

James Sprunt Community College

ADDENDUM

2009-2011 GENERAL CATALOG

The following changes/additions/deletions apply to the 2009-2011 James Sprunt Community College General Catalog:

.....
CHANGES TO POLICIS, PROGRAM AND COURSE DESCRIPTIONS:

Inside Front Cover – Add this as the last sentence in the text box:

The following individuals have been designated to handle inquiries regarding the non-discrimination policies: HR Director or VP of Student Services, 133 James Sprunt Drive, PO Box 398, Kenansville, NC 28349 or call 910-296-2400.

Page 3 – Academic Calendar – **FALL SEMESTER** - November 9-19 Monday-Thursday Early Registration for Spring Semester (Student makes appointment with advisor.) **has changed to** November 16-19 Monday-Thursday Early Registration for Spring Semester (Student makes appointment with advisor.)

Page 3 – Academic Calendar – **SPRING SEMESTER** - April 1-7 Thursday – Wednesday Easter Break for Students and Faculty **has changed to** April 2, Friday Easter Holiday & April 5-9 Monday – Friday Easter Break for Students and Faculty.

Page 3 – Academic Calendar – **SPRING SEMESTER** - April 13 Tuesday Last Day to Withdraw from a Class **has changed to** April 12 Monday Last Day to Withdraw from a Class

Page 26 – Admissions – General – Add the following paragraph:

Pursuant to Chapter 23 of the North Carolina Community College Code 2C.0301(c), the James Sprunt Community College Board of Trustees has approved the college to deny admission to an applicant that is suspended or expelled from an education institution if the college determines that the student poses a significant, imminent, articulable threat to the health, safety, and security of James Sprunt Community College Faculty, Staff, and students.

Page 40- Tuition and Fees – change the tuition and fee schedule to the following to be effective Fall 2010:

TUITION AND FEES

Tuition (Per Semester)

| | |
|--|-----------|
| Maximum In-State Tuition (16 or more semester hours) | \$939.00 |
| Part-Time, In-State Students (Per semester hour) | \$56.50 |
| Maximum Out-of State Tuition (16 or more hours) | \$4011.00 |
| Part-time, Out-of-State Students (Per semester hour) | \$248.50 |

Page 75 – Academic Standards – Add the following policy:

TOBACCO USE POLICY

James Sprunt Community College Board of Trustees approved a new Tobacco Use Policy effective January 19, 2010. James Sprunt Community College is committed to creating a clean, safe, and healthy learning and working environment; and recognizes its responsibility to promote the health, welfare and safety for students, staff and others on college property. James Sprunt Community College also recognizes that the use of tobacco in any form poses serious and long-term health risks to individuals, therefore adopts the following Tobacco Use Policy. By implementing the College Tobacco Use Policy, James Sprunt Community College is seeking to enhance the health of our students, faculty, staff and visitors to our campus.

At James Sprunt Community College, smoking and tobacco use is prohibited in the following locations:

- A. On all parts of the campus (including all locations) that are outside of designated smoking areas (DSAs).
- B. Inside all campus buildings
- C. In all college owned or leased vehicles.
- D. Includes all classes taught by JSCC personnel regardless of location.

For the purposes of this policy, tobacco is defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, bidis, hookahs, smokeless or spit tobacco, or snuff.

In addition, the sale or free distribution of tobacco products, including merchandise, on campus is prohibited.

Designated areas have been assigned on campus for tobacco use. Any faculty member, staff member, or student may ask individuals to comply with this policy.

Violation of any campus policy may result in discipline. Faculty and staff should be referred to their Supervisor and/or to the Director of Human Resources and Campus Safety. Students should be referred to the Vice President of Student Services, or designee, for disciplinary action.

The College periodically provides information on the effects of tobacco use and on tobacco cessation programs to its employees and its students.

If you should have any questions, please feel free to contact Director of Human Resources & Campus Safety, extension 1429.

Page 114 – Applied Animal Science Technology – Delete CTS 130 and add ACC 150 in the fourth semester and change the total semester hours credit as follows:

FOURTH SEMESTER

| | | | | | |
|-----|-----|---------------------------|-----------|----------|-----------|
| ACC | 150 | Acct Software Appl | 1 | 2 | 2 |
| AGR | 212 | Farm Business Management | 3 | 0 | 3 |
| AGR | 213 | Ag Law and Finance | 3 | 0 | 3 |
| AGR | 261 | Agronomy | 3 | 0 | 3 |
| BUS | 153 | Human Resource Management | 3 | 0 | 3 |
| | | | 15 | 4 | 17 |

TOTAL SEMESTER HOURS CREDIT: 66

Page 120 – Associate Degree Nursing Admission Procedures – Reference NET information – Change the sentence in part 1. from: 1. Test dates must be at least three months apart. **Change to:** 1. Test dates must be at least two months apart.

Page 120 – Associate Degree Nursing – The Associate Degree Nursing program has been changed effective Fall semester 2010. The description and course sequence is as follows:

ASSOCIATE DEGREE NURSING
Associate in Applied Science Degree
A45110
CURRICULUM DESCRIPTION

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

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

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

ASSOCIATE DEGREE NURSING ADMISSION PROCEDURES

In order to be considered for admission into the Associate Degree Nursing Program, the applicant must have the application on file and all admission criteria met by February 1st of each year for consideration for the following fall semester. Forty students are accepted into the program ranked according to scores on selection criteria. Applications submitted after the deadline may be considered if space is available.

Students must reapply through the Admissions Office by February 1st of each year to be placed in the applicant pool for the next year if they are not admitted and wish to be considered for the following year. Students may apply for the Associate Degree Nursing Program or the Practical Nursing Program but not both.

ADN curriculum and admission procedures have been revised for Fall 2010. Contact the Health Education Department at 910-296-2451 for updated information.

New applicants:

1. Applicants to the Associate Degree Nursing Program must take the Nursing Entrance Test (NET) admissions test and score the current national average for science, reading comprehension, and essential math skills. The NET admissions test may be taken only two times in a twelve month period. Test dates must be at least two months apart. SAT scores of 500 on Critical Reading and 520 on Math or a score of 21 on the ACT may be substituted for NET scores. SAT, ACT, and NET scores older than 5 years will not be accepted. Applicants should contact Student Services for testing information.
2. Beginning with the Fall 2011 consideration, we will no longer accept NET scores, but will require the TEAS Admissions Test. Please contact the Health Education Department for additional information.

3. The Applicant must take the ASSET Test for placement purposes. If an applicant scores less than 41 on reading, math, algebra, or English (Writing), the test scores will be evaluated and the student placed in the appropriate basic studies course(s). If the applicant scores less than 41 on the algebra section, he/she must complete MAT 070 with a grade of "C" or better in order to meet the prerequisite requirement for the Associate Degree Nursing Program. Upon completion of the basic studies course(s), the student will have satisfied the ASSET admissions criteria. **Only the ASSET, SAT or ACT test scores will be accepted for transfer if not over five years old. All basic studies courses must be completed in order to be eligible for admission consideration.**
4. Applicants must have a High School Diploma or the equivalent. Applicants should submit a copy of the High School transcript and GED scores if applicable. High School seniors may apply for provisional acceptance pending completion of high school requirements and graduation. High School students should contact the Health Education Department for information.
5. Satisfactory completion (with a grade of "C" or better) within ten (10) years of the program start date of high school chemistry or its equivalent is required for entry into Associate Degree Nursing. "Equivalent" means: (1) a college-level chemistry course, (2) CHM 092 at James Sprunt Community College, or (3) a comparable chemistry course at any other accredited educational institution. The satisfactory completion of chemistry is required prior to being considered for admission into the Associate Degree Nursing Program.
6. Satisfactory completion (with a grade of "C" or better) within ten (10) years of the program start date of high school biology or its equivalent is required for entry into Associate Degree Nursing. "Equivalent" means: (1) a college-level biology course, (2) BIO 090 at James Sprunt Community College, or (3) a comparable biology course at any other accredited educational institution. The satisfactory completion of biology is required prior to being considered for admission into the Associate Degree Nursing Program.
7. Students will be notified of their selection for provisional acceptance. Full acceptance will be given upon completion of the following:
 - A. Evidence of a complete physical examination completed on the institutional form and dated within one year of acceptance. Evidence of sound physical and mental health should be validated on the form provided. Immunizations must be completed and documented as recommended on the medical form and based on clinical requirements for the Associated Degree Nursing Program.
 - B. Completion of current American Heart Association Health Care Provider Level of CPR certification with AED.
 - C. Completion of required Criminal Background Check and Drug Screening required by Clinical Agencies. NOTE: If a clinical agency denies student placement based on review of the results, the student will be unable to progress in the program.
 - D. Show evidence of current student liability insurance required for clinical experiences. This is renewed annually during Fall Semester.

TRANSFER STUDENTS

Students who wish to transfer from another institution to the James Sprunt Community College Associate Degree Nursing Program must:

- A. Transfer from a state approved program.
- B. Meet all the admissions criteria for generic students.
- C. Schedule a meeting with the Health Education Department Head at least 2 semesters in advance of the desired transfer date.
- D. Complete and submit Transfer Application to JSCC Nursing Program. (This will be provided at the time of scheduled meeting with the Department Head.)
- E. Submit copies of course syllabi/outlines to Department Head for review.
- F. Have a letter of recommendation from clinical nursing faculty who taught student in last nursing course.
- G. Demonstrate competence at the level of desired entry.

All decisions regarding transfer will be made by the Health Education Admissions Committee after all required documents are submitted.

PROGRESSION POLICY

In order to progress through the Associate Degree Nursing Program, a student must meet the following criteria:

1. A minimum grade of "C" in each nursing and biology course is required prior to entering the next nursing course and a grade of "C" or better is required in NUR 213 prior to graduation.
2. Students must be enrolled in BIO 168, ACA 115, PSY 150, and NUR 117 concurrently with NUR 111 unless they have completed them prior to entering NUR 111.

3. Students must be enrolled in BIO 169 and PSY 241 concurrently with NUR 112 unless they have completed them prior to entering NUR 112. Students must successfully complete NUR 112 prior to entering NUR 211.
4. Students must be enrolled in CIS 111 concurrently with NUR 113 unless they have completed them prior to entering NUR 113.
5. Students must be enrolled in ENG 111 concurrently with NUR 114 unless they have completed it prior to entering NUR 114. Students must successfully complete NUR 114 prior to entering NUR 212.
6. Students must be enrolled in ENG 112 and a humanities/fine arts elective concurrently with NUR 213 unless they have completed them prior to entering NUR 213.
7. A student may repeat a nursing course only upon approval of the Health Education Admissions Committee.
7. Any student who is interrupting his/her nursing studies must have an exit interview with the Department Head of Health Education. This includes voluntary and involuntary withdrawals.

READMISSION POLICY AND PROCEDURES

A student who wishes to be considered for readmission to the Associate Degree Nursing Program must complete an Application for Readmission to the ADN Program (provided during the exit interview). This request for consideration of readmission must be received by the end of the next semester following the interruption of studies. Readmission to the nursing program will be limited to a maximum of one (1) time.

The student requesting readmission must complete the following readmission requirements:

1. Meet current admission criteria.
2. Meet requirements of the progression policy listed above.
3. Submit a letter of recommendation from a faculty member for the clinical components of the course in which the student was not successful. Letter must be requested prior to the end of the next semester following the interruption of studies.
4. Pass a comprehensive exam from the content of the course prior to the one to which the student is requesting readmission with a minimum grade of 80 and demonstrate competency of skills.
5. After provisional acceptance is granted, the student must complete the following before enrollment in the program:
 - * Submit updated physical statement showing evidence of sound physical and mental health, including any required testing and immunizations required by clinical agencies.
 - * Submit evidence of current American Heart Association Health Care Provider Level CPR certification.
 - * Submit completion of current Criminal Background Check and Drug Screening required by clinical agencies.

Failure to complete any of these requirements will jeopardize readmission to the ADN program.

INVOLUNTARY WITHDRAWAL FROM HEALTH EDUCATION PROGRAMS

In the event that a health education student's behavior represents a potential hazard to patient care in the clinical area and/or the student demonstrates unsafe practice in the clinical area, the student will be withdrawn by the faculty from the course. This may occur at any time during the semester. The student may be readmitted only upon the recommendation of the nursing faculty.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

| | | Class | Hours Per Lab | Week Clinical | Semester Hours Credit | |
|-----------------------|-----|--------------------------|---------------------|------------------|-----------------------------|-----------|
| FIRST SEMESTER | | | | | | |
| ACA | 115 | Success & Study Skills | 0 | 2 | 0 | 1 |
| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 0 | 4 |
| NUR | 111 | Intro to Health Concepts | 4 | 6 | 6 | 8 |
| NUR | 117 | Pharmacology | 1 | 3 | 0 | 2 |
| PSY | 150 | General Psychology | 3 | 0 | 0 | 3 |
| | | | 11 | 14 | 6 | 18 |

SECOND SEMESTER

| | | | | | | |
|-----|-----|---------------------------|-----------|----------|-----------|-----------|
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 0 | 4 |
| NUR | 112 | Health-Illness Concepts | 3 | 0 | 6 | 5 |
| NUR | 211 | Health Care Concepts | 3 | 0 | 6 | 5 |
| PSY | 241 | Developmental Psychology | 3 | 0 | 0 | 3 |
| | | | 12 | 3 | 12 | 17 |

THIRD SEMESTER

| | | | | | | |
|-----|-----|------------------------|----------|----------|----------|----------|
| NUR | 113 | Family Health Concepts | 3 | 0 | 6 | 5 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 0 | 2 |
| | | | 4 | 2 | 6 | 7 |

FOURTH SEMESTER

| | | | | | | |
|-----|-----|--------------------------|----------|----------|-----------|-----------|
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 3 |
| NUR | 114 | Holistic Health Concepts | 3 | 0 | 6 | 5 |
| NUR | 212 | Health System Concepts | 3 | 0 | 6 | 5 |
| | | | 9 | 0 | 12 | 13 |

FIFTH SEMESTER

| | | | | | | |
|-----|-----|------------------------------|-----------|----------|-----------|-----------|
| ENG | 112 | Argument Based Research | 3 | 0 | 0 | 3 |
| NUR | 213 | Complex Health Concepts | 4 | 3 | 15 | 10 |
| | | Humanities/Fine Arts Elect** | 3 | 0 | 0 | 3 |
| | | | 10 | 3 | 15 | 16 |

**The Humanities or Fine Arts elective must be chosen from the following courses:

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| ART | 111 | Art Appreciation | 3 | 0 | 3 |
| ART | 114 | Art History Survey I | 3 | 0 | 3 |
| ART | 115 | Art History Survey II | 3 | 0 | 3 |
| ART | 116 | Survey of American Art | 3 | 0 | 3 |
| DRA | 111 | Theatre Appreciation | 3 | 0 | 3 |
| HUM | 121 | The Nature of America | 3 | 0 | 3 |
| HUM | 122 | Southern Culture | 3 | 0 | 3 |
| MUS | 110 | Music Appreciation | 3 | 0 | 3 |
| MUS | 112 | Introduction to Jazz | 3 | 0 | 3 |
| MUS | 210 | History of Rock Music | 3 | 0 | 3 |
| REL | 110 | World Religions | 3 | 0 | 3 |
| REL | 211 | Introduction to Old Testament | 3 | 0 | 3 |
| REL | 212 | Introduction to New Testament | 3 | 0 | 3 |

TOTAL SEMESTER HOURS CREDIT: 71

Page 126 – 128 – Associate Degree Nursing Transition- Transition Option For Licensed Practical Nurses – Effective Spring 2010 we will no longer offer this program of study.

Page 132 – Computer Information Technology Application Track – Add the following courses to the Social or Behavioral Science pick list:

| | | | | | |
|-----|-----|---------------------------|---|---|---|
| SOC | 210 | Introduction to Sociology | 3 | 0 | 3 |
| SOC | 220 | Social Problems | 3 | 0 | 3 |

Page 135 – Computer Information Technology Networking Track – Add the following courses to the Social or Behavioral Science pick list:

| | | | | | |
|-----|-----|---------------------------|---|---|---|
| SOC | 210 | Introduction to Sociology | 3 | 0 | 3 |
| SOC | 220 | Social Problems | 3 | 0 | 3 |

Page 137 & 138– Cosmetology – The fifth semester has the following changes as well as the total semester hours credit:

FIFTH SEMESTER

| | | | | | |
|--|--|--------------------------------------|---|---|-----------|
| | | Humanities/Fine Arts Elective * | 3 | 0 | 3 |
| | | Social/Behavioral Science Elective** | 3 | 0 | 3 |
| | | Cosmetology Elective Hours*** | | | 8 |
| | | | | | 14 |

TOTAL SEMESTER HOURS CREDIT: 66

Page 142-144 – Early Childhood Education – The following changes to the Early Childhood Education program will be effective Fall 2010:

SECOND SEMESTER

| | | | | | | |
|-----|-----|------------------------|---|---|---|---|
| EDU | 145 | Child Development II | 3 | 0 | 0 | 3 |
| EDU | 271 | Educational Technology | 2 | 2 | 0 | 3 |

| | | | | | |
|---------|------------------------------|-----------|----------|----------|-----------|
| EDU 280 | Language and Literacy Exp. | 3 | 0 | 0 | 3 |
| ENG 115 | Oral Communication | 3 | 0 | 0 | 3 |
| MAT 115 | Mathematical Models | 2 | 2 | 0 | 3 |
| | *Physical Education Elective | 0 | 3 | 0 | 1 |
| | | 13 | 7 | 0 | 16 |

THIRD SEMESTER

| | | | | | |
|---------|--------------------------------|-----------|----------|----------|-----------|
| EDU 216 | Foundations in Education | 3 | 2 | 0 | 4 |
| EDU 221 | Children with Exceptionalities | 3 | 0 | 0 | 3 |
| EDU 234 | Infants, Toddlers and Twos | 3 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 3 |
| | *** Other Major Hour Electives | 3 | 0 | 0 | 3 |
| | *** Other Major Hour Electives | 3 | 0 | 0 | 3 |
| | | 18 | 2 | 0 | 19 |

FOURTH SEMESTER

| | | | | | |
|----------|-----------------------------------|-----------|-----------|----------|-----------|
| EDU 151 | Creative Activities | 3 | 0 | 0 | 3 |
| EDU 151A | Creative Activities Lab | 0 | 2 | 0 | 1 |
| EDU 153 | Health, Safety, and Nutrition | 3 | 0 | 0 | 3 |
| EDU 153A | Health, Safety, and Nutrition Lab | 0 | 2 | 0 | 1 |
| EDU 284 | Early Childhood Capstone Prac | 1 | 9 | 0 | 4 |
| EDU 286 | Early Childhood Issues | 1 | 0 | 0 | 1 |
| | **Humanities/Fine Arts Elective | 3 | 0 | 0 | 3 |
| | | 11 | 13 | 0 | 16 |

*The Physical Education elective may be chosen from the following courses:

| | | | | | |
|---------|--------------------|---|---|---|---|
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 1 |
| PED 128 | Golf-Beginning | 0 | 2 | 0 | 1 |
| PED 130 | Tennis-Beginning | 0 | 2 | 0 | 1 |

**The Humanities or Fine Arts Elective must be chosen from the following courses:

| | | | | |
|---------|-------------------------------|---|---|---|
| ART 111 | Art Appreciation | 3 | 0 | 3 |
| ART 114 | Art History Survey I | 3 | 0 | 3 |
| ART 115 | Art History Survey II | 3 | 0 | 3 |
| ART 116 | Survey of American Art | 3 | 0 | 3 |
| DRA 111 | Theatre Appreciation | 3 | 0 | 3 |
| HUM 121 | The Nature of America | 3 | 0 | 3 |
| HUM 122 | Southern Culture | 3 | 0 | 3 |
| MUS 110 | Music Appreciation | 3 | 0 | 3 |
| MUS 112 | Introduction to Jazz | 3 | 0 | 3 |
| MUS 210 | History of Rock Music | 3 | 0 | 3 |
| REL 110 | World Religions | 3 | 0 | 3 |
| REL 211 | Introduction to Old Testament | 3 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 3 |

***OTHER MAJOR HOURS

The remaining other major hours may be chosen from the following:

Students interested in seeking Director I credentials must take EDU 261 and EDU 262.

| | | | | | |
|---------|---------------------------|---|---|---|---|
| BUS 230 | Small Business Management | 3 | 0 | 0 | 3 |
| EDU 259 | Curriculum Planning | 3 | 0 | 0 | 3 |
| EDU 261 | Early Childhood Admin. I | 3 | 0 | 0 | 3 |
| EDU 262 | Early Childhood Admin. II | 3 | 0 | 0 | 3 |
| PSY 150 | General Psychology | 3 | 0 | 0 | 3 |
| SOC 210 | Introduction to Sociology | 3 | 0 | 0 | 3 |
| SPA 120 | Spanish for the Workplace | 3 | 0 | 0 | 3 |

TOTAL SEMESTER HOURS CREDIT: 70

Page 148-149 – Medical Assisting – Add the following paragraph under the Admissions Requirements, change the wording of number 4 & 5 under Admissions Requirements, change the paragraph under the Grading And Progression, change the wording of number 6 under Readmission (Effective Fall 2010):

In order to be considered for admission into the Medical Assisting Program, the applicant must have the application on file all admission criteria met by February 1st of each year for consideration for the following fall semester. Twenty students are accepted into the program ranked according to scores on selection criteria. Applications submitted after the deadline may be considered if space is available. Students not accepted for admission must reapply through the Admissions Office by February 1st of each year to be placed in the applicant pool for the next year if they are not admitted and wish to be considered for the following year. Students may apply for only one of the Health Education Programs (Associate Degree Nursing, Medical Assisting or Practical Nursing).

ADMISSIONS REQUIREMENTS

4. A Physical examination is required on the college's medical form, including immunization, prior to the lab component of the curriculum.
5. Current American Heart Association Healthcare Provider Level CPR Certification is required prior to the clinical component of the curriculum.

GRADING AND PROGRESSION

Students must take the MED courses in the sequence recommended in order to graduate within the allotted time frame. A minimum grade of "C" in each medical assisting course is required for progression and graduation in the program.

READMISSION

6. Submit current American Heart Association Healthcare Provider Level CPR certification.

Page 150 – Medical Assisting – Change the title for MAT 115 in the Second Semester to the following:
MAT 115 Mathematical Models

Page 154-155 – School Age Education – Effective Fall 2010 we will offer the School Age Education program. It will be placed between pages 154 and 155 in the upcoming catalog. The description and course sequence is as follows:

SCHOOL AGE EDUCATION

Associate in Applied Science Degree

A55440

CURRICULUM DESCRIPTION

This curriculum prepares individuals to work with children in elementary through middle grades in diverse learning environments. Students will combine learned theories with practice in actual settings with school-age children under the supervision of qualified teachers.

Course work includes child growth/development; computer technology in education; physical/nutritional needs of school-age children; care and guidance of school-age children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age populations.

Graduates are prepared to plan and implement developmentally appropriate programs in school-aged environments. Employment opportunities include school-age teachers in child care programs, before/after-school programs, paraprofessional position in public/private schools, recreational centers, and other programs that work with school-age populations.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

| | | Hours | Per | Week | Semester |
|------------------------|-----|------------------------------|-----------|----------|-----------------|
| Course Title | | Class | | Lab | Hours Credit |
| FIRST SEMESTER | | | | | |
| ACA | 115 | Success & Study Skills | 0 | 2 | 1 |
| CIS | 111 | Basic PC Literacy | 1 | 2 | 2 |
| EDU | 131 | Child, Family, and Community | 3 | 0 | 3 |
| EDU | 144 | Child Development I | 3 | 0 | 3 |
| EDU | 146 | Child Guidance | 3 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 3 |
| | | *Physical Education Elective | 0 | 3 | 1 |
| | | | 13 | 7 | 16 |
| SECOND SEMESTER | | | | | |
| EDU | 145 | Child Development II | 3 | 0 | 3 |

| | | | | | |
|-----|-----|----------------------------|-----------|----------|-----------|
| EDU | 235 | School-Age Dev & Prog | 3 | 0 | 3 |
| EDU | 271 | Educational Technology | 2 | 2 | 3 |
| EDU | 275 | Effective Teacher Training | 2 | 0 | 2 |
| EDU | 280 | Language and Literacy Exp | 3 | 0 | 3 |
| ENG | 115 | Oral Communication | 3 | 0 | 3 |
| MAT | 115 | Mathematical Models | 3 | 0 | 3 |
| | | | 19 | 2 | 20 |

THIRD SEMESTER

| | | | | | |
|-----|-----|--------------------------------|-----------|----------|-----------|
| EDU | 163 | Classroom Mgt & Instruct | 3 | 0 | 3 |
| EDU | 281 | Instruc Strat/Read & Writ | 2 | 2 | 3 |
| EDU | 216 | Foundations of Education | 3 | 2 | 4 |
| EDU | 221 | Children with Exceptionalities | 3 | 0 | 3 |
| EDU | 263 | Dev School-Age Prog | 2 | 0 | 2 |
| SOC | 213 | Sociology of the Family | 3 | 0 | 3 |
| | | | 16 | 4 | 18 |

FOURTH SEMESTER

| | | | | | |
|-----|------|-----------------------------------|-----------|-----------|-----------|
| EDU | 151 | Creative Activities | 3 | 0 | 3 |
| EDU | 151A | Creative Activities Lab | 0 | 2 | 1 |
| EDU | 153 | Health, Safety, and Nutrition | 3 | 0 | 3 |
| EDU | 153A | Health, Safety, and Nutrition Lab | 0 | 2 | 1 |
| EDU | 285 | Internship Exp-School Age | 1 | 9 | 4 |
| EDU | 289 | Adv Issues/School Age | 2 | 0 | 2 |
| | | **Humanities/Fine Arts Elective | 3 | 0 | 3 |
| | | | 12 | 13 | 17 |

*The Physical Education elective may be chosen from the following courses:

| | | | | | |
|-----|-----|--------------------|---|---|---|
| PED | 111 | Physical Fitness I | 0 | 3 | 1 |
| PED | 113 | Aerobics I | 0 | 3 | 1 |
| PED | 128 | Golf-Beginning | 0 | 2 | 1 |
| PED | 130 | Tennis - Beginning | 0 | 2 | 1 |

**The Humanities or Fine Arts elective must be chosen from the following courses:

| | | | | | |
|-----|-----|-------------------------------|---|---|---|
| ART | 111 | Art Appreciation | 3 | 0 | 3 |
| ART | 114 | Art History Survey I | 3 | 0 | 3 |
| ART | 115 | Art History Survey II | 3 | 0 | 3 |
| ART | 116 | Survey of American Art | 3 | 0 | 3 |
| DRA | 111 | Theatre Appreciation | 3 | 0 | 3 |
| HUM | 121 | The Nature of America | 3 | 0 | 3 |
| HUM | 122 | Southern Culture | 3 | 0 | 3 |
| MUS | 110 | Music Appreciation | 3 | 0 | 3 |
| MUS | 112 | Introduction to Jazz | 3 | 0 | 3 |
| MUS | 210 | History of Rock Music | 3 | 0 | 3 |
| REL | 110 | World Religions | 3 | 0 | 3 |
| REL | 211 | Introduction to Old Testament | 3 | 0 | 3 |
| REL | 212 | Introduction to New Testament | 3 | 0 | 3 |

TOTAL SEMESTER HOURS REQUIRED: 71

Page 160 – Associate in Arts and Associate in Science Degree Pre-Major Programs – Remove Anthropology, Geography, and Mass Communication/Journalism from the list.

Page 173 – Electrical/Electronics Technology – Add ELC 114 & ALT 120 & delete ELC 121 & ELC 215 from second semester and add ALT 220 & delete ELC 115 from third semester as follows (effective Fall 2010):

SECOND SEMESTER

| | | | | | |
|-----|-----|-------------------------------|-----------|-----------|-----------|
| ELC | 114 | Basic Wiring II | 2 | 6 | 4 |
| ELC | 117 | Motors and Controls | 2 | 6 | 4 |
| ELC | 119 | NEC Calculations | 1 | 2 | 2 |
| ELC | 223 | Energy Management | 2 | 2 | 3 |
| ALT | 120 | Renewable Energy Technologies | 2 | 2 | 3 |
| MAT | 101 | Applied Mathematics I* | 2 | 2 | 3 |
| | | | 11 | 20 | 19 |

THIRD SEMESTER

| | | | | | |
|-----|-----|--------------------------------|----------|-----------|-----------|
| CIS | 113 | Computer Basics** | 0 | 2 | 1 |
| ALT | 220 | Photovoltaic System Technology | 2 | 2 | 3 |
| ELC | 128 | Introduction to PLC | 2 | 3 | 3 |
| ELN | 229 | Industrial Electronics | 3 | 3 | 4 |
| | | | 7 | 10 | 11 |

Page 176 – Practical Nursing Education Admission Requirements - Reference NET information – Change the sentence in part 1. from: 1. Test dates must be at least three months apart. **Change to:** 1. Test dates must be at least two months apart.

Page 176 – Practical Nursing Education – The Practical Nursing program has been changed effective Fall semester 2010. The description and course sequence is as follows:

**PRACTICAL NURSING
Diploma
D45660
CURRICULUM DESCRIPTION**

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing, and evaluating nursing care.

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.

PRACTICAL NURSING EDUCATION ADMISSION REQUIREMENTS

In order to be considered for admission into the Practical Nursing program, the applicant must have the application on file and all admission criteria met by February 1st of spring semester for consideration for admission into the following fall semester. Twenty students are accepted into the program ranked according to scores on selection criteria. Applications submitted after the deadline may be considered if space is available.

Students must reapply through the Admissions Office by February 1st of spring semester to be placed in the applicant pool for the next year if they are not selected and wish to be reconsidered for the following year. Students may apply for the Practical Nursing Program or the Associate Degree Nursing Program but not both.

The academic admission requirements for the Practical Nursing Program will be as follows:

1. Applicants to the Practical Nursing Program must take the Nursing Entrance Test (NET) admissions test and score the current national average for science, reading comprehension, and essential math skills. The NET test may be taken only two times in a twelve month period. Test dates must be at least two months apart. SAT scores of 500 on Critical Reading and 520 on Math or a score of 21 on the ACT may substituted for NET scores. SAT, ACT, and NET scores older than 5 years will not be accepted. (Contact Student Services for testing information.)
2. Beginning with fall 2011 consideration, we will no longer accept NET scores, but will require the TEAS Admissions Test. Please contact the Health Education Department for additional information.
3. High school graduate or equivalent. Submit a copy of high school transcript and/or GED scores and college transcripts if applicable. High School seniors may apply for provisional acceptance pending completion of high school requirements and graduation. High School students should contact the Health Education Department for information.
4. Meet the pre-admission procedures and general admission requirements of the college.
5. Have a 2.0 or higher grade point average on all required general education courses taken prior to admission to the Practical Nursing Program, a 2.0 or higher grade point average in high school classes, or the equivalent on the GED scores.
6. Completion of high school biology within ten (10) years of the program start date with a grade of "C" or better or its equivalent. Equivalent means: (1) a college-level biology course; (2) BIO 090 at James Sprunt Community College; or (3) a comparable biology course at any other accredited educational institution.
7. Take the ASSET test in reading, English (writing), math and algebra. Competency will be demonstrated by a score of 41 or better on each of the four sections. If the applicant scores less than 41 on the algebra section, he/she must complete MAT 070 with a grade of "C" or better in order to meet the prerequisite requirement for the Practical Nursing Program. Upon completion of the basic studies course(s), the student will have satisfied the ASSET admissions criteria. Students may only transfer placement scores from another college if they have taken courses at that college and if the scores are not over five years old. Only the ASSET, SAT or ACT placement test scores will be accepted for transfer. All basic studies courses must be completed in order to be eligible for admission consideration.
8. Students will be notified of their selection and given provisional acceptance. Full acceptance will be given upon completion of the following:
 - A. Evidence of a physical examination completed on the institutional form and dated within one year of acceptance.
Evidence of sound physical and mental health must be validated on the form provided. Immunizations must be

completed and documented as recommended on the medical form and based on the clinical agency requirements for the PNE program.

- B. Completion of current American Heart Association Health Care Provider level of CPR certification with AED.
- C. Completion of required criminal background check and drug screening required for clinical agencies. NOTE: If a clinical agency denies student placement based on review on results, the student would be unable to progress in the program. (Information provided upon provisional acceptance.)

TRANSFER STUDENTS

Students who wish to transfer from another institution to James Sprunt Community College Practical Nursing Education program must:

1. Transfer from a state approved program;
2. Meet all the admission criteria as generic students;
3. Schedule a meeting with the Department Head at least two semesters in advance of desired transfer date;
4. Complete and submit Transfer Application to JSCC Nursing Program (this will be provided at time of scheduled meeting with Department Head);
5. Submit copies of course syllabi/outlines to Department Head for review;
6. Have letter of recommendation from clinical nursing faculty who taught student in last nursing course.
7. Demonstrate competency at the level of desired entry.

All decisions regarding transfer will be made by the Health Education Admissions Committee after all required documents are submitted.

ADVANCED PLACEMENT

Students will be considered for advanced placement or transfer into the Practical Nursing program when the following criteria are met:

1. Admission requirements are fully met.
2. Coursework in required courses in the Practical Nursing curriculum sequence up to the time of admission has been completed.
3. The progression policy is met at the time of admission.

Students considered for advanced placement will be ones who:

1. are transferring from another Practical Nursing program.
2. have completed course work in an Associate Degree Nursing curriculum that is equivalent to course work required in the Practical Nursing curriculum at the time of admission.

Students wishing to be considered for advanced placement will be selected on a space-available basis only. Selection will be made based on review of transcripts and related information and upon the recommendation of the Health Education Admissions Committee.

PROGRESSION POLICY

1. Students must be enrolled in BIO 163, ACA 115 and NUR 117 concurrently with NUR 101 unless they have completed these courses previously.
2. Students must be enrolled in ENG 111 and PSY 150 concurrently with NUR 102 unless they have completed these courses previously.
3. A student must maintain a 2.0 ("C") average or better in the general education courses in order to progress and graduate in the Practical Nursing Program. A grade of "C" or better must be obtained in BIO 163 and NUR 117 in order for the student to progress to NUR 102.
4. A grade of "C" or better is required in each nursing course in order for the student to progress and graduate from the Practical Nursing Program. A grade of "C" or better is required in NUR 101, NUR 102, and NUR 103.
5. All nursing courses must be taken in the sequence as outlined in the Practical Nursing curriculum.

6. A student may repeat a nursing course only once and only upon the approval of the Health Education Admissions Committee.
7. Any student who is interrupting his/her nursing courses must have an exit interview with the Department Head of the Health Education Department.

GRADING

A minimum grade of "C" in each nursing course is required prior to entering the next nursing course, and a grade of "C" is required in NUR 103 prior to graduation.

READMISSION POLICY

A student who wishes to be considered for readmission to the Practical Nursing Program must complete the application for readmission to the PN program (provided during the exit interview). This request for consideration of readmission must be received by the end of the next semester following the interruption of studies. Readmission to the nursing program will be limited to a maximum of one (1) time.

The student requesting readmission must complete the following readmission requirements:

1. Meet current admission criteria.
2. Meet all requirements of the Progression Policy listed above.
3. Submit a letter of recommendation from a faculty member for the clinical components of the course in which the student was not successful. Letter must be requested prior to the end of the next semester following the interruption of studies.
4. Pass a comprehensive exam from the content of the course prior to the one to which the student is requesting readmission with a minimum grade of 80 and demonstrate competency of skills.
5. After provisional acceptance is granted, the student must complete the following before enrollment in the program:
 - * Submit updated physical statement showing evidence of sound physical and mental health, including any required testing and immunizations required by clinical agencies.
 - * Submit evidence of current American Heart Association Health Care Provider Level CPR certification.
 - * Submit completion of current Criminal Background Check and Drug Screening required by clinical agencies.

Failure to complete any of these requirements will jeopardize readmission to the PN program.

INVOLUNTARY WITHDRAWAL FROM HEALTH EDUCATION PROGRAMS

In the event that a health education student's behavior represents a potential hazard to patient care in the clinical area and/or the student demonstrates unsafe practice in the clinical area, the student will be withdrawn by the faculty from the course. This may occur at any time during the semester. The student may be readmitted only on the recommendation of the faculty.

See section on Academic Standards for Health Education Department DISMISSAL POLICY and PROBATION POLICY.

TYPICAL COURSE SEQUENCE COURSE AND HOUR REQUIREMENTS

| Course Title | | | Hours Class | Per Week | Week Lab | Clin | Semester Hours Credit |
|------------------------|-----|-------------------------|----------------|-------------|-------------|-----------|-----------------------------|
| FIRST SEMESTER | | | | | | | |
| ACA | 115 | Success & Study Skills | 0 | | 2 | 0 | 1 |
| BIO | 163 | Basic Anat & Physiology | 4 | | 2 | 0 | 5 |
| NUR | 101 | Practical Nursing I | 7 | | 6 | 6 | 11 |
| NUR | 117 | Pharmacology | 1 | | 3 | 0 | 2 |
| | | | 12 | | 13 | 6 | 19 |
| SECOND SEMESTER | | | | | | | |
| ENG | 111 | Expository Writing | 3 | | 0 | 0 | 3 |
| NUR | 102 | Practical Nursing II | 8 | | 0 | 12 | 12 |
| PSY | 150 | General Psychology | 3 | | 0 | 0 | 3 |
| | | | 14 | | 0 | 12 | 18 |

THIRD SEMESTER

| | | | | | | |
|-----|-----|-----------------------|----------|----------|-----------|-----------|
| NUR | 103 | Practical Nursing III | 6 | 0 | 12 | 10 |
| | | | 6 | 0 | 12 | 10 |

TOTAL SEMESTER HOURS CREDIT: 47

Page 185 – Automotive Systems Technology – Change the courses (adding AUT 181A and deleting ACA 115 or CIS 113) as follows (effective Fall 2010):

| | | Course Title | Hours Class | Per | Week Lab | Semester Hours Credit |
|-----------|------|------------------------------|----------------|-----|-------------|-----------------------------|
| AUT | 151 | Brake Systems | 2 | | 3 | 3 |
| AUT | 161 | Basic Automotive Electricity | 4 | | 3 | 5 |
| AUT | 181 | Engine Performance I | 2 | | 3 | 3 |
| AUT | 181A | Engine Performance I Lab | 0 | | 3 | 1 |
| AUT | 281 | Advanced Engine Performance | 2 | | 2 | 3 |
| MAT | 101 | Applied Mathematics I | 3 | | 0 | 3 |
| OR | | | | | | |
| ENG | 101 | Applied Communications I | 3 | | 0 | 3 |
| OR | | | | | | |
| RED | 111 | Critical Reading for College | 3 | | 0 | 3 |
| | | | 13 | | 14 | 18 |

TOTAL SEMESTER HOURS CREDIT: 18

Page 186 – Electrical/Electronics Technology – Add ELC 114 & ALT 120 & delete ELC 121 & ELC 215 from second semester and add ALT 220 & delete ELC 115 from third semester as follows (effective Fall 2010):

SECOND SEMESTER

| | | | | | | |
|-----|-----|-------------------------------|-----------|--|-----------|-----------|
| ELC | 114 | Basic Wiring II | 2 | | 6 | 4 |
| ELC | 117 | Motors and Controls | 2 | | 6 | 4 |
| ELC | 119 | NEC Calculations | 1 | | 2 | 2 |
| ELC | 223 | Energy Management | 2 | | 2 | 3 |
| ALT | 120 | Renewable Energy Technologies | 2 | | 2 | 3 |
| MAT | 101 | Applied Mathematics I* | 2 | | 2 | 3 |
| | | | 11 | | 20 | 19 |

THIRD SEMESTER

| | | | | | | |
|-----|-----|--------------------------------|----------|--|-----------|-----------|
| CIS | 113 | Computer Basics** | 0 | | 2 | 1 |
| ALT | 220 | Photovoltaic System Technology | 2 | | 2 | 3 |
| ELC | 128 | Introduction to PLC | 2 | | 3 | 3 |
| ELN | 229 | Industrial Electronics | 3 | | 3 | 4 |
| | | | 7 | | 10 | 11 |

Page 217 – Course Descriptions – Add the following courses (effective Fall 2010) as follows:

| | | | | | | |
|----------------|------------|--------------------------------------|---|--|---|---|
| ALT | 120 | Renewable Energy Technologies | 2 | | 2 | 3 |
| Prerequisites: | | None | | | | |
| Corequisites: | | None | | | | |

This course provides an introduction to multiple technologies that allow for the production and conservation of energy from renewable sources. Topics include hydro-electric, wind power, passive and active solar energy, tidal energy, appropriate building techniques, and energy conservation methods. Upon completion, students should be able to demonstrate an understanding of renewable energy production and its impact on humans and their environment.

| | | | | | | |
|----------------|------------|---------------------------------------|---|--|---|---|
| ALT | 220 | Photovoltaic System Technology | 2 | | 3 | 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.

Page 225 – Course Descriptions – Add the following course (effective Fall 2010) as follows:

| | | | | | | |
|----------------|-------------|---------------------------------|---|--|---|---|
| AUT | 181A | Engine Performance Lab I | 0 | | 3 | 1 |
| Prerequisites: | | None | | | | |
| Corequisites: | | AUT 181 | | | | |

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 overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. 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.

Page 232 – Course Descriptions – Change the following course Prerequisites, effective Fall 2010, as follows:

| | | | | |
|----------------|---|----------|----------|----------|
| CIS 110 | Introduction to Computers (College Transfer) | 2 | 2 | 3 |
| Prerequisites: | None | | | |

Page 235 – Course Descriptions – Change the following course as follows:

| | | | | |
|----------------|---|----------|----------|----------|
| CIS 115 | Intro to Prog & Logic | 2 | 3 | 3 |
| Prerequisites: | MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175 | | | |
| 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).

Page 246-252 – Course Descriptions – Change the following EDU-Education courses as follows:

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 118 | Princ & Prac of Inst Asst | 3 | 0 | 3 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | None | | | |

This course covers the instructional assistant's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting role of the instructional assistant, demonstrate positive communication skills, and discuss educational philosophy.

| | | | | |
|----------------|---------------------------------------|----------|----------|----------|
| EDU 119 | Intro to Early Child Education | 4 | 0 | 4 |
| Prerequisites: | None | | | |
| Corequisites: | None | | | |

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum responsive to the needs of all children and families. Upon completion, students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. *This course is also available through the Virtual Learning Community (VLC).*

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 131 | Child, Family, & Commun | 3 | 0 | 3 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | None | | | |

This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children. *This course is also available through the Virtual Learning Community (VLC)*

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 144 | Child Development I | 3 | 0 | 3 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | None | | | |

This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course is also available through the Virtual Learning Community (VLC).*

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 145 | Child Development II | 3 | 0 | 3 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | None | | | |

This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. *This course is also available through the Virtual Learning Community (VLC).*

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 146 | Child Guidance | 3 | 0 | 3 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | None | | | |

This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. *This course is also available through the Virtual Learning Community (VLC).*

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 151 | Creative Activities | 3 | 0 | 3 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | None | | | |

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments. *This course is also available through the Virtual Learning Community (VLC).*

| | | | | |
|-----------------|---|----------|----------|----------|
| EDU 151A | Creative Activities Lab | 0 | 2 | 1 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | EDU 151 | | | |

This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 153 | Health, Safety & Nutrit | 3 | 0 | 3 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | None | | | |

This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations. *This course is also available through the Virtual Learning Community (VLC).*

| | | | | |
|-----------------|---|----------|----------|----------|
| EDU 153A | Health, Safety, & Nut Lab | 0 | 2 | 1 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | EDU 153 | | | |

This course provides a laboratory component to complement EDU 153. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of safe indoor/outdoor environments and nutrition education programs.

| | | | | |
|----------------|--|----------|----------|----------|
| EDU 216 | Foundations of Education (EDU 216 replaced EDU 116) | 4 | 0 | 4 |
| Prerequisites: | Take one set Set 1: ENG 090, RED 090 | | | |

Corequisites: Set 2: ENG 095
None

This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).*

EDU 221 Children with Exceptional 3 0 3
Prerequisites: Take one set
Set 1: ENG 090, RED 090, EDU 144 EDU 145
Set 2: ENG 090, RED 090, PSY 244 PSY 245
Set 3: ENG 095, EDU 144 EDU 145
Set 4: ENG 095, PSY 244 PSY 245
Corequisites: None

This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only. This course is also available through the Virtual Learning Community (VLC).*

EDU 234 Infants, Toddlers, & Twos 3 0 3
Prerequisites: Take one set
Set 1: ENG 090, RED 090, EDU 119
Set 2: ENG 095, EDU 119
Corequisites: None

This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

EDU 235 School-Age Dev & Program 3 0 3
Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095
Corequisites: None

This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

EDU 259 Curriculum Planning 3 0 3
Prerequisites: Take one set
Set 1: ENG 090, RED 090, EDU 119
Set 2: ENG 095, EDU 119
Corequisites: None

This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

EDU 261 Early Childhood Admin I 3 0 3
Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095
Corequisites: EDU 119

This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards. *This course is also available through the Virtual Learning Community (VLC).*

EDU 262 Early Childhood Admin II 3 0 3
Prerequisites: Take one set
Set 1: ENG 090, RED 090, EDU 261

Corequisites: Set 2: ENG 095, EDU 261
EDU 119

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. *This course is also available through the Virtual Learning Community (VLC).*

EDU 263 School-Age Program Admin 2 0 2
Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095
Corequisites: None

This course introduces the methods and procedures for development and administration of school-age programs in the public or proprietary setting. Emphasis is placed on the construction and organization of the physical environment. Upon completion, students should be able to plan, develop and administer a quality school-age program.

EDU 271 Educational Technology 2 2 3
Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095
Corequisites: None

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. *This course is also available through the Virtual Learning Community (VLC).*

EDU 275 Effective Teach Train 2 0 2
Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095
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 285 Internship Exp-School Age 1 9 4
Prerequisites: Take one set
Set 1: ENG 090, RED 090, EDU 144, EDU 145, EDU 118, EDU 163
Set 2: ENG 090, RED 090, PSY 244, PSY 245, EDU 118, EDU 163
Set 3: ENG 090, RED 090, PSY 244, EDU 145, EDU 118, EDU 163
Set 4: ENG 090, RED 090, EDU 144, PSY 245, EDU 118, EDU 163
Set 5: ENG 090, RED 090, PSY 244, PSY 245, EDU 216, EDU 163
Set 6: ENG 090, RED 090, EDU 144, EDU 145, EDU 216, EDU 163
Set 7: ENG 090, RED 090, EDU 144, PSY 245, EDU 216, EDU 163
Set 8: ENG 090, RED 090, PSY 244, EDU 216, EDU 163
Set 9: ENG 095, PSY 244, PSY 245, EDU 118, EDU 163
Set 10: ENG 095, EDU 144, EDU 145, EDU 118, EDU 163
Set 11: ENG 095, EDU 144, PSY 245, EDU 118, EDU 163
Set 12: ENG 095, PSY 244, EDU 145, EDU 118, EDU 163
Set 13: ENG 095, PSY 244, PSY 245, EDU 216, EDU 163
Set 14: ENG 095, EDU 144, EDU 145, EDU 216, EDU 163
Set 15: ENG 095, EDU 144, PSY 245, EDU 216, EDU 163
Set 16: ENG 095, PSY 244, EDU 145, EDU 216, EDU 163
Corequisites: None

This course is designed to allow students to apply skills in a quality public or private school environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate lesson plans/assessments, appropriate guidance techniques, ethical/professional behaviors as indicated by assignments and onsite faculty visits.

EDU 280 Language & Literacy Exp 3 0 3
Prerequisites: Take one set
Set 1: ENG 090, RED 090
Set 2: ENG 095

Corequisites: None

This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences. *This course is also available through the Virtual Learning Community (VLC).*

| | | | | |
|----------------|-------------------------------|----------|----------|----------|
| EDU 286 | Early Childhood Issues | 1 | 0 | 1 |
| Prerequisites: | ENG 111 | | | |
| Corequisites: | None | | | |

This course provides an opportunity to discuss the application of skills in a developmentally appropriate early childhood environment. Emphasis is placed on developing strategies for reaching competency goals and objectives and on planning and developing curriculum. Upon completion, students should be able to demonstrate competence in classroom management skills and in developing, implementing, and evaluating curriculum plans.

Page 246-252 – Course Descriptions – Add the following EDU-Education courses as follows:

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 163 | Classroom Mgt & Instruct | 3 | 0 | 3 |
| Prerequisites: | Take one set Set 1: ENG 080, RED 080 Set 2: ENG 085 | | | |
| Corequisites: | None | | | |

This course covers management and instructional techniques with school-age populations. Topics include classroom management and organization, teaching strategies, individual student differences and learning styles, and developmentally appropriate classroom guidance techniques. Upon completion, students should be able to utilize developmentally appropriate behavior management and instructional strategies that enhance the teaching/learning process and promote students' academic success.

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 281 | Instruc Strat/Read & Writ (EDU 281 replaced EDU 186) | 2 | 2 | 3 |
| Prerequisites: | Take one set Set 1: ENG 090, RED 090 Set 2: ENG 095 | | | |
| Corequisites: | None | | | |

This course covers concepts, resources, and methods for teaching reading and writing to elementary through middle-grade children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches and instructional strategies. Upon completion, students should be able to assess, plan, implement and evaluate school-age literacy experiences as related to the North Carolina Standard Course of Study. *This course is also available through the Virtual Learning Community (VLC).*

| | | | | |
|----------------|--|----------|----------|----------|
| EDU 284 | Early Child Capstone Prac | 1 | 9 | 4 |
| Prerequisites: | Take one set Set 1: ENG 090, RED 090, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151 Set 2: ENG 090, RED 090, EDU 119, PSY 244, PSY 245, EDU 146, EDU 151 Set 3: ENG 090, RED 090, EDU 119, PSY 245, EDU 144, EDU 146, EDU 151 Set 4: ENG 090, RED 090, EDU 119, PSY 244, EDU 145, EDU 146, EDU 151 Set 5: ENG 095, EDU 119, EDU 144, EDU 145, EDU 146, EDU 151 Set 6: ENG 095, EDU 119, PSY 244, PSY 245, EDU 146, EDU 151 Set 7: ENG 095, EDU 119, EDU 144, PSY 245, EDU 146, EDU 151 Set 8: ENG 095, EDU 119, EDU 145, PSY 244, EDU 146, EDU 151 | | | |
| Corequisites: | None | | | |

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

| | | | | |
|----------------|---|----------|----------|----------|
| EDU 289 | Adv Issues/School Age | 2 | 0 | 2 |
| Prerequisites: | Take one set Set 1: ENG 090, RED 090 Set 2: ENG 095 | | | |
| Corequisites: | None | | | |

This course covers advanced topics and issues that relate to school-age programs. Emphasis is placed on current advocacy issues, emerging technology, professional growth, ethics, and organizations for providers/teachers working with school-age populations. Upon completion, students should be able to list, discuss, and explain advanced current topics and issues surrounding school-aged populations.

Page 249 – Course Descriptions – Remove EDU 186 – It was replaced by EDU 281.

Page 258 – Course Descriptions – Add the following course (effective Fall 2010):

| | | | | | |
|----------------|--------------------------|----------|----------|----------|--|
| ELC 233 | Energy Management | 2 | 2 | 3 | |
| Prerequisites: | None | | | | |
| Corequisites: | None | | | | |

This course covers energy management principles and techniques typical of those found in industry and commercial facilities, including load control and peak demand reduction systems. Topics include load and peak demand calculations, load shedding, load balance and power factor, priority scheduling, remote sensing and control, and supplementary/alternative energy sources. Upon completion, students should be able to determine energy management parameters, calculate demand and energy use, propose energy management procedures, and implement alternative energy sources.

Page 281 to 284 – Course Descriptions – Change the following courses Pre & Co requisites as follows:

| | | | | | |
|----------------|---|----------|----------|-----------|----------|
| MED 110 | Orientation to Med Assist | 1 | 0 | 0 | 1 |
| Prerequisites: | Admission to Medical Assisting Program | | | | |
| Corequisites: | MED 130 | | | | |
| MED 112 | Ori to Clinic Setting I | 0 | 0 | 3 | 1 |
| Prerequisites: | MED 110, MED 131, MED 140, MED 150, MED 182, MED 122, MED 232 | | | | |
| Corequisites: | PSY 150 and ENG 115 | | | | |
| MED 130 | Admin Office Proc I | 1 | 2 | 0 | 2 |
| Prerequisites: | None | | | | |
| Corequisites: | ENG 111, CIS 111, ACA 115, MED 110 | | | | |
| MED 131 | Admin Office Proc II | 1 | 2 | 0 | 2 |
| Prerequisites: | MED 130 | | | | |
| Corequisites: | OST 136 | | | | |
| MED 140 | Exam Room Procedures I | 3 | 4 | 0 | 5 |
| Prerequisites: | BIO 163 | | | | |
| Corequisites: | MAT 115 | | | | |
| MED 260 | MED Clinical Externship | 0 | 0 | 15 | 5 |
| Prerequisites: | MED 112, MED 118, MED 240, MED 250, MED 272, MED 276 | | | | |
| Corequisites: | MED 262 | | | | |
| MED 262 | Clinical Perspectives | 1 | 0 | 0 | 1 |
| Prerequisites: | None | | | | |
| Corequisites: | MED 260 | | | | |

Page 288 – Course Descriptions - Change the following courses Pre & Co requisites as follows:

| | | | | | |
|----------------|------------------------------------|----------|----------|-----------|-----------|
| NUR 101 | Practical Nursing I | 7 | 6 | 6 | 11 |
| Prerequisites: | Admission to PN program | | | | |
| Corequisites: | ACA 115, BIO 163, NUR 117 | | | | |
| NUR 102 | Practical Nursing II | 8 | 0 | 12 | 12 |
| Prerequisites: | ACA 115, BIO 163, NUR 101, NUR 117 | | | | |
| Corequisites: | ENG 111, PSY 150 | | | | |
| NUR 103 | Practical Nursing III | 6 | 0 | 12 | 10 |
| Prerequisites: | ENG 111, NUR 102, PSY 150 | | | | |
| Corequisites: | None | | | | |

Page 288 to 290 – Course Descriptions – Insert the following courses and their descriptions:

| | | | | | |
|---|------------------------------------|----------|----------|----------|----------|
| NUR 111 Intro to Health Concepts | | 4 | 6 | 6 | 8 |
| Prerequisites: | Admission to ADN program | | | | |
| Corequisites: | ACA 115, BIO 168, NUR 117, PSY 150 | | | | |

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

| | | | | | |
|--|---|----------|----------|----------|----------|
| NUR 112 Health-Illness Concepts | | 3 | 0 | 6 | 5 |
| Prerequisites: | ACA 115, BIO 168, NUR 111, NUR 117, PSY 150 | | | | |
| Corequisites: | BIO 169, PSY 241 | | | | |

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113 Family Health Concepts 3 0 6 5

Prerequisites: BIO 169, NUR 111, NUR 112, NUR 211, PSY 241

Corequisites: CIS 111

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114 Holistic Health Concepts 3 0 6 5

Prerequisites: CIS 111, NUR 111, NUR 112, NUR 113, NUR 211

Corequisites: ENG 111

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety.. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 117 Pharmacology 1 3 0 2

Prerequisites: None

Corequisites: None

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

NUR 211 Health Care Concepts 3 0 6 5

Prerequisites: NUR 111, NUR 112

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212 Health System Concepts 3 0 6 5

Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211

Corequisites: None

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213 Complex Health Concepts 4 3 15 10

Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, and NUR 212

Corequisites: None

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

Page 289 – Course Descriptions – Remove NUR 189

Page 312 – Course Descriptions - Change the following course Prerequisite as follows:

VEN 238 Grape Pests/Disea/Disorde 3 0 3

Prerequisites: None