardiopulmonary arrest and other cardiovascular emergencies. This includes personnel in emergency response, emergency medicine, intensive care and critical care units.

Course Highlights

- Key changes in advanced cardiovascular life support, reflecting
- 2020 American Heart Association Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care
• Basic life support skills, including effective chest compressions, use of a bag-mask device and use of an (AED)
• Recognition and early management of respiratory and cardiac arrest
• Recognition and early management of peri-arrest conditions such as symptomatic bradycardia
• Airway management
• Related pharmacology
• Management of acute coronary syndromes (ACS) and stroke
• Effective communication as a member and leader of a resuscitation team
• Effective Resuscitation Team Dynamics

Contact
For schedule, cost, textbooks, and other information, please call 704-993-2407 or email rweaver@spcc.edu

Pediatric Advanced Life Support (PALS)
Can be completed in 2 days

This classroom, video-based, Instructor-led course uses a series of simulated pediatric emergencies to reinforce the important concepts of a systematic approach to pediatric assessment, basic life support, PALS treatment algorithms, effective resuscitation and team dynamics. The goal of the PALS Course is to improve the quality of care provided to seriously ill or injured children, resulting in improved outcomes.

The PALS Course is for healthcare providers who respond to emergencies in infants and children. These include personnel in emergency response, emergency medicine, intensive care and critical care units such as physicians, nurses, paramedics and others who need a PALS course completion card for job or other requirements.

Course Highlights
• Key changes in pediatric advanced life support, reflecting the new science from the 2020 American Heart Association Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care
• 1- and 2-rescuer child CPR and AED use
• 1- and 2-rescuer infant CPR
• Management of respiratory emergencies
• Rhythm disturbances and electrical therapy
• Vascular access
• Resuscitation team concept
• Cardiac, respiratory and shock case discussions and simulations
• Systematic Approach to Pediatric Assessment

Contact
For schedule, cost, textbooks, and other information, please call 704-993-2407 or email rweaver@spcc.edu

Law Enforcement

Basic Law Enforcement Training (BLET)
Can be completed in 1 semester

Basic Law Enforcement Training (BLET) provides future officers with the essential skills needed to perform on the job as a law enforcement officer. The program uses state commission-mandated topics and methods of instruction.
The Basic Law Enforcement Training program at SPCC is designed to provide students with the knowledge and skills needed for entry-level employment as law enforcement officers. This is a selective admission course. Everyone who applies may not be accepted due to limited seat availability.

For complete details, please read the BLET Information Packet very carefully.

Students successfully completing a BLET training course accredited by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs’ Education and Training Standards Commission will receive credit for CJC 131, CJC 132, CJC 221, and CJC 231. Students must successfully complete the training course AND the state certification examination to receive credit for these courses. Students must have completed BLET training since 1985. SPCC only ensures acceptance of these transfer credits to its Associate in Applied Science – Criminal Justice Technology degree, diploma, and certificate programs. These transfer credits may or may not be accepted by a four-year institution to which a student intends to transfer.

Course Highlights
- Community relations
- Emergency response
- Ethics
- Investigation
- Laws
- Procedures

Prerequisites
None

Admission Requirements
Anyone wishing to enroll in the Basic Law Enforcement Training program must attend a mandatory information session. To enroll in a mandatory information session, click on the following link: Mandatory Information Sessions Calendar

Applicants for admission to the BLET program must:
- Score a minimum of 10th grade reading level on the CASAS Reading Test completed at the Information Session.
- Have graduated from high school or have an Adult High School Diploma or have passed the GED with an equivalency certificate, which meets the minimum requirements set by the State of North Carolina
- Meet the minimum standards for employment as established by the NC Criminal Justice Education and Training Standards Commission and/or the NC Sheriff's Education and Training Standards Commission which include:
  - Be a citizen of the United States
  - Be at least 20 years of age
  - Be of good moral character
- Have not ever committed or been convicted of any of the following:
  - A felony
  - A crime for which the punishment could have been imprisonment for more than two years
  - A crime or unlawful act for which the punishment could have been imprisonment for more than six months but less than two years and the crime or unlawful act occurred within the last five years
  - Four or more crimes or unlawful acts described above regardless of the date of occurrence
  - Four or more crimes or unlawful acts for which the punishment could have been imprisonment for less than six months
- Be sponsored or employed by a NC public law enforcement agency prior to enrollment and maintain that sponsorship/employment throughout the course
• Provide ONE of the following types of record checks 12 NCAC 09b .0203 (h):
  a. A certified criminal record check for local and state records for each county the student has lived since the age of 18, and certified court documentation for each criminal conviction. “Certified court documentation” and “record check” mean a document with either a raised seal or other visible verification that the document is authentic as a copy of the court’s official record as authorized by law.
  b. A written notification, known as a “Criminal Record Conviction History for B.L.E.T. Enrollment,” Form F-25, ... from a department head stating that a criminal record check for local and state records has been conducted and no criminal convictions were found that prohibit the individual trainee’s enrollment in a presentation of the Basic Law Enforcement Training Course.
  c. NC Right to Review: If the student has only resided in North Carolina since obtaining the age of majority, provide a fingerprint-based criminal history background check known as a “Right to Review” performed by the North Carolina State Bureau of Investigation. “Resided in” means any place the student has lived, worked, attended school, or participated in an internship. The student shall also provide certified court documentation for each criminal conviction.
  d. Federal Right to Review: A fingerprint-based criminal history background check known as a “Right to Review” performed by a federal agency including all locations where the trainee has lived since obtaining the age of 18. The student shall also provide certified court documentation for each criminal conviction
• Provide current medical examination report forms F-1 (Medical History) and F-2 (Medical Examination). Satisfactory health documented by a physician is mandatory for acceptance into the program.
• Possess and provide a photocopy of a valid driver’s license
• Possess and provide a photocopy of a valid Social Security card
• Provide a CERTIFIED copy of their birth certificate

Program Cost
Breakdown of costs is in BLET Information Packet

Location
Old Charlotte Highway Campus, Monroe

Contact
Mike Smith, Director of BLET 704-290-5884, jsmith@spcc.edu
Mark Coan, Assistant Director of BLET 704-290-5247, mcoan@spcc.edu
Kim Gilmore, Program Coordinator 704-290-5240, kgilmore@spcc.edu

MANUFACTURING

Industrial Systems Technology
The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems.

Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

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

Two tracks are available under the Industrial Systems Technology degree to allow students to select the
specially of their choice: Machining (A50240A) and Industrial (A50240B).

**Industrial Systems Technology Degree - Machining Pathway**  
(A50240A)

**GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)**

**Communications (6 CH)**
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

**Humanities/Fine Arts (3 CH) Choose one course:**
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

**Social/Behavioral Sciences (3 CH) Choose one course:**
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

**Natural Sciences/Mathematics (3 CH)**
- Mathematics (MAT 121)

**MAJOR HOURS - CORE COURSES (35 Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tr>
<td>BPR 115</td>
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<td>1</td>
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<td>ELC 131</td>
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<td>ISC 112</td>
<td>Industrial Safety</td>
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<td>MAC 111</td>
<td>Machining Technology I</td>
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<tr>
<td>MAC 114</td>
<td>Intro to Metrology</td>
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<td>Jigs and Fixtures I</td>
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**OTHER MAJOR HOURS (19 Credit Hours)**

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**Electives (Choose at least 3 Credit Hours)**

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<td>World of Work</td>
<td>1</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>WBL 111</td>
<td>Work-Based Learning I</td>
<td>0</td>
<td>0</td>
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<tr>
<td>WBL 115</td>
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**TOTAL CREDIT HOURS IN DEGREE** ................................................................. 69
Industrial Systems Technology Degree - Industrial Pathway
(A50240B)

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

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- English Composition (ENG 111)
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- Drama (DRA 111)
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<td>MAC 111</td>
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<tr>
<td>MAC 112</td>
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<td>Machining Calculations</td>
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<tr>
<td>MAC 241</td>
<td>Jigs and Fixtures I</td>
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<tr>
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OTHER MAJOR HOURS (19 Credit Hours)

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<th>Lab</th>
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<th>Credit</th>
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<tr>
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<td>ELC 128</td>
<td>Introduction to PLC</td>
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<td>Measure/Material &amp; Safety</td>
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Electives (Choose at least 3 Credit Hours)

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tr>
<td>MEC 130</td>
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<td>1</td>
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<tr>
<td>WBL 111</td>
<td>Work-Based Learning I</td>
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<td>0</td>
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TOTAL CREDIT HOURS IN DEGREE ............................................................................................ 69
Industrial Systems Technology - Machining Certificate (C50240A)

BPR 115  Elc/Fluid Power Diagrams  1  2  0  2
ISC 112  Industrial Safety  2  0  0  2
MAC 111  Machining Technology I  2  12  0  6
MAC 122  CNC Turning  1  3  0  2
MAC 124  CNC Milling  1  3  0  2
MAC 151  Machining Calculations  1  2  0  2

TOTAL CREDIT HOURS IN CERTIFICATE ................................................................. 16

Industrial Systems Technology - Maintenance Certificate (C50240M)

BPR 115  Elc/Fluid Power Diagrams  1  2  0  2
ELC 128  Intro to PLC  2  3  0  3
HYD 110  Hydraulics/Pneumatics I  2  3  0  2
ISC 112  Industrial Safety  2  0  0  2
MEC 161  Manufacturing Processes I  3  0  0  2
MNT 110  Intro to Maintenance Procedures  1  3  0  2
WLD 112  Basic Welding Processes  1  3  0  2

TOTAL CREDIT HOURS IN CERTIFICATE ................................................................. 17

Welding Technology Diploma (D50420)

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.

GENERAL EDUCATION REQUIREMENTS (6 Credit Hours)

Communications (3 CH)
• English Composition (ENG 111)

Natural Sciences/Mathematics (3 CH) Choose one course:
• Mathematics (MAT 143, MAT 171)

MAJOR HOURS - CORE COURSES (18 Credit Hours)

WLD 110  Cutting Processes  1  3  0  2
WLD 115  SMAW (Stick) Plate  2  9  0  5
WLD 121  GMAW (MIG) FCAW/Plate  2  6  0  4
WLD 131  GTAW (TIG) Plate  2  6  0  4
WLD 141  Symbols & Specifications  2  2  0  3
### Programs of Study

**OTHER MAJOR HOURS (19 Credit Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tbody>
<tr>
<td>WLD 116</td>
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<td>6</td>
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<td>WLD 132</td>
<td>GTAW (TIG) Plate/Pipe</td>
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<tr>
<td>WLD 151</td>
<td>Fabrication I</td>
<td>2</td>
<td>6</td>
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<tr>
<td>WLD 261</td>
<td>Certification Practices</td>
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**Other Required Hours (3 Credit Hours)** Choose one group from the following:

- **CIS 110** Introduction to Computers 2 2 0 3
- **WBL 110** World of Work (and) 1 0 0 1
- **WBL 111** Work-Based Learning I (and) 0 0 10 1
- **WBL 115** Work-Based Learning Seminar I 1 0 0 1
- **WBL 112** Work-Based Learning I (and) 0 0 20 2
- **WBL 115** Work-Based Learning Seminar I 1 0 0 1

**TOTAL CREDIT HOURS IN DIPLOMA** .......................................................... 43

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**Welding Technology Basic Certificate**

*(C50420A)*

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<th>Credit</th>
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<tr>
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<td>Cutting Processes</td>
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<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>WLD 115</td>
<td>SMAW (Stick) Plate</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>WLD 121</td>
<td>GMAW (MIG) FCAW/Plate</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>WLD 141</td>
<td>Symbols &amp; Specifications</td>
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<td>2</td>
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<tr>
<td>WLD 151</td>
<td>Fabrication I</td>
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**TOTAL CREDIT HOURS IN CERTIFICATE** ............................................... 18

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**Career and College Promise Pathways**

The following pathways are open to eligible high school freshmen, sophomores, juniors, and seniors.

**Introduction to Industrial Systems CTE Certificate**

*(C50240PA)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
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<tr>
<td>BPR 115</td>
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<td>Hydraulics/Pneumatics I</td>
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<td>0</td>
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<tr>
<td>MAC 111</td>
<td>Machining Technology I</td>
<td>2</td>
<td>12</td>
<td>0</td>
<td>6</td>
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<tr>
<td>MAC 114</td>
<td>Intro to Metrology</td>
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<td>0</td>
<td>0</td>
<td>2</td>
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<tr>
<td>MAC 151</td>
<td>Machining Calculations</td>
<td>1</td>
<td>2</td>
<td>0</td>
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<td>WLD 112</td>
<td>Basic Welding Processes</td>
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**TOTAL CREDIT HOURS IN PATHWAY** .......................................................... 17

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**Industrial Systems Engineering — Pre-Apprentice CTE Certificate**

*(C50240PC)*

<table>
<thead>
<tr>
<th>Course</th>
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<th>Class</th>
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<th>Credit</th>
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<tbody>
<tr>
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<td>1</td>
<td>2</td>
<td>0</td>
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<td>ELC 128</td>
<td>Introduction to PLC</td>
<td>2</td>
<td>3</td>
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<td>ELC 131</td>
<td>Circuit Analysis I</td>
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<td>4</td>
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<tr>
<td>ELC 131A</td>
<td>Circuit Analysis I Lab</td>
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<td>2</td>
<td>3</td>
<td>0</td>
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</table>
ISC 112  Industrial Safety  2  0  0  2
WBL 110  World of Work  1  0  0  1
WLD 112  Basic Welding Processes  1  3  0  2
TOTAL CREDIT HOURS IN PATHWAY ................................................................. 18

Introduction to Welding CTE Certificate  
(C50420PA)  

<table>
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<th>Clinic/Exp</th>
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<tr>
<td>WLD 115  SMAW (Stick) Plate</td>
<td>2</td>
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<td>WLD 121  GMAW (MIG) FCAW/Plate</td>
<td>2</td>
<td>6</td>
<td>0</td>
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<tr>
<td>WLD 131  GTAW (TIG) Plate</td>
<td>2</td>
<td>6</td>
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<td>WLD 141  Symbols &amp; Specifications</td>
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TOTAL CREDIT HOURS IN PATHWAY ................................................................. 18

Basic Welding CTE Certificate  
(C50420PB)  

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<tr>
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<tr>
<td>WLD 115  SMAW (Stick) Plate</td>
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<td>WLD 141  Symbols &amp; Specifications</td>
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TOTAL CREDIT HOURS IN PATHWAY ................................................................. 14

Short Term and Continuing Education

Industrial Maintenance Mechanic

SPCC’s non-credit Industrial Maintenance Mechanic program utilizes curricula produced by the National Center for Construction Education & Research (NCCER) and the Manufacturing Skill Standards Council (MSSC). These provide preparation for students to earn nationally-recognized industry credentials. According to the NC Dept. of Commerce, there is growing demand for Machinery Maintenance Workers and Industrial Machinery Mechanics in the south central region of North Carolina. These jobs are found in every industry that uses machinery, from assembly plants to power manufacturers. These jobs not only involve repairs and maintenance, but installation and dismantling as well. Wherever there are machines, there will be a need for maintenance craftworkers.

Courses:
- MNT 3065AA: Maintenance Mechanic – Introduction (122 hours)
- MNT 3065AB: Maintenance Mechanic – Advanced (155 hours)
- MNT 3111C: Maintenance Mechanic - Advanced Production Technician (190 hours)

Contact

For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.
Machining Technology

These courses are aligned with the NIMS machining curricula. Students who successfully complete the courses will be prepared to register and sit for the various NIMS Level I, II, and III certification exams.

Courses:
MEC 3010F: Machining Technology Level I (128 hours)
MEC 3010B: Machining Technology Level II (96 hours)
MEC 3010C: Machining Technology Level III (96 hours)

Contact
For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

Welding

These courses are aligned with the AWS Sense curricula. Students who successfully complete the courses will be prepared to register and sit for the various AWS Sense certification exams.

Courses:
WLD 3106Y: Introduction to Welding Processes (96 hours)
WLD 3106AK: Intermediate/Advanced Welding Processes (96 hours)

Contact
For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Mechanical Engineering Technology Degree
(A40320)

The Mechanical Engineering Technology curriculum prepares graduates for employment as technicians in the diversified mechanical and manufacturing engineering fields. Mechanical Engineering technicians assist in design, development, testing, process design and improvement, and troubleshooting and repair of engineered systems. Emphasis is placed on the integration of theory and hands-on application of engineering principles.

In addition to course work in engineering graphics, engineering fundamentals, materials and manufacturing processes, mathematics, and physics, students will study computer applications, critical thinking, planning and problem solving, and oral and written communications.

Graduates of the curriculum will find employment opportunities in the manufacturing or service sectors of engineering technology. Engineering technicians may obtain professional certification by application to organizations such as ASQC, SME, and NICET.

Two tracks are available under the Mechanical Engineering degree, Mechanical Pathway (A40320A) and Mechanical Engineering Pathway (A40320B). Requirements follow.
Mechanical Engineering Technology Degree - Mechanical Pathway
(A40320A)

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
- Economics (ECO 251, ECO 252)
- Geography (GEO 111)
- History (HIS 111, HIS 112, HIS 131, HIS 132)
- Political Science (POL 120)
- Psychology (PSY 150)
- Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (4 CH)
- Mathematics (MAT 171)

MAJOR HOURS - CORE COURSES (21 Credit Hours)

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<th>Lab</th>
<th>Clinic/Exp</th>
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Electives (Choose at least 3 Credit Hours)

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MAC 151  Machining Calculations  1  2  0  2  
MAT 172  Precalculus Trigonometry  3  2  0  4  
MEC 180  Engineering Materials  2  3  0  3  
MEC 260  Fundamentals of Machine Design  2  3  0  3  
WBL 110  World of Work  1  0  0  1  
WBL 115  Work-Based Learning Seminar I  1  0  0  1  
WLD 112  Basic Welding Processes  1  3  0  2  

TOTAL CREDIT HOURS IN DEGREE ................................................................. 68  

Mechanical Engineering Technology Degree - Engineering Pathway  
(A40320B)  

GENERAL EDUCATION REQUIREMENTS (16 Credit Hours)  

Communications (6 CH)  
• English Composition (ENG 111)  
• Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)  

Humanities/Fine Arts (3 CH) Choose one course:  
• Art (ART 111, ART 114, ART 115)  
• Drama (DRA 111)  
• Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)  
• Music (MUS 110, MUS 112)  
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• Economics (ECO 251, ECO 252)  
• Geography (GEO 111)  
• History (HIS 111, HIS 112, HIS 131, HIS 132)  
• Political Science (POL 120)  
• Psychology (PSY 150)  
• Sociology (SOC 210, SOC 220)  

Natural Sciences/Mathematics (4 CH)  
• Mathematics (MAT 171)  

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**TOTAL CREDIT HOURS IN DEGREE** 68

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**Mechanical Engineering Technology - Mechatronics Certificate**

(C40320E)

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**TOTAL CREDIT HOURS IN CERTIFICATE** 18

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**Mechatronics Engineering Technology Degree**

(A40350)

The Engineering and Technology curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, engineering technicians, industrial and technology managers, or research technicians.

Mechatronics Engineering Technology is a course of study that prepares the students to use basic engineering principles and technical skills in developing and testing automated, servomechanical, and other electromechanical systems. Study includes instruction in prototype testing, manufacturing and operational testing, systems analysis and maintenance procedures. Graduates should be qualified for employment in industrial maintenance and manufacturing including assembly, testing, startup, troubleshooting, repair, process improvement, and control systems, and should qualify to sit for Packaging Machinery Manufacturers Institute (PMMI) mechatronics or similar industry examinations.
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MAJOR HOURS - CORE COURSES (36 Credit Hours)

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OTHER MAJOR HOURS (15 Credit Hours)

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<tr>
<td>MEC 145</td>
<td>Mfg Materials I</td>
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<tr>
<td>MEC 161</td>
<td>Manufacturing Processes I</td>
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Electives (Choose at least 3 Credit Hours)

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<th>Title</th>
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<tbody>
<tr>
<td>BPR 115</td>
<td>Elc/Fluid Power Diagrams</td>
<td>1</td>
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<td>BUS 135</td>
<td>Principles of Supervision</td>
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<td>Entrepreneurship I</td>
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<td>CTI 120</td>
<td>Network and Sec Foundation</td>
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<tr>
<td>DFT 152</td>
<td>CAD II</td>
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<td>ELC 215</td>
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<td>ELN 131</td>
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<td>Mfg Quality Control</td>
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Career and College Promise Pathways
The following pathways are open to eligible high school freshmen, sophomores, juniors, and seniors.

**Engineering and Print Reading CTE Certificate**
(C40320PD)

<table>
<thead>
<tr>
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<th>Lab</th>
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<tbody>
<tr>
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<tr>
<td>DFT 152</td>
<td>3</td>
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<td>DFT 154</td>
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<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HYD 110</td>
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<td>0</td>
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</tr>
<tr>
<td>MEC 145</td>
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TOTAL CREDIT HOURS IN PATHWAY ................................................................. 17

**Engineering Technology Mechatronics CTE Certificate**
(C40350PA)

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
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<tr>
<td>ELC 117</td>
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<td>ELC 128</td>
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<td>0</td>
<td>3</td>
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<tr>
<td>ELC 213</td>
<td>2</td>
<td>0</td>
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</tr>
<tr>
<td>HYD 110</td>
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<tr>
<td>MEC 130</td>
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TOTAL CREDIT HOURS IN PATHWAY ................................................................. 17

**Introduction to Mechatronics CTE Certificate**
(C40350PB)

<table>
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<th>Lab</th>
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<tr>
<td>CIS 110</td>
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<td>DFT 151</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>ELC 213</td>
<td>2</td>
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<td>4</td>
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</tbody>
</table>

TOTAL CREDIT HOURS IN PATHWAY ................................................................. 16

Short Term and Continuing Education
Mechatronics Technician

SPCC’s non-credit Mechatronics Technician program prepares students to maintain, troubleshoot, and improve complex machines and automation systems that create efficient and productive manufacturing. The industry-aligned certifications from the Packaging Machinery Manufacturers Institute (PMMI) and provides students with significant skills and practical knowledge, and motivates them to become a professional and successful engineer. Manufacturers in the college service area need highly-skilled workers who can operate, maintain, troubleshoot, and repair today’s advanced automated systems.

Courses:
- ATR 3115BA: Mechatronics Technician – Introduction (128 hours)
- ATR 3115BC: Mechatronics Technician – Advanced (160 hours)
- ATR 3115BB: Automation Technician (128 hours)

Contact
For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

AUTOMOTIVE & TRANSPORTATION

Automotive Systems Technology Degree
(A60160)

Curriculums in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associated with this dynamic and challenging field.

Course work may include transportation systems theory, braking systems, climate control, design parameters, drive trains, electrical/electronic systems, engine repair, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/trans axles, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional licensure exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

The Automotive Systems Technology curriculum prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. The program includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)

Communications (6 CH)
- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

Humanities/Fine Arts (3 CH) Choose one course:
- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

Social/Behavioral Sciences (3 CH) Choose one course:
• Economics (ECO 251, ECO 252)
• Geography (GEO 111)
• History (HIS 111, HIS 112, HIS 131, HIS 132)
• Political Science (POL 120)
• Psychology (PSY 150)
• Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH) Choose one course:
• Mathematics (MAT 143, MAT 152, MAT 171)

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>TRN 110 Intro to Transport Tech</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>TRN 140 Transp Climate Control</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>TRN 180 Basic Welding for Trans</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>AUT 141 Suspension and Steering Sys</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>AUT 151 Brake Systems</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>AUT 181 Engine Performance 1</td>
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<tr>
<td>AUT 183 Engine Performance 2</td>
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OTHER MAJOR HOURS (31 Credit Hours)
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<th>Clinic/Exp</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ATT 140 Emerging Transp Tech</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<td>AUT 114 Safety and Emissions</td>
<td>1</td>
<td>2</td>
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<tr>
<td>AUT 116 Engine Repair</td>
<td>2</td>
<td>3</td>
<td>0</td>
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<tr>
<td>AUT 116A Engine Repair Lab</td>
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<tr>
<td>AUT 163 Adv Auto Electricity</td>
<td>2</td>
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<td>0</td>
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<tr>
<td>AUT 221 Auto Transm/Transaxles</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>AUT 231 Man Trans/Axles/Drtrains</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>AUT 281 Adv Engine Performance</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>TRN 120 Basic Transp Electricity</td>
<td>4</td>
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Other Required Hours (3 Credit Hours) Choose one group from the following:
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<th>Clinic/Exp</th>
<th>Credit</th>
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<tbody>
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<tr>
<td>WBL 110 World of Work (and)</td>
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<td>0</td>
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<tr>
<td>WBL 111 Work-Based Learning I (and)</td>
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<td>WBL 112 Work-Based Learning I (and)</td>
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<tr>
<td>WBL 115 Work-Based Learning Seminar I</td>
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</table>

Electives (Choose 2 Credit Hours)
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<th>Clinic/Exp</th>
<th>Credit</th>
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<td>2</td>
<td>6</td>
<td>0</td>
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<tr>
<td>AUB 121 Non-Structural Damage I</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>AUB 162 Autobody Estimating</td>
<td>1</td>
<td>2</td>
<td>0</td>
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<tr>
<td>LDD 112 Intro Light-Duty Diesel</td>
<td>2</td>
<td>2</td>
<td>0</td>
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<tr>
<td>LDD 181 LDD Fuel Systems</td>
<td>2</td>
<td>6</td>
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<tr>
<td>LDD 284 LDD Test and Diagnosis</td>
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TOTAL CREDIT HOURS IN DEGREE ........................................................................................................ 66

Automotive Systems Technology
Auto Body Repair Certificate
(C60160A)
### Programs of Study

#### IX-97

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<td>TRN 140</td>
<td>Transp Climate Control</td>
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<td>2</td>
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<td>6</td>
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**TOTAL CREDIT HOURS IN CERTIFICATE** ................................................................. 16

### Automotive Systems Technology

#### Light Duty Diesel Repair Certificate (C60160B)

<table>
<thead>
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<th>Lab</th>
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<tr>
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<td>Intro Light-Duty Diesel</td>
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<tr>
<td>LDD 181</td>
<td>LDD Fuel Systems</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TRN 110</td>
<td>Intro to Transport Tech</td>
<td>1</td>
<td>2</td>
<td>0</td>
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<tr>
<td>TRN 120</td>
<td>Basic Transp Electricity</td>
<td>4</td>
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**TOTAL CREDIT HOURS IN CERTIFICATE** ................................................................. 17

### Career and College Promise Pathways

The following pathways are open to eligible high school freshmen, sophomores, juniors, and seniors.

#### Automotive CTE Certificate (C60160PA)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
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<tr>
<td>AUT 114</td>
<td>Safety and Emissions</td>
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<td>AUT 116</td>
<td>Engine Repair</td>
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<td>Suspension and Steering Systems</td>
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<td>Brake Systems</td>
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<td>0</td>
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<td>Transportation Climate Control</td>
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<td>0</td>
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**TOTAL CREDIT HOURS IN PATHWAY** ............................................................................. 18

#### Basic Autobody Repair CTE Certificate (C60160PB)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
<th>Clinic/Exp</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUB 111</td>
<td>Painting and Refinishing I</td>
<td>2</td>
<td>6</td>
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<td>4</td>
</tr>
<tr>
<td>AUB 121</td>
<td>Non-Structural Damage I</td>
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<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>AUB 162</td>
<td>Autobody Estimating</td>
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<td>0</td>
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<tr>
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<tr>
<td>TRN 140</td>
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<td>0</td>
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</tr>
<tr>
<td>TRN 180</td>
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**TOTAL CREDIT HOURS IN PATHWAY** ............................................................................. 16
Light Duty Diesel Repair CTE Certificate
(C60160PC)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Class</th>
<th>Lab</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>AUT 181</td>
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<td>3</td>
</tr>
<tr>
<td>LDD 112</td>
<td>Intro Light-Duty Diesel</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>LDD 181</td>
<td>LDD Fuel Systems</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TRN 110</td>
<td>Intro to Transport Tech</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>TRN 120</td>
<td>Basic Transp Electricity</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

TOTAL CREDIT HOURS IN PATHWAY ................................................................. 17

Short Term and Continuing Education

Motorcycle Rider Safety

Basic Rider Safety Course, designed by the Motorcycle Safety Foundation, provides 18 hours of practical riding skills for new riders, or for experienced riders who want to improve their riding skills.

*Must have at least three (3) students to run the course

Course:

SP 4000001: Motorcycle Basic Rider (18 hours)

Contact

For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

Truck Driving Academy

The Truck Driver Training program prepares individuals to drive tractor trailer rigs. This course teaches proper driving procedures, safe driver responsibility, commercial motor vehicle laws and regulations, and the basic principles and practices for operating commercial vehicles. The course work includes motor vehicle laws and regulations, map reading, vehicle maintenance, safety procedures, daily logs, defensive driving, freight handling, security, and fire protection. Highway driving training exercises and classroom lectures are used to develop the student’s knowledge and skills. Upon successful completion, students are qualified to take the Commercial Driver’s License exam and are employable by commercial trucking firms. They may also become owner-operators and work as private contract haulers.

Courses:

TRA 3607B: CDL A (280 hours)
TRA 3607A: CDL B (248 hours)

Contact

For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

Vehicle Inspection School

Vehicle Safety/Vehicle Emissions Inspection Licensing classes are required for licensing or certification to inspect motor vehicles under the NC Motor Vehicles Safety Inspection Law. Vehicle Safety and Emissions
Certification and Recertification classes each consist of eight hours of training. Students must have a valid NC or SC driver's license to participate.

Courses:
SEF 3001025: Vehicle Safety (8 hours)
SEF 3001034: OBD II (8 hours)

Contact
For schedule, cost, textbooks, and other information, please call 704-290-5100 or email navigate@spcc.edu.

UNIVERSITY TRANSFER

College Transfer programs are designed to parallel the freshman and sophomore years of a four-year college or university. During the first two years of college, students take a program of general education coursework in the areas of English composition, humanities and fine arts, social and behavioral sciences, and natural sciences and mathematics. These general education courses will enable students to gain a well-rounded education before going on to a four-year college or university.

College Transfer students may work toward an Associate in Arts (A.A.), Associate in Fine Arts - Visual Arts (A.F.A.), Associate in Arts in Teacher Preparation (A.A.T.P.), Associate in Science (A.S.), Associate in Science in Teacher Preparation (A.S.T.P.), or Associate in Engineering (A.E.) Degree. Students may attend classes full time or part time during the day, evening, or online.

During the first semester, students are assigned an advisor who will help select appropriate courses. All courses are approved by the State’s Transfer Advisory Committee and will meet general education requirements in all schools in the University of North Carolina system. Students must meet the receiving university’s health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

Community College graduates of the Associate in Arts, Associate in Fine Arts - Visual Arts, or Associate in Science degree programs who have earned 60 semester hours in approved transfer courses with a grade of “C” or better in each course and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 semester hours of academic credit upon admission to a UNC institution. Due to degree requirements in some majors, additional courses at the UNC institution may be required beyond the general education courses and pre-major courses taken at the community college. Courses offered through bilateral agreements may not transfer to all receiving institutions.

Community College graduates completing the Associate in Engineering Degree who have a GPA of at least 2.5 and a grade of C or better in all AE courses will have fulfilled the program entry requirements and will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

Courses that have been approved by the North Carolina Community College System and the University of North Carolina system as Universal General Education Transfer Component (UGETC) courses are designated in bold in this catalog within the programs of study.

Associate in Arts Degree
(A10100)

The Associate in Arts degree is recommended for students who plan to transfer to four-year colleges or universities to pursue the Bachelor of Arts degree.

South Piedmont offers the option of earning the Associate in Arts Degree in one year (A10100Y). This is
an accelerated degree program leading to an Associate in Arts degree in twelve months. To be eligible for consideration, students must have at least a 3.0 high school GPA and maintain a 2.5 GPA or higher while in the program. Courses are offered in two-week, four-week, and five-week sessions. Students take no more than two courses at a time and all courses are delivered in both online and seated formats.

**GENERAL EDUCATION CORE** .................................................................................................................................................. 45 CH

**English Composition (6 CH)**
- Writing and Inquiry (ENG 111)
- Writing/Research in the Disciplines (ENG 112)

**Communications (3 CH)**
- Intro to Interpersonal Communication (COM 120)
- Public Speaking (COM 231)

**Humanities/Fine Arts (6 CH)**
- Choose two courses from the following:
  - Art (ART 111, ART 114, ART 115)
  - Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  - Music (MUS 110, MUS 112)
  - Philosophy (PHI 215, PHI 240)

**Social/Behavioral Sciences (9 CH)**
- Choose three courses (minimum 2 subjects) from the following:
  - Economics (ECO 251, ECO 252)
  - History (HIS 111, HIS 112, HIS 131, HIS 132)
  - Political Science (POL 120)
  - Psychology (PSY 150)
  - Sociology (SOC 210)

**Mathematics (4 CH)**
- Choose one course from the following:
  - Mathematics (MAT 152, MAT 171, *Direct placement into MAT-271 may be substituted*)

**Natural Sciences (4 CH)**
- Choose one course from the following:
  - Astronomy (AST 111/AST 111A; AST 151/AST 151A)
  - Biology (BIO 110, BIO 111)
  - Chemistry (CHM 151)
  - Geology (GEL 111)
  - Physics (PHY 110/PHY 110A)

**Additional General Education (13)**
- Critical Thinking (HUM 115)
- Foreign Language (Choose two courses from one of the following groups:)
  - American Sign Language (ASL 111, ASL 112, ASL 211, ASL 212)
  - Chinese (CHI 111, CHI 112)
  - French (FRE 111, FRE 112)
  - German (GER 111, GER 112)
  - Russian (RUS 111, RUS 112)
  - Spanish (SPA 111, SPA 112, SPA 211, SPA 212)
- Choose a minimum of 4 hours from the following:
  - ANT-240
  - ART 111, ART 114, ART 115, ART 116, ART 117
  - ASL 111, ASL 112, ASL 211, ASL 212
  - AST 111/AST 111A; AST 151/AST 151A
  - BIO 110, BIO 111, BIO 112, BIO 130, BIO 140
  - CHI 111, CHI 112
  - CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152
  - CIS 110, CIS 115
  - COM 110, **COM 120**, COM 140
• DRA 111, DRA 115, DRA 126
• ECO 251, ECO 252
• ENG 113, ENG 114, ENG 231, ENG 232, ENG 241, ENG 242, ENG 243, ENG 261, ENG 262
• FRE 111, FRE 112
• GEL 111
• GEO 111
• GER 111, GER 112
• HIS 111, HIS 112, HIS 131, HIS 132
• HUM 120, HUM 130, HUM-150, HUM 160
• MAT 143, MAT 152, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272, MAT 273
• MUS 110, MUS 112
• PHI 215, PHI 240
• PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252
• POL 120
• PSY 150, PSY 241, PSY 281
• REL 110, REL 211, REL 212, REL 221
• RUS 111, RUS 112
• SOC 210, SOC 220, SOC-225
• SPA 111, SPA 112, SPA 211, SPA 212

OTHER REQUIRED HOURS .................................................................................................................. 16 CH

Required Courses (1 CH)
• ACA 122

Electives (15 CH)
• Choose a minimum of 15 additional hours from the college transfer general education, elective and/or pre-major courses listed below (maximum two credits from PED prefix):
  • ACC 120, ACC 121
  • ART 111, ART 114, ART 115, ART 116, ART 117, ART 121, ART 122, ART 131, ART 171, ART 214, ART 240, ART 241, ART 264, ART 265, ART 271, ART 275, ART 276, ART 281, ART 282, ART 283, ART 284, ART 288
  • ASL 111, ASL 112, ASL 211, ASL 212
  • AST 111/AST 111A, AST 151/AST 151A
  • BIO 110, BIO 111, BIO 112, BIO 130, BIO 140, BIO 163, BIO 168, BIO 169, BIO 250, BIO 271, BIO 275
  • BUS 110, BUS 115, BUS 137
  • CHI 111, CHI 112
  • CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152, CHM 251, CHM 252
  • CIS 110, CIS 115
  • CJC 111, CJC 121, CJC 141
  • COM 110, COM 120, COM 140
  • CSC 151
  • DRA 111, DRA 115, DRA 126
  • ECO 251, ECO 252
  • EDU 144, EDU 145, EDU 216, EDU 221
  • EGR 150
  • ENG 113, ENG 114, ENG 125, ENG 231, ENG 232, ENG 241, ENG 242, ENG 243, ENG 261, ENG 262
  • FRE 111, FRE 112
  • GEL 111
  • GEO 111
  • GER 111, GER 112
  • HEA 110
  • HIS 111, HIS 112, HIS 131, HIS 132, HIS 145, HIS 221, HIS 236
  • HUM 120, HUM 130, HUM-150, HUM 160
  • JOU 110
  • MAT 143, MAT 152, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272, MAT 273, MAT 280, MAT 285
  • MUS 110, MUS 112
- PED 110, PED 111, PED 113, PED 121, PED 122, PED 142, PED 186, PED 219
- PHI 215, PHI 240
- PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252
- POL 120
- PSY 150, PSY 241, PSY 281
- REL 110, REL 211, REL 212, REL 221
- RUS 111, RUS 112
- SOC 210, SOC 220
- SPA 111, SPA 112, SPA 211, SPA 212

TOTAL CREDIT HOURS IN PROGRAM ................................................................. 61

Associate in Engineering Degree

(A10500)

Students who follow the degree progression plan will meet the entrance requirements at all of the North Carolina public Bachelor of Science Engineering programs. Calculus I is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses. To be eligible for the transfer of credits under the AE to the Bachelor of Science in Engineering Articulation Agreement, community college graduates must obtain a grade of “C” or better in each course and an overall GPA of at least 2.5 on a 4.0 scale.

The Associate in Engineering degree is recommended for students who plan to transfer to four-year colleges or universities to pursue the Bachelor of Science Engineering degree.

GENERAL EDUCATION CORE ............................................................................... 42 CH

English Composition (6 CH)
- Writing and Inquiry (ENG 111)
- Writing/Research in the Disciplines (ENG 112)

Communications (3 CH)
- Public Speaking (COM 231)

Humanities/Fine Arts (3 CH)
- Choose one course from the following:
  - Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  - Philosophy (PHI 215, PHI 240)

Social/Behavioral Sciences (6 CH)
- Prin of Microeconomics (ECO 251)
- Choose a minimum of 3 additional hours:
  - History (HIS 111, HIS 112, HIS 131, HIS 132)
  - Political Science (POL 120)
  - Psychology (PSY 150)
  - Sociology (SOC 210)

Mathematics (12 CH)
- Calculus I (MAT 271)
- Calculus II (MAT 272)
- Calculus III (MAT 273)

Natural Sciences (12 CH)
- General Chemistry (CHM 151)
- General Physics I (PHY 251)
- General Physics II (PHY 252)

OTHER REQUIRED HOURS .............................................................................. 18 CH
- College Transfer Success (ACA 122)
- Intro to Engineering (EGR-150)
- Technology and Society (HUM 110)
• Choose a minimum of 12 credits from the following:
  • General Biology (BIO 111)
  • Chemistry (CHM 152, CHM 251, CHM 252)
  • C++ Programming (CSC 134)
  • Engineering Graphics (DFT 170)
  • Prin of Macroeconomics (ECO 252)
  • Engineering Statics (EGR 220)
  • Linear Algebra (MAT 280)
  • Differential Equations (MAT 285)
  • Fit and Well for Life (PED 110)

TOTAL CREDIT HOURS IN PROGRAM ........................................................................................................... 60

Associate in Science Degree
(A10400)

The Associate in Science degree is recommended for students who plan to transfer to four-year colleges or universities to pursue the Bachelor of Science degree.

GENERAL EDUCATION CORE ...................................................................................................................... 46 CH

English Composition (6 CH)
  • Writing and Inquiry (ENG 111)
  • Writing/Research in the Disciplines (ENG 112)

Communications (3 CH)
  • Intro to Interpersonal Communication (COM 120)
  • Public Speaking (COM 231)

Humanities/Fine Arts (3 CH)
  • Choose one course from the following:
    • Art (ART 111, ART 114, ART 115)
    • Literature (ENG 231, ENG 232, ENG 241, ENG 242)
    • Music (MUS 110, MUS 112)
    • Philosophy (PHI 215, PHI 240)

Social/Behavioral Sciences (6 CH)
  • Choose two courses (minimum two subjects) from the following:
    • Economics (ECO 251, ECO 252)
    • History (HIS 111, HIS 112, HIS 131, HIS 132)
    • Political Science (POL 120)
    • Psychology (PSY 150)
    • Sociology (SOC 210)

Mathematics (8 CH)
  • Choose two courses from the following:
    • Mathematics (MAT 171, MAT 172, MAT 263, MAT 271, MAT 272)

Natural Sciences (8 CH)
  • Choose one group from the following:
    • BIO 111 and BIO 112
    • CHM 151 and CHM 152
    • PHY 151 and PHY 152
    • PHY 251 and PHY 252

Additional General Education (12)
  • Critical Thinking (HUM 115) OR Technology and Society (HUM-110)
  • Foreign Language (Choose two courses from one of the following groups:)
    • American Sign Language (ASL 111, ASL 112, ASL 211, ASL 212)
    • Chinese (CHI 111, CHI 112)
• French (FRE 111, FRE 112)
• German (GER 111, GER 112)
• Russian (RUS 111, RUS 112)
• Spanish (SPA 111, SPA 112, SPA 211, SPA 212)

Choose a minimum of 3 additional hours:

• ART 111, ART 114, ART 115
• ASL 111, ASL 112, ASL 211, ASL 212
• AST 111/AST 111A; AST 151/AST 151A
• BIO 110, BIO 111, BIO 112, BIO 130, BIO 140
• CHI 111, CHI 112
• CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152
• CIS 110, CIS 115
• COM 110, COM 120, COM 140
• DRA 111, DRA 115, DRA 126
• ECO 251, ECO 252
• ENG 113, ENG 114, ENG 231, ENG 232, ENG 241, ENG 242, ENG 243, ENG 261, ENG 262
• FRE 111, FRE 112
• GEL 111
• GEO 111
• GER 111, GER 112
• HIS 111, HIS 112, HIS 131, HIS 132
• HUM 120, HUM 130, HUM 160
• MAT 143, MAT 152, MAT 171, MAT 172, MAT 253, MAT 271, MAT 272, MAT 273
• MUS 110, MUS 112
• PHI 215, PHI 240
• PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252
• POL 120
• PSY 150, PSY 241, PSY 281
• REL 110, REL 211, REL 212, REL 221
• RUS 111, RUS 112
• SOC 210, SOC 220
• SPA 111, SPA 112, SPA 211, SPA 212

OTHER REQUIRED HOURS .................................................................................................................. 15 CH

Required Courses (1 CH)
• ACA 122

STEM Elective

• Choose a minimum of 11 hours from the following:
  • Astronomy (AST 111/AST 111A; AST 151/AST 151A)
  • Biology (BIO 110, BIO 111, BIO 112, BIO 130, BIO 140, BIO 163, BIO 168, BIO 169, BIO 250, BIO 271, BIO 275)
  • Chemistry (CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152, CHM 251, CHM 252)
  • Computer Science (CSC 134, CSC 151)
  • Geology (GEL 111)
  • Math (MAT 152, MAT 171, MAT 172, MAT 253, MAT 271, MAT 272, MAT 273, MAT 280, MAT 285)
  • Physics (PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252)

Electives

• Choose a minimum of 3 additional hours from the college transfer general education, elective and/or pre-major courses listed below (maximum two credits from PED prefix):
  • ACC 120, ACC 121
  • ART 111, ART 114, ART 115, ART 116, ART 117, ART 121, ART 122, ART 131, ART 171, ART 214, ART 240, ART 241, ART 264, ART 265, ART 271, ART 275, ART 276, ART 281, ART 282, ART 283, ART 284, ART 288
  • ASL 111, ASL 112, ASL 211, ASL 212
  • AST 111/AST 111A; AST 151/AST 151A
  • BIO 110, BIO 111, BIO 112, BIO 130, BIO 140, BIO 163, BIO 168, BIO 169, BIO 250, BIO 271, BIO 275
• BUS 110, BUS 115, BUS 137
• CHI 111, CHI 112
• CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152, CHM 251, CHM 252
• CIS 110, CIS 115
• CJC 111, CJC 121, CJC 141
• COM 110, COM 120, COM 140
• CSC 151
• DRA 111, DRA 115, DRA 126
• ECO 251, ECO 252
• EDU 144, EDU 145, EDU 216
• EGR 150
• ENG 113, ENG 114, ENG 125, ENG 231, ENG 232, ENG 241, ENG 242, ENG 243, ENG 261, ENG 262
• FRE 111, FRE 112
• GEL 111
• GEO 111
• GER 111, GER 112
• HEA 110
• HIS 111, HIS 112, HIS 131, HIS 132, HIS 145, HIS 221, HIS 236
• HUM 120, HUM 130, HUM 160
• JOU 110
• MAT 143, MAT 152, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272, MAT 273, MAT 280, MAT 285
• MUS 110, MUS 112
• PED 110, PED 111, PED 113, PED 121, PED 122, PED 142, PED 186, PED 219
• PHI 215, PHI 240
• PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252
• POL 120
• PSY 150, PSY 241, PSY 281
• REL 110, REL 211, REL 212, REL 221
• RUS 111, RUS 112
• SOC 210, SOC 220
• SPA 111, SPA 112, SPA 211, SPA 212

TOTAL CREDIT HOURS IN PROGRAM .................................................................................................61

Associate in Fine Arts in Visual Arts Degree
(A10600)

A community college student who was enrolled in an Associate in Fine Arts (AFA) degree program and who satisfactorily completed the courses with a grade of “C” or better in all courses that are designated for college transfer will receive credit for those courses. AFA students completing Universal General Education Transfer Component courses will receive equivalent general education course credit for those courses at the receiving institution. For courses not designated as Universal General Education Transfer Component, the receiving institution will determine whether the course will count as general education or pre-major/elective credit. Students in the AFA program who transfer must meet the general education requirements of the receiving institution.

The Associate in Fine Arts in Visual Arts degree is recommended for students who plan to transfer to four-year colleges or universities to pursue the Bachelor of Fine Arts degree.

GENERAL EDUCATION CORE ........................................................................................................26 CH
English Composition (6 CH)
  • Writing and Inquiry (ENG 111)
  • Writing/Research in the Disciplines (ENG 112)

Communications (3 CH)
  • Intro to Interpersonal Communication (COM 120)
  • Communication (COM 231)

Humanities/Fine Arts (3 CH)
  • Choose one course from the following:
    • Art (ART 111)
    • Literature (ENG 231, ENG 232, ENG 241, ENG 242)
    • Music (MUS 110, MUS 112)
    • Philosophy (PHI 215, PHI 240)

Social/Behavioral Sciences (6 CH)
  • Choose two courses (minimum 2 subjects) from the following:
    • Economics (ECO 251, ECO 252)
    • History (HIS 111, HIS 112, HIS 131, HIS 132)
    • Political Science (POL 120)
    • Psychology (PSY 150)
    • Sociology (SOC 210)

Mathematics (4 CH)
  • Choose one course from the following:
    • Mathematics (MAT 152, MAT 171, MAT 271)

Natural Sciences (4 CH)
  • Choose one course from the following:
    • Astronomy (AST 111/AST 111A; AST 151/AST 151A)
    • Biology (BIO 110, BIO 111)
    • Chemistry (CHM 151)
    • Geology (GEL 111)
    • Physics (PHY 110/PHY 110A)

OTHER REQUIRED HOURS ............................................................................................................. 35 CH

Required Courses (17 CH)
  • ACA 122
  • ART 114, ART 115, ART 121, ART 122, ART 131, ART 214

Art Elective (9 CH)
  • Choose a minimum of 9 hours from the following:
    • ART 116, ART 117, ART 132, ART 171, ART 240, ART 241, ART 264, ART 265, ART 271, ART 275, ART 276, ART 283, ART 284, ART 288

Foreign Language (6 CH)
  • Choose two courses from one of the following groups:
    • American Sign Language (ASL 111, ASL 112, ASL 211, ASL 212)
    • Chinese (CHI 111, CHI 112)
    • French (FRE 111, FRE 112)
    • German (GER 111, GER 112)
    • Russian (RUS 111, RUS 112)
    • Spanish (SPA 111, SPA 112, SPA 211, SPA 212)

Electives (3 CH)
  • Choose a minimum of 3 additional hours from the college transfer general education, elective and/or pre-major courses listed below (maximum two credits from PED prefix):
    • ACC 120, ACC 121
    • ANT-240, ANT-245
    • ART 111, ART 116, ART 117, ART 132, ART 171, ART 240, ART 241, ART 264, ART 265, ART
Programs of Study

271, ART 275, ART 276, ART 283, ART 284, ART 288
• ASL 111, ASL 112, ASL 211, ASL 212
• AST 111/AST 111A; AST 151/AST 151A
• BIO 110, BIO 111, BIO 112, BIO 130, BIO 140, BIO 163, BIO 168, BIO 169, BIO 250, BIO 271, BIO 275
• BUS 110, BUS 115, BUS 137
• CHI 111, CHI 112
• CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152, CHM 251, CHM 252
• CIS 110, CIS 115
• CJC 111, CJC 121, CJC 141
• COM 110, COM 120, COM 140
• CSC 151
• DRA 111, DRA 115, DRA 126
• ECO 251, ECO 252
• EDU 144, EDU 145, EDU 216
• EGR 150
• ENG 113, ENG 114, ENG 125, ENG 231, ENG 232, ENG 241, ENG 242, ENG 243, ENG 261, ENG 262
• FRE 111, FRE 112
• GEL 111
• GEO 111
• GER 111, GER 112
• HEA 110
• HIS 111, HIS 112, HIS 131, HIS 132, HIS 145, HIS 221, HIS 236
• HUM 120, HUM 130, HUM-150, HUM 160
• JOU 110
• MAT 143, MAT 152, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272, MAT 273, MAT 280, MAT 285
• MUS 110, MUS 112
• PED 110, PED 111, PED 113, PED 121, PED 122, PED 142, PED 186, PED 219
• PHI 215, PHI 240
• PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252
• POL 120
• PSY 150, PSY 241, PSY 281
• REL 110, REL 211, REL 212, REL 221
• RUS 111, RUS 112
• SOC 210, SOC 220, SOC 225
• SPA 111, SPA 112, SPA 211, SPA 212

TOTAL CREDIT HOURS IN PROGRAM ................................................................. 61

Associate in Arts - Teacher Preparation Degree
(A1010T)

The Associate in Arts Teacher Preparation degree is recommended for students who plan to transfer to four-year colleges or universities to pursue the Bachelor of Science/ Bachelor of Arts degree in Education.

GENERAL EDUCATION CORE ................................................................. 45 CH

English Composition (6 CH)
• Writing and Inquiry (ENG 111)
• Writing/Research in the Disciplines (ENG 112)

Communications (3 CH)
• Intro to Interpersonal Communication (COM 120)
• Public Speaking (COM 231)
Humanities/Fine Arts (6 CH)
- Choose two courses from the following:
  - Art (ART 111, ART 114, ART 115)
  - Drama (DRA 111)
  - Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  - Music (MUS 110, MUS 112)
  - Philosophy (PHI-215, PHI 240)

Social/Behavioral Sciences (6 CH)
- Choose two courses (minimum 2 subjects) from the following:
  - Economics (ECO 251, ECO 252)
  - History (HIS 111, HIS 112, HIS 131, HIS 132)
  - Political Science (POL 120)
  - Psychology (PSY 150)
  - Sociology (SOC 210)

Mathematics (4 CH)
- Choose one course from the following:
  - Mathematics (MAT 152, MAT 171)

Natural Sciences (4 CH)
- Choose one course from the following:
  - Astronomy (AST 111/AST 111A; AST 151/AST 151A)
  - Biology (BIO 110, BIO 111)
  - Chemistry (CHM 151)
  - Geology (GEL 111)
  - Physics (PHY 110/PHY 110A)

Additional General Education (16)
- Critical Thinking (HUM 115)
- Social Diversity (SOC 225)
- Foreign Language (Choose two courses from one of the following groups:)
  - American Sign Language (ASL 111, ASL 112, ASL 211, ASL 212)
  - Chinese (CHI 111, CHI 112)
  - French (FRE 111, FRE 112)
  - German (GER 111, GER 112)
  - Russian (RUS 111, RUS 112)
  - Spanish (SPA 111, SPA 112, SPA 211, SPA 212)
- Choose a minimum of 4 hours from the following:
  - ANT-240
  - ART 111, ART 114, ART 115, ART 116, ART 117
  - ASL 111, ASL 112, ASL 211, ASL 212
  - AST 111/AST 111A; AST 151/AST 151A
  - BIO 110, BIO 111, BIO 112, BIO 130, BIO 140
  - CHI 111, CHI 112
  - CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152
  - CIS 110, CIS 115
  - COM 110, COM 120, COM 140
  - DRA 111, DRA 115, DRA 126
  - ECO 251, ECO 252
  - ENG 113, ENG 114, ENG 231, ENG 232, ENG 241, ENG 242, ENG 243, ENG 261, ENG 262
  - FRE 111, FRE 112
  - GEL 111
  - GEO 111
  - GER 111, GER 112
  - HIS 111, HIS 112, HIS 131, HIS 132
  - HUM 120, HUM 130, HUM-150, HUM 160
  - MAT 143, MAT 152, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272, MAT 273
  - MUS 110, MUS 112
• PED 110, PED 219
• PHI 240
• PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252
• POL 120
• PSY 150, PSY 241, PSY 281
• REL 110, REL 211, REL 212, REL 221
• RUS 111, RUS 112
• SOC 210, SOC 220
• SPA 111, SPA 112, SPA 211, SPA 212

OTHER REQUIRED HOURS ........................................................................................................................................ 15 CH

Required Courses (15 CH)
• ACA 122
• Education (EDU 187, EDU 216, EDU 279, EDU 250)

TOTAL CREDIT HOURS IN PROGRAM ................................................................................................................. 60

Associate in Science - Teacher Preparation Degree
(A1040T)

The Associate in Science Teacher Preparation degree is recommended for students who plan to transfer to four-year colleges or universities to pursue the Bachelor of Science/ Bachelor of Arts degree in Education.

GENERAL EDUCATION CORE .................................................................................................................................... 46 CH

English Composition (6 CH)
• Writing and Inquiry (ENG 111)
• Writing/Research in the Disciplines (ENG 112)

Communications (3 CH)
• Intro to Interpersonal Communication (COM 120)
• Public Speaking (COM 231)

Humanities/Fine Arts (3 CH)
• Choose one course from the following:
  • Art (ART 111, ART 114, ART 115)
  • Drama (DRA 111)
  • Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  • Music (MUS 110, MUS 112)
  • Philosophy (PHI 240)

Social/Behavioral Sciences (3 CH)
• Choose one course from the following:
  • Economics (ECO 251, ECO 252)
  • History (HIS 111, HIS 112, HIS 131, HIS 132)
  • Political Science (POL 120)
  • Psychology (PSY 150)
  • Sociology (SOC 210)

Mathematics (8 CH)
• Choose two courses from the following:
  • Mathematics (MAT 171, MAT 172, MAT 263, MAT 271, MAT 272)

Natural Sciences (8 CH)
• Choose one group from the following:
  • BIO 111 and BIO 112
  • CHM 151 and CHM 152
  • GEL 111 and AST 151/151A
  • PHY 151 and PHY 152
  • PHY 251 and PHY 252
Additional General Education (15)

- Critical Thinking (HUM 115)
- Social Diversity (SOC 225)
- Foreign Language (Choose two courses from one of the following groups:)
  - American Sign Language (ASL 111, ASL 112, ASL 211, ASL 212)
  - Chinese (CHI 111, CHI 112)
  - French (FRE 111, FRE 112)
  - German (GER 111, GER 112)
  - Russian (RUS 111, RUS 112)
  - Spanish (SPA 111, SPA 112, SPA 211, SPA 212)
- Choose a minimum of 3 additional hours:
  - AST 111/AST 111A; AST 151/AST 151A
  - BIO 110, BIO 111, BIO 112, BIO 130, BIO 140
  - CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152
  - GEL 111
  - MAT 143, MAT 152, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272, MAT 273
  - PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252

OTHER REQUIRED HOURS ........................................................................................................... 15 CH

Required Courses (15 CH)

- ACA 122
- Education (EDU 187, EDU 216, EDU 250, EDU 279)

TOTAL CREDIT HOURS IN PROGRAM .............................................................................................. 61

The Associate in General Education degree does not meet the standards of the Comprehensive Articulation Agreement with the UNC System, and therefore, is a terminal program and will not transfer to four-year institutions.

**Associate in General Education Degree**

(A10300)

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

**GENERAL EDUCATION REQUIREMENTS (15 Credit Hours)**

**Communications (6 CH)**

- English Composition (ENG 111)
- Communication (Choose one course: COM 110, COM 120, COM 140, COM 231)

**Humanities/Fine Arts (3 CH) Choose one course:**

- Art (ART 111, ART 114, ART 115)
- Drama (DRA 111)
- Interdisciplinary Humanities (HUM 120, HUM 130, HUM 160)
- Music (MUS 110, MUS 112)
- Philosophy (PHI 215, PHI 240)
- Religion (REL 110, REL 211, REL 212, REL 221)

**Social/Behavioral Sciences (3 CH) Choose one course:**
• Economics (ECO 251, ECO 252)
• Geography (GEO 111)
• History (HIS 111, HIS 112, HIS 131, HIS 132)
• Political Science (POL 120)
• Psychology (PSY 150)
• Sociology (SOC 210, SOC 220)

Natural Sciences/Mathematics (3 CH)
• Choose one course from the following:
  • Astronomy (AST 111/AST 111A)
  • Biology (BIO 110, BIO 140)
  • Chemistry (CHM 151)
  • Mathematics (MAT 143, MAT 152, MAT 171)
  • Physics (PHY 110/PHY 110A)

OTHER REQUIRED HOURS .............................................................................................................................................. 50 CH

Required Courses (4 CH)
• CIS 110
• WBL 110

Electives (46 CH) Choose at least 46 hours from the general education or professional courses listed below (maximum two credits from PED prefix):
• ACA 122
• ACC 120, ACC 121, ACC 129, ACC 130, ACC 140, ACC 150, ACC 180, ACC 215, ACC 220, ACC 221, ACC 225
• AHR 110, AHR 111, AHR 112, AHR 113, AHR 114, AHR 115, AHR 130, AHR 133, AHR 140, AHR 151, AHR 152, AHR 180, AHR 211, AHR 212, AHR 213, AHR 240, AHR 250, AHR 255
• ANT 240, ANT 245
• ART 111, ART 114, ART 115, ART 116, ART 117, ART 121, ART 122, ART 131, ART 132, ART 171, ART 214, ART 240, ART 241, ART 264, ART 265, ART 271, ART 275, ART 287, ART 289, ART 293, ART 284, ART 288
• ASL 111, ASL 112, ASL 211, ASL 212
• AST 111/AST 111A, AST 151/AST 151A
• ATR 112
• ATT 140
• AUB 111, AUB 121, AUB 162
• AUT 114, AUT 116/AUT 116A, AUT 141, AUT 151, AUT 163, AUT 181, AUT 183, AUT 221, AUT 231, AUT 281
• BAS 120, BAS 150,
• BIO 110, BIO 111, BIO 112, BIO 130, BIO 140, BIO 163, BIO 168, BIO 169, BIO 250, BIO 271, BIO 275
• BPR 115
• BUS 110, BUS 115, BUS 121, BUS 135, BUS 137, BUS 139, BUS 152, BUS 153, BUS 220, BUS 225, BUS 234, BUS 240, BUS 280
• CCT 110, CCT 112, CCT 121, CCT 231, CCT 235, CCT 250, CCT 260, CCT 289
• CET 150, CET 250
• CHI 111, CHI 112
• CHM 131/CHM 131A, CHM 132, CHM 151, CHM 152, CHM 251, CHM 252
• CIS 115, CIS 164
• CJC 111, CJC 112, CJC 113, CJC 121, CJC 131, CJC 132, CJC 141, CJC 212, CJC 214, CJC 221, CJC 222, CJC 223, CJC 225, CJC 231, CJC 232
• COM 110, COM 120, COM 140, COM 231
• CSC 115, CSC 118, CSC 121, CSC 134, CSC 151, CSC 153, CSC 218, CSC 221
• CTI 110, CTI 115, CTI 120, CTI 140, CTI 141, CTI 240, CTI 241
•CTS 115, CTS 120, CTS 125, CTS 130, CTS 155, CTS 288, CTS 289
• DBA 110, DBA 120, DBA 130, DBA 221, DBA 261
• DFT 151, DFT 152, DFT 154, DFT 170
• DME 110, DME 115, DME 120, DME 130, DME 140, DME 210, DME 215, DME 220, DME 270, DME 285
• DRA 111, DRA 115, DRA 126
• ECM 210
• **ECO 251, ECO 252**
  • EDU 119, EDU 131, EDU 144, EDU 145, EDU 146, EDU 149, EDU 151, EDU 153, EDU 154, EDU 157, EDU 161, EDU 184, EDU 188, EDU 216, EDU 221, EDU 234, EDU 250, EDU 251, EDU 259, EDU 261, EDU 262, EDU 271, EDU 275, EDU 279, EDU 280, EDU 284
• EGR 150, EGR 220, EGR 250
• ELC 113, ELC 114, ELC 115, ELC 117, ELC 118, ELC 121, ELC 128, ELC 131, ELC 131A, ELC 134, ELC 139, ELC 213, ELC 215, ELC 220
• ELN 131, ELN 133, ELN 232
• **ENG 112, ENG 113, ENG 114, ENG 125, ENG 231, ENG 232, ENG 241, ENG 242, ENG 243, ENG 263, ENG 265**
• ETR 220, ETR 230, ETR 270
• FRE 111, FRE 112
• HSE 110, HSE 123, HSE 125, HSE 220, HSE 225, HSE 227, HSE 242
• HUM 110, HUM 115, HUM 120, HUM 130, HUM 150 HUM 160
• HYD 110, HYD 121, HYD 210
• ISC 112, ISC 132
• JOU 110
• LDD 112, LDD 181, LDD 284
• LEX 110, LEX 120, LEX 130, LEX 140, LEX 141, LEX 150, LEX 210, LEX 211, LEX 220, LEX 240, LEX 250, LEX 280
• MAC 111, MAC 112, MAC 113, MAC 114, MAC 122, MAC 124, MAC 132, MAC 151, MAC 171, MAC 241, MAT 121, **MAT 143, MAT 152, MAT 171, MAT 172, MAT 263, MAT 271, MAT 272, MAT 273, MAT 280, MAT 285**
• MEC 130, MEC 145, MEC 161, MEC 180, MEC 260
• MED 110, MED 116 MED 118, MED 121, MED 122, MED 130, MED 131
• MKT 120
• MNT 110
• **MUS 110, MUS 112**
• NET 225
• NOS 120, NOS 130, NOS 230
• OST 131, OST 134, OST 136, OST 148, OST 149, OST 164, OST 184, OST 236, OST 243,OST 247, OST 248, OST 249, OST 250, OST 260, OST 286
• PED 110, PED 111, PED 121, PED 122, PED 142, PED 186, PED 219
• **PHI 215, PHI 240**
• **PHY 110/PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252**
• **POL 120**
• PST 123, PST 124, PST 125, PST 126, PST 127, PST 151, PST 152, PST 153, PST 154, PST 155, PST 156, PST 157, PST 158, PST 159, PST 171, PST 172, PST 173, PST 174, PST 175, PST 176, PST 177, PST 178, PST 179, PST 181, PST 182, PST 189
• **PSY 150, PSY 241, PSY 281**
• REL 110, REL 211, REL 212, REL 221
• RUS 111, RUS 112
• SAB 110, SAB 130, SAB 135
• SEC 110
• SGD 111, SGD 112
• **SOC 210, SOC 220**
• SPA 111, SPA 112, SPA 211, SPA 212
• SWK 113
• TRN 110, TRN 120, TRN 140, TRN 180
• WEB 140, WEB 210, WEB 214
• WLD 110, WLD 112, WLD 115, WLD 116, WLD 121, WLD 122, WLD 131, WLD 132, WLD 141,
  WLD 151, WLD 261

TOTAL CREDIT HOURS IN PROGRAM ............................................................................. 65

Associate in General Education - Nursing
(A1030N)

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

A student who completes an Associate in Applied Science (AAS) in Nursing with a GPA of at least 2.0
and a grade of C or better in the AGE-Nursing courses listed below and who holds a current unrestricted
license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division
general education requirements as well as nursing program entry requirements. However, because
nursing program admissions are competitive, no student is guaranteed admission to the program of his
or her choice. Associate in Science degree is recommended for students who plan to transfer to four-year
colleges or universities to pursue the Bachelor of Science degree.

GENERAL EDUCATION CORE ............................................................................... 61 CH

English Composition (6 CH)
• Writing and Inquiry (ENG 111) and
• Writing/Research in the Disciplines (ENG 112) or
• Prof Research & Reporting (ENG 114)

Humanities/Fine Arts (9 CH)
• Choose two courses from the following:
  • Art (ART 111, ART 114, ART 115)
  • Humanities (HUM 115)
  • Music (MUS 110, MUS 112)
  • Philosophy (PHI 215, PHI 240)
• Choose one course from the following:
  • Literature (ENG 231, ENG 232)

Social/Behavioral Sciences (15 CH)
• General Psychology (PSY 150)
• Developmental Psych (PSY 241)
• Introduction to Psychology (SOC 210)
• Choose one course from each of the following groups:
  • History (HIS 111, HIS 112, HIS 131, HIS 132)
  • Sociology (SOC 220)

Natural Sciences (16 CH)
• Microbiology (BIO 275)
• Anatomy and Physiology (BIO 168, BIO 169)
• Choose one course from the following:
  • Introduction to Chemistry (CHM 131/131A)
  • General Chemistry (CHM 151)

Mathematics (8 CH)
• Statistical Methods I MAT 152
• Precalculus Algebra MAT 171
Additional General Education (7 CH)
- College Transfer Success ACA 122
- Choose a minimum of 6 credits from the following:
  - CIS 110, ECO 251, ECO 252, POL 120

TOTAL CREDIT HOURS IN PROGRAM .............................................................................................. 61

Career and College Promise College Transfer Pathways (CTP)

College Transfer Pathway Leading to Associate in Arts (P1012C)
The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school students who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

GENERAL EDUCATION (31 Credit Hour)

English Composition (6 CH)
- Writing and Inquiry (ENG 111)
- Writing/Research in the Disciplines (ENG 112)

Communications (3 CH)
- Intro to Interpersonal Communication (COM 120)
- Public Speaking (COM 231)

Humanities/Fine Arts (6 CH)
- Choose two courses from the following:
  - Art (ART 111, ART 114, ART 115)
  - Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  - Music (MUS 110, MUS 112)
  - Philosophy (PHI 215, PHI 240)

Social/Behavioral Sciences (9 CH)
- Choose three courses (minimum 2 subjects) from the following:
  - Economics (ECO 251, ECO 252)
  - History (HIS 111, HIS 112, HIS 131, HIS 132)
  - Political Science (POL 120)
  - Psychology (PSY 150)
  - Sociology (SOC 210)

Mathematics (3 CH)
- Choose one course from the following:
  - Mathematics (MAT 143, MAT 152, MAT 171, Direct placement into MAT-271 may be substituted)

Natural Sciences (4 CH)
- Choose one course from the following:
  - Astronomy (AST 111/AST 111A; AST 151/AST 151A)
  - Biology (BIO 110, BIO 111)
  - Chemistry (CHM 151)
  - Geology (GEL 111)
  - Physics (PHY 110/PHY 110A)

OTHER REQUIRED HOURS .................................................................................................................. 1 CH

Required Courses (1 CH)
- ACA 122

TOTAL CREDIT HOURS IN PATHWAY ................................................................................................. 32
College Transfer Pathway Leading to Associate in Engineering Degree  
(P1052C)

The College Transfer Pathway (CCP) leading to the Associate in Engineering is designed for high school students who wish to begin study toward the Associate in Engineering degree and a baccalaureate degree in a STEM or technical major.

GENERAL EDUCATION (28 CH)

English Composition (6 CH)
- Writing and Inquiry (ENG 111)
- Writing/Research in the Disciplines (ENG 112)

Humanities/Fine Arts/Communication (3 CH)
- Choose one course from the following:
  - Public Speaking (COM 231)
  - Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  - Philosophy (PHI 215, PHI 240)

Social/Behavioral Sciences (3 CH)
- Prin of Microeconomics (ECO 251)

Mathematics (8 CH)
- Calculus I (MAT 271)
- Calculus II (MAT 272)

Natural Sciences (8 CH)
- Choose two courses from the following:
  - General Chemistry (CHM 151)
  - General Physics I (PHY 251)
  - General Physics II (PHY 252)

OTHER REQUIRED HOURS (6 CH)
- College Transfer Success (ACA 122)
- Intro to Engineering (EGR-150)
- Engineering Graphics (DFT 170)

TOTAL CREDIT HOURS IN PATHWAY ................................................................. 34

College Transfer Pathway Leading to Associate in Science Degree  
(P1042C)

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school students who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

GENERAL EDUCATION (34 CH)

English Composition (6 CH)
- Writing and Inquiry (ENG 111)
- Writing/Research in the Disciplines (ENG 112)

Communication (3 CH)
- Intro to Interpersonal Communication (COM 120)
- Public Speaking (COM 231)

Humanities/Fine Arts (3 CH)
- Choose one course from the following:
  - Art (ART 111, ART 114, ART 115)
  - Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  - Music (MUS 110, MUS 112)
  - Philosophy (PHI 215, PHI 240)
Social/Behavioral Sciences (6 CH)
- Choose two courses (minimum two subjects) from the following:
  - Economics (ECO 251, ECO 252)
  - History (HIS 111, HIS 112, HIS 131, HIS 132)
  - Political Science (POL 120)
  - Psychology (PSY 150)
  - Sociology (SOC 210)

Mathematics (8 CH)
- Choose two courses from the following:
  - Mathematics (MAT 171, MAT 172, MAT 263, MAT 271, MAT 272)

Natural Sciences (8 CH)
- Choose one group from the following:
  - BIO 111 and BIO 112
  - CHM 151 and CHM 152
  - PHY 151 and PHY 152
  - PHY 251 and PHY 252
  - AST 151/AST 151A and GEL 111

OTHER REQUIRED HOURS (1 CH)
Required Courses (1 CH)
- ACA 122

TOTAL CREDIT HOURS IN PROGRAM ................................................................. 35

College Transfer Pathway Leading to Associate in Fine Arts in Visual Arts Degree
(P1062C)

The CCP College Transfer Pathway Leading to the Associate in Fine Arts in Visual Arts is designed for high school students who wish to begin study toward the Associate in Fine Arts in Visual Arts and a baccalaureate degree in Fine Arts-Visual Arts.

GENERAL EDUCATION (25 CH)

English Composition (6 CH)
- Writing and Inquiry (ENG 111)
- Writing/Research in the Disciplines (ENG 112)

Communications (3 CH)
- Intro to Interpersonal Communication (COM 120)
- Communication (COM 231)

Humanities/Fine Arts (3 CH)
- Choose one course from the following:
  - Art (ART 111)
  - Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  - Music (MUS 110, MUS 112)
  - Philosophy (PHI 215, PHI 240)

Social/Behavioral Sciences (6 CH)
- Choose two courses (minimum 2 subjects) from the following:
  - Economics (ECO 251, ECO 252)
  - History (HIS 111, HIS 112, HIS 131, HIS 132)
  - Political Science (POL 120)
  - Psychology (PSY 150)
  - Sociology (SOC 210)
Mathematics (3 CH)
• Choose one course from the following:
  • Mathematics (MAT 143, MAT 152, MAT 171, MAT 271)

Natural Sciences (4 CH)
• Choose one course from the following:
  • Astronomy (AST 111/AST 111A; AST 151/AST 151A)
  • Biology (BIO 110, BIO 111)
  • Chemistry (CHM 151)
  • Geology (GEL 111)
  • Physics (PHY 110/PHY 110A)

OTHER REQUIRED HOURS (25 CH)

Required Courses (7 CH)
• ACA 122
• ART 121, ART 131

TOTAL CREDIT HOURS IN PROGRAM ........................................................................................................32

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College Transfer Pathway Leading to Associate in Arts-
Teacher Preparation Degree
(P1012T)

The CCP College Transfer Pathway Leading to the Associate in Arts in Teacher Preparation is designed for high school students who wish to begin study toward the Associate in Arts in Teacher Preparation degree and a baccalaureate degree in teaching in a non-STEM major.

GENERAL EDUCATION CORE (32 CH)

English Composition (6 CH)
• Writing and Inquiry (ENG 111)
• Writing/Research in the Disciplines (ENG 112)

Communication (3 CH)
• Choose one course from the following:
  • Intro to Interpersonal Communication (COM 120)
  • Public Speaking (COM 231)

Humanities/Fine Arts (6 CH)
• Choose two courses from the following:
  • Art (ART 111, ART 114, ART 115)
  • Drama (DRA 111)
  • Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  • Music (MUS 110, MUS 112)
  • Philosophy (PHI 240)

Social/Behavioral Sciences (6 CH)
• Choose two courses (minimum 2 subjects) from the following:
  • Economics (ECO 251, ECO 252)
  • History (HIS 111, HIS 112, HIS 131, HIS 132)
  • Political Science (POL 120)
  • Psychology (PSY 150)
  • Sociology (SOC 210)

Mathematics (3 CH)
• Choose one course from the following:
  • Mathematics (MAT 152, MAT 171)

Natural Sciences (4 CH)
• Choose one course from the following:
  • Astronomy (AST 111/AST 111A; AST 151/AST 151A)
Biology (BIO 110, BIO 111)
Chemistry (CHM 151)
Geology (GEL 111)
Physics (PHY 110/PHY 110A)

Additional General Education (3)
Social Diversity (SOC 225)

OTHER REQUIRED HOURS (8 CH)

Required Courses (8 CH)
- ACA 122
- Education (EDU 187, EDU 216)

TOTAL CREDIT HOURS IN PATHWAY ................................................................. 40

College Transfer Pathway Leading to Associate in Science - Teacher Preparation Degree
(P1042T)

The CCP College Transfer Pathway Leading to the Associate in Science in Teacher Preparation is
designed for high school students who wish to begin study toward the Associate in Science in Teacher
Preparation degree and a baccalaureate degree in teaching in a STEM or technical major.

GENERAL EDUCATION (34 CH)

English Composition (6 CH)
- Writing and Inquiry (ENG 111)
- Writing/Research in the Disciplines (ENG 112)

Communication (3 CH)
- Choose one course from the following:
  - Intro to Interpersonal Communication (COM 120)
  - Public Speaking (COM 231)

Humanities/Fine Arts (3 CH)
- Choose one course from the following:
  - Art (ART 111, ART 114, ART 115)
  - Drama (DRA 111)
  - Literature (ENG 231, ENG 232, ENG 241, ENG 242)
  - Music (MUS 110, MUS 112)
  - Philosophy (PHI 240)

Social/Behavioral Sciences (3 CH)
- Choose one course from the following:
  - Economics (ECO 251, ECO 252)
  - History (HIS 111, HIS 112, HIS 131, HIS 132)
  - Political Science (POL 120)
  - Psychology (PSY 150)
  - Sociology (SOC 210)

Mathematics (8 CH)
- Choose two courses from the following:
  - Mathematics (MAT 171, MAT 172, MAT 263, MAT 271, MAT 272)

Natural Sciences (8 CH)
- Choose one group from the following:
  - BIO 111 and BIO 112
  - CHM 151 and CHM 152
  - GEL 111 and AST 151/151A
  - PHY 151 and PHY 152
• PHY 251 and PHY 252

Additional General Education (3)
• Sociology (SOC 225)

OTHER REQUIRED HOURS (8 CH)

Required Courses (8 CH)
• ACA 122
• Education (EDU 187, EDU 216)

TOTAL CREDIT HOURS IN PATHWAY .......................................................................................... 42

College Transfer Pathway Leading to Associate in General Education - Nursing (P1032C)

The Career and College Promise (CCP) ADN Pathway is designed for high school students who wish to begin their educational studies toward the Associate in Nursing degree and a Baccalaureate degree in Nursing. The Pathway is based on Block 1 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs which was approved by the State Board of Community Colleges and the UNC Board of Governors in February 2015.

A student who completes an Associate in Applied Science (AAS) in Nursing, which includes the courses listed below, with a GPA of at least 2.0 and a grade of C or better and completes the courses in Blocks 2-3 of the Uniform Articulation Agreement between the University of North Carolina's Registered Nurse to Bachelor of Science in Nursing programs and the North Carolina Community College Associate Degree Nursing Programs with a GPA of at least 2.0 and a grade of C or better, and who holds a current unrestricted license as a Registered Nurse in North Carolina will have fulfilled the UNC institutions lower-division general education requirements as well as nursing program entry requirements. However, because nursing program admissions are competitive, no student is guaranteed admission to the program of his or her choice.

GENERAL EDUCATION (23 CH)

English Composition (6 CH)
• Writing and Inquiry (ENG 111)
• Writing/Research in the Disciplines (ENG 112)

Humanities/Fine Arts (3 CH)
• Choose one course from the following:
  • Art (ART 111, ART 114, ART 115)
  • Music (MUS 110, MUS 112)
  • Philosophy (PHI 215, PHI 240)

Social/Behavioral Sciences (6 CH)
• General Psychology (PSY 150)
• Developmental Psych (PSY 241)

Natural Sciences (8 CH)
• Anatomy and Physiology (BIO 168, BIO 169)

Additional General Education (1 CH)
• College Transfer Success ACA 122

TOTAL CREDIT HOURS IN PATHWAY .......................................................................................... 24
## COURSE DESCRIPTIONS

The courses listed on the following pages represent current curriculum offerings.

- The courses are listed in alphabetic order by a 3-letter prefix (BUS for Business, HIS for History).
- The courses are assigned a 3-digit number (ACC 120).
- Any course number less than 100 level will not earn credit hours toward graduation (ENG 002).
- The course title follows the course number (ACC 120 Principles of Financial Accounting).
- The number of contact and credit hours follows the title (ACC 120 Principles of Financial Accounting 3 2 0 4). The first number represents the number of class hours per week in a 16 week semester; the second number represents the number of lab hours per week; the third number represents the number of clinical or work experience hours per week; the last number represents the number of semester credit hours assigned to the course.
- Prerequisites mean preliminary skills, knowledge, or other courses are required before enrollment in the course.
- Corequisites mean courses that must be taken during the same term as the course that requires the corequisites.
- Courses marked “FA” are generally offered in the fall semester. Courses marked “SP” are generally offered in the spring semester. Courses marked “SU” may be offered in the summer term.

### ACA 120 Career Assessment

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Prerequisites: None</td>
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<tr>
<td>Corequisites: None</td>
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</tbody>
</table>

This course provides the information and strategies necessary to develop clear personal, academic, and professional goals. Topics include personality styles, goal setting, various college curricula, career choices, and campus leadership development. Upon completion, students should be able to clearly state their personal, academic, and professional goals and have a feasible plan of action to achieve those goals.

### ACA 122 College Transfer Success

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>Prerequisites: None</td>
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</tr>
<tr>
<td>Corequisites: None</td>
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</tbody>
</table>

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. Students will develop the framework for an electronic portfolio based around program outcomes and the core skills. **This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.** This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA, SP

### ACC 120 Principles of Financial Accounting

<table>
<thead>
<tr>
<th>Course Title</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>Prerequisites: None</td>
<td></td>
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<tr>
<td>Corequisites: None</td>
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</tbody>
</table>

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. **This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.** This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA, SP
ACC 121  Principles of Managerial Accounting  3  2  0  4
Prerequisites: ACC 120
Corequisites: None
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

ACC 129  Individual Income Taxes  2  2  0  3
Prerequisites: None
Corequisites: None
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms. SP

ACC 130  Business Income Taxes  2  2  0  3
Prerequisites: None
Corequisites: None
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. FA

ACC 140  Payroll Accounting  1  3  0  2
Prerequisites: ACC 115 or ACC 120
Corequisites: None
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. SP

ACC 150  Accounting Software Applications  1  3  0  2
Prerequisites: ACC 115 or ACC 120
Corequisites: None
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accurately accounting problems. SP

ACC 180  Practices in Bookkeeping  3  0  0  3
Prerequisites: ACC 120
Corequisites: None
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. FA

ACC 215  Ethics in Accounting  3  0  0  3
Prerequisites: ACC 121
Corequisites: None
This course introduces students to professional codes of conduct and ethics adopted by professional associations and state licensing boards for accountants, auditors, and fraud examiners. Topics include research and discussions of selected historical and contemporary ethical cases and issues as they relate to accounting and business. Upon completion, students should be able to apply codes, interpret facts and circumstances, as they relate to accounting firms and business activities. FA
ACC 220  Intermediate Accounting I  3  2  0  4  
Prerequisites: ACC 120  
Corequisites: None  
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. FA

ACC 221  Intermediate Accounting II  3  2  0  4  
Prerequisites: ACC 220  
Corequisites: None  
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. SP

ACC 225  Cost Accounting  3  0  0  3  
Prerequisites: ACC 121  
Corequisites: None  
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. FA

AHR 110  Introduction to Refrigeration  2  6  0  5  
Prerequisites: None  
Corequisites: None  
This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade. Students may receive credit for this course by successfully completing non-credit course AHR 3123B. FA

AHR 111  HVACR Electricity  2  2  0  3  
Prerequisites: None  
Corequisites: None  
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. Students may receive credit for this course by successfully completing non-credit course AHR 3131C. SP

AHR 112  Heating Technology  2  4  0  4  
Prerequisites: None  
Corequisites: None  
This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system. Students may receive credit for this course by successfully completing non-credit course AHR-3131A. FA

AHR 113  Comfort Cooling  2  4  0  4  
Prerequisites: None  
Corequisites: None  
This course covers the installation procedures, system operations, and maintenance of residential and
light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation. Students may receive credit for this course by successfully completing non-credit course AHR 3131B. FA

AHR 114  Heat Pump Technology  2  4  0  4  
Prerequisites:  AHR 110 or AHR 113  
Corequisites:  None  
This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures. SP

AHR 115  Refrigeration Systems  1  3  0  2  
Prerequisites:  AHR 110  
Corequisites:  None  
This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs. FA

AHR 130  HVAC Controls  2  2  0  3  
Prerequisites:  AHR 111, ELC 111, or ELC 112  
Corequisites:  None  
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. FA

AHR 133  HVAC Servicing  2  6  0  4  
Prerequisites:  None  
Corequisites:  AHR 112 or AHR 113  
The course covers the maintenance and servicing of HVAC equipment. Topics include testing, adjusting, maintaining, and troubleshooting HVAC equipment and record keeping. Upon completion, students should be able to adjust, maintain, and service HVAC equipment. FA

AHR 140  All-Weather Systems  1  3  0  2  
Prerequisites:  AHR 112 or AHR 113  
Corequisites:  None  
This course covers the principles of combination heating and cooling systems including gas-electric, all-electric, and oil-electric systems. Topics include PTAC’s and package and split-system units. Upon completion, students should be able to understand systems performance and perform routine maintenance procedures. FA

AHR 151  HVAC Duct Systems I  1  3  0  2  
Prerequisites:  None  
Corequisites:  None  
This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate simple duct work. FA

AHR 152  HVAC Duct Systems II  1  3  0  2  
Prerequisites:  None  
Corequisites:  None  
This course introduces the techniques used to lay out and fabricate more advanced types of duct work found in HVAC systems. Emphasis is placed on the skills required to work with complex rectangular and round fittings and transitions. Upon completion, students should be able to lay out and fabricate complex rectangular and round fittings. SP
AHR 180  HVACR Customer Relations  
Prerequisites:  None  
Corequisites:  None  
This course introduces common business and customer relation practices that may be encountered in 
HVACR. Topics include business practices, appearance of self and vehicle, ways of handling customer 
complaints, invoices, telephone communications, and warranties. Upon completion, students should be 
able to present themselves to customers in a professional manner, understand how the business operates, 
complete invoices, and handle complaints. SP  

AHR 211  Residential System Design  
Prerequisites:  None  
Corequisites:  None  
This course introduces the principles and concepts of conventional residential heating and cooling system 
design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, 
duct system selection, and system design. Upon completion, students should be able to design a basic 
residential heating and cooling system. Students may receive credit for this course by successfully 
completing non-credit course AHR 3131G. SP  

AHR 212  Advanced Comfort Systems  
Prerequisites:  AHR 114  
Corequisites:  None  
This course covers water-cooled 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. SP  

AHR 213  HVACR Building Code  
Prerequisites:  None  
Corequisites:  None  
This course covers the North Carolina codes that are applicable to the design and installation of HVACR 
systems. Topics include current North Carolina codes as applied to HVACR design, service, and installation. 
Upon completion, students should be able to demonstrate the correct usage of North Carolina building 
codes that apply to specific areas of the HVACR trade. Students may receive credit for this course by 
successfully completing non-credit course AHR 3131K SP  

AHR 240  Hydronic Heating  
Prerequisites:  AHR 112  
Corequisites:  None  
This course covers the accepted procedures for proper design, installation, and balance of hydronic 
heating systems for residential or commercial buildings. Topics include heating equipment; pump, terminal 
unit, and accessory selection; piping system selection and design; and pipe sizing and troubleshooting. 
Upon completion, students should be able to assist with the proper design, installation, and balance of 
typical hydronic systems. SP  

AHR 250  HVAC System Diagnostics  
Prerequisites:  None  
Corequisites:  AHR 212  
This course is a comprehensive study of air conditioning, heating, and refrigeration system diagnostics 
and corrective measures. Topics include advanced system analysis, measurement of operating efficiency, 
and inspection and correction of all major system components. Upon completion, students should be 
able to restore a residential or commercial AHR system so that it operates at or near manufacturers' 
specifications. SP  

AHR 255  Indoor Air Quality  
Prerequisites:  None  
Corequisites:  None  
This course introduces the techniques of assessing and maintaining the quality of the indoor environment
in residential and commercial structures. Topics include handling and investigating complaints, filter selection, humidity control, testing for sources of carbon monoxide, impact of mechanical ventilation, and building and duct pressures. Upon completion, students should be able to assist in investigating and solving common indoor air quality problems. FA

**ANT 240 World Prehistory** 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures. *This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.*

**ANT 245 World Prehistory** 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course provides an introduction to the prehistory of the Old and New world. Emphasis is placed on archaeological evidence from origins of human culture to the beginning of recorded history. Upon completion, students should be able to demonstrate knowledge of the variability of ancient human societies and the development of agriculture and urbanism. *This course has been approved for transfer under the CAA as a general education course in Pre-Major/Electives. This course has been approved for transfer under the ICAA as a general education course in Pre-Major/Electives.*

**ART 111 Art Appreciation** 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course is inherently global/diverse in content. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA, SP*

**ART 114 Art History Survey I** 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course is inherently global/diverse in content. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA*

**ART 115 Art History Survey II** 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course is inherently global/diverse in content. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA*
Transfer Component (UGETC) course. SP

ART 116  Survey of American Art  3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

ART 117  Non-Western Art History  3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
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. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. SP

ART 121  Design I  0 6 0 3
Prerequisites: None
Corequisites: None
This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

ART 122  Three-Dimensional Design  0 6 0 3
Prerequisites: None
Corequisites: None
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

ART 131  Drawing I  0 6 0 3
Prerequisites: None
Corequisites: None
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

ART 132  Drawing II  0 6 0 3
Prerequisites: ART 131 Minimum grade C
Corequisites: None
This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.
and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

**ART 171 Digital Design I**

- **Credits:** 0 6 0 3
- **Prerequisites:** None
- **Corequisites:** None

This course is designed to introduce students to the elements and principles of design through the use of digital software. Emphasis is placed on developing composition and design skills using vector, raster, and time-based media. Upon completion, students should be able to identify and use tools in digital software, understand and utilize digital and artistic vocabulary, and employ the principles and elements of design to create artwork using digital means. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

**ART 214 Portfolio and Resume**

- **Credits:** 0 2 0 1
- **Prerequisites:** ACA 122 and Permission of instructor
- **Corequisites:** None

This course covers resume writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to resume writing, and interview techniques. Upon completion, students should be able to photograph and present a digital portfolio and write an effective resume. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

**ART 240 Painting I**

- **Credits:** 0 6 0 3
- **Prerequisites:** None
- **Corequisites:** None

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

**ART 241 Painting II**

- **Credits:** 0 6 0 3
- **Prerequisites:** ART 240 Minimum grade C
- **Corequisites:** None

This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

**ART 264 Digital Photography I**

- **Credits:** 0 6 0 3
- **Prerequisites:** None
- **Corequisites:** None

This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

**ART 265 Digital Photography II**

- **Credits:** 0 6 0 3
- **Prerequisites:** ART 264 Minimum grade C
- **Corequisites:** None

This course provides exploration of the concepts and processes of photo manipulation through complex
composite images, special effects, color balancing and image/text integration. Emphasis is placed on creating a personal vision and style. Upon completion, students should be able to produce well-executed images using a variety of photographic and photo manipulative approaches. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.*

**ART 271 Digital Design II**  
0 6 0 3  
Prerequisites: ART 171 Minimum grade C  
Corequisites: None  
This course includes advanced digital techniques in raster, vector, and time based media. Emphasis is based on creative application and integration of digital technologies. Upon completion, students should be able to demonstrate command of various digital systems to express their personal vision. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.*

**ART 275 Introduction to Graphic Design**  
0 6 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces students to the field of graphic design. Emphasis is placed on the basic concepts of visual communication, the design process and the ability to evaluate and discuss design issues in a critical manner. Upon completion, students should be able to use contemporary design software and visual language techniques as they apply to creative visual problem-solving involving typography, image manipulation, symbolic representation and page management while being responsive to the relationship between client, designer and audience. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.*

**ART 276 Interactive Media Technology**  
0 6 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces students to the concepts and techniques used in designing and producing interactive projects. Emphasis is placed on the interactive development process, aesthetics of visual solutions, technical proficiency, and graphical user interface (GUI) with projects including digital imaging, web design, simple animation, graphics and copyright issues. Upon completion, students should be able to use contemporary software to solve a variety of multimedia problems for a range of platforms and devices that may include web-based interaction, mobile devices or other emerging technology. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.*

**ART 281 Sculpture I**  
0 6 0 3  
Prerequisites: None  
Corequisites: None  
This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in a variety of sculptural approaches. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.*

**ART 282 Sculpture II**  
0 6 0 3  
Prerequisites: ART 281  
Corequisites: None  
This course builds on the visual and technical skills learned in ART 281. Emphasis is placed on developing original solutions to sculptural problems in a variety of media. Upon completion, students should be able to express individual ideas using the techniques and materials of sculpture. *This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.*
ART 283 Ceramics I 0 6 0 3
Prerequisites: None
Corequisites: None
This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

ART 284 Ceramics II 0 6 0 3
Prerequisites: ART 283 Minimum grade C
Corequisites: None
This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

ART 288 Studio 0 6 0 3
Prerequisites: None
Corequisites: None
This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

ASL 111 Elementary ASL I 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA

ASL 112 Elementary ASL II 3 0 0 3
Prerequisites: ASL 111 Minimum grade C
Corequisites: None
This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. SP

ASL 211 Intermediate ASL I 3 0 0 3
Prerequisites: ASL 112
Corequisites: None
This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language about the past, present, and future.
This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

**ASL 212 Intermediate ASL II**

Prerequisites: ASL 211  
Corequisites: None  
This course provides a continuation of ASL 211. Emphasis is placed on the continuing development of expressive and receptive skills, with study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

**AST 111 Descriptive Astronomy**

Prerequisites: MAT 060 and MAT 070 or DMA 010, DMA 020, DMA 030 or DMA 010, DMA 020, DMA 030 or DMA 025 or MAT 003  
Corequisites: AST 111A  
This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate understanding of the universe around them. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. FA, SP

**AST 111A Descriptive Astronomy Lab**

Prerequisites: None  
Corequisites: AST 111  
This course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate understanding of the universe around them. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. FA, SP

**AST 151 General Astronomy I**

Prerequisites: MAT 060 and MAT 070 or DMA 010, DMA 020, DMA 030, DMA 040 or DMA 010, DMA 020, DMA 030, DMA 045 or DMA 025, DMA 040 or DMA 025, DMA 045 or MAT 003 or MAT 010 or MAT 021 or MAT 043 or MAT 052 or MAT 071  
Corequisites: AST 151A  
This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer
Component (UGETC) course. FA, SP

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<td>This course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.</td>
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<td>This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems. FA</td>
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<td>ATT 140</td>
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<td>This course covers emerging technologies in the automotive industry and diagnostic procedures associated with those technologies. Topics include exploring new technologies, diagnostic tools, methods, and repairs. Upon completion, students should be able to demonstrate practical skills applicable to emerging automotive technologies. SP</td>
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<tr>
<td>AUB 111</td>
<td>Painting &amp; Refinishing I</td>
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<td>6</td>
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<td>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. Students may receive credit for this course by successfully completing non-credit course AUT 3109AC. FA, SU</td>
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<tr>
<td>AUB 121</td>
<td>Non-Structural Damage I</td>
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<td>4</td>
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<td>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. Students may receive credit for this course by successfully completing non-credit course AUT 3109C. FA, SU</td>
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<tr>
<td>AUB 162</td>
<td>Autobody Estimating</td>
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<td>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. Students may receive credit for this course by successfully completing non-credit course AUT 3109U. SP, SU</td>
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<tr>
<td>AUT 114</td>
<td>Safety and Emissions</td>
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<td><strong>Corequisites:</strong> None</td>
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This course covers the laws, procedures, and specifications needed to perform a North Carolina State Safety and Emissions Inspection. Topics include brake, steering and suspension, lighting, horn, windshield wiper, tire, mirrors, and emission control devices inspection. Upon completion, students should be able to perform complete and thorough North Carolina State Safety and Emissions inspections. FA

**AUT 116**  
**Engine Repair**  
Prerequisites: None  
Corequisites: None  
This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. Students may receive credit for this course by successfully completing non-credit course AUT 3137A. SP

**AUT 116A**  
**Engine Repair Lab**  
Prerequisites: None  
Corequisites: AUT 116  
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. Students may receive credit for this course by successfully completing non-credit course AUT 3137F. SP

**AUT 141**  
**Suspension & Steering Systems**  
Prerequisites: None  
Corequisites: None  
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels. Students may receive credit for this course by successfully completing non-credit course AHR 3137C. FA

**AUT 151**  
**Brake Systems**  
Prerequisites: None  
Corequisites: None  
This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. Students may receive credit for this course by successfully completing non-credit course AUT 3137D.FA

**AUT 163**  
**Adv Auto Electricity**  
Prerequisites: TRN 120  
Corequisites: None  
This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. FA

**AUT 181**  
**Engine Performance I**  
Prerequisites: None  
Corequisites: None  
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an
overview of engine operation, ignition components and systems, fuel delivery, injection components and
systems and emission control devices. Upon completion, students should be able to describe operation
and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test
equipment/service information. FA

AUT 183  Engine Performance II  2  6  0  4
Prerequisites: AUT 181
Corequisites: None
This course covers study of the electronic engine control systems, the diagnostic process used to locate
engine performance concerns, and procedures used to restore normal operation. Topics will include
currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems,
OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students
should be able to diagnose and repair complex engine performance concerns using appropriate test
equipment and service information. SP

AUT 221  Auto Transm/Transaxles  2  3  0  3
Prerequisites: None
Corequisites: None
This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics
include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains
and the use of appropriate service tools and equipment. Upon completion, students should be able to
explain operational theory, diagnose and repair automatic drive trains. SP

AUT 231  Man Trans/Axles/Drtains  2  3  0  3
Prerequisites: None
Corequisites: None
This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches,
driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train
servicing and repair using appropriate service information, tools, and equipment. Upon completion,
students should be able to explain operational theory, diagnose and repair manual drive trains. FA

AUT 281  Adv Engine Performance  2  2  0  3
Prerequisites: None
Corequisites: None
This course utilizes service information and specialized test equipment to diagnose and repair power
train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic
tools and equipment, data communication networks, and service information. Upon completion, students
should be able to perform diagnosis and repair. SP

BIO 110  Principles of Biology  3  3  0  4
Prerequisites: MAT 060 and MAT 070 or
DMA 010, DMA 020, DMA 030 or
DMA 025 or
MAT 003
Corequisites: None
This course provides a survey of fundamental biological principles for non-science majors. Emphasis
is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other
related topics. Upon completion, students should be able to demonstrate increased knowledge and
better understanding of biology as it applies to everyday life. This course has been approved for transfer
under the CAA as a general education course in Natural Science. This course has been approved for
transfer under the ICAA as a general education course in Natural Science. This is a Universal General
Education Transfer Component (UGETC) course.

BIO 111  General Biology I  3  3  0  4
Prerequisites: MAT 060 and MAT 070 or
DMA 010, DMA 020, DMA 030 or
DMA 025 or
MAT 003
Corequisites: None
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.*

**BIO 112 General Biology II**  
Prerequisites: BIO 111 Minimum Grade C  
Corequisites: None  
This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. *This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.*

**BIO 130 Introductory Zoology**  
Prerequisites: BIO 110 or BIO 111  
Corequisites: None  
This course provides an introduction to the classification, relationships, structure, and function of major animal phyla. Emphasis is placed on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Upon completion, students should be able to demonstrate comprehension of animal form and function including comparative systems of selected groups. *This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.*

**BIO 140 Environmental Biology**  
Prerequisites: MAT 060 and MAT 070 or DMA 010, DMA 020, DMA 030 or DMA 025 or MAT 003  
Corequisites: None  
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science.* FA, SP

**BIO 163 Basic Anatomy & Physiology**  
Prerequisites: MAT 060 and MAT 070 or DMA 010, DMA 020, DMA 030 or DMA 025 or MAT 003  
Corequisites: None  
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. *This course also includes an introduction to microbiology. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.*
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<td>BIO 275</td>
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BPR 115  Elc/Fluid Power Diagrams  1 2 0 2
Prerequisites: None
Corequisites: None
This course covers sketching of detail and assembly drawings and reading of hydraulic, pneumatic, electrical, mechanical, and piping schematics. Emphasis is placed on interpretation and communication skills utilizing sketches, symbols, diagrams, and other related topics. Upon completion, students should be able to read, demonstrate an understanding of, and draw sketches and schematics commonly used in industry. FA

BUS 110  Introduction to Business  3 0 0 3
Prerequisites: None
Corequisites: None
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA, SP

BUS 115  Business Law I  3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

BUS 121  Business Math  2 2 0 3
Prerequisites: None
Corequisites: None
This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business. FA, SP

BUS 135  Principles of Supervision  3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the basic responsibilities and duties of the supervisor and his/her relationship to higher-level supervisors, subordinates, and associates. Emphasis is placed on effective utilization of the work force and understanding the role of the supervisor. Upon completion, students should be able to apply supervisory principles in the work place. SP

BUS 137  Principles of Management  3 0 0 3
Prerequisites: None
Corequisites: None
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

BUS 139  Entrepreneurship I  3 0 0 3
Prerequisites: None
Corequisites: 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. FA

**BUS 152  Human Relations**  
Prerequisites: None  
Corequisites: None  
This course introduces the concepts of effective human interaction in the business work environment. Topics include effective communication techniques, motivation, ego states, stress, and conflict. Upon completion, students should be able to explain the importance of human relations, apply motivational techniques, and implement strategies for resolving work-related conflicts. SP

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

**BUS 220  Purchasing**  
Prerequisites: None  
Corequisites: None  
This course introduces the purchasing function and explains its role in business. Topics include the legal and ethical aspects of purchasing, quality assurance, and the application of purchasing formulas and methods for cost analysis. Upon completion, students should be able to complete a purchase transaction incorporating legal, ethical, quality, and cost considerations. SP

**BUS 225  Business Finance**  
Prerequisites: ACC 120  
Corequisites: None  
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. FA

**BUS 234  Training and Development**  
Prerequisites: None  
Corequisites: None  
This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program. SP

**BUS 240  Business Ethics**  
Prerequisites: None  
Corequisites: None  
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. FA

**BUS 280  REAL Small Business**  
Prerequisites: None  
Corequisites: None  
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. SP
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<td>qualify as cyber crime activity.</td>
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<td>personal database information</td>
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<td>gathered by governmental sources.</td>
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<td>be able to examine their own value</td>
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<td>systems and apply ethical</td>
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<td>considerations in identifiable</td>
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<td></td>
<td>cyber crime investigations. SP</td>
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<td>CCT 121</td>
<td>Computer Crime Investigation</td>
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<td>fundamental principles of computer</td>
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<td>crime investigation processes. Topics</td>
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<td>include crime scene/incident</td>
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<td>processing, information gathering</td>
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<td>techniques, data retrieval, collection</td>
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<td>and preservation of evidence,</td>
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<td>preparation of reports and court</td>
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<td>presentations. Upon completion,</td>
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<td>students should be able to identify</td>
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<td>cyber crime activity and demonstrate</td>
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<td>proper investigative techniques to</td>
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<td>process the scene and assist in case</td>
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<td>prosecution. Students may receive</td>
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<td>completing non-credit course CJC 5001A. SP</td>
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<td>CCT 231</td>
<td>Technology Crimes &amp; Law</td>
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<td>This course covers the applicable</td>
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<td>technological laws dealing with the</td>
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<td>regulation of cyber security and</td>
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<td>criminal activity. Topics include an</td>
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<td>examination of state, federal and</td>
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<td>international laws regarding cyber</td>
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<td>crime with an emphasis on both</td>
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<td>general and North Carolina statues.</td>
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<td>Upon completion, students should</td>
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<td>be able to identify the elements of</td>
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<td>cyber crime activity and discuss the</td>
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<td>trends of evolving laws. FA</td>
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<tr>
<td>CCT 250</td>
<td>Network Vulnerabilities I</td>
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<td>Prerequisites: CTI 120 or NET 110</td>
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<td>penetration testing, network</td>
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<td>vulnerabilities, and hacking. Topics</td>
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<td>include an overview of traditional</td>
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<td>network security, system hardening,</td>
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<td>and known weaknesses. Upon completion,</td>
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<td>students should be able to evaluate</td>
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<td>weaknesses of traditional and wireless</td>
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<td>network for the purpose of</td>
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<td>incident response, reconstruction,</td>
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<td>and forensic investigation. SP</td>
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<td>CCT 260</td>
<td>Mobile Phone Examination</td>
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<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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<td>skills and methodologies necessary to</td>
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<td>assist in the investigation and</td>
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<td>prosecution of cyber crimes involving</td>
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<td>mobile phones. Topics include the</td>
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<td>basics of the cellular networks as</td>
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<td>well as data extraction from GSM,</td>
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<td>iDEN, and CDMA handsets. Upon</td>
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<td>completion, students should be able</td>
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<td>to use the course processes and</td>
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<td>methodologies to obtain forensic</td>
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<td>evidence from GSM, iDEN and CDMA</td>
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<td>handsets. SP</td>
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<td>CCT 289</td>
<td>Capstone Project</td>
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<td>Prerequisites: CCT 231 or CCT 220</td>
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|            | cyber crime investigations or technology security audits in either the
public or private domain. Emphasis is placed on student involvement with business or agencies dealing with technology security issues or computer crime activities. Upon completion, students should be able to successfully analyze, retrieve erased evidence and testify in mock proceedings against these criminal entrepreneurs. SP

CET 150  Computer Forensics I  2  3  0  3
Prerequisites: None
Corequisites: None
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. FA

CET 250  Computer Forensics II  2  3  0  3
Prerequisites: None
Corequisites: None
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. SP

CHI 111  Elementary Chinese I  3  0  0  3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course introduces the fundamental elements of the Chinese 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 Chinese and demonstrate cultural awareness. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA

CHI 112  Elementary Chinese II  3  0  0  3
Prerequisites: CHI 111
Corequisites: None
This course includes the basic fundamentals of the Chinese language within a cultural context of the Chinese people and its history. 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 Chinese and demonstrate further cultural awareness. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA

CHM 131  Introduction to Chemistry  3  0  0  3
Prerequisites: MAT 060 and MAT 070 or DMA 010, DMA 020, DMA 030 or DMA 025 or MAT 003
Corequisites: CHM 131A
This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. FA
CHM 131A  Introduction to Chemistry Lab  
Prerequisites: None
Corequisites: CHM 131
This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. FA

CHM 132  Organic and Biochemistry  
Prerequisites: CHM 131 and CHM 131A or CHM 151
Corequisites: None
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. SP

CHM 151  General Chemistry I  
Prerequisites: MAT 060 and MAT 070 or DMA 010, DMA 020, DMA 030, DMA 040 or DMA 010, DMA 020, DMA 030, DMA 045 or DMA 025, DMA 040 or DMA 025, DMA 045 or MAT 003 or MAT 010 or MAT 021 or MAT 043 or MAT 052 or MAT 071
Corequisites: None
This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. FA,SP

CHM 152  General Chemistry II  
Prerequisites: CHM 151 Minimum grade C
Corequisites: None
This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. SP

CHM 251  Organic Chemistry I  
Prerequisites: CHM 152 Minimum grade C
Corequisites: None
This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons,
alkylhalides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

CHM 252 Organic Chemistry II 3 3 0 4
Prerequisites: CHM 251 Minimum grade C
Corequisites: None
This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

CIS 110 Introduction to Computers 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). FA, SP, SU

CIS 115 Introduction to Programming & Logic 2 3 0 3
Prerequisites: DMA 010, DMA 020, DMA 030 and DMA 040 or DMA 025, DMA 040
MAT 121 or MAT 171 or MAT 003
Corequisites: None
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). FA, SP

CIS 164 DTP Layout & Design 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of design and page layout. Emphasis is placed on page layout organization, typography, and color. Upon completion, students should be able to create projects that visually enhance communication. FA

CJC 110 Basic Law Enforcement Training 10 30 0 20
Prerequisites: Enrollment in Basic Law Enforcement Training Program
Corequisites: None
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. This is a certificate-level course. FA, SP

**CJC 111 Introduction to Criminal Justice**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA, SP

**CJC 112 Criminology**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. FA

**CJC 113 Juvenile Justice**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition. FA

**CJC 121 Law Enforcement Operations**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
The course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

**CJC 131 Criminal Law**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. FA

**CJC 132 Court Procedure & Evidence**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence. FA
Course Descriptions

CJC 141  Corrections  3 0 0 3
Prerequisites: None
Corequisites: None
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. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

CJC 170  Critical Incident Mgmt Pub Saf  3 0 0 3
Prerequisites: None
Corequisites: None
This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work place violence. Upon completion, the student should be able to identify and discuss managerial techniques legal issues, and response procedures to critical incidents.

CJC 212  Ethics & Community Relations  3 0 0 3
Prerequisites: None
Corequisites: None
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. SP

CJC 213  Substance Abuse  3 0 0 3
Prerequisites: None
Corequisites: None
This course is a study of substance abuse in our society. Topics include the history and classifications of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

CJC 214  Victimology  3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims’ roles, and current victim assistance programs. SP

CJC 221  Investigative Principles  3 2 0 4
Prerequisites: None
Corequisites: None
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. FA

CJC 222  Criminalistics  3 0 0 3
Prerequisites: None
Corequisites: None
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should
be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence. SP

**CJC 223** Organized Crime
Prerequisites: None
Corequisites: None
This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system. SP

**CJC 225** Crisis Intervention
Prerequisites: None
Corequisites: None
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. FA

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

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

**CJC 240** Law Enfor Mgt & Supervis
Prerequisites: None
Corequisites: None
This course provides a study of the best known methods and practices of police leadership and management. Topics include the role of the manager in law enforcement, communications, time-management in law enforcement, managing problems, training and law enforcement productivity. Upon completion, students should be able to identify and discuss methods and practices capable of moving law enforcement agencies forward into the twenty-first century.

**COM 110** Introduction to Communication
Prerequisites: DRE 098 or ENG 002
Corequisites: None
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. This course is inherently global/diverse in nature. *This course has been approved for transfer under the CAA as a general education course in Communication. This course has been approved for transfer under the ICAA as a general education course in Communication. This is a Universal General Education Transfer Component (UGETC) course.*
**Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Corequisites</th>
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<tbody>
<tr>
<td>COM 120</td>
<td>Introduction to Interpersonal Communication</td>
<td>3</td>
<td>DRE 098 or ENG 002</td>
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<tr>
<td></td>
<td>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. This course has been approved for transfer under the CAA as a general education course in Communication. This course has been approved for transfer under the ICAA as a general education course in Communication. This is a Universal General Education Transfer Component (UGETC) course. FA, SP</td>
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<tr>
<td>COM 140</td>
<td>Introduction to Intercultural Communication</td>
<td>3</td>
<td>DRE 098 or ENG 002</td>
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<td></td>
<td>This course introduces techniques of cultural research, definitions, functions, characteristics, and impacts of cultural differences in public address. Emphasis is placed on how diverse backgrounds influence the communication act and how cultural perceptions and experiences determine how one sends and receives messages. Upon completion, students should be able to demonstrate an understanding of the principles and skills needed to become effective in communicating outside one’s primary culture. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Communication. This course has been approved for transfer under the ICAA as a general education course in Communication.</td>
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<tr>
<td>COM 231</td>
<td>Public Speaking</td>
<td>3</td>
<td>DRE 098 or ENG 002</td>
<td>None</td>
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<td>This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the CAA as a general education course in Communication. This course has been approved for transfer under the ICAA as a general education course in Communication. This is a Universal General Education Transfer Component (UGETC) course.</td>
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<tr>
<td>CSC 118</td>
<td>Swift Programming</td>
<td>2</td>
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<td>This course introduces the development of iOS applications and Apple applications using Swift programming language. Emphasis is placed on syntax, object-oriented principles, memory management, and functional concepts of Swift programming. Upon completion, students should be able to develop fully functional iOS and Apple applications using Swift programming language. Students may receive credit for this course by successfully completing non-credit course CSC 3118A. SP</td>
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<tr>
<td>CSC 121</td>
<td>Python Programming</td>
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<td>This course introduces computer programming using the Python programming language. Emphasis is placed on common algorithms and programming principles utilizing the standard library distributed with Python. Upon completion, students should be able to design, code, test, and debug Python language programs. SP</td>
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<tr>
<td>CSC 134</td>
<td>C++ Programming</td>
<td>2</td>
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<td>This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods,</td>
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including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. Students may receive credit for this course by successfully completing non-credit course CSC 3110M. SP

CSC 151 JAVA Programming 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug JAVA language programs. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

CSC 153 C# Programming 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces computer programming using the C# programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment at the beginning level.

CSC 218 Swift Programming II 2 3 0 3
Prerequisites: CSC 118
Corequisites: None
This course introduces advanced iOS application development using the Swift programming language. Emphasis is placed on navigation, data manipulation, web services, prototyping, debugging, and project planning. Upon completion, students should be able to develop advanced multifunctional iOS and Apple applications using the Swift programming language. Students may receive credit for this course by successfully completing non-credit course CSC 3218A. SP

CSC 221 Advanced Python Programming 2 3 0 3
Prerequisites: CSC 121
Corequisites: None
This course introduces advanced computer programming using the Python programming language. Emphasis is placed on the advanced programming concepts including advanced algorithms and programming principles utilizing standard and third party library tools. Upon completion, students should be able to design, code, test, and debug advanced Python language programs. SP

CTI 110 Web, Pgm, and Db Foundation 2 2 0 3
Prerequisites: None
Corequisites: None
This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table. FA

CTI 115 Computer Systems Foundation 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the basic hardware components of a personal computer workstation and their operations and interactions with software. Topics include installing and updating system software, application software programs, and device drivers. Upon completion, students should be able to set up
a workstation, install software, and establish network connectivity. Students may receive credit for this course by successfully completing non-credit course CET 3100C. FA

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<tr>
<td>CTI 120</td>
<td>Network and Security Foundation</td>
<td>2</td>
<td>2</td>
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<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<td>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. Students may receive credit for this course by successfully completing non-credit course NET 3100A. FA</td>
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<td>CTI 140</td>
<td>Virtualization Concepts</td>
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<td>4</td>
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<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<tr>
<td>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.</td>
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<td>CTI 141</td>
<td>Cloud &amp; Storage Concepts</td>
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<td>4</td>
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<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<tr>
<td>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.</td>
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<tr>
<td>CTI 240</td>
<td>Virtualization Admin I</td>
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<td>4</td>
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<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<tr>
<td>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.</td>
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<td>CTI 241</td>
<td>Virtualization Admin II</td>
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<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<tr>
<td>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.</td>
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<tr>
<td>CTS 115</td>
<td>Info Sys Business Concepts</td>
<td>3</td>
<td>0</td>
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<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<tr>
<td>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. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA</td>
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<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
<td>2</td>
<td>3</td>
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<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<tr>
<td>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.</td>
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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. Students may receive credit for this course by successfully completing non-credit course CET 3100B. SP

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<tr>
<td>CTS 125</td>
<td>Presentation Graphics</td>
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<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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<td>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. SP</td>
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<td>CTS 130</td>
<td>Spreadsheet</td>
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<td>Corequisites: None</td>
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<td>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. FA, SP</td>
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<tbody>
<tr>
<td>CTS 155</td>
<td>Tech Support Functions</td>
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<td></td>
<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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<td>This course introduces a variety of diagnostic and instructional tools that are used to evaluate the performance of technical support technologies. Emphasis is placed on technical support management techniques and support technologies. Upon completion, students should be able to determine the best technologies to support and solve actual technical support problems. SP</td>
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<tr>
<td>CTS 288</td>
<td>Professional Practices in IT</td>
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<td>Corequisites: None</td>
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<td>This course provides students with the business skills needed for success in the information technology field. Topics include portfolio development, resume design, interviewing techniques and professional practices. Upon completion, students should be able to prepare themselves and their work for a career in the information technology field. SP</td>
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<tr>
<td>CTS 289</td>
<td>System Support Project</td>
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<td>Prerequisites: CTI 110, CTI 120, and CTS 115</td>
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<td>Corequisites: None</td>
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<td>This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation. SP</td>
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<tr>
<td>DBA 110</td>
<td>Database Concepts</td>
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<td></td>
<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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<td>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. FA</td>
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<td>Database Programming I</td>
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<td>This course is designed to develop SQL programming proficiency. Emphasis is placed on data definition, data manipulation, and data control statements as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports. SP</td>
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<tr>
<td>DFT 151</td>
<td>CAD I</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<td></td>
<td>This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing. FA</td>
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<tr>
<td>DFT 152</td>
<td>CAD II</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<td></td>
<td>This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings. SP</td>
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<tr>
<td>DFT 154</td>
<td>Intro Solid Modeling</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<td>This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing. FA</td>
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<tr>
<td>DFT 170</td>
<td>Engineering Graphics</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<td></td>
<td>This course introduces basic engineering graphics skills and applications. Topics include sketching, selection and use of current methods and tools, and the use of engineering graphics applications. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP</td>
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<tr>
<td>DME 110</td>
<td>Intro to Digital Media</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<td></td>
<td>This course introduces students to key concepts, technologies, and issues related to digital media. Topics include emerging standards, key technologies and related design issues, terminology, media formats, career paths, and ethical issues. Upon completion, students should be able to demonstrate the various media formats that are used in digital media technology. Students may receive credit for this course by successfully completing non-credit course SGR 3100D. FA</td>
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<tr>
<td>DME 115</td>
<td>Graphic Design Tools</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<td>This course provides students with an introduction to creative expression and art/design techniques in a digital environment. Emphasis is placed on designing, creating, editing and integrating visual components consisting of bit-mapped and vector-based images, drawings, banners, text, simple animations, and multiple layers. Upon completion, students should be able to design and produce a range of visual products using digital processing techniques. Students may receive credit for this course by successfully completing non-credit course SGR 3100E. FA</td>
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<tr>
<td>DME 120</td>
<td>Intro to Multimedia Appl</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Prerequisites: None</td>
<td>Corequisites: None</td>
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<td>This course introduces storyboarding and multimedia application design. Topics include vector and bit-mapped graphics, interactive multimedia interfaces, layering techniques, image and animation libraries, and scripting. Upon completion, students should be able to produce basic high-quality interactive multimedia applications. Students may receive credit for this course by successfully completing non-credit course SGR 3100F. SP</td>
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DME 130  Digital Animation I  
Prerequisites: DME 110  
Corequisites: None  
This course introduces concepts for planning and developing animation sequences. Emphasis will be placed on review of digital animation concepts and exploration of various animation software packages. Upon completion, students should be able to produce simple animations. FA

DME 140  Intro to Audio/Video Media  
Prerequisites: None  
Corequisites: None  
This course is designed to teach students how to manipulate digital and audio content for multimedia applications. Topics include format conversion and a review of current technologies and digital formats. Upon completion, students should be able to modify existing audio and video content to meet a range of production requirements associated with digital media applications. SP

DME 210  User Interface Design  
Prerequisites: None  
Corequisites: None  
This course covers current design approaches and emerging standards related to the design and development of user interfaces. Emphasis is placed on conducting research, and analyzing and reviewing current practices in effective interface design. Upon completion, students should be able to intelligently discuss and evaluate new and existing digital media products in terms of the user interface. FA

DME 215  Adv Graphic Design Tools  
Prerequisites: DME 115  
Corequisites: None  
This course provides students with advanced design techniques in a digital environment. Emphasis is placed on understanding principles of design and typography, and applying them effectively in projects. Upon completion, students should be able to design and produce a range of visual products using advanced digital design techniques and principles. FA

DME 220  Interactive Multimedia Prog  
Prerequisites: DME 120  
Corequisites: None  
This course is designed to build on concepts developed in DME 120 and teaches students to apply custom programming to develop advanced applications and components. Emphasis is placed on scripting language functionalities associated with a variety of software packages. Upon completion, students should be able to produce advanced, high-quality interactive multimedia applications. FA

DME 270  Prof Pract Digital Media  
Prerequisites: DME 120 and DME 130  
Corequisites: None  
This course introduces students to business skills needed to succeed in the digital media workplace. Topics include portfolio development, resume design, and preparation of media contacts. Upon completion, students should be able to prepare themselves and their work for a career in the digital media workplace. SP

DME 285  Systems Project  
Prerequisites: DME 120 and DME 130  
Corequisites: None  
This course provides an opportunity to complete a significant digital media project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete, maintain and implement a digital media project. SP

DRA 111  Theatre Appreciation  
Prerequisites: DRE 098 or ENG 002  
Corequisites: None  
This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the
audience’s appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA

DRA 115 Theatre Criticism 3 0 0 3
Prerequisites: DRA 111
Corequisites: None
This course is designed to develop a critical appreciation of the theatre from the viewpoint of the audience/consumer. Emphasis is placed on viewing, discussing, and evaluating selected theatre performance, either live or on film/video. Upon completion, students should be able to express their critical judgments both orally and in writing. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA

DRA 126 Storytelling 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course introduces the art of storytelling and the oral traditions of folk literature. Topics include the history of storytelling, its value and purpose, techniques of the storyteller, and methods of collecting verbal art. Upon completion, students should be able to present and discuss critically stories from the world’s repertory of traditional lore. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA

ECM 210 Introduction to Electronic Commerce 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to set up a working Electronic Commerce Internet web site. SP

ECO 251 Principles of Microeconomics 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. FA, SP

ECO 252 Principles of Macroeconomics 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer
### Course Descriptions

**EDU 119**  
**Introduction to Early Childhood Education**  
4 0 0 4  
Prerequisites: None  
Corequisites: None  
This course covers the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans. FA, SP

**EDU 131**  
**Child, Family, & Community**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course covers the development of partnerships among culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing and supporting respectful relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct and the Code of Ethics for North Carolina Educators. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children birth through adolescence, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child. SP

**EDU 144**  
**Child Development I**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

**EDU 145**  
**Child Development II**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

**EDU 146**  
**Child Guidance**  
3 0 0 3  
Prerequisites: None  
Corequisites: None  
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic
influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children’s social, emotional and cognitive development. FA

**EDU 149 Autism Technical Concepts**  
3 0 0 3

Prerequisites: None  
Corequisites: None

This course is an introduction to Autism Spectrum Disorders and the skills and competencies needed to work within programs and facilities providing supervised services to persons diagnosed with ASD. Topics include knowledge of characteristics and services, evidence based practices to address social, behavioral, educational, developmental and communication needs through appropriate assessment, planning, implementation of services, and strategies for effective family/community engagement and advocacy for persons with ASD. Upon completion, students should be able to demonstrate knowledge of the characteristics of ASD, application of techniques and interventions used when working with the ASD population, understanding of how to write and implement plans to provide approved documentation, and provide hands-on experiences within programs or facilities serving persons with ASD.

**EDU 151 Creative Activities**  
3 0 0 3

Prerequisites: None  
Corequisites: None

This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse. FA

**EDU 153 Health, Safety, & Nutrition**  
3 0 0 3

Prerequisites: None  
Corequisites: None

This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments. SP

**EDU 154 Social/Emotional/Behavioral Development**  
3 0 0 3

Prerequisites: EDU 144 and EDU 145  
Corequisites: None

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 support. FA

**EDU 157 Active Play**  
2 2 0 3

Prerequisites: None  
Corequisites: None

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. SP
**EDU 161**  
**Introduction to Exceptional Children**  
**Prerequisites:** None  
**Corequisites:** None  
This course covers children with exceptionalities as life long learners within the context of the community, school, and family. Emphasis is placed on inclusion, legal, social/political, environmental, and cultural issues relating to the teaching of children with exceptionalities. Upon completion, students should be able to demonstrate knowledge of identification processes, inclusive techniques, and professional practices and attitudes. **SP**

**EDU 184**  
**Early Childhood Introductory Practicum**  
**Prerequisites:** EDU 119  
**Corequisites:** None  
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 on site faculty visits. **FA**

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

**EDU 188**  
**Issues in Early Childhood Education**  
**Prerequisites:** None  
**Corequisites:** None  
This course covers topics and issues in early childhood education. Emphasis is placed on current advocacy issues, emerging technology, professional growth experiences, and other related topics. Upon completion, students should be able to list, discuss, and explain current topics and issues in early childhood education. **SP**

**EDU 216**  
**Foundations of Education**  
**Prerequisites:** None  
**Corequisites:** None  
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. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. **SP**

**EDU 221**  
**Children with Exceptionalities**  
**Prerequisites:** EDU 144 and EDU 145  
**Corequisites:** None  
This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology. Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education,
transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

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

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

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

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

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

EDU 262 Early Childhood Administration II 3 0 0 3
Prerequisites: EDU 119, EDU 261
Corequisites: None
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. SP

EDU 271 Educational Technology 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the ethical use of technology to enhance teaching and learning in all educational settings. Emphasis is placed on technology concepts, ethical issues, digital citizenship, instructional strategies, assistive technology, and the use of technology for professional development and communication. Upon completion, students should be able to discuss technology concepts, ethically use a variety of technology resources, demonstrate appropriate technology skills in educational environments, and identify assistive technology. SP

EDU 275 Effective Teach Train 2 0 0 2
Prerequisites: None
Corequisites: None
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.

EDU 279 Literacy Develop and Instruct 3 3 0 4
Prerequisites: None
Corequisites: None
This course is designed to provide students with concepts and skills of literacy development, instructional methods/materials and assessment techniques needed to provide scientifically-based, systematic reading and writing instruction into educational practice. Topics include literacy concepts, reading and writing development, developmentally appropriate pedagogy, culturally-responsive instruction, standards-based outcomes, lesson planning, formative/summative assessment, recognizing reading difficulties, research-based interventions, authentic learning experiences, classroom implementation, and reflective practice. Upon completion, students should be able to plan, implement, assess, evaluate, and demonstrate developmentally appropriate literacy instruction aligned to the NC Standard Course of Study and other state and national standards. SP

EDU 280 Language & Literacy Experiences 3 0 0 3
Prerequisites: None
Corequisites: None
This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse. FA
EDU 284  Early Child Capstone Practicum  1  9  0  4  
Prerequisites: EDU 119, EDU 144, EDU 145, EDU 146, and EDU 151, or EDU 119, PSY 244, PSY 245 , EDU 146, and EDU 151, or EDU 119, PSY 245, EDU 144, EDU 146, and EDU 151, or EDU 119, PSY 244, EDU 145, EDU 146, and EDU 151 
Corequisites: None
This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments. SP

EGR 150  Introduction to Engineering  1  2  0  2  
Prerequisites: None
Corequisites: None
This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

EGR 220  Engineering Statics  3  0  0  3  
Prerequisites: PHY 251
Corequisites: MAT 272
This course introduces the concepts of engineering based on forces in equilibrium. Topics include concentrated forces, distributed forces, forces due to friction, and inertia as they apply to machines, structures, and systems. Upon completion, students should be able to solve problems which require the ability to analyze systems of forces in static equilibrium. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

EGR 250  Statics/Strength of Mater  4  3  0  5  
Prerequisites: MAT 121 or MAT 171
Corequisites: None
This course includes vector analysis, equilibrium of force systems, friction, sectional properties, stress/strain, and deformation. Topics include resultants and components of forces, moments and couples, free-body diagrams, shear and moment diagrams, trusses, frames, beams, columns, connections, and combined stresses. Upon completion, students should be able to analyze simple structures. FA

ELC 113  Residential Wiring  2  6  0  4  
Prerequisites: None
Corequisites: None
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with residential electrical installations. Students may receive credit for this course by successfully completing non-credit course ELC 3119A. SP

ELC 114  Commercial Wiring  2  6  0  4  
Prerequisites: None
Corequisites: None
This course provides instruction in the application of electrical tools, materials, and test equipment associated with commercial electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with commercial electrical installations. FA

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELC 115</td>
<td>Industrial Wiring</td>
<td>2</td>
<td>6</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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</table>

This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment. Students may receive credit for this course by successfully completing non-credit course ELC-3119F. SP

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<tbody>
<tr>
<td>ELC 117</td>
<td>Motors and Controls</td>
<td>2</td>
<td>6</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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</table>

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. Students may receive credit for this course by successfully completing non-credit course MNT 3065L. SP

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ELC 118</td>
<td>National Electrical Code</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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</table>

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. Students may receive credit for this course by successfully completing non-credit course ELC 3100A. FA

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<tbody>
<tr>
<td>ELC 121</td>
<td>Electrical Estimating</td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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</table>

This course covers the principles involved in estimating electrical projects. Topics include take-offs of materials and equipment, labor, overhead, and profit. Upon completion, students should be able to estimate simple electrical projects. FA

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ELC 128</td>
<td>Introduction to PLC</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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</table>

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to understand basic PLC systems and create simple programs. Students may receive credit for this course by successfully completing non-credit course ISC 3138E. SP

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
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<tbody>
<tr>
<td>ELC 131</td>
<td>Circuit Analysis</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
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<td>Corequisites: None</td>
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</table>

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. FA

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Units</th>
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<tbody>
<tr>
<td>ELC 131A</td>
<td>Circuit Analysis I Lab</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: ELC 131</td>
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</tbody>
</table>
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. FA

**ELC 134 Transformer Applications** 1 2 0 2
Prerequisites: None
Corequisites: None
This course covers single- and three-phase transformer applications as found in industrial/commercial buildings and machinery. Topics include transformer principles, single- and three-phase calculations, and connections. Upon completion, students should be able to understand single-and three-phase transformers, make transformer connections, and make calculations. SP

**ELC 139 AC Circuit Analysis** 3 3 0 4
Prerequisites: None
Corequisites: None
This course introduces AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include AC voltages, circuit analysis laws and theorems, reactive components and circuits, transformers, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret AC circuit schematics; analyze and troubleshoot AC circuits; and properly use test equipment. SP

**ELC 213 Instrumentation** 3 2 0 4
Prerequisites: None
Corequisites: None
This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation. FA

**ELC 215 Electrical Maintenance** 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities. SP

**ELC 220 Photovoltaic Systems Tech** 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces the concepts, tools, techniques, and materials needed to understand systems that convert solar energy into electricity with photovoltaic (pv) technologies. Topics include site analysis for system integration, building codes, and advances in photovoltaic technology. Upon completion, students should be able to demonstrate an understanding of the principles of photovoltaic technology and current applications. SP

**ELN 131 Analog Electronics I** 3 3 0 4
Prerequisites: None
Corequisites: None
This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment. SP

**ELN 133 Digital Electronics** 3 3 0 4
Prerequisites: None
Corequisites: None
This course covers combinational and sequential logic circuits. Topics include number systems, Boolean
algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. SP

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

**EMS 110 EMT**  
Prerequisites: Enrollment in Emergency Medical Science program  
Corequisites: None  
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.

**EMS 122 EMS Clinical Practicum I**  
Prerequisites: EMS 110, Enrollment in Emergency Medical Science program  
Corequisites: EMS 130  
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.

**EMS 125 EMS Instructor Methodology**  
Prerequisites: None  
Corequisites: None  
This course covers the information needed to develop and instruct EMS courses. Topics include instructional methods, lesson plan development, time management skills, and theories of adult learning. Upon completion, students should be able to teach EMS courses and meet the North Carolina EMS requirements for instructor methodology.

**EMS 130 Pharmacology**  
Prerequisites: EMS 110, Enrollment in Emergency Medical Science program  
Corequisites: None  
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.

**EMS 131 Advanced Airway Management**  
Prerequisites: EMS 110, Enrollment in Emergency Medical Science program  
Corequisites: None  
This course is designed to provide advanced airway management techniques and is required for paramedic certification. Topics must meet current guidelines for advanced airway management in the pre-hospital setting. Upon completion, students should be able to properly utilize all airway adjuncts and pharmacology associated with airway control and maintenance.

**EMS 140 Rescue Scene Management**  
Prerequisites: None  
Corequisites: None  
This course introduces rescue scene management. Topics include response to hazardous material
conditions, incident command, and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up scene assessment.

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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>EMS 150</td>
<td>Emergency Vehicles &amp; EMS Comm</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Prerequisites: None Corequisites: None</td>
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<tr>
<td>This course covers the principles governing emergency vehicles, maintenance of emergency vehicles, and EMS communication equipment. Topics include applicable motor vehicle laws affecting emergency vehicle operation, defensive driving, collision avoidance techniques, communication systems, and information management systems. Upon completion, students should have a basic knowledge of emergency vehicles, maintenance, and communication needs.</td>
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<tbody>
<tr>
<td>EMS 160</td>
<td>Cardiology I</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites: EMS 110, Enrollment in Emergency Medical Science program Corequisites: None</td>
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<tr>
<td>This course introduces the study of cardiovascular emergencies and is required for paramedic certification. Topics include anatomy and physiology, pathophysiology, electrophysiology, and rhythm interpretation. Upon completion, students should be able to recognize and interpret rhythms.</td>
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<tbody>
<tr>
<td>EMS 220</td>
<td>Cardiology II</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td>Prerequisites: EMS 122, EMS 130, and EMS 160, Enrollment in Emergency Medical Science program Corequisites: None</td>
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<tr>
<td>This course provides an in-depth study of cardiovascular emergencies and is required for paramedic certification. Topics include assessment and treatment of cardiac emergencies, cardiac pharmacology, and patient care. Upon completion, students should be able to manage the cardiac patient.</td>
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<tbody>
<tr>
<td>EMS 221</td>
<td>EMS Clinical Practicum II</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>2</td>
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<tr>
<td>Prerequisites: EMS 121 or EMS 122, Enrollment in Emergency Medical Science program Corequisites: None</td>
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<tr>
<td>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.</td>
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<tr>
<td>EMS 231</td>
<td>EMS Clinical Practice III</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>3</td>
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<tr>
<td>Prerequisites: EMS 221, Enrollment in Emergency Medical Science program Corequisites: None</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>EMS 235</td>
<td>EMS Management</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Prerequisites: Enrollment in Emergency Medical Science program Corequisites: None</td>
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<tr>
<td>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. SP</td>
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<tbody>
<tr>
<td>EMS 240</td>
<td>Patients With Special Challenges</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Prerequisites: EMS 122 and EMS 130, Enrollment in Emergency Medical Science program Corequisites: None</td>
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<tr>
<td>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.</td>
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</table>
EMS 241  EMS Clinical Practicum IV  0  0  12  4  
Prerequisites: EMS 231, Enrollment in Emergency Medical Science program  
Corequisites: None  
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.

EMS 250  Medical Emergencies  3  3  0  4  
Prerequisites: EMS 122 and EMS 130, Enrollment in Emergency Medical Science program  
Corequisites: None  
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.

EMS 260  Trauma Emergencies  1  3  0  2  
Prerequisites: EMS 122 and EMS 130, Enrollment in Emergency Medical Science program  
Corequisites: None  
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.

EMS 270  Life Span Emergencies  3  3  0  4  
Prerequisites: EMS 122 and EMS 130, Enrollment in Emergency Medical Science program  
Corequisites: None  
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.

EMS 280  EMS Bridging Course  2  2  0  3  
Prerequisites: Enrollment in Emergency Medical Science program  
Corequisites: None  
This course is designed to provide currently credentialed state or national Paramedic students with the most current education trends in Paramedic Practice. Emphasis is placed on transitions in healthcare. Upon completion, students should be able to integrate emerging trends in pre-hospital care.FA

EMS 285  EMS Capstone  1  3  0  2  
Prerequisites: EMS 220, EMS 250, and EMS 260, Enrollment in Emergency Medical Science program  
Corequisites: None  
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.

EPT 140  Emergency Management  3  0  0  3  
Prerequisites: None  
Corequisites: None  
This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion,
students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Hours</th>
<th>Coreqs</th>
<th>Prereqs</th>
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<tbody>
<tr>
<td>ENG 002</td>
<td>Transition English</td>
<td>0</td>
<td>6</td>
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<td>3</td>
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<td></td>
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<td>Corequisites: None</td>
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</table>

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. FA, SP

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<tr>
<th>Course</th>
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<th>Units</th>
<th>Hours</th>
<th>Coreqs</th>
<th>Prereqs</th>
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<tbody>
<tr>
<td>ENG 011</td>
<td>Writing and Inquiry Support</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>Prerequisites: None</td>
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<td></td>
<td>Corequisites: None</td>
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</table>

This course is designed to support students in the development of skills necessary for success in ENG 111 by complementing, supporting, and reinforcing ENG 111 Student Learning Outcomes. Emphasis is placed on developing a growth mindset, expanding skills for use in active reading and writing processes, recognizing organizational relationships within texts from a variety of genres and formats, and employing appropriate technology when reading and composing texts. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed writing using standard written English. FA, SP

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<th>Course</th>
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<th>Units</th>
<th>Hours</th>
<th>Coreqs</th>
<th>Prereqs</th>
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</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Writing and Inquiry</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisites: DRE 098 or ENG 002</td>
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<td>Corequisites: None</td>
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</table>

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. FA, SP, SU

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<th>Course</th>
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<th>Units</th>
<th>Hours</th>
<th>Coreqs</th>
<th>Prereqs</th>
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</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>Writing/Research in the Disciplines</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisites: ENG 111 Minimum grade C</td>
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<td>Corequisites: None</td>
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This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. This is a Universal General Education Transfer Component (UGETC) course. FA, SP, SU

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<tr>
<th>Course</th>
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<th>Units</th>
<th>Hours</th>
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<tr>
<td>ENG 113</td>
<td>Literature-Based Research</td>
<td>3</td>
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<td>Corequisites: None</td>
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</table>

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. FA, SP
ENG 114  Professional Research & Reporting  3  0  0  3
Prerequisites:  ENG 111 Minimum grade C
Corequisites:  None
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. FA, SP

ENG 125  Creative Writing I  3  0  0  3
Prerequisites:  ENG 111 Minimum grade C
Corequisites:  None
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

ENG 231  American Literature I  3  0  0  3
Prerequisites:  ENG 112, ENG 113, or ENG 114 Minimum grade C
Corequisites:  None
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA, SU

ENG 232  American Literature II  3  0  0  3
Prerequisites:  ENG 112, ENG 113, or ENG 114 Minimum grade C
Corequisites:  None
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. SP

ENG 241  British Literature I  3  0  0  3
Prerequisites:  ENG 112, ENG 113, or ENG 114 Minimum grade C
Corequisites:  None
This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA

ENG 242  British Literature II  3  0  0  3
Prerequisites:  ENG 112, ENG 113, or ENG 114 Minimum grade C
Corequisites:  None
This course covers selected works in British literature from the Romantic Period to the present. Emphasis
is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGE TC) course. SP

ENG 243  Major British Writers 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114 Minimum grade C
Corequisites: None
This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA, SP

ENG 261  World Literature I 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114 Minimum grade C
Corequisites: None
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA

ENG 262  World Literature II 3 0 0 3
Prerequisites: ENG 112, ENG 113, or ENG 114 Minimum grade C
Corequisites: None
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. SP

ETR 220  Innovation and Creativity 3 0 0 3
Prerequisites: None
Corequisites: None
This course provides a study of developing and enhancing individual and organizational creativity and innovation. Topics include that innovation needs to be applied to products, services, and processes to increase competitive advantages and add value to businesses. Upon completion, students should be able to apply innovation and creativity principles in the work place. SP

ETR 230  Entrepreneur Marketing 3 0 0 3
Prerequisites: None
Corequisites: None
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. FA
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<td>Entrepreneurship Issues</td>
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<td><strong>Corequisites:</strong> None</td>
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<td>This course introduces current and emerging entrepreneurship issues and opportunities. Topics include franchising, import/export, small business taxes, legal structures, negotiations, contract management, and time management. Upon completion, students should be able to apply a variety of analytical and decision-making requirements to start a new business. FA</td>
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<td>FIP 276</td>
<td>Managing Fire Services</td>
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<td><strong>Corequisites:</strong> None</td>
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<td>This course provides an overview of fire department operative services referenced in NFPA standard 1021. Topics include finance, staffing, equipment, code enforcement, management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles.</td>
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<td>Elementary French I</td>
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<td><strong>Corequisites:</strong> None</td>
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<td>This course introduces the fundamental elements of the French 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 French and demonstrate cultural awareness. This course is inherently global/diverse in content. <strong>This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</strong></td>
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<td><strong>Corequisites:</strong> None</td>
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<td>This course is a continuation of FRE 111 focusing on the fundamental elements of the French 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 French and demonstrate further cultural awareness. This course is inherently global/diverse in content. <strong>This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</strong></td>
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<td>GEL 111</td>
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<td><strong>Corequisites:</strong> None</td>
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<td>This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. This course is inherently global/diverse in content. <strong>This course has been approved for transfer under the CAA as a general education course in Natural Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.</strong></td>
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<td>GEO 111</td>
<td>World Regional Geography</td>
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<td><strong>Corequisites:</strong> None</td>
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<td>This course introduces the regional concept that emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. This course is inherently global/diverse in content. <strong>This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.</strong></td>
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as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

**GER 111 Elementary German I**  
Prerequisites: DRE 098 or ENG 002  
Corequisites: None  
This course introduces the fundamental elements of the German 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 German and demonstrate cultural awareness. This course is inherently global/diverse in content. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.*

**GER 112 Elementary German II**  
Prerequisites: GER 111 Minimum grade C  
Corequisites: None  
This course is a continuation of GER 111 focusing on the fundamental elements of the German 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 German and demonstrate further cultural awareness. This course is inherently global/diverse in content. *This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.*

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

**GRD 265 Digital Print Production**  
Prerequisites: GRD 151 or GRA 151  
Corequisites: None  
This course covers preparation of digital files for output and reproduction. Emphasis is placed on output options, separations, color proofing, and cost and design considerations. Upon completion, students should be able to prepare files and select appropriate output methods for design solutions. *SP*

**GRO 120 Gerontology**  
Prerequisites: None  
Corequisites: None  
This course covers the psychological, social, and physical aspects of aging. Emphasis is placed on the factors that promote mental and physical well-being. Upon completion, students should be able to recognize the aging process and its psychological, social, and physical aspects. *SP*

**GRO 250 Aging Policies Programs & Serv**  
Prerequisites: GRO 120  
Corequisites: None  
This course covers the development of state and federal policies, programs, and services for an aging population as a result of demographic shifts. Topics include initial federal programs addressing aging issues, emerging challenges and trends, the role of needs assessment and outcome measures that shape policies, and contemporary issues. Upon completion, students should be able to articulate about initial federal programs, assess emerging challenges and trends, demonstrate the value of needs assessments, and identify contemporary issues. *SP*
HEA 110  Personal Health/Wellness  3  0  0  3  
Prerequisites: None  
Corequisites: None  
This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. **This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.**

HIS 111  World Civilizations I  3  0  0  3  
Prerequisites: DRE 098 or ENG-002  
Corequisites: None  
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course is inherently global/diverse in content. **This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. FA, SP**

HIS 112  World Civilizations II  3  0  0  3  
Prerequisites: DRE 098 or ENG 002  
Corequisites: None  
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course is inherently global/diverse in content. **This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.**

HIS 131  American History I  3  0  0  3  
Prerequisites: DRE 098 or ENG 002  
Corequisites: None  
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. **This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. FA**

HIS 132  American History II  3  0  0  3  
Prerequisites: DRE 098 or ENG 002  
Corequisites: None  
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. **This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course. SP**
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<td>The Second World War</td>
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<td>This course covers the period of the Second World War from 1919 to 1945. Topics include the Treaty of Versailles, the rise of totalitarian regimes, the origins of the war, the major military campaigns in Europe and the Pacific, and the aftermath. Upon completion, students should be able to analyze significant political, military, socioeconomic, and cultural developments that influenced the Second World War. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP</td>
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<td>HIS 221</td>
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<td>This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP</td>
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<td>HIS 236</td>
<td>North Carolina History</td>
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<td>This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America’s discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP</td>
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<td>HSE 110</td>
<td>Introduction to Human Services</td>
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<td>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. FA</td>
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<td>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. FA</td>
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<td>HSE 123</td>
<td>Interviewing Techniques</td>
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<td>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. SP</td>
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<td>HSE 125</td>
<td>Counseling</td>
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<td>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. FA</td>
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<td>HSE 210</td>
<td>Human Services Issues</td>
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<td>Prerequisites: Successful completion of 12 SHC in the HSE program</td>
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<td>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. SP</td>
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<td>HSE 220</td>
<td>Case Management</td>
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<td>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. FA</td>
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<td>HSE 225</td>
<td>Crisis Intervention</td>
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<td>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. FA</td>
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<td>HSE 227</td>
<td>Children &amp; Adol in Crisis</td>
<td>3</td>
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<td>This course covers the crises affecting children and adolescents in contemporary society. Emphasis is placed on abuse and neglect, suicide and murder, dysfunctional family living, poverty, and violence. Upon completion, students should be able to identify and discuss intervention strategies and available services for the major contemporary crises affecting children and adolescents. SP</td>
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<td>HSE 242</td>
<td>Family Systems</td>
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<td>Corequisites: None</td>
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<td>This course introduces the concepts of family structure as a system and includes the impact of contemporary society on the family. Topics include systems theory, family structure, blended families, divorce, adoption, and the elderly. Upon completion, students should be able to demonstrate an understanding of families as a system and the impact of change on family structure. SP</td>
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<tr>
<td>HUM 110</td>
<td>Technology and Society</td>
<td>3</td>
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<td>This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>HUM 115</td>
<td>Critical Thinking</td>
<td>3</td>
<td>DRE 098 or ENG 002, ACA-122 and 30 hours in program</td>
<td>None</td>
<td>This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This is a capstone course for students in the AA and AS Degrees and requires satisfactory completion of an e-portfolio. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>HUM 120</td>
<td>Cultural Studies</td>
<td>3</td>
<td>DRE 098 or ENG 002</td>
<td>None</td>
<td>This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course is inherently global/diverse in content. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</td>
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<td>HUM 130</td>
<td>Myth in Human Culture</td>
<td>3</td>
<td>DRE 098 or ENG 002</td>
<td>None</td>
<td>This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>HUM 150</td>
<td>American Women's Studies</td>
<td>3</td>
<td>DRE 098 or ENG 002</td>
<td>None</td>
<td>This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>HUM 160</td>
<td>Introduction to Film</td>
<td>2</td>
<td>DRE 098 or ENG 002</td>
<td>None</td>
<td>This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</td>
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<tr>
<td>HYD 110</td>
<td>Hydraulics/Pneumatics I</td>
<td>2</td>
<td>None</td>
<td>None</td>
<td>This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics</td>
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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. Students may receive credit for this course by successfully completing non-credit course HYD-3607A. SP

**HYD 121 Hydraulics/Pneumatics II**
Prerequisites: HYD 110
Corequisites: None
This course is a continuation of HYD 110 and provides further investigation into fluid power systems. Topics include advanced system components, troubleshooting, and other related topics. Upon completion, students should be able to demonstrate an understanding of the installation, operation, and maintenance of fluid power components and systems. SP

**HYD 210 Advanced Hydraulics**
Prerequisites: HYD 110, HYD 111, or HYD 112
Corequisites: None
This course covers advanced hydraulic systems. Emphasis is placed on advanced hydraulic systems and components, troubleshooting, and other related topics. Upon completion, students should be able to demonstrate an understanding of the installation, application, operation, and maintenance of hydraulic components and systems. SP

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

**ISC 132 Mfg Quality Control**
Prerequisites: None
Corequisites: None
This course introduces quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment. SP

**JOU 110 Intro to Journalism**
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

**LDD 112 Intro Light-Duty Diesel**
Prerequisites: None
Corequisites: None
This course covers the history, evolution, basic design and operational parameters for light-duty diesel (LDD) engines used in on-road applications. Topics include familiarization with the light-duty diesel, safety procedures, engine service and maintenance procedures, and introduction to combustion and emission chemistry. Upon completion, students should be able to describe the design and operation of the LDD, perform basic service operations, and demonstrate proper safety procedures. FA

**LDD 181 LDD Fuel Systems**
Prerequisites: None
Corequisites: None
This course covers the light-duty diesel fuel delivery systems in on-road applications including hydraulic
electronically controlled unit injectors, common-rail, mechanical pumps, and emerging technologies. Topics include diesel combustion theory, fuel system components, electronic and mechanical controls, and fuel types and chemistries that are common to the light-duty diesel engines. Upon completion, students should be able to demonstrate skills necessary to inspect, test, and replace fuel delivery components using appropriate service information and tools. SP

**LDD 284 LDD Test and Diagnosis**

| Prerequisites: | None |
| Corequisites:  | None |

This course covers fundamentals of electronic engine management with an emphasis on diagnostic procedures and on-board diagnostic (OBD) systems in light-duty diesels. Topics include adaptive closed-loop controls, high-voltage injection systems, OBD fault detection, and government rules and regulations. Upon completion, students should be able to utilize diagnostic resources and equipment, identify and troubleshoot electronic malfunctions, and complete repairs on light-duty diesels. SP

**LEX 110 Introduction to Paralegal Study**

| Prerequisites: | None |
| Corequisites:  | None |

This course introduces the paralegal profession and the legal system, and an emphasis is placed on the role of professional and legal ethics. Topics include regulations, ethics, case analysis, legal reasoning, career opportunities, professional organizations, terminology, and other related topics. Upon completion, students should be able to explain the role of a paralegal and identify the skills, knowledge, and ethics required of paralegals. FA, SP

**LEX 120 Legal Research/Writing I**

| Prerequisites: | None |
| Corequisites:  | None |

This course introduces the techniques of legal research and writing. Emphasis is placed on locating, analyzing, applying, and updating sources of law; effective legal writing, including proper citation; and the use of electronic research methods. Upon completion, students should be able to perform legal research and writing assignments using techniques covered in the course. FA

**LEX 130 Civil Injuries**

| Prerequisites: | None |
| Corequisites:  | None |

This course covers traditional tort concepts and the evolving body of individual rights created by statute. Topics include intentional and non-intentional torts with emphasis on negligence, strict liability, civil rights, workplace and environmental liability, remedies, and damages. Upon completion, students should be able to recognize, explain, and evaluate elements of civil injuries and related defenses. SP

**LEX 140 Civil Litigation I**

| Prerequisites: | None |
| Corequisites:  | None |

This course introduces the structure of the legal system and the rules governing civil litigation. Topics include jurisdiction, state and federal rules of civil procedure and evidence. Upon completion, students should be able to assist an attorney in pre-litigation matters and preparation of pleadings and motions. FA

**LEX 141 Civil Litigation II**

| Prerequisites: | LEX 140 |
| Corequisites:  | None |

This course covers advanced topics in the civil litigation process. Topics include motions, discovery, and trial and appellate procedures. Upon completion, students should be able to assist an attorney in preparing and organizing documents for trial, settlement and post-trial practice. SP

**LEX 150 Commercial Law I**

| Prerequisites: | None |
| Corequisites:  | None |

This course covers legally enforceable agreements, forms of organization, and selected portions of the
Course Descriptions

Uniform Commercial Code. Topics include drafting and enforcement of contracts, leases, and related documents and selection and implementation of business organization forms, sales, and commercial papers. Upon completion, students should be able to apply the elements of a contract, prepare various business documents, and understand the role of commercial paper. FA

LEX 210  Real Property I 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the study of real property law. Topics include the distinction between real and personal property, various estates, mechanics of conveyance and encumbrance, recordation, special proceedings, and other related topics. Upon completion, students should be able to identify estates, forms of deeds, requirements for recording, and procedures to enforce rights to real property. FA

LEX 211  Real Property II 1 4 0 3
Prerequisites: LEX 210
Corequisites: None
This course continues the study of real property law relating to title examination and preparation of closing documents. Topics include use of courthouse and other public records in title examination and preparation of documents required in real estate transactions and closings. Upon completion, students should be able to plot/draft a description, perform complete title examination, draft closing documents including title insurance forms, and prepare disbursement reconciliation. SP

LEX 220  Corporate Law 2 0 0 2
Prerequisites: None
Corequisites: None
This course covers the legal aspects of forming, operating, and maintaining a business. Emphasis is placed on the business corporation with additional coverage of sole proprietorships and partnerships. Upon completion, students should be able to draft basic partnership and corporate documents and file these documents as required. SP

LEX 240  Family Law 3 0 0 3
Prerequisites: None
Corequisites: None
This course covers laws governing domestic relations. Topics include marriage, separation, divorce, child custody, support, property division, adoption, domestic violence, and other related topics. Upon completion, students should be able to interview clients, gather information, and draft documents related to family law. FA

LEX 250  Wills, Estates, & Trusts 2 2 0 3
Prerequisites: None
Corequisites: None
This course covers various types of wills, trusts, probate, estate administration, and intestacy. Topics include types of wills and execution requirements, caveats and dissents, intestate succession, inventories and accountings, distribution and settlement, and other related topics. Upon completion, students should be able to draft simple wills, prepare estate forms, understand administration of estates including taxation, and explain terms regarding trusts. SP

LEX 280  Ethics & Professionalism 2 0 0 2
Prerequisites: None
Corequisites: None
This course reinforces legal ethics and the role of the paralegal in a professional work environment. Topics include a review of ethics, employment opportunities, and search techniques; paralegal certification and other related topics. Upon completion, students should be able to understand the paralegal's role in the ethical practice of law. SP

MAC 111  Machining Technology I 2 12 0 6
Prerequisites: None
Corequisites: None
This course introduces machining operations as they relate to the metalworking industry. Topics include machine
shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. FA

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<th>Course Code</th>
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<td>Machining Technology II</td>
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<td>This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring layout, drilling, sawing, turning, and milling. SP</td>
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<td>Machining Technology III</td>
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<td>This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications. SP</td>
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<td>MAC 114</td>
<td>Introduction to Metrology</td>
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<td>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. FA</td>
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<tr>
<td>MAC 122</td>
<td>CNC Turning</td>
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<td>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. SP</td>
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<tr>
<td>MAC 124</td>
<td>CNC Milling</td>
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<td>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. FA</td>
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<tr>
<td>MAC 132</td>
<td>Blueprint Reading/Mach II</td>
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<td>2</td>
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<td>This course introduces more complex industrial blueprints. Emphasis is placed on auxiliary views, section views, violations of true project, special views, application of GD &amp; T, and interpretation of complex parts. Upon completion, students should be able to read and interpret complex industrial blueprints. SP</td>
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<th>Lab</th>
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<tbody>
<tr>
<td>MAC 151</td>
<td>Machining Calculations</td>
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<td>Corequisites: None</td>
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<td></td>
<td>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. FA</td>
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<tr>
<td>MAC 171</td>
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<td>Prerequisites: None</td>
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<td>Corequisites: None</td>
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</table>
This course introduces precision measuring instruments, process control and adjustment, inspection, material handling and workplace safety. Topics include properly identifying and handling various measurement instruments and materials, process control, adjustment and improvement, personal protective equipment (PPE) and OSHA safety regulations. Upon completion, students should be able to safely demonstrate effective measurement techniques, identify and handle various materials, and explain safe industry practices. SP

MAC 241 Jigs & Fixtures I 2 6 0 4
Prerequisites: None
Corequisites: None
This course introduces the application and use of jigs and fixtures. Emphasis is placed on design and manufacture of simple jigs and fixtures. Upon completion, students should be able to design and build simple jigs and fixtures. FA

MAT 001 Math Skills Support 0 2 0 1
Prerequisites: None
Corequisites: None
This course provides opportunities for students to build a stronger foundation for success in their corequisite math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the co-requisite math course. Upon completion, students should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student’s co-requisite math course.

MAT 003 Transition Math 0 6 0 3
Prerequisites: None
Corequisites: None
This course provides an opportunity to customize foundational math content in specific math areas and will include developing a growth mindset. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in their gateway level math courses by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT 043 Quantitative Literacy Support 1 2 0 2
Prerequisites: None
Corequisites: MAT 143
This course provides an opportunity to customize foundational math content specific to Quantitative Literacy. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Quantitative Literacy by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT 052 Statistical Methods I Support 1 2 0 2
Prerequisites: None
Corequisites: MAT 152
This course provides an opportunity to customize foundational math content specific to Statistical Methods I. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Statistical Methods I by obtaining skills through a variety of instructional strategies with emphasis placed on the most essential prerequisite knowledge.

MAT 071 Precalculus Algebra Support 0 4 0 2
Prerequisites: None
Corequisites: MAT 171
This course provides an opportunity to customize foundational math content specific to Precalculus Algebra. Topics include developing the academic habits, learning strategies, social skills, and growth mindset necessary to be successful in mathematics. Upon completion, students should be able to build a stronger foundation for success in Precalculus Algebra by obtaining skills through a variety of instructional
strategies with emphasis placed on the most essential prerequisite knowledge.

MAT 121  Algebra/Trigonometry I  
Prerequisites: MAT 060, MAT 070, MAT 080 or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060 or DMA 010, DMA 020, DMA 030, DMA-045 or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050 or DMA 025, DMA 040, DMA 050 or DMA 025, DMA 045 or MAT 003
Corequisites: None
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

MAT 143  Quantitative Literacy  
Prerequisites: MAT 060, MAT 070, DRE 098 or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098 or DMA 010, DMA 020, DMA 030, DMA-045, DRE 098 or DMA 025, DMA 040, DMA 050, DRE 098 or DMA 025, DMA 045, DRE 098 or MAT 003 ENG 002
Corequisites: MAT 043 if required
This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.

MAT 152  Statistical Methods I  
Prerequisites: MAT 060, MAT 070, DRE 098 or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, and DRE 098 or DMA 010, DMA 020, DMA 030, DMA-045, DRE 098 or DMA 025, DMA 040, DMA 050, DRE 098 or DMA 025, DMA 045, DRE 098 or MAT 003 ENG 002
Corequisites: MAT 052 if required
This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). This is a Universal General Education Transfer Component (UGETC) course.
MAT 171 Precalculus Algebra  
Prerequisites: MAT 060, MAT 070, MAT 080 or DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, DMA 070, DMA 080 or DMA 010, DMA 020, DMA 030, DMA-045, DMA 065 or DMA 025, DMA 040, DMA 050, DMA 065 or DMA 025, DMA 045, DMA 065 or MAT 003  
Corequisites: MAT 071 if required  
This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 172 Precalculus Trigonometry  
Prerequisites: MAT 171 Minimum grade C  
Corequisites: None  
This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course.

MAT 263 Brief Calculus  
Prerequisites: MAT 171 Minimum grade C  
Corequisites: None  
This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. SP

MAT 271 Calculus I  
Prerequisites: MAT 172 Minimum grade C  
Corequisites: None  
This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. FA, SP

MAT 272 Calculus II  
Prerequisites: MAT 271 Minimum grade C  
Corequisites: None  
This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed
on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with or without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. This is a Universal General Education Transfer Component (UGETC) course. SP, FA

MAT 273 Calculus III 3 2 0 4
Prerequisites: MAT 272 Minimum grade C
Corequisites: None
This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and the line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. FA

MAT 280 Linear Algebra 2 2 0 3
Prerequisites: MAT 271 Minimum grade C
Corequisites: None
This course provides an introduction to linear algebra topics. Emphasis is placed on the development of abstract concepts and applications for vectors, system of equations, matrices, determinants, vector spaces, multi-dimensional linear transformations, eigenvectors, eigenvalues, diagonalization and orthogonality. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to linear algebra-related problems with and without technology. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA

MAT 285 Differential Equations 2 2 0 3
Prerequisites: MAT 272 Minimum Grade C
Corequisites: None
This course provides an introduction to topics involving ordinary differential equations. Emphasis is placed on the development of abstract concepts and applications for first-order and linear higher-order differential equations, systems of differential equations, numerical methods, series solutions, eigenvalues and eigenvectors, and LaPlace transforms. Upon completion, students should be able to demonstrate understanding of the theoretical concepts and select and use appropriate models and techniques for finding solutions to differential equations-related problems with and without technology. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. SP

MEC 130 Mechanisms 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems. SP

MEC 145 Manufacturing Materials I 2 3 0 3
Prerequisites: None
Corequisites: None
This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities
and limitations.  FA

**MEC 161**  Manufacturing Processes I  
Prerequisites: None  
Corequisites: None  
This course provides the fundamental principles of value-added processing of materials into usable forms for the customer. Topics include material properties and traditional and non-traditional manufacturing processes. Upon completion, students should be able to specify appropriate manufacturing processing for common engineering materials. SP

**MEC 180**  Engineering Materials  
Prerequisites: None  
Corequisites: None  
This course introduces the physical and mechanical properties of materials. Topics include materials testing, pre- and post-manufacturing processes, and material selection of ferrous and non-ferrous metals, plastics, composites, and non-conventional materials. Upon completion, students should be able to utilize basic material property tests and select appropriate materials for applications. FA

**MEC 260**  Fundamentals of Machine Design  
Prerequisites: None  
Corequisites: None  
This course introduces the fundamental principles of machine design. Topics include simple analysis of forces, moments, stresses, strains, friction, kinematics, and other considerations for designing machine elements. Upon completion, students should be able to analyze machine components and make component selections from manufacturers' catalogs. SP

**MED 110**  Orientation to Medical Assisting  
Prerequisites: DRE 098 or ENG 002  
Corequisites: None  
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting. FA, SP

**MED 112**  Ori to Clinic Setting I  
Prerequisites: None  
Corequisites: None  
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.

**MED 116**  Introduction to A & P  
Prerequisites: None  
Corequisites: None  
This course introduces basic anatomy and physiology. Emphasis is placed on the relationship between body structure and function and the procedures common to health care. Upon completion, students should be able to identify body system components and functions relating this knowledge to the delivery of health care.

**MED 118**  Medical Law and Ethics  
Prerequisites: DRE 098 or ENG 002  
Corequisites: None  
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical
responsibilities of a multi-skilled health professional.

**MED 121 Medical Terminology I**  
**Prerequisites:** DRE 098 or ENG 002  
**Corequisites:** None  
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. FA, SP, SU

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

**MED 130 Administrative Office Procedures I**  
**Prerequisites:** DRE 098 or ENG 002  
**Corequisites:** None  
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment. FA, SP

**MED 131 Administrative Office Procedures II**  
**Prerequisites:** MED 130  
**Corequisites:** None  
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel. FA, SP

**MED 136 Preventive Health**  
**Prerequisites:** Enrollment in the Medical Assisting program  
**Corequisites:** None  
This course provides information on public school and community health issues at all levels and preventive measures for prevalent diseases in the schools. Topics include healthy lifestyles, disease prevention, child psychology, and holistic health. Upon completion, students should be able to present information to all age levels concerning health issues, disease prevention, and attainment of health lifestyles.

**MED 138 Infection/Hazard Control**  
**Prerequisites:** Enrollment in the Medical Assisting program  
**Corequisites:** None  
This course introduces the student to infection and hazard control procedures necessary for the healthcare worker. Topics include introduction to Microbiology, Practical Infection Control, Sterilization and Monitoring, Chemical Disinfectants, Aseptic Technique, infectious diseases, and applicable North Carolina laws. Upon completion, students should be able to demonstrate an understanding in infectious diseases, disease transmission, infection control procedures, biohazard management, OSH standards and applicable North Carolina Laws.

**MED 140 Examination Room Procedures I**  
**Prerequisites:** Enrollment in the Medical Assisting program  
**Corequisites:** None  
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. SP
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<th>Course Title</th>
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<th>Hours</th>
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<td>MED 150</td>
<td>Laboratory Procedures I</td>
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<td>Prerequisites: Enrollment in Medical Assisting or MLA programs</td>
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<td>MED 230</td>
<td>Admin Office Procedures III</td>
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<td>MED 260</td>
<td>MED Clinical Practicum</td>
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<td>MED 264</td>
<td>Medical Assisting Overview</td>
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<td>MED 270</td>
<td>Symptomatology</td>
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<td>MED 272</td>
<td>Drug Therapy</td>
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<td>Prerequisites: Enrollment in the Medical Assisting program and MED 140</td>
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<td>MKT 120</td>
<td>Principles of Marketing</td>
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<td>0</td>
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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. FA, SP

This course provides advanced medical office administrative procedures. Emphasis is placed on management skills including personnel supervision, practice management, public relations, and insurance coding. Upon completion, students should be able to exhibit advanced managerial medical assisting skills.

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. SU

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. FA

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 action.

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. SP

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision-making. FA
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<th>Course Code</th>
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<td>Corequisites: None</td>
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<td>This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards. FA</td>
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<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
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<td></td>
<td>Prerequisites: DRE 098 or ENG 002</td>
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<td>Corequisites: None</td>
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<td>This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA, SP</td>
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<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
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<td></td>
<td>Prerequisites: DRE 098 or ENG 002</td>
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<td>Corequisites: None</td>
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<td>This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course. FA, SP</td>
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<td>NAS 101</td>
<td>Nurse Aide I</td>
<td>3</td>
<td>4</td>
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<td>Prerequisites: Enrollment in Nurse Aide program</td>
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<td>Corequisites: None</td>
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<td>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.</td>
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<tr>
<td>NAS 102</td>
<td>Nurse Aide II</td>
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<td>Prerequisites: Enrollment in Nurse Aide program and NAS 101</td>
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<td>Corequisites: None</td>
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<td>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.</td>
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<td>NAS 107</td>
<td>Medication Aide</td>
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<td></td>
<td>Prerequisites: Enrollment in Nurse Aide program</td>
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<td>Corequisites: None</td>
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<td>This course will cover the six rights of medication administration for non-licensed personnel. Topics will include medication administration via the oral, topical and installation routes, medical asepsis, hand hygiene, terminology, and legal implications. Upon completion, students should be able to demonstrate skills necessary to qualify as a Medication Aide with the North Carolina Nurse Aide Registry.</td>
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<td>NET 225</td>
<td>Enterprise Networking</td>
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Corequisites: None
This course is designed to cover the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies. Emphasis is placed on configuring, troubleshooting, and securing enterprise network devices and understanding how application programming interfaces (API) and configuration management tools enable network automation. Upon completion, students should be able to configure link state routing protocols, implement ACLs to filter traffic and secure administrative access, configure NAT services on the router to provide address scalability, explain techniques to provide address scalability and secure remote access for WAN, and explain how automation affects evolving networks. FA

NOS 120  Linux/UNIX Single User 2 2 0 3
Prerequisites: None
Corequisites: None
This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles. FA

NOS 130  Windows Single User 2 2 0 3
Prerequisites: None
Corequisites: None
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment. SP

NOS 230  Windows Administration I 2 2 0 3
Prerequisites: None
Corequisites: None
This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system. SP

NUR 101  Practical Nursing I 7 6 6 11
Prerequisites: Enrollment in the PN program
Corequisites: BIO 163
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. FA

NUR 102  Practical Nursing II 7 0 9 10
Prerequisites: Enrollment in the PN program and NUR 101
Corequisites: ENG 111
This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course. SP

NUR 103  Practical Nursing III 6 0 9 9
Prerequisites: Enrollment in the PN program and NUR 101
Corequisites: NUR 102, ENG 111
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors,
healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care. SU

NUR 103AB  Practical Nursing III (Part one)  
NUR 103BB  Practical Nursing III (Part two)  
NUR 107  LPN Refresher  
Prerequisites: Enrollment in the LPN Refresher Certificate program  
Corequisites: None  
This refresher course is designed to provide an independent didactic review for the previously licensed practical nurse whose license has lapsed. Emphasis is placed on common medical-surgical conditions and nursing interventions, including mental health principles, pharmacological concepts, and safe clinical practice. Upon completion, students will be eligible to apply for reinstatement of licensure. FA, SP

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

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

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

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

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

NUR 212  Health System Concepts 3 0 6 5
Prerequisites: Enrollment in the ADN program and NUR 111
Corequisites: None
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of 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. SU

SU

NUR 213  Complex Health Concepts 4 3 15 10
Prerequisites: Enrollment in the ADN program and NUR 111
Corequisites: NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care. SP

OST 131  Keyboarding 1 2 0 2
Prerequisites: None
Corequisites: None
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system. Students may receive credit for this course by successfully completing non-credit course CIS-3100A. FA, SP

OST 134  Text Entry & Formatting 2 2 0 3
Prerequisites: OST 131
Corequisites: None
This course is designed to provide skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce documents and key timed writings at speeds commensurate with employability. FA, SP

OST 136  Word Processing 2 2 0 3
Prerequisites: None
Corequisites: None
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. SP

OST 148  Medical Coding Billing & Insurance 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third-party payers, coding concepts, and forms preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. FA

OST 149  Medical Legal Issues 3 0 0 3
Prerequisites: None
Corequisites: None
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical
behavior. SP

**OST 164**  
**Office Editing**  
Prerequisites: None  
Corequisites: None  
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. FA

**OST 184**  
**Records Management**  
Prerequisites: None  
Corequisites: None  
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system. FA

**OST 236**  
**Advanced Word Processing**  
Prerequisites: OST 136  
Corequisites: None  
This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents. FA, SP

**OST 243**  
**Medical Office Simulation**  
Prerequisites: OST 148  
Corequisites: None  
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. SP

**OST 247**  
**Procedure Coding**  
Prerequisites: MED 121 or OST 141  
Corequisites: None  
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility. Students may receive credit for this course by successfully completing non-credit course MED 3100M. FA

**OST 248**  
**Diagnostic Coding**  
Prerequisites: MED 121 or OST 141  
Corequisites: None  
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding systems. Upon completion, students should be able to properly code diagnoses in a medical facility. Students may receive credit for this course by successfully completing non-credit course MED 3100M. FA

**OST 249**  
**Medical Coding Certification Prep**  
Prerequisites: OST 247 and OST 248  
Corequisites: None  
This course provides instruction that will prepare students to sit for a national coding certification exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for various medical coding certification exams. Students may receive credit for this course by successfully completing non-credit course MED 3100M. SP

**OST 250**  
**Long-Term Care Coding**  
Prerequisites: MED 121 or OST 141  
Corequisites: None  
This course covers diagnostic coding as it applies to long-term care facilities and home care. Topics
include diagnostic coding and reimbursement in long-term care facilities and home care. Upon completion, students should be able to properly code conditions for long-term care and home care services. SP

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<th>Course Code</th>
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<td>Advanced Coding Methodologies</td>
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<td>This course provides advanced instruction in a variety of emergent methodologies in medical coding. Topics include advanced outpatient coding, inpatient coding, risk adjustment coding, online encoder software, Correct Coding Initiatives (CCI), and advanced record abstraction. Upon completion, students should be able to perform advanced coding in a healthcare facility. SP</td>
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<td>This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society. FA</td>
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<tr>
<td>OST 288</td>
<td>Medical Office Admin Capstone</td>
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<td>Prerequisites:</td>
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<td>This course is designed to be a capstone course for the medical office professional and provides a working knowledge of medical office procedures. Emphasis is placed on written and oral communication skills, practice management, electronic health records, medical office procedures, ethics, and professional development. Upon completion, students should be able to demonstrate the skills necessary to manage a medical office. SP</td>
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<td>PAD 151</td>
<td>Intro to Public Admin</td>
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<td>Corequisites:</td>
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<td>This course includes an overview of the role of the public administrator in government and an examination of the development and implementation of public policy. Topics include public personnel administration and management, decision making, public affairs, ethics, organizational theories, budgetary functions within governmental agencies, and other governmental issues. Upon completion, students should be able to explain the functions of government in society and in the lives of people composing that society.</td>
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<td>PAD 152</td>
<td>Ethics in Government</td>
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<td>This course introduces the ethical issues and problems within the public administration field. Emphasis is placed on building analytical skills, stimulating moral imagination, and recognizing the discretionary power of the administrator’s role. Upon completion, students should be able to understand the moral dimensions of public administrative decision making.</td>
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<td>Public Finance &amp; Budgeting</td>
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<td>Corequisites:</td>
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<td>This course provides an overview of the public finance and budgeting processes used in the allocation of public resources to meet differing public interests. Topics include the political environment, government expenditures, revenues, taxation, budgetary process theories and techniques, and the relation of government finance to the economy. Upon completion, students should be able to recognize impacts of government revenue and expenditure policies and understand the role of budgeting in executing governmental policy.</td>
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</table>
PAD 252  Public Policy Analysis  3 0 0 3
Prerequisites: None
Corequisites: None
This course is a study of methods and techniques used to determine the effectiveness of public programs. Emphasis is placed on the concept of ecology and environmental impact, informal groups and information networks, and the relationship between public and private sectors. Upon completion, students should be able to analyze case studies with the use of political analysis techniques.

PAD 254  Grant Writing  3 0 0 3
Prerequisites: None
Corequisites: None
This course covers the basic techniques of successful grant writing. Topics include concept development, funding sources research, and writing skills relevant to the grants process. Upon completion, students should be able to demonstrate a basic understanding of the grants process.

PED 110  Fit and Well for Life  1 2 0 2
Prerequisites: None
Corequisites: None
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA, SP

PED 111  Physical Fitness I  0 3 0 1
Prerequisites: None
Corequisites: None
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA, SP

PED 113  Aerobics I  0 3 0 1
Prerequisites: None
Corequisites: None
This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. FA, SP

PED 121  Walk, Jog, Run  0 3 0 1
Prerequisites: None
Corequisites: None
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. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.
PED 122  Yoga I 0 2 0 1
Prerequisites: None
Corequisites: None
This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

PED 142  Lifetime Sports 0 2 0 1
Prerequisites: None
Corequisites: None
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

PED 186  Dancing For Fitness 0 2 0 1
Prerequisites: None
Corequisites: None
This course is designed to develop movement and recreational dance skills, safety, fitness, coordination, and techniques used to teach various groups. Emphasis is placed on participation and practice with adapting dances for ages and ability levels. Upon completion, students should be able to demonstrate knowledge of fitness through social, folk, and square dance participation and instruction. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

PED 219  Disc Golf 0 2 0 1
Prerequisites: None
Corequisites: None
This course introduces the fundamentals of disc golf. Emphasis is placed on basic throwing techniques, putting, distance driving, scoring, and single and doubles play. Upon completion, students should be able to perform the skills required in playing situations. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.

PHI 215  Philosophical Issues 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and officially evaluate the philosophical components of an issue. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

PHI 240  Introduction to Ethics 3 0 0 3
Prerequisites: ENG 111
Corequisites: None
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA
as a general education course in Humanities/Fine Arts. This is a Universal General Education Transfer Component (UGETC) course.

**PHY 110**  
**Conceptual Physics**  
3 0 0 3  
Prerequisites: MAT 060 and MAT 070 or DMA 010, DMA 020, DMA 030, DMA 040 or DMA 025, DMA 045 or MAT 003 or MAT 010 or MAT 021 or MAT 043 or MAT 052 or MAT 071

Corequisites: None

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. FA, SP

**PHY 110A**  
**Conceptual Physics Lab**  
0 2 0 1  
Prerequisites: None  
Corequisites: PHY 110

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. FA, SP

**PHY 151**  
**College Physics I**  
3 2 0 4  
Prerequisites: MAT 171 or MAT 271 Minimum grade C  
Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. FA

**PHY 152**  
**College Physics II**  
3 2 0 4  
Prerequisites: PHY 151 Minimum grade C  
Corequisites: None

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course. SP
**PHY 251  General Physics I**  
Prerequisites: MAT 271 Minimum grade C  
Corequisites: MAT 272  
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.* SP  

**PHY 252  General Physics II**  
Prerequisites: MAT 272 and PHY 251 Minimum grade C  
Corequisites: None  
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. *This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. This is a Universal General Education Transfer Component (UGETC) course.* SP  

**POL 120  American Government**  
Prerequisites: DRE 098 or ENG 002  
Corequisites: None  
This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. *This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.* FA, SP  

**POL 130  State & Local Government**  
Prerequisites: None  
Corequisites: None  
This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual.  

**PST 120  NCDPS Correct’l Officer Train**  
Prerequisites: None  
Corequisites: None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 160-hour Basic Correctional Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *160 Hours Minimum Documented Training Required.*
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PST 123</td>
<td>NC Sheriff's Telecom Training</td>
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<td>PST 124</td>
<td>NC Sheriff's Detent Ofr Train</td>
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<td>PST 125</td>
<td>NC Basic Juv Just Ofr Trg</td>
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<td>PST 126</td>
<td>NC Basic Juv Just Counsel Trg</td>
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<td>PST 127</td>
<td>NC Basic Probation Ofr Traing</td>
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<td>PST 151</td>
<td>NC Justice Academy Training</td>
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Prerequisites: None
Corequisites: None

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 47-hour Telecommunicator Certification Course regulated by the NC Sheriffs’ Education and Training Standards Commission. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *47 Hours Minimum Documented Training Required.

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 174-hour Detention Officer Certification Course regulated by the NC Sheriffs’ Education and Training Standards Commission and required for certification as a detention officer. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *174 Hours Minimum Documented Training Required.

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 160-hour Basic Juvenile Justice Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile justice officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *160 Hours Minimum Documented Training Required.

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 162-hour Basic Juvenile Court Counselor training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state juvenile court counselor with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *162 Hours Minimum Documented Training Required.

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 216-hour Basic Probation Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *216 Hours Minimum Documented Training Required.

This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs’ Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *16 Hours Minimum Documented Training Required.
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<td>PST 157</td>
<td>NC Justice Academy Training</td>
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<td>*224 Hours Minimum Documented Training Required</td>
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of successful completion of this training must be provided from the training delivery agency and retained on file. *272 Hours Minimum Documented Training Required.

**PST 158 NC Justice Academy Training**  
Prerequisites: None  
Corequisites: None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs’ Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *320 Hours Minimum Documented Training Required.

**PST 159 NC Justice Academy Training**  
Prerequisites: None  
Corequisites: None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Justice Academy-developed training that may be regulated by the NC Criminal Justice Education and Training Standards Commission and the NC Sheriffs’ Education and Training Commission in support of law enforcement training in North Carolina. Official documentation of successful completion of this training must be provided from the training delivery agency and retained on file. *368 Hours Minimum Documented Training Required.

**PST 171 NCCCS Public Safety Training**  
Prerequisites: None  
Corequisites: None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *16 Hours Minimum Documented Training Required.

**PST 172 NCCCS Public Safety Training**  
Prerequisites: None  
Corequisites: None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *48 Hours Minimum Documented Training Required.

**PST 173 NCCCS Public Safety Training**  
Prerequisites: None  
Corequisites: None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *80 Hours Minimum Documented Training Required.

**PST 174 NCCCS Public Safety Training**  
Prerequisites: None  
Corequisites: None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education
regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *128 Hours Minimum Documented Training Required.

PST 175  NCCCS Public Safety Training  2  9  0  5
Prerequisites: None
Corequisites: None
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *176 Hours Minimum Documented Training Required.

PST 176  NCCCS Public Safety Training  2  12  0  6
Prerequisites: None
Corequisites: None
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *224 Hours Minimum Documented Training Required.

PST 177  NCCCS Public Safety Training  2  15  0  7
Prerequisites: None
Corequisites: None
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *272 Hours Minimum Documented Training Required.

PST 178  NCCCS Public Safety Training  2  18  0  8
Prerequisites: None
Corequisites: None
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is NC Community College System (NCCCS) continuing education regulated by the State Board of Community Colleges and accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Official documentation of successful completion of this training must be provided from the NCCCS and retained on file. *320 Hours Minimum Documented Training Required.

PST 179  NCCCS Public Safety Training  2  21  0  9
Prerequisites: None
Corequisites: None
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the 160-hour Basic Correctional Officer training course regulated by the NC Criminal Justice Education and Training Standards Commission and required for certification as a state correctional officer with the NC Department of Public Safety. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *160 Hours Minimum Documented Training Required.
PST 181  NCDPS Unarmed Sec Guard Trg  1  0  0  1  
Prerequisites:  None  
Corequisites:  None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. This prior learning source is Unarmed Security Guard training regulated by NCDPS Private Protection Services. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *16 Hours Minimum Documented Training Required.

PST 182  NCDPS Armed Sec Ofc Inst Trg  2  0  0  2  
Prerequisites:  None  
Corequisites:  None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is Armed Security Officer Training Firearms regulated by NCDPS Private Protection Services. Official documentation of successful completion of the state-mandated training must be provided and retained on file. *40 Hours Minimum Documented Training Required.

PST 189  NCDOJ Prof Cert Program  9  0  0  9  
Prerequisites:  None  
Corequisites:  None  
This course is a mechanism for awarding prior learning credit for industry-recognized training and/or credentials. The prior learning source is the Professional Certificate program regulated by NCDOJ. A certificate of completion and associated transcript for the program must be provided and retained on file.

PSY 150  General Psychology  3  0  0  3  
Prerequisites:  DRE 098 or ENG 002  
Corequisites:  None  
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

PSY 241  Developmental Psychology  3  0  0  3  
Prerequisites:  PSY 150  
Corequisites:  None  
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

PSY 281  Abnormal Psychology  3  0  0  3  
Prerequisites:  PSY 150  
Corequisites:  None  
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

REL 110  World Religions  3  0  0  3  
Prerequisites:  DRE 098 or ENG 002  
Corequisites:  None
This course introduces the world’s major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA, SP

REL 211 Introduction to Old Testament 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course is a survey of the literature of the Hebrews with readings for the law, prophets, and other writings. Emphasis is placed on the use of literacy, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA

REL 212 Introduction to New Testament 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA, SP

REL 221 Religion in America 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA, SP

RUS 111 Elementary Russian I 3 0 0 3
Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course introduces the fundamental elements of the Russian 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 Russian and to demonstrate cultural awareness. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. FA

RUS 112 Elementary Russian II 3 0 0 3
Prerequisites: RUS 111 Minimum grade C
Corequisites: None
This course is a continuation of RUS 111 focusing on the fundamental elements of the Russian 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 Russian and to demonstrate further cultural awareness. This course is inherently global/diverse in content. This course has been approved for transfer under the
**Course Descriptions**

**CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. SP**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAB 110</td>
<td>Substance Abuse Overview</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Corequisites: None</td>
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<tr>
<td>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. FA</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| SAB 130     | Addictive Behaviors                  | 3     | 0     | 0       | 3       |
| Prerequisites: None |                                      |       |       |         |
| Corequisites: None |                                    |       |       |         |
| This course surveys and investigates addiction patterns and various methods of treatment. Emphasis is placed on sociocultural, psychological, and physiological theories of substance abuse and treatment. Upon completion, students should be able to demonstrate an understanding of theories of substance abuse and treatment. FA |

| SAB 135     | Addictive Process                   | 3     | 0     | 0       | 3       |
| Prerequisites: None |                                      |       |       |         |
| Corequisites: None |                                    |       |       |         |
| This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders. FA |

| SEC 110     | Security Concepts                   | 2     | 2     | 0       | 3       |
| Prerequisites: None |                                      |       |       |         |
| Corequisites: None |                                    |       |       |         |
| This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy. Students may receive credit for this course by successfully completing non-credit course SEC 3100A. SP |

| SGD 111     | Introduction to SGD                 | 2     | 3     | 0       | 3       |
| Prerequisites: None |                                      |       |       |         |
| Corequisites: None |                                    |       |       |         |
| 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. FA |

| SGD 112     | SGD Design I                         | 2     | 3     | 0       | 3       |
| Prerequisites: None |                                      |       |       |         |
| Corequisites: None |                                    |       |       |         |
| This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulations and games. Upon completion, students should be able to design simple simulations and/or games. SP |

| SOC 210     | Introduction to Sociology            | 3     | 0     | 0       | 3       |
| Prerequisites: None |                                      |       |       |         |
| Corequisites: None |                                    |       |       |         |
| This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social |
institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. This is a Universal General Education Transfer Component (UGETC) course.

**SOC 220 Social Problems**

Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

**SOC 225 Social Diversity**

Prerequisites: DRE 098 or ENG 002
Corequisites: None
This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences.

**SON 110 Introduction to Sonography**

Prerequisites: Enrollment in the Medical Sonography program
Corequisites: None
This course provides an introduction to medical sonography. Topics include applications, sonographic terminology, history, patient care, ethics, and basic skills. Upon completion, students should be able to define professionalism and sonographic applications and perform basic patient care skills and preliminary scanning techniques. SU

**SON 110AB Introduction to Sonography (part one)**

**SON 110BB Introduction to Sonography (part two)**

**SON 111 Sonographic Physics**

Prerequisites: Enrollment in Medical or Musculoskeletal Sonography program or graduate of accredited Medical Sonography program
Corequisites: None
This course introduces ultrasound physical principles, bioeffects, and sonographic instrumentation. Topics include sound wave mechanics, transducers, sonographic equipment, Doppler physics, bioeffects, and safety. Upon completion, students should be able to demonstrate knowledge of sound wave mechanics, transducers, sonography equipment, the Doppler effect, bioeffects, and safety. FA

**SON 111AB Sonographic Physics (part one)**

**SON 111BB Sonographic Physics (part two)**

**SON 120 SON Clinical Education I**

Prerequisites: Enrollment in the Medical Sonography program and SON 110
Corequisites: None
This course provides active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. FA
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON 121</td>
<td>SON Clinical Education II</td>
<td>0 0 15 5</td>
<td>Enrollment in the Medical Sonography program and SON 120</td>
<td>None</td>
<td>This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. SP</td>
</tr>
<tr>
<td>SON 130</td>
<td>Abdominal Sonography I</td>
<td>2 3 0 3</td>
<td>Enrollment in the Medical Sonography program</td>
<td>None</td>
<td>This course introduces abdominal and small parts sonography. Emphasis is placed on the sonographic anatomy of the abdomen and small parts with correlated laboratory exercises. Upon completion, students should be able to recognize and acquire basic abdominal and small parts images. FA</td>
</tr>
<tr>
<td>SON 131</td>
<td>Abdominal Sonography II</td>
<td>1 3 0 2</td>
<td>Enrollment in the Medical Sonography program and SON 130</td>
<td>None</td>
<td>This course covers abdominal and small parts pathology recognizable on sonograms. Emphasis is placed on abnormal sonograms of the abdomen and small parts with correlated sonographic cases. Upon completion, students should be able to recognize abnormal pathological processes in the abdomen and on small parts sonographic examinations. SP</td>
</tr>
<tr>
<td>SON 140</td>
<td>Gynecological Sonography</td>
<td>2 0 0 2</td>
<td>Enrollment in the Medical Sonography program and SON 110</td>
<td>None</td>
<td>This course is designed to relate gynecological anatomy and pathology to sonography. Emphasis is placed on gynecological relational anatomy, endovaginal anatomy, and gynecological pathology. Upon completion, students should be able to recognize normal and abnormal gynecological sonograms. FA</td>
</tr>
<tr>
<td>SON 220</td>
<td>SON Clinical Education III</td>
<td>0 0 24 8</td>
<td>Enrollment in the Medical Sonography program and SON 121</td>
<td>None</td>
<td>This course provides continued active participation in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. FA</td>
</tr>
<tr>
<td>SON 220AB</td>
<td>SON Clinical Education III (part one)</td>
<td>0 0 6 2</td>
<td>Enrollment in the Medical Sonography program and SON 121</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SON 220BB</td>
<td>SON Clinical Education III (part two)</td>
<td>0 0 18 6</td>
<td>Enrollment in the Medical Sonography program and SON 121</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SON 221</td>
<td>SON Clinical Education IV</td>
<td>0 0 24 8</td>
<td>Enrollment in the Medical Sonography program and SON 220</td>
<td>None</td>
<td>This course provides continued active participation off campus in clinical sonography. Emphasis is placed on imaging, processing, and technically evaluating sonographic examinations. Upon completion, students should be able to image, process, and evaluate sonographic examinations. SP</td>
</tr>
<tr>
<td>SON 225</td>
<td>Case Studies</td>
<td>0 3 0 1</td>
<td>Enrollment in the Medical Sonography program and SON 110</td>
<td>None</td>
<td>This course offers the opportunity to present interesting cases found during clinical education. Emphasis is placed on presentation methods which integrate patient history, laboratory results, and sonographic findings with reference to current literature. Upon completion, students should be able to correlate information necessary for complete presentation of case studies. FA</td>
</tr>
<tr>
<td>SON 241</td>
<td>Obstetrical Sonography I</td>
<td>2 0 0 2</td>
<td>Enrollment in the Medical Sonography program and SON 110</td>
<td>None</td>
<td>This course covers normal obstetrical sonography techniques, the normal fetal environment, and abnormal</td>
</tr>
</tbody>
</table>
first trimester pregnancy states. Topics include gestational dating, fetal anatomy, uterine environment, and first trimester complications. Upon completion, students should be able to produce gestational sonograms which document age, evaluate the uterine environment, and recognize first trimester complications. SP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON 242</td>
<td>Obstetrical Sonography II</td>
<td>2</td>
<td>Enrollment in the Medical Sonography program and SON 241</td>
<td>None</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>This course covers second and third trimester obstetrical complications and fetal anomalies. Topics include abnormal fetal anatomy and physiology and complications in the uterine environment. Upon completion, students should be able to identify fetal anomalies, fetal distress states, and uterine pathologies. FA</td>
<td></td>
</tr>
<tr>
<td>SON 250</td>
<td>Vascular Sonography</td>
<td>1</td>
<td>Enrollment in the Medical Sonography program or graduate of accredited Medical Sonography program</td>
<td>None</td>
</tr>
<tr>
<td>SON 272</td>
<td>Advanced Pathology</td>
<td>0</td>
<td>Enrollment in the Medical Sonography program and SON 110</td>
<td>None</td>
</tr>
<tr>
<td></td>
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<td>This course is designed to concentrate on complex pathological states seen on sonograms. Emphasis is placed on systemic diseases and multi-organ disease states as seen on sonograms. Upon completion, students should be able to identify normal vascular anatomy and recognize pathology of the vascular system. SP</td>
<td></td>
</tr>
<tr>
<td>SON 276</td>
<td>Fetal Echocardiography</td>
<td>1</td>
<td>Enrollment in the Medical Sonography program or graduate of accredited Medical Sonography program</td>
<td>None</td>
</tr>
<tr>
<td></td>
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<td>This course introduces the normal and abnormal development of the fetal heart with correlation to sonographic evaluation. Emphasis is placed on cardiac anatomy and physiology in the normal fetus as well as cardiac defects. Upon completion, students should be able to identify and evaluate normal and abnormal fetal cardiac structures. FA</td>
<td></td>
</tr>
<tr>
<td>SON 289</td>
<td>Sonographic Topics</td>
<td>2</td>
<td>Enrollment in the Medical Sonography program and SON 110</td>
<td>None</td>
</tr>
<tr>
<td></td>
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<td>This course provides an overview of sonographic topics in preparation for certification examinations. Emphasis is placed on registry preparation. Upon completion, students should be able to demonstrate a comprehensive knowledge of sonography and be prepared for the registry examinations. SP</td>
<td></td>
</tr>
<tr>
<td>SPA 111</td>
<td>Elementary Spanish I</td>
<td>3</td>
<td>DRE 098 or ENG 002</td>
<td>None</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.</td>
<td></td>
</tr>
<tr>
<td>SPA 112</td>
<td>Elementary Spanish II</td>
<td>3</td>
<td>SPA 111 Minimum Grade C</td>
<td>None</td>
</tr>
</tbody>
</table>
|             |                               |       | This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking,
reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course is inherently global/diverse in content. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

SPA 211 Intermediate Spanish I 3 0 0 3
Prerequisites: SPA 112
Corequisites: None
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

SPA 212 Intermediate Spanish II 3 0 0 3
Prerequisites: SPA 211
Corequisites: None
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts.

SWK 113 Working with Diversity 3 0 0 3
Prerequisites: None
Corequisites: None
This course examines and promotes understanding, sensitivity, awareness, and knowledge of human diversity. Emphasis is placed on professional responsibilities, duties, and skills critical to multicultural human services practice. Upon completion, students should be able to integrate and expand knowledge, skills, and cultural awareness relevant to diverse populations.

TRN 110 Introduction to Transport Tech 1 2 0 2
Prerequisites: None
Corequisites: None
This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities. Students may receive credit for this course by successfully completing non-credit course AUT 3137E.

TRN 120 Basic Transportation Electricity 4 3 0 5
Prerequisites: None
Corequisites: None
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.

TRN 140 Transportation Climate Control 1 2 0 2
Prerequisites: None
Corequisites: None
This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and repair of climate control systems. Topics include diagnosis and repair of climate control
components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to diagnose and repair vehicle climate control systems. Students may receive credit for this course by successfully completing non-credit course AUT-3137B. SP

**TRN 180 Basic Welding for Transportation**  
1 4 0 3

*Prerequisites:* None  
*Corequisites:* None  

This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standard. Students may receive credit for this course by successfully completing non-credit course AUT 3109I. SP

**WBL 110 World of Work**  
1 0 0 1

*Prerequisites:* Enrollment in a curriculum program  
*Corequisites:* None  

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. FA, SP

**WBL 111 Work-Based Learning I**  
0 0 10 1

*Prerequisites:* Enrollment in a curriculum program  
*Corequisites:* None  

This course provides a work-based learning experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. FA, SP

**WBL 112 Work-Based Learning II**  
0 0 20 2

*Prerequisites:* Enrollment in a curriculum program  
*Corequisites:* None  

This course provides a work-based learning experience with a college-approved employer in an area related to the student’s program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. FA, SP

**WBL 115 Work-Based Learning Seminar I**  
1 0 0 1

*Prerequisites:* None  
*Corequisites:* WBL 111  

This seminar is designed to discuss the student’s work experience with the instructor and other students. Students will discuss highlights, issues, and problems associated with their work-based learning experience. FA, SP

**WBL 121 Work-Based Learning II**  
0 0 10 1

*Prerequisites:* Enrollment in a curriculum program  
*Corequisites:* None  

This course provides 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. FA, SP

**WBL 125 Work-Based Learning Seminar II**  
1 0 0 1

*Prerequisites:* None  
*Corequisites:* WBL 121  

This seminar is designed to discuss the student’s work experience with the instructor and other students. Students will discuss highlights, issues, and problems associated with their work-based learning experience. FA, SP
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB 140</td>
<td>Web Development Tools</td>
<td>3</td>
</tr>
<tr>
<td>Web Prereqs: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web Coreqs: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereqs: None</td>
<td>Coreqs: None</td>
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<td>Coreqs: None</td>
<td>Coreqs: None</td>
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<tr>
<td>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. <strong>FA</strong></td>
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</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td>WEB 210</td>
<td>Web Design</td>
<td>3</td>
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<tr>
<td>Web Prereqs: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web Coreqs: None</td>
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<td>Coreqs: None</td>
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<tr>
<td>This course introduces intermediate to advanced web design techniques. Topics include customer expectations, advanced markup language, multimedia technologies, usability and accessibility practices, and techniques for the evaluation of web design. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web sites. <strong>SP</strong></td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>WEB 214</td>
<td>Social Media</td>
<td>3</td>
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<tr>
<td>Web Prereqs: None</td>
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<tr>
<td>Web Coreqs: None</td>
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<tr>
<td>Prereqs: None</td>
<td>Coreqs: None</td>
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<tr>
<td>Coreqs: None</td>
<td>Coreqs: None</td>
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<tr>
<td>This course introduces students to social media for organizations. Topics include social media, marketing strategy, brand presence, blogging, social media analytics and technical writing. Upon completion, students should be able to utilize popular social media platforms as part of a marketing strategy, and work with social media analytics tools. <strong>SP</strong></td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>WLD 110</td>
<td>Cutting Processes</td>
<td>2</td>
</tr>
<tr>
<td>Web Prereqs: None</td>
<td></td>
<td></td>
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<td>Prereqs: None</td>
<td>Coreqs: None</td>
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<tr>
<td>Coreqs: None</td>
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<tr>
<td>This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness. Students may receive credit for this course by successfully completing non-credit course WLD-3106AA. <strong>FA</strong></td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>WLD 112</td>
<td>Basic Welding Processes</td>
<td>2</td>
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<tr>
<td>Web Prereqs: None</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Prereqs: None</td>
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<td></td>
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<tr>
<td>Coreqs: None</td>
<td>Coreqs: None</td>
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<tr>
<td>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. <strong>SP</strong></td>
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<tr>
<th>Course Code</th>
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<tr>
<td>WLD 115</td>
<td>SMAW (Stick) Plate</td>
<td>5</td>
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<tr>
<td>Web Prereqs: None</td>
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<td>Prereqs: None</td>
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<td></td>
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<tr>
<td>Coreqs: None</td>
<td>Coreqs: None</td>
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<tr>
<td>This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes. Students may receive credit for this course by successfully completing non-credit course WLD-3106AB. <strong>FA</strong></td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>WLD 116</td>
<td>SMAW (Stick) Plate/Pipe</td>
<td>4</td>
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<tr>
<td>Web Prereqs: WLD 115</td>
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<td>Web Coreqs: None</td>
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<td>Prereqs: None</td>
<td>Coreqs: None</td>
<td></td>
</tr>
<tr>
<td>Coreqs: None</td>
<td>Coreqs: None</td>
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<tr>
<td>This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions. <strong>SP</strong></td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WLD 121</td>
<td>GMAW (MIG) FCAW/Plate</td>
<td>4</td>
</tr>
<tr>
<td>Web Prereqs: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web Coreqs: None</td>
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<td></td>
</tr>
<tr>
<td>Prereqs: None</td>
<td>Coreqs: None</td>
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</table>
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. FA

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

**WLD 131 GTAW (TIG) Plate**  
Prerequisites: None  
Corequisites: None  
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials. Students may receive credit for this course by successfully completing non-credit course WLD-3106AC. FA

**WLD 132 GTAW (TIG) Plate/Pipe**  
Prerequisites: WLD 131  
Corequisites: None  
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. SP

**WLD 141 Symbols & Specifications**  
Prerequisites: None  
Corequisites: None  
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding. Students may receive credit for this course by completing noncredit course WLD-3106AD. FA

**WLD 151 Fabrication I**  
Prerequisites: None  
Corequisites: None  
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment. SP

**WLD 261 Certification Practices**  
Prerequisites: WLD 115, WLD 121, and WLD 131  
Corequisites: None  
This course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for prequalified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes. SU
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Library Program Assistant, Hampton B. Library

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Retired Executive Vice President, Hornwood, Inc.

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IT/Web Developer

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President, Union County Chamber of Commerce

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Nurse Practitioner

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Owner, Leavitt Funeral Home

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Mr. Bill F. Norwood ..........................Board of Education (Union) / 2020-2024
Retired President and CEO, State Utility Contractors

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Sheriff, Anson County

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Union County Commissioner

Mr. Gary Summerfield ..........................Board of County Commissioners (Union) / 2022-2026
Business Owner, Summerfield Automotive

Mr. Jarvis T. Woodburn ..........................Board of County Commissioners (Anson) / 2022-2026
Retired Machine Shop Manager, Columbus McKinnon

Ms. Miranda Goodwin (ex officio) .............................Student Government Association, President / 2022-2023
South Piedmont Community College
ADMISTRATION - FACULTY - STAFF

Adams, Ansley D. ........................................... Assistant Professor, Fine and Performing Arts, and Chair, Department of Arts, Humanities, and Social Sciences
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B.S., M.S. University of Damascus; M.P.H. Cleveland State University; Ph.D. Kent State University

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B.A., M.S.W., M.A. University of Michigan; Ed.D. North Carolina State University

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A.A. College of the Canyons; B.A. University of California, Irvine; M.A. Woodbury University

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Barnhill, Joannie C. .................................................. Success Navigator
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Bishop, Carl O. ........................................... Vice President, Academic and Student Affairs and Chief Academic Officer
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Bishop, Troy “Sam” ........................................... Program Director, Emergency Medical Services (EMS)
B.A. Sacred Heart College; M.S.O.M. Pfeiffer University

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Bowers, Jessica ............................................................ Faculty, Nurse Aide
A.D.N. South Piedmont Community College; B.S.N. Chamberlain University
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State University; M.A. East Carolina University; M.S.N. University of North Carolina at Wilmington

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B.A. State University of New York-Albany

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Brown, Mary Beth ...................................................... Program Assistant, Small Business and Entrepreneurship

Brown, Ryan M. ................. Assistant Professor, English and Humanities/Director, Learning Communities
B.A., M.A. University of North Carolina at Charlotte

Burckhalter, Nadine M. .................................................. Administrator, Colleague Systems
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Coursework, Ocean County College

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Carpenter, Russell D. .............................................. Director, Apprenticeship
A.S. Penn Foster College

Carr, Theodore ...................................................... Instructor, Plumbing

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B.A. Ashford University; B.A., M.A. The University of Arizona Global Campus

Chartier, Jody A. ........................................ Director, College and Career Readiness
Program Performance and Accountability/
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B.A. Mars Hill College; M.A. Campbell University

Coan, Charles "Mark" .................................................. Assistant Director, Law Enforcement Training
B.S. Appalachian State University
Coan, DeAnne M. ................................................................. Faculty, Paralegal Technology/Program Lead
   B.A. University of North Carolina at Chapel Hill; J.D. UNC School of Law

Coggins, Kathleen A. .............................................................. Internal Auditor
   B.A. University of Richmond

Cominotti, Marissa J. ............................................................ Associate Professor, Chemistry
   B.S., B.A. Duke University; M.Ed. University of North Carolina at Charlotte

Cory, Mark A. ........................................................................... Technician II, Facilities

Crawford-Smith, Fredrea M. .............................................. Professor, Business Administration/Program Lead
   B.A. University of Missouri-Kansas City; M.B.A. Lindenwood College

Crowder, Shelbi ................................................................. Faculty, Nurse Aide
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Dagenhart, Lee “Erik” ......................................................... Project Manager, Facilities Construction
   B.A. North Carolina State University; M.B.A. Wake Forest University

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   B.A. Appalachian State University; M.A. University of Louisville; Ed.D. University of Wyoming

Danley, Gabriela B. .............................................................. Associate Recruiter, Hispanic Populations
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Danley, Jonathan T. ................................................................ Technician II, Facilities

Davis, David P. ...................................................................... Instructor, Maintenance Mechanics
   Coursework, Rowan-Cabarrus Community College

Davis, Wendolyn D. ............................................................. Career Coach
   B.S. Savannah State University

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   Coordinator, Undergraduate Research
   B.A. Hope College; M.S. Winthrop University

Dick, William K. .................................................................... Faculty, History
   A.B. Pfeiffer College; M.A. University of North Carolina at Greensboro

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   B.A., M.A. Johnson State College; Ed.S. University of Nebraska

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   B.S. Lee University; M.A. Liberty University

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Edwards, Cory ...................................................................... Director, Facilities, Anson County
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Efird, Victoria C. ................................................................. Professor, Developmental Reading and English
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Eubanks, Dr. James ...................... Instructor, Emergency Medical Services (EMS) Lead Paramedic
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   B.S. University of North Carolina at Chapel Hill, M.S. University of North Carolina at Charlotte, M.S. Appalachian State University

Evans, Dr. Deborah C. .................................................. Director, Nursing Programs
   A.D.N., B.S.N. Cabarrus College of Health Sciences; M.S.N. East Carolina University; DNP American Sentinel University

Fleming, Stacey S. .................................................. Director, Alliance for Children Education Stars Program
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Fraiil, Tammy L. ..................Professor, English and Humanities/Director, Academic Enrichment Programs
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Gagné, Diana L. .......................................................... Assistant Registrar
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   B.S. Wingate University

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Hasty Emily D. ................................................................. Administrative Assistant to the Associate Vice President of Facilities
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Kapkiai, Dr. Luka K. ......................................................... Chair, Department of Mathematics and Natural Sciences
B.S. Abilene Christian University; M.S. University of Kansas; Ph.D. Northcentral University
Kazmierski, James ........................................ Faculty, Information Technology/Cyber Crime Technology  
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Kendrick, Denise M. ............................................................ Faculty, Mathematics  
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Kilgo, William F. .............................................................. Director, Safety and Security

Kirby, Dr. Kamisha D. ................................................... Associate Vice President, Student Success  
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Ed.D. North Carolina State University

Klish, KimLan T. ............................................................. Coordinator, Career and College Promise Data  
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Laney, Lori H. .................................................... Professor, Medical Assisting and Medical Assisting Program Director/Practicum Coordinator  
Diploma, A.A.S. South Piedmont Community College; B.S. Gardner-Webb University

Laughlin, Cynthia L. .......................................................... Faculty, Nursing  
A.S., B.S., B.S.N. Purdue University; A.S. Keiser University; M.S.N. The University of North Carolina at Wilmington

Layfield, Parker S. ........................................................... Coordinator, Design and Print  
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Lee, Donna P. ................................................................. Program Director, Nurse Aide  
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B.S.N., M.H.A. University of Phoenix

Lemenny, Dr. Daniela ..................................................... Faculty, Accounting/Program Lead  
B.S., M.S. Technical University of Timisoara; M.B.A. University of Phoenix  
Ph.D. Northcentral University

Little, Dr. Mark D. ......................................................... Dean, School of Applied Science and Technology  
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Little, Dr. Sharon C. .................................................. Faculty, Early Childhood Education/Program Lead  
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Ed.D. Walden University

Loe, Thiak “Yudhi” .......................................................... Administrator, Systems  
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Maness, Sandy K. .......................................................... Instructor, Industrial Sewing  
A.A. Montgomery Community College

Manukas, Aaron D. .......................................................... Specialist, Software Application  
A.A.S Northeastern Technical College

Marshall, Bryant L. .............................................................. Technician, Mail Service

McAlhaney, James T. ........................................................ Faculty, Psychology  
A.S., B.S. Montreat-Anderson College; M.A. Reformed Theological Seminary;  
M.S. University of West Alabama

McClain, Katrina G. .......................................................... Director, Secondary Education Partnerships  
B.A., MLA University of North Carolina Asheville; Ed. S. Walden University
McCraw, Amber D. ................................................................. Clinical Coordinator, Medical Sonography  
A.A.S. South Piedmont Community College

McDaniel, Erika ............................................................... User Support and LMS Technologist

Meng, Dr. Jian “John” ................................................. Faculty, Mechatronics and Mechanical Engineering/Program Lead  
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Meseroll Lauren C. .......................................................... Director, Recruitment and Enrollment Services  
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