James Sprunt Community College

2007 • 2009
ACCREDITATIONS

James Sprunt Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
Telephone number 404-679-4501
to award associate degrees, diplomas, and certificates. Inquiries to the Commission should relate only to the accreditation status of the institution. For other inquiries, individuals should contact the college directly.

North Carolina State Board of Community Colleges
N. C. Department of Justice
Criminal Justice Standards Division
American Health Information Management Association
The James Sprunt Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Curriculum Review Board of the American Association of Medical Assistants' Endowments (AAMAE).

APPROVED BY

Division of Vocational Rehabilitation
National Accrediting Agency
for Clinical Laboratory Sciences
North Carolina State Board of Nursing
State Board of Cosmetic Art Examiners

James Sprunt Community College publishes this catalog for the purpose of providing students and other interested persons with information regarding the College, pertinent rules and regulations, and educational program information that may be of interest. The provisions as outlined in this catalog are not to be regarded as a contractual agreement between the students and James Sprunt Community College. The college reserves the right to change any provisions, regulations, requirements, or schedules at any time without affecting the overall intent of this catalog. School calendars, programs, or courses within programs may be changed at any time deemed necessary by the administration or as required by the North Carolina Community College System. Every effort will be made to minimize the inconvenience any such changes may create for the students.

James Sprunt Community College is an equal opportunity educational institution and employer. The college does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age, disability, or political affiliation consistent with those laws which affect the institution. The official James Sprunt Community College catalog is permanently located in the Registrar's Office.

copies of this public document were printed at a cost of per copy.
MESSAGE FROM
THE PRESIDENT

It's no secret that technology has changed everything.

In the forty-plus years since James Sprunt Community College first opened its doors, computers have become indispensable in almost any field—from business offices to manufacturing to farming. Technological advances have made many jobs more complex and eliminated other, more low-skilled, positions. A high school diploma isn’t enough anymore.

Even the face of the community college has changed and is continuing to change. Recent surveys have shown that two-year colleges are no longer simply the byway taken by high school graduates on the way to a four-year degree. As jobs are being re-invented by technology, many adults already in the workforce find they need to return to school for further education or for training in a new field. Others return to maintain certification. And a growing Hispanic/Latino population use English as a Second Language courses and other college programs.

Despite all these changes, one thing has remained constant: JSCC’s commitment to your success as our student. You are our No. 1 priority. The faculty and staff are here to help you achieve your goals, whether it is to train for a new career or to learn a new hobby.

So, welcome to James Sprunt Community College. We hope we can be part of a positive change in your life.

Dr. Lawrence L. Rouse
President
ACADEMIC CALENDAR
2007-2008

FALL SEMESTER
August 9-13 Thursday-Monday Workdays for 9 month faculty
August 14 Tuesday New Student Registration
August 15 Wednesday Registration
August 16 Thursday Classes Begin
September 3 Monday Labor Day Holiday
October 11 Thursday Mid-Semester
October 15-20 Monday-Saturday Fall Break for Students and Faculty
November 5-9 Monday-Friday Early Registration for Spring Semester
November 15 Thursday Last Day to Withdraw from a Class
November 22-24 Thursday-Saturday Thanksgiving Holiday
December 11-17 Tuesday-Monday Exams During Class Periods
December 17 Monday Fall Semester Ends
December 18 Tuesday Grade Day
December 19 Wednesday Faculty/Staff Awards Luncheon

SPRING SEMESTER
January 1 Tuesday New Year's Holiday
January 2 Wednesday Faculty Development Day
January 3 Thursday Registration Day
January 4 Friday Classes Begin
January 21 Monday Martin Luther King, Jr., Holiday
February 29 Friday Mid-Semester
March 1-4, 2008 Friday-Monday Easter Holiday
March 21-22, 24 Friday-Monday Easter Break for Students and Faculty
April 7 Monday Last Day to Withdraw from a Class
April 7-8 Monday-Tuesday Early Registration for Summer Semester
April 21-25 Monday-Friday Early Registration for Fall Semester
April 29-May 5 Tuesday-Monday Exams During Class Periods
May 5 Monday Spring Semester Ends
May 6 Tuesday Grade Day
May 7 Wednesday Faculty Development Day
May 8 Thursday Faculty Development Day/
Graduation Rehearsal, 7:00 p.m.
Graduation 6:00 p.m.

SUMMER SEMESTER
May 15 Thursday Registration Day
May 16 Friday Faculty Workday
May 19 Monday Classes Begin
June 24 Tuesday Mid-semester
July 2-3 Wednesday-Thursday Summer Break for Students and Faculty
July 4 Friday Independence Day Holiday
July 16 Tuesday Last Day to Withdraw from a Class
July 31-August 6 Thursday-Wednesday Exams During Class Periods
August 6 Wednesday Summer Semester Ends
August 7 Thursday Grade Day
### ACADEMIC CALENDAR
#### 2008-2009

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 11-12</td>
<td>Monday-Tuesday</td>
<td>Workdays for 9 month faculty</td>
</tr>
<tr>
<td>August 13</td>
<td>Wednesday</td>
<td>New Student Registration</td>
</tr>
<tr>
<td>August 14</td>
<td>Thursday</td>
<td>Registration</td>
</tr>
<tr>
<td>August 15</td>
<td>Friday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 1</td>
<td>Monday</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>September 2</td>
<td>Tuesday</td>
<td>Faculty Workday/Break day for students</td>
</tr>
<tr>
<td>October 10-11</td>
<td>Friday-Saturday</td>
<td>Fall Break for Students &amp; Faculty</td>
</tr>
<tr>
<td>October 13-14</td>
<td>Monday-Tuesday</td>
<td>NCCCS System Conference/Faculty Development Days/Fall Break for Students</td>
</tr>
<tr>
<td>October 15</td>
<td>Wednesday</td>
<td>Fall Break for Students &amp; Faculty</td>
</tr>
<tr>
<td>October 17</td>
<td>Friday</td>
<td>Mid-Semester</td>
</tr>
<tr>
<td>November 3-7</td>
<td>Monday-Friday</td>
<td>Early Registration for Spring Semester (Student makes appointment with advisor.)</td>
</tr>
<tr>
<td>November 13</td>
<td>Thursday</td>
<td>Last Day to Withdraw from a Class</td>
</tr>
<tr>
<td>November 27-29</td>
<td>Thursday-Saturday</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 10-16</td>
<td>Tuesday-Tuesday</td>
<td>Exams During Class Periods</td>
</tr>
<tr>
<td>December 16</td>
<td>Tuesday</td>
<td>Fall Semester Ends</td>
</tr>
<tr>
<td>December 17</td>
<td>Wednesday</td>
<td>Grade Day</td>
</tr>
<tr>
<td>December 18</td>
<td>Thursday</td>
<td>Faculty/Staff Awards Luncheon</td>
</tr>
</tbody>
</table>

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>Thursday</td>
<td>New Year's Day Holiday</td>
</tr>
<tr>
<td>January 2</td>
<td>Friday</td>
<td>Faculty Work Day/CIS Day</td>
</tr>
<tr>
<td>January 5</td>
<td>Monday</td>
<td>Registration</td>
</tr>
<tr>
<td>January 6</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 19</td>
<td>Monday</td>
<td>Martin Luther King, Jr., Holiday</td>
</tr>
<tr>
<td>January 20</td>
<td>Tuesday</td>
<td>Monday Equalizer Day</td>
</tr>
<tr>
<td>March 3</td>
<td>Tuesday</td>
<td>Mid-Semester</td>
</tr>
<tr>
<td>March 31</td>
<td>Tuesday</td>
<td>Last Day to Withdraw from a Class</td>
</tr>
<tr>
<td>April 6-7</td>
<td>Monday-Tuesday</td>
<td>Early Registration for Summer Semester (Student makes appointment with advisor.)</td>
</tr>
<tr>
<td>April 9</td>
<td>Thursday</td>
<td>Easter Break for Students &amp; Faculty</td>
</tr>
<tr>
<td>April 10-13</td>
<td>Friday-Monday</td>
<td>Easter Holiday</td>
</tr>
<tr>
<td>April 14-15</td>
<td>Tuesday-Wednesday</td>
<td>Spring Break for Students &amp; Faculty</td>
</tr>
<tr>
<td>April 20-24</td>
<td>Monday-Friday</td>
<td>Early Registration for Fall Semester (Student makes appointment with advisor.)</td>
</tr>
<tr>
<td>April 29-May 5</td>
<td>Tuesday-Tuesday</td>
<td>Exams During Class Periods</td>
</tr>
<tr>
<td>May 5</td>
<td>Tuesday</td>
<td>Spring Semester Ends</td>
</tr>
<tr>
<td>May 6</td>
<td>Wednesday</td>
<td>Grade Day</td>
</tr>
<tr>
<td>May 7</td>
<td>Thursday</td>
<td>Faculty Development Day</td>
</tr>
<tr>
<td>May 8</td>
<td>Friday</td>
<td>Faculty Development Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation, 6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduation Rehearsal, 7:00 p.m.</td>
</tr>
</tbody>
</table>

#### SUMMER SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 18</td>
<td>Monday</td>
<td>Registration</td>
</tr>
<tr>
<td>May 19</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>June 24</td>
<td>Wednesday</td>
<td>Mid-Semester</td>
</tr>
<tr>
<td>July 1-2</td>
<td>Wednesday-Thursday</td>
<td>Summer Break for Students &amp; Faculty</td>
</tr>
<tr>
<td>July 3</td>
<td>Friday</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>July 15</td>
<td>Wednesday</td>
<td>Last Day to Withdraw from a Class</td>
</tr>
<tr>
<td>August 3-6</td>
<td>Monday-Thursaday</td>
<td>Exams During Class Periods</td>
</tr>
<tr>
<td>August 6</td>
<td>Thursday</td>
<td>Summer Semester Ends</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

2007-2008 ACADEMIC CALENDAR ................................................................. 3
2008-2009 ACADEMIC CALENDAR ................................................................. 4

GENERAL INFORMATION ............................................................................. 13
History ................................................................................................................. 14
Expanded Statement of Purpose ........................................................................... 18
Mission .................................................................................................................. 19
Goals ....................................................................................................................... 19
James Sprunt Community College School-Wide Competencies ....................... 19
James Sprunt Community College Core Values .................................................. 20
Accreditation ......................................................................................................... 21
Location and Instructional Facilities ................................................................. 21
Adult Education Center/Wallace-Rose Hill High School Map ............................... 22
Campus Map ....................................................................................................... 23

ADMISSIONS ...................................................................................................... 25
General Admissions ............................................................................................. 26
When to Apply ....................................................................................................... 26
Where to Apply ...................................................................................................... 27
Procedures ............................................................................................................. 27
Notification of Acceptance ................................................................................... 29
Provisional Admissions ......................................................................................... 29
Admission of Former Students .............................................................................. 29
Admission for Class Audit ..................................................................................... 30
Admission of Foreign Students ............................................................................. 30
Admission of Undocumented Nonimmigrant Applicants ..................................... 30
Veterans ................................................................................................................ 30
Credit by Examination ........................................................................................ 31
Credit by Examination Through Tech-Prep Articulation ..................................... 31
Advanced Placement .......................................................................................... 32
Advanced Credit ................................................................................................... 32
Huskins Bill Cooperative Program ........................................................................ 33
Concurrent/Dual Enrollment ................................................................................ 33
Services for Students with Disabilities ................................................................. 33
Specific Program Information .............................................................................. 34
Catalog of Record ................................................................................................ 35
Academic Probationary or Suspended Status ...................................................... 35
Disciplinary Suspension ....................................................................................... 35
Library .................................................................................................................... 36
Media Production Center ..................................................................................... 36
Evening Offerings ................................................................................................. 36
Class Schedule ..................................................................................................... 37
Administrative Office Hours ................................................................. 37
Changes in Regulations ........................................................................ 37

FEES AND FINANCIAL AID .................................................................. 39
Tuition and Fees ..................................................................................... 40
Continuing Education Registration Fees ................................................. 41
Residence Status of Tuition Payment ...................................................... 41
Curriculum Refunds ............................................................................... 42
Transcript Fee ....................................................................................... 42
Student Financial Aid .......................................................................... 42
General Provisions Title IV Financial Aid Programs .......................... 44
Federal Pell Grant, Loans, and Scholarships ......................................... 46
Scholarships ........................................................................................ 49
Vocational Rehabilitation ..................................................................... 52
NC National Guard Tuition Assistance Program ................................. 52
Veterans Education Assistance ......................................................... 52
Applications for Financial Aid and Veterans Education Benefits ........ 54

ACADEMIC STANDARDS ..................................................................... 55
Associate Degrees, Diplomas, and Certificates ..................................... 56
Registration ......................................................................................... 56
Drop/Add ............................................................................................. 57
Course Load ........................................................................................ 57
Semester Hours .................................................................................. 57
Grading System ................................................................................ 58
Incomplete Grade ............................................................................... 58
Continued Study Grade ................................................................. 58
Grade Point Average ....................................................................... 59
Academic Retention Requirements .................................................... 59
Probation and Suspension ................................................................. 59
Withdrawal ........................................................................................ 60
Involuntary Withdrawal from Health Education Programs .................. 61
Health Education Department - Dismissal Policy ................................. 61
Health Education Department - Probation Policy ............................... 63
Course Substitutions ....................................................................... 64
Repetition of Curriculum Course Work ............................................. 64
Grade Reports .................................................................................... 64
Transcripts ......................................................................................... 64
Student Classification ...................................................................... 65
Adding or Dropping Courses .............................................................. 65
Course Prerequisites and Corequisites .............................................. 65
Transfer of Credit from James Sprunt Community College .............. 65
Transfer of Credit within James Sprunt Community College ............ 67
Transfer of Credit to James Sprunt Community College ................. 67
Mount Olive College Transfer Agreement ................................................................. 209
Student/Community Leadership Training Program .................................................. 209
Student Support Services ............................................................................................ 210
Upward Bound ................................................................................................................ 211
Wachovia Partnership East Program ......................................................................... 211
Dual Enrollment Program with Fayetteville State University ................................. 212

COURSE DESCRIPTIONS .................................................................................................... 213
Academic Related .......................................................................................................... 215
Accounting ...................................................................................................................... 215
Agriculture ....................................................................................................................... 218
Animal Science ............................................................................................................... 219
Art ..................................................................................................................................... 222
Automotive ....................................................................................................................... 226
Biology .............................................................................................................................. 227
Blueprint Reading ........................................................................................................... 231
Business .......................................................................................................................... 231
Chemistry ......................................................................................................................... 232
Communication ................................................................................................................ 241
Computer Information Technology .............................................................................. 245
Cooperative Education .................................................................................................. 238
Criminal Justice ............................................................................................................... 235
Cosmetology .................................................................................................................... 241
Database Management Technology ........................................................................... 246
Design ............................................................................................................................... 247
Drama/Theatre ................................................................................................................ 247
Economics ........................................................................................................................ 247
Education ........................................................................................................................ 248
Electricity ......................................................................................................................... 257
Electronics ....................................................................................................................... 260
English .............................................................................................................................. 260
English as a Foreign Language ................................................................................... 254
Foodservice Technology .............................................................................................. 266
French .............................................................................................................................. 266
Graphic Arts ................................................................................................................... 267
Graphic Design ............................................................................................................... 268
Health ................................................................................................................................ 271
History ............................................................................................................................. 271
Humanities ........................................................................................................................ 274
Information Systems .................................................................................................... 234
Journalism ........................................................................................................................ 276
Latin .................................................................................................................................. 277
Marketing and Retailing ................................................................................................. 287
Masonry ........................................................................................................................... 277
GENERAL INFORMATION
GENERAL INFORMATION
JAMES SPRUNT COMMUNITY COLLEGE

HISTORY

James Sprunt Community College maintains a tradition of quality education begun in Duplin County over 200 years ago with the founding of Grove Academy, a private academy for boys, in 1784.

The college is named for Dr. James Menzies Sprunt, a Scottish Presbyterian who immigrated to America and settled in Duplin County about 1840. Dr. Sprunt became President of Grove Academy about 1845, serving in this position for 15 years.

About 1860, Dr. Sprunt assumed the Presidency of the Kenansville Seminary, a female seminary begun in 1857, and served as its President until 1861, when he went into the Confederate Army as Chaplain of the 20th Regiment, North Carolina troops.

After re-opening in 1865 as an institution for girls, the Kenansville Seminary later became co-educational, and operated as such until it closed in 1896. The campus property was purchased and, in 1897, deeded to the Wilmington Presbytery for "building and maintaining a school of collegiate grade for the promotion of Christian education" for girls.

When reopened, the school was named the James Sprunt Institute, in honor of the distinguished President who had led both the Grove Academy and the old Kenansville Seminary.

The Institute operated under the name of James Sprunt until 1918 when, at the request of the Trustees, the Presbytery changed the name to Grove Institute. This change was, in effect, a symbolic merging of the educational spirit of the old Grove Academy and Kenansville Seminary under one new name.

Grove Institute continued to operate until the mid-1920's.

Thus, an educational tradition, begun in 1784 and carried out by two of Kenansville's most distinguished early academies, was re-established in the 1960's with the founding of the "new" James Sprunt Institute, bearing the name of the distinguished President whose leadership these two early academies had shared.

The "new" James Sprunt Institute began in 1960 as the Duplin County Unit of the Goldsboro Industrial Education Center, the first extension unit of North Carolina's rapidly growing system of industrial education centers.

The unit opened in an old agricultural shop behind the Rose Hill Elementary School, offering a program of instruction in Automobile Mechanics.

Practical Nurse Education was added in 1962. The first graduating class, in July 1963, distinguished themselves by achieving the highest class scores--and the highest individual score--on the N. C. Licensed Practical Nursing Examination that year.
On March 12, 1964, the County Board of Commissioners and the County Board of Education voted to expand the unit, then operating as a branch of Wayne Technical Institute, and to re-name it James Sprunt Institute.

James Sprunt Institute was given a permanent home in August 1964 when the County Commissioners appropriated funds to purchase a 53.18-acre campus site located one mile south of Kenansville. A $265,000 training facility was constructed, opening its doors in the fall of 1966. The temporary administrative buildings were an old tenant house and library located on the campus. Prior to this, classes were being taught in temporary facilities, in every township in the county, to over 500 part-time students in vocational and technical education, adult basic education, and the arts and humanities. James Sprunt became an independent institution, separate from Wayne Technical Institute, on September 7, 1967, when it was placed under the authority of the Duplin County Board of Education. An eight-member Board of Trustees was appointed, and Dixon S. Hall was named as President.

On July 1, 1971, James Sprunt Institute was chartered as a technical institute within the North Carolina Community College System, with a twelve-member Board of Trustees, independent of the Duplin County Board of Education.

Many changes have taken place since the college’s early beginnings. The campus is attractive and its facilities are well equipped to serve the student population. Six modern buildings provide 143,459 square feet of space, housing classrooms, laboratories, shop areas, administrative offices, a 300-seat auditorium, media center, a 22,000 volume library, and a modern student center with cafeteria and student bookstore. From a full-time equivalent (FTE) student enrollment of 114 in 1964-65, the institution has increased its student population to an annualized average annual FTE figure of 1330 for academic year 2005-2006. The college now enrolls over 1900 students in at least one curriculum course each year, and serves over 6800 individuals annually through some form of instruction. Students now enroll in one of 26 different curricula which include degree, diploma, and certificate programs in a wide variety of occupational fields and college transfer or enroll in one of the college’s continuing education programs which include literacy education, occupational extension, and community education.

In 1969, the college initiated a general education program with a college transfer option through a contractual agreement with the University of North Carolina at Wilmington. This program grew from an initial FTE enrollment of 17 in 1969-70 to a FTE enrollment of 98 by 1986-87. The program offered students a wide range of courses and two full years of college transfer credit. Under the terms of the agreement with UNC-W, James Sprunt hired a college transfer faculty; this faculty taught most of the courses in the program. The faculty, while small, was highly qualified; by 1985 it boasted two Ph.D’s and two doctoral candidates. The other faculty members all had Masters of Arts in the disciplines they taught. The college had become in fact, but not in name, a comprehensive community college. In 1985, in recognition of this reality, James Sprunt applied for community college status. The legislature of North Carolina and the State Board of Community Colleges approved the request in 1986; the college has since been offering Associate in Arts and Associate in Science degrees. Since the change in status, the college’s
mission has remained the same and the transfer program has largely continued to function as it had for ten years. The change has been important, however, because it has clarified the college's image in the community and simplified procedures in the transfer program.

Under the leadership of four able Presidents, the college has developed a number of innovative programs, many of which have become state or national models. In September 1974 a Duplin County Articulation Project was initiated as a joint effort between James Sprunt and the Duplin County Public Schools as a pilot model for the state to improve coordination of occupational education programs between public schools and community colleges. The articulation program between James Sprunt and the Duplin County high schools was established in July 1979. Through this program selected high school seniors received advanced college credits in specified courses and programs upon their enrollment at James Sprunt. This program became a model in the state.

In January 1981 the college instituted a "Learning for Living" program in the humanities through a three-year grant from the National Endowment for the Humanities. This was the third grant received from NEH over a nine-year period to establish a model humanities program for technical and vocational students. The program has since received national recognition.

In 1989, another NEH grant enabled the college to implement a "core studies" program in the humanities for students in the college transfer program. This program combines literature, art and history in a parallel sequence of courses tracing the development of the Western tradition. The core studies program has also received national recognition.

Seeking to increase the availability of its educational programs to the citizens of its service area, in the spring of 1985 James Sprunt opened an extension center in Wallace, North Carolina. Seventeen miles from the Kenansville campus, the town of Wallace is the county's second largest population center, with approximately 4,000 residents. The center is offering a variety of curriculum and continuing education courses in the evening for Wallace area residents.

Additional extension centers, focusing on literacy education, were opened in 1991, in Warsaw and Wallace. The college now operates as many as 15 extension sites, including workplace sites, as particular needs arise throughout the county. Offering programs in adult basic education, GED preparation and English as a Second Language (ESL) courses, these centers have greatly expanded the college's outreach in providing needed literacy programs for the undereducated portion of Duplin County's citizens.

The college established a small foundation in 1973 for the purpose of raising funds to support projects and activities state and federal monies simply could not cover. Now in its 32nd year, the Foundation distributes monies from an endowment of $400,000 to support student scholarships. It also supports programs of innovative teaching techniques, special institutional projects, and awards of recognition for faculty and students.

In 1989, the college celebrated a milestone in its history, marking the 25th anniversary of its original charter in 1964. A special "Anniversary Convocation" introduced the first annual "Dallas Herring Lecture in the Humanities,"
honoring Dr. Dallas Herring, the "Father" of North Carolina's Community College System. Dr. John T. Caldwell, Chancellor Emeritus of North Carolina State University and long-time friend and colleague of Dr. Herring, delivered the first Herring lecture during convocation ceremonies.

In 1992, the college entered a significant venture in expanding its role in innovative leadership for Duplin County with its selection as one of only two North Carolina community colleges to take part in the new Academy of Community College Leadership Advancement, Innovation and Modeling (ACCLAIM).

Involving 114 community colleges in North Carolina, South Carolina, Virginia and Maryland, Project ACCLAIM is a model program designed to assist community colleges to develop leadership roles in dealing with community-based issues such as economic development, literacy, health care, the environment, and others.

Through its involvement with ACCLAIM, James Sprunt initially launched a community-wide literacy training effort as a model project. Additional community-based programming efforts now include a county-wide strategic planning program in partnership with the county Economic Development Commission and the formation of a county-wide leadership development and training program.

The leadership development program received the notice of the W. K. Kellogg Foundation, which awarded a $373,000 grant to the program in 1998. With assistance of these funds, the program spawned the Duplin County Center for Leadership Development, which provides formal training programs to develop citizen leaders.

Also in 1998, the college dedicated its sixth main campus building, the Helen A. Boyette Building. Honoring this charter member and former chairman of the Board of Trustees, the building houses the college library, distance learning center, and continuing education offices and classrooms.

Between 1996 and 1998, the college involved every member of its faculty and staff in an intensive self-study of all programs and services for the reaffirmation of accreditation by the Southern Association of Colleges and Schools (SACS). This self-study process, undergone every ten years by member colleges of SACS, enables the college to examine closely what it is and does, and to make positive changes and improvements.

Following the assessment visit of the external SACS evaluation team, the college received only seven recommendations for improvement, an extremely low number, and received it reaffirmation of accreditation.

In the summer of 1997, along with all other community colleges in the NCCCS, James Sprunt Community College converted its academic calendar from quarters to semesters. The completion of this major undertaking brought the community college more in line with the calendars of the public school and university systems, thereby improving student transferability. Course revisions have also eliminated overlap and duplication, thereby better ensuring a "seamless" educational progression from K-12 through the baccalaureate degree.
Celebrating its 40th year in 2004, James Sprunt Community College continues to expand the number and range of educational programs and services available to the adult citizenry of Duplin County. In the spring of 2005, the college opened its seventh campus building, the Zettie Brinson Williams Building, named in honor of long-time trustee Mrs. Zettie Williams. The Williams Building houses computer technology classrooms and labs, student support services programs, and emergency medical training, as well as having distance learning capabilities.

In January 2005 the college welcomed its fifth president, Dr. Lawrence L. Rouse, following the retirement of Dr. Mary Wood, who led the college for five years. The college has already begun a number of initiatives under Dr. Rouse's leadership, including the establishment of an employee leadership development program, a minority male mentoring program, and a renewed focus on student success as the college's number one priority.

In both 2005 and 2006 the college received recognition for meeting or exceeding each of its key performance measures, only one of a handful of community colleges to do so. Performance measures are measures of accountability instituted by the State Board of Community Colleges, designed to assess a college's performance in several critical areas such as student passage rates, employer satisfaction with graduates, student transfer and graduation rates, and other key areas of student success.

In the fall of 2006, the college instituted its newest curriculum program, Viticulture and Enology in response to the many changes and transitions taking place in agriculture and agri-business. James Sprunt is only the second community college in the state to offer this program; Surray Community College, in the western part of the state, was the first. Working closely with regional grape and wine industries, the college hopes this new program will provide additional opportunities for agri-business development in our eastern region.

The diversity and scope of the college's programs, its innovative and cooperative ventures, all give evidence to James Sprunt Community College's continual efforts to fulfill its educational mission.

EXPANDED STATEMENT OF PURPOSE

Preamble:

James Sprunt Community College, chartered in 1964, is located in Duplin County, in the beautiful rural Southeastern area of North Carolina. As one of the 59-member institutions in the North Carolina Community College System, it is a public two-year post-secondary college with an open door admission policy. Believing in the individual worth of all people and their right to accessible education, the college provides open opportunity to adults with the desire and ability to benefit from programs and services offered.

Within the service area, agriculture, agri-business, poultry and swine production and textiles predominate. Because the college is strategically
located along the Interstate 40 corridor and within the Global Transpark Development zone, strong economic growth can be expected through the expansion of existing businesses and the addition of new industries such as light manufacturing and tourism. The college, in its programs, services and future plans, strives to reflect the unique geographic, economic and culturally diverse area it serves.

Mission:

James Sprunt Community College is a comprehensive, open door community-centered college that responds to the needs and growth of Duplin County and surrounding areas by enabling a diverse population of individuals to attain their personal, academic and career goals; through collaborating with public schools, senior colleges, and other community college to provide secondary and post-secondary educational opportunities; through partnering with area businesses and industries in meeting their training and retraining needs; by enhancing the educational, economic, and cultural development of the service area; and by improving the quality of life in the community.

Goals:

Goal 1: To develop through educational programs, individuals competent in the knowledge and skills necessary to prepare them as an informed, productive, and qualified work force or continue their education at other institutions of higher education. To promote cooperative relationships with these institutions to ensure a smooth transfer process.

Goal 2: To enhance the quality of community life by sponsoring a variety of educational and cultural enrichment classes and activities.

Goal 3: To accomplish the college’s educational and community development mission through effective planning and management processes.

Goal 4: To provide educational support services, which enable students to meet their educational goals.

Goal 5: To provide a safe and helpful learning environment. To plan for, acquire and maintain modern, accessible facilities, equipment and technology. To attract, retain and support a diverse, well-qualified faculty and staff through competitive salaries and appropriate personnel development services.

**James Sprunt Community College**

**SCHOOL-WIDE COMPETENCIES**

James Sprunt Community College has adopted a competency based approach to its educational programs. A competency based curriculum is one in which competencies expected of all graduates are agreed upon and
defined, and courses or experiences are designed to assist the student in becoming competent.

A student who graduates from James Sprunt Community College will be:

1. Competent in his/her program area of specialization.
2. Competent to communicate effectively through writing, speaking, mathematics and in basic use of computers in his/her area of specialization.
3. Competent to assess his/her skills and knowledge and use of such assessment as a basis for further growth.
4. Competent to assess the values of American society and to function as a contributing member of that democracy.
5. Competent to reason and analyze so that he/she may function effectively in his/her area of specialization as well as in the larger world.

James Sprunt Community College

CORE VALUES

1. **Education**: We value learning and provide the opportunities and the services necessary to help all students fulfill their potential.
2. **Advancement**: We are open to all current and future opportunities for the progression of our mission.
3. **Integrity**: We value trust, honesty, and ethical behavior with mutual respect and care for one another in an atmosphere of open communication.
4. **Access**: We believe all individuals should have equal access to the educational opportunities offered by the college.
5. **Responsibility**: We accept responsibility as members of an academic institution to provide quality learning opportunities and support services to our students and our colleagues.
6. **Diversity**: We value an educational environment that attracts, nurtures, and supports a multiplicity of faculty, students, staff and community.
7. **Community**: We recognize the importance of human interdependence and strive to create an environment where all individuals are a part of the college community.
8. **Wellness**: We promote and facilitate the physical and mental health of our faculty, students, staff and community.
ACCREDITATION

James Sprunt Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone Number 404-679-4501, to award associate degrees, diplomas, and certificates.

James Sprunt Community College is also accredited by the North Carolina State Board of Community Colleges, the N. C. Department of Justice-Criminal Justice Standards Division, and the American Health Information Management Association. The James Sprunt Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Curriculum Review Board of the American Association of Medical Assistants’ Endowments (AAMAE).

James Sprunt Community College is also approved by the Division of Vocational Rehabilitation, the National Accrediting Agency for Clinical Laboratory Sciences, the North Carolina State Board of Nursing, and the State Board of Cosmetic Art Examiners.

LOCATION AND INSTRUCTIONAL FACILITIES

The college’s main campus is located in the population center of Duplin County, North Carolina, on N. C. Highway 11 South near the town of Kenansville. The 53-acre landscaped campus provides an attractive setting for an educational and cultural center for students and the community. The Kenansville campus is comprised of six main buildings, housing administrative offices, classrooms, laboratories, vocational shops, library, cafeteria, and student center.

The newest campus building, the Zettie Brinson Williams Building completed in 2005, houses computer technology classrooms and labs, student support services programs, and emergency medical training, as well as having distance learning capabilities.

The college also operates an Adult Education Center (the Wallace-Rose Hill Center) four evenings a week at the Wallace-Rose Hill High School, located off Highway 117 in Teachey, NC. The college offers several curriculum courses along with a wide variety of continuing education courses at this center each semester except summer semester. The college also offers courses at the North Carolina Department of Corrections located at Kenansville, NC.

The college offers some courses on the campuses of the four Duplin County high schools during the day through the Huskins Program. Qualified high school students may enroll in these classes.

Many civic, educational, and cultural organizations make use of the college’s facilities for meetings and workshops. Facilities are available upon request on a space-available basis.
ADMISSIONS

GENERAL

James Sprunt Community College operates an “Open Door” admissions policy that does not impose restrictive standards for admissions and accommodates all persons who are 18 years of age or older or whose high school class has graduated. (Persons between 16 and 18 years of age may be admitted when special needs are demonstrated. Contact Admission Specialist for details.) Any adult, whether a high school graduate or not, who makes application and can benefit from the programs is admitted to the college.

Applicants will be given placement tests to aid in evaluating their potential for success in their chosen field. The tests will in no way deny admission to any student. If any evaluation of test scores or other evidence indicates that an applicant is not ready to enter the program of study selected, he/she may then be scheduled to enter the Basic General Education program in the preparation for his/her chosen program and/or encouraged to reexamine his/her educational and occupational goals.

See specific program requirements on the following pages of this section for further information.

The college serves all students regardless of age, race, color, religion, sex, disability, political affiliation, or national origin.

James Sprunt Community College reserves the right to refuse admission to any student whose enrollment or continued presence is considered a risk for campus safety or disruption of the educational process.

WHEN TO APPLY

The applicant is encouraged to apply as soon as possible. High school seniors are encouraged to apply early in their senior year. The new year begins in the fall semester; however, applicants may enter most programs at the beginning of any semester.

In order to be considered for admission into a Health Education Program, the applicant must have the application on file and all admission criteria met by the following deadlines:

**Associate Degree Nursing:** February 1st of each year for consideration for the next fall semester

**Practical Nursing:** February 1st of each year for consideration for the next fall semester

**Phlebotomy:** November 15 for consideration for the spring semester
WHERE TO APPLY

Applications should be directed to the Admission Specialist at James Sprunt Community College and may be submitted in person or mailed to:

Admission Specialist
James Sprunt Community College
Post Office Box 398
Kenansville, North Carolina 28349

A printable admission application, as well as an online application, may be accessed through the college’s website at www.jamessprunt.edu.

PROCEDURES

Applicants for admission to all curriculum programs are required to complete the following:

1. **APPLICATION**: This application can be obtained from the Student Services Office on campus in the Strickland Student Center or by accessing the college’s website at www.jamessprunt.edu.

2. **TRANSCRIPTS**: Applicants are responsible for having an official high school transcript from their high school or the equivalent forwarded directly to the Admission Specialist. If an applicant has received his/her high school diploma from a correspondence school, the correspondence school must be accredited by the Distance Education and Training Council (DETC) to be acceptable, unless part of a regionally accredited college or university. Applicants who have attended other colleges, universities or post-secondary schools are responsible for having an official transcript from each institution attended submitted directly to the Admission Specialist. Credit will be granted for courses completed with a minimum grade of "C" if they are comparable to courses in the program of study selected by the applicant. Also see section on "Transfer of Credits to James Sprunt Community College". Applicants who transfer in at least 15 semester hours of credit from an accredited post-secondary institution will not be required to obtain a high school transcript unless the transcript is required by the program in which the applicant is planning to enroll. This credit must be applied to the program for which the applicant is seeking enrollment.

3. **HEALTH FORM**: Special physical forms are required by applicants in certain departments, such as the Health Education Department and Basic Law Enforcement Training. These forms are provided to the applicant by the department.

A completed medical form is required by the college transfer department before a student can participate in the physical activity element of a physical education class. These forms are available from the Physical Education instructor.
4. **PLACEMENT TEST:** All students applying for entrance to James Sprunt Community College will take the ASSET tests. See requirements for transfer students under section "Transfer of Credits to James Sprunt Community College". **ASSET scores over five years old are not accepted.** Students will be tested in the areas of math, reading, writing and algebra prior to admission into a program. Special Studies students may take up to 12 credit hours in areas other than math and English or courses with math and/or English prerequisites before being tested. The following scores will exempt students from Basic General Education courses:

<table>
<thead>
<tr>
<th>TEST</th>
<th>ASSOCIATE DEGREE PROGRAMS</th>
<th>COSMETOLOGY DIPLOMA PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALGEBRA</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>ENGLISH (Writing)</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>MATH (Numerical)</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>41</td>
<td>36</td>
</tr>
</tbody>
</table>

**A STUDENT WILL NOT BE TESTED MORE THAN TWICE IN A 12-MONTH PERIOD.** Students will be allowed to retake the placement test if extreme or extenuating circumstances as determined and documented by the test administrator are present. The Dean of Curriculum Services must approve any exceptions in writing.

Students applying for admission who have been previously tested either at James Sprunt Community College or at another accredited institution may use the previous test scores for admission purposes if the tests are equivalent to those required for admission to James Sprunt Community College and if the tests are not over five years old and if the student has attended the college from which the scores are obtained.

Health Education applicants should refer to the Programs of Study for additional information on admissions and testing.

Restrictions for Enrollment in Courses in Program:

1. Students who fall below the cut-off scores in English and/or math only are free to enroll in any course within their programs except English and math and courses which have English or math prerequisites.

2. Students who fall below the cut-off scores in reading will be placed into a restricted enrollment status for their programs. Academic advisors will provide additional information on the courses in which students may enroll.

Scholastic Aptitude Test (SAT) scores of 480 on Critical Reading (Verbal) and 440 on Math will be accepted in lieu of the college's placement tests. **SAT scores over five years old are not accepted.** Applicants should have a copy of their scores forwarded to the Admission Specialist.
The ACT Assessment Test may be substituted for the ASSET test if an applicant scores 18 or better on English, mathematics and reading. **ACT scores over five years old are not accepted.** Applicants should have a copy of their scores forwarded to the Admission Specialist.

5. **PRE-ADMISSION COUNSELING:** This counseling is available and is beneficial to the applicant by affording an opportunity to discuss his/her test scores and get acquainted with school officials, the campus, students, and to ask any questions about his/her choice of program and later employment.

**NOTIFICATION OF ACCEPTANCE**

The Admission Specialist will send a letter of acknowledgment to the student upon receipt of application. A letter of full acceptance may be sent upon completion of all admission requirements. Students who have not completed these procedures may be accepted as provisional students but must complete all admissions requirements immediately following registration and no later than the end of their first semester of enrollment. If these requirements are not met, the student may not be allowed to register for the next semester’s classes and a registration hold will be put on the record until requirements are completed. Students desiring admission to the Health Education programs must follow the procedures listed in this catalog.

**PROVISIONAL ADMISSIONS**

Curriculum students who do not complete all admissions requirements will be enrolled on a provisional basis until these requirements are met. (See Associate Degree Nursing admissions procedures for provisional admission into that program.) If admission requirements are not completed by the end of the student’s first semester of enrollment, the student may not be allowed to enroll for the next semester’s courses. However, a student may continue at the discretion of the Dean of Student Services. **SPECIAL PROVISION:** Applicants may be allowed to enroll as special students not seeking a degree or diploma and take up to 12 semester hours of credit without completing the placement test requirements for admission. However, no student may enroll in an English or math course required in an associate degree program or in courses with English or math prerequisites prior to being tested without approval of the Dean of Curriculum Services.

All admission requirements must be completed once the student has declared a major area of study or completed 12 semester hours of credit.

**ADMISSION OF FORMER STUDENTS**

All former students are encouraged to enroll for additional study with the college. Students reentering must follow normal admission procedures. If the student was out of school as a result of disciplinary action or suspension, it will be necessary to consult the Dean of Student Services and petition for readmission to the college.
If the program in which the former student is applying for admission requires placement testing, the student must be retested if previous test scores are over five years old.

See specific sections on Health Education Programs (Associate Degree Nursing, Practical Nursing, Medical Assisting, etc.) for readmission requirements.

**ADMISSION FOR CLASS AUDIT**

Any eligible student may register for a class for audit on a space-available basis after having paid regular tuition and fees for that course. Students who audit classes do not receive credit for courses taken, and class discussion, tests, and exams are optional at the discretion of the instructor. Students are expected to attend class regularly, and a notation of the audited class will be made on the student’s permanent record represented by "AU". An audit may be changed to a credit only during the scheduled period of adding courses. A student may not audit the same course more than two times unless approved by the Department Head, the instructor for the course, the Dean of Curriculum Services, and the Registrar.

Nursing courses may be audited by nursing students only. The nursing student may audit those nursing courses for which he/she has received a grade upon approval of the Department Head for Health Education.

Students may audit only the following physical education class unless approved by the Department Head and Registrar: PED 110.

Adding or dropping an audit course is governed by the same procedures as adding or dropping a course for credit.

**ADMISSION OF FOREIGN STUDENTS**

James Sprunt Community College is not approved for attendance of non-immigrant students with F, M, or J visas. Students with other visas will be considered on an individual basis.

**ADMISSION OF UNDOCUMENTED NONIMMIGRANT APPLICANTS**

James Sprunt Community College will accept for admission undocumented nonimmigrant applicants who meet admission criteria to its curriculum programs. Undocumented nonimmigrant applicants do not qualify for in-state residence for tuition and shall be charged at the out-of-state tuition rate for curriculum programs.

**VETERANS**

Veterans who receive their high school diploma equivalency certificate through the USAFI should have their certificate reissued by the North Carolina State Board of Education in order to meet admission requirements. The minimum score for issuance of a North Carolina High School Diploma Equivalency Certificate is 2250 with no section having a score less than 400.
CREDIT BY EXAMINATION

A student may receive credit by examination for specified courses offered at James Sprunt Community College. A list of courses for which credit by examination is given is available through the office of the Dean of Curriculum Services and the office of the Registrar. Any student applying to receive credit by examination for a course in which he/she has not previously or is not currently enrolled will be required to demonstrate preparation through study and/or work experience by the department administering the examination.

Credit by examination must be certified by the Registrar and the instructor responsible for teaching the course, and the grade of "CRE" will be placed on the student’s transcript to denote credit received by examination. Hours credit will be given toward graduation if applicable to the student's major; however, no grades or quality points will be awarded. Persons wishing to take challenge exams in curriculum courses (in order to receive credit by examination) must register and pay regular tuition and fees for the courses he/she wishes to challenge. Registration and payment of tuition and fees must be made prior to administering the challenge exam and the awarding of credit.

Students are placed in Basic General Education courses as a result of their scores on the College's placement test. If a student's course load is less than full time having paid part-time tuition and if the student received credit by examination for a Basic General Education course as a result of further testing, the student will not have to pay additional tuition for placement into another Basic General Education course (i.e., drop MAT 060 and add MAT 070). However, additional tuition will be required if the student is placed into a curriculum course (i.e., MAT 070 and add MAT 140).

A student who takes the ASSET placement test and achieves scores of 41 or better on both the Reading Skills Test and the Writing Skills Test may receive Credit by Examination ("CRE") on his/her transcript for ENG 101, Applied Communications I, if that course is required in his/her program of study.

A student who takes the ASSET placement test and achieves scores of 41 or better on both the Algebra and Math (numerical) tests may receive Credit by Examination ("CRE") on his/her transcript for MAT 101, Applied Mathematics I, if that course is required in his/her program of study.

In order to receive credit for ENG 101 and/or MAT 101, the student must be currently enrolled at JSCC and must register and pay tuition for the course(s) for which he/she wishes to receive credit. The request for Credit by Examination must be initiated by the student through his/her advisor who should request the Testing Office to complete a credit by exam form based on the ASSET test results.

CREDIT BY EXAMINATION THROUGH TECH-PREP ARTICULATION

High school students who receive credit through Tech-Prep will not be required to register and pay regular tuition and fees for those courses for which they receive credit. A grade of "TP" will be put on the student's
transcript to denote credit achieved through Tech-Prep. Also see section on “Advanced Credit”. In order to receive credit through Tech-Prep, students must enroll at James Sprunt Community College within two years of high school graduation.

Please refer to specific sections for Health Education Programs for further regulations concerning credit by examination in the health education areas.

**ADVANCED PLACEMENT**

A freshman who scores 3 or above on the Advanced Placement tests administered by the College Board will receive appropriate college credit and advanced placement. Students taking Advanced Placement tests should have the score reports sent to the Admission Specialist for evaluation concerning placement and credit.

**ADVANCED CREDIT**

Advanced credit is credit which is granted in specific courses by James Sprunt Community College to students who have satisfactorily completed equivalent high school courses. Credit by examination is credit which is granted to a JSCC student who, without registering for a course, has achieved/passed the course competencies with the specified grade or better. Credit is also awarded to students who have scored satisfactorily on subject standardized tests. The general conditions and procedures for granting credit by articulation, examination, or subject advanced placement tests shall be as follows:

1. The student enrolls in a curriculum program within two years after leaving high school or as approved by the Registrar and Department Heads.

2. The student is enrolled the semester credit is granted.

3. High school courses for which advanced credit is granted must have been completed with the grade and conditions as specified in the Courses and Conditions for Advanced Credit. (See advisor, Registrar or Dean of Curriculum Services for specific grades and conditions.)

4. A student requesting credit by examination for a course which is part of a sequence must do so prior to enrollment in the next appropriate level course.

5. To receive credit by examination, the student shall pass an examination with the specified numerical grade. The JSCC instructor shall forward documentation to the Registrar. In addition to the courses listed in this agreement, credit by examination may be available for other courses. A list of these courses is in the office of the Dean of Curriculum Services and the office of the Dean of Student Services at JSCC.

6. The Registrar shall post credit by examination with a "CRE" and shall post the advanced credit with an "TP" on the transcript. The credits
shall be applied toward graduation requirements if applicable to the major but shall not be calculated in the student's grade point average.

7. Students who receive credit by examination, advanced credit, or subject standardized test credit under this agreement will not be required to register and pay tuition for courses for which they receive such credit.

HUSKINS BILL COOPERATIVE PROGRAM

The purpose of the Huskins Bill Cooperative Program is to provide the opportunity for qualified high school students to enroll in college-level courses. College courses offered under the Huskins Bill are listed in a cooperative agreement between James Sprunt Community College and the Duplin County Board of Education. Students may enroll in one of these classes if they have a grade point average of "B" or better or by special recommendation from the high school counselors and principal. To enroll in English or math, students must meet or exceed the established cut-off score on the College’s Placement Test and/or have a grade point average of "B" or better in the respective subject area. A list of approved courses is available through the Office of the Dean of Curriculum Services or the Office of the Registrar, or the Duplin County Board of Education. Further information may be obtained by contacting one of these offices or high school counselors or principals.

CONCURRENT/DUAL ENROLLMENT

High school students may enroll in college-level courses on a space-available basis as concurrent (dual) enrollees provided they are at least sixteen years old and are recommended by their high school guidance counselor and principal. Concurrent enrollees must meet course prerequisites including making a satisfactory score on the college's placement test before enrolling in math or English courses. Concurrent enrollees must be enrolled at least half-time at their high school and be making satisfactory progress toward high school graduation as determined by their principal. Concurrent enrollees do not pay tuition but are responsible for purchasing books and supplies. Concurrent enrollees may not enroll in courses numbered below 100. High school students interested in this program should see their guidance counselor for additional information and the necessary forms.

SERVICES FOR STUDENTS WITH DISABILITIES

The purpose of James Sprunt Community College's program for students with special needs is to provide reasonable accommodations for students with various disabilities so that they may derive equal benefits from attending JSCC. This program provides numerous services that assist students in reaching their academic goals. It is the student's responsibility to advise a counselor or advisor that he/she has special needs and to provide documentation relating to those needs.
1. **Two-Year Associate Degree Programs**: The student must be a high school graduate or successfully complete the North Carolina high school diploma equivalency test (GED) at James Sprunt Community College or other approved school.

2. **One-Year Diploma Programs**: The applicant must be a high school graduate or successfully complete the North Carolina high school diploma equivalency test (GED) at James Sprunt Community College or other approved school. **Exception**: High school graduation may be waived by decision of Student Services Counselor when special aptitude and interests demonstrate, through testing, that the student has the ability to benefit from the training. This requirement also applies to certificate programs of one year or less.

3. **College Transfer and General Education**: The student must be a high school graduate or successfully complete the North Carolina high school diploma equivalency test (GED) at James Sprunt Community College or an approved school. Additionally, the student is encouraged to complete the Scholastic Aptitude Test (SAT). James Sprunt Community College is an official testing center for the SAT.

4. **Basic General Education**: This program is an integrated, student-centered program of instruction designed to increase the student’s opportunities for success in his/her academic experiences. Placement in the Basic General Education Studies Program is made by the student’s advisor based upon the applicant’s previous educational record and entrance placement tests. Depending upon the individual’s needs and occupational goals, he/she will be encouraged to strengthen knowledge and skills in reading, mathematics, English and/or science before entering curriculum courses in each discipline.

5. **North Carolina High School Diploma Equivalency (GED)**: This is a certificate of high school equivalency and is recognized as the legal equivalency. Preparation is available at the off-campus Adult Education Centers as well as on campus. Refer to the section on Continuing Education in this catalog for further information. The North Carolina High School Diploma Equivalency exam is given on a referral basis upon recommendation from the Basic Skills Department.

6. **Extension Programs**: Non-credit courses are available to persons 18 years of age or older. Refer to the Continuing Education section in this catalog for further information.

7. **Adult High School Diploma Program**: This program is offered through a cooperative agreement between the Duplin County Public Schools and James Sprunt Community College. The program of study is individually designed to assist students in completing the requirements for the high school diploma. Placement in the program
is based on the student’s prior academic record, placement test results, and the individual assessment by the program coordinator. Refer to the section on Continuing Education in this catalog for further information.

8. **Human Resources Development Program (HRD):** The Human Resources Development Program is funded by the State and sponsored by the North Carolina Community College System. The mission of the Human Resources Development Program is to educate and train individuals for success in the workplace. It provides structured prevocational training, counseling, and assistance in placement into permanent employment or further educational training for chronically unemployed and underemployed adults in Duplin County. Human Resources Development is a self-sufficient program designed to provide the instruction and counseling and individual needs to succeed in today’s competitive job market. HRD is designed to help unemployed and underemployed adults successfully obtain and maintain employment. HRD’s primary objective is teaching individuals to assess their assets and limitations, develop a positive self-image, improve academic skills, and understand the dynamics of interpersonal relationships. HRD offers a variety of classes that give the students an avenue to explore employment opportunities or skills training that can be studied even further by enrolling at James Sprunt Community College. The staff will provide job counseling to students and will assist students in updating their resumes and in obtaining job referrals and letters of recommendation. Tuition for HRD classes may be waived if you meet one of several criteria. See Fees section in the Continuing Education section of this catalog.

**CATALOG OF RECORD**

A student who is not in continuous attendance for 12 calendar months or more must graduate under the provisions of the catalog in effect on the date of his/her last reentry or a subsequent issue.

**ACADEMIC PROBATIONARY OR SUSPENDED STATUS**

A student on academic probationary or suspended status from his/her last college or post-secondary institution may be admitted on a probationary status and may be subject to academic retention regulations as defined in this catalog.

**DISCIPLINARY SUSPENSION**

A student who has been suspended from his/her previous college or post-secondary school for disciplinary reasons may be admitted to James Sprunt Community College only when approved by the Dean of Student Services.
LIBRARY

The mission of the James Sprunt Community College Library is to provide a variety of learning resources and services that enrich the College curriculum and help students meet their educational goals.

The library is located on the first floor of the Helen A. Boyette Building. Resources include books, magazines, microforms, books on tape, and computer access for research. The library’s on-line public access catalog provides its users access to the Community College Libraries in North Carolina (CCLINC). CCLINC is a cooperative of over 40 North Carolina College System libraries. JSCC library users can access the holdings of all CCLINC members and receive materials via interlibrary loan. CCLINC has one of the largest public funded library collections in North Carolina. The library offers a variety of services including reference assistance, photocopying, interlibrary loan, and Internet access. A classroom and several small study rooms are available in the library.

The JSCC library patron is permitted a two-week circulation period on books with an additional two weeks upon renewal. Duplin County residents may use the library resources during operating hours but are not permitted to check out materials. Unreturned items or items returned past the due date are assessed fines, determined by the library. Notices are mailed to the patron, listing the items overdue. After thirty days, a HOLD notice is sent to Student Services. A student will not be allowed to register, receive grades, diploma, or transcripts until all fines are paid in full. Library Book Return boxes are located behind the Boyette Building, outside the main door of the library, and at the circulation desk inside the library.

The JSCC library staff encourages all students, faculty, staff, and Duplin County residents to utilize the excellent resources available at the JSCC library.

MEDIA PRODUCTION CENTER

The Media Production Center supports both the administrative and instructional functions of the college through providing multimedia services. Located in the Herring Building, the Media Center provides photographic services, graphic art, audio/visual production, and other media services in support of the instructional, promotional, and public information functions of the College. It also maintains the college's web site.

EVENING OFFERINGS

James Sprunt Community College offers a wide range of courses during the evening hours. The college employs a full-time Coordinator of Evening and Week End Services to maintain a high-quality program and to assist evening students.

There is always a variety of non-credit Continuing Education courses offered on campus and off campus during the evening hours. In addition,
the College offers a large number of credit courses at night. Some curriculum and continuing education courses are offered on the weekend.

It is possible to earn an associate degree, diploma or certificate in certain curriculum programs by attending only evening classes. Please contact the Coordinator of Evening and Weekend Services or the Admission Specialist for further information.

Preparation for taking the High School Diploma Equivalency exam (GED) or completion of the Adult High School Diploma Program may also be done during the evening hours.

An extension center of the college, the Wallace-Rose Hill Center, operates during the evening hours at Wallace-Rose Hill High School in the town of Teachey. Curriculum credit and Continuing Education classes are among the offerings at the Wallace-Rose Hill Center.

The Wallace-Rose Hill Center is open from 5:00 p.m. to 10:00 p.m. Monday through Thursday.

CLASS SCHEDULE

James Sprunt Community College schedules classes between 8:00 a.m. and 10:30 p.m. Monday through Thursday and 8:00 a.m. to 4 p.m. on Friday. Classes at the Wallace-Rose Hill Center are scheduled from 5:00 until 10:00 p.m. Monday through Thursday except summer semester when no classes are scheduled at the center. The college also periodically offers Saturday classes on campus and at the Wallace-Rose Hill Center and at other locations throughout Duplin County, including workplace literacy sites.

ADMINISTRATIVE OFFICE HOURS

Offices are normally open from 8 a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 4 p.m. on Friday. The Coordinator of Evening and Weekend Services is on duty Monday through Thursday evenings on campus until 10:30 p.m.

A counselor is on duty daily and upon request. The Veterans Affairs Office is open one night per week and upon request. A member of the Student Services Office is available to provide assistance to students Monday through Thursday evenings until 8 p.m.

CHANGES IN REGULATIONS

James Sprunt Community College reserves the right, without prior notice, to make changes in regulations, courses, fees, and other matters of policy and procedure as deemed necessary.
FEES AND FINANCIAL AID
FEES AND FINANCIAL AID

Expenses at James Sprunt Community College are held to a minimum because of support from local, state, and federal sources. These fees are payable each semester upon registration. These fees are set each year by the General Assembly of the State of North Carolina and are subject to change.

TUITION AND FEES

Tuition (Per Semester)
- Maximum In-State Tuition (16 or more semester hours) $672.00
- Part-Time, In-state Students (Per semester hour) $42.00
- Maximum Out-of-State Tuition (16 or more hours) $3732.80
- Part-time, Out-of-State Students (Per semester hour) $256.30

Note: For most purposes (financial aid, insurance coverage, etc.) 12 semester hours credit constitutes full-time attendance.

Student Activity Fee (Per Semester, Fall and Spring Semesters only)*
- 0-6 Semester Hours Credit $15.00
- 7-11 Semester Hours Credit $17.00
- 12 or more Semester Hours Credit $19.00

Computer Use and Technology Fee - Curriculum
- 1-6 Semester Hours Credit $8.00
- 7-11 Semester Hours Credit $12.00
- 12 or more Semester Hours Credit $16.00

Computer Use and Technology Fee - Continuing Education
- Technology-Related Occupational Continuing Education Class $5.00

Transcript Fee
- $1.00

Books and Supplies (Estimated) $600.00
(May be purchased from the Bookstore and total cost will depend upon program and course load.)

Graduation Fee (Estimated) $50.00

Liability Insurance Fee (Health Education students, estimated) $20.00

Testing Fee (Health Education students, estimated) $60.00

Senior Citizens (age 65 or older, North Carolina Residents) are charged neither tuition nor registration fees unless the course is self supporting.

High School Huskins and Dual Enrolled Students: High school students enrolled in the Huskins Program or as a Dual Enrollee pay no tuition or fees. Students are responsible for purchasing textbooks and supplies.
CONTINUING EDUCATION REGISTRATION FEES

*Continuing Education students are required to pay a registration fee for occupational course(s) based on the total hours for the course. Current fees are:

<table>
<thead>
<tr>
<th>Hours Range</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 Hours</td>
<td>$50.00</td>
</tr>
<tr>
<td>11-30 Hours</td>
<td>$55.00</td>
</tr>
<tr>
<td>31-100 Hours</td>
<td>$60.00</td>
</tr>
<tr>
<td>More than 100 hours</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

Students taking community service course(s) will be charged a variable fee from $5 to $50 depending on the length of the class. A fee sufficient to cover instructional expenses will be charged all students for self-supporting classes. Students may also be required to purchase books and supplies for the course(s). No fees are required for Law Enforcement, Fire Service, Volunteer Life Saving and Civil Preparedness Personnel provided the student is referred by the employing or coordinating agency for such training. There is no registration fee for GED preparation, ABE students or Adult High School Diploma students unless the AHSD student is registered for a curriculum class.

General Education Development Test (GED): There is no fee required prior to taking the test. All fees are paid by the James Sprunt Foundation.

Learning Laboratory: No fees are charged. A damage fee will be charged students who lose, mutilate, or damage materials.

*Continuing Education Fees are established by the North Carolina General Assembly and are subject to change.

RESIDENCE STATUS OF TUITION PAYMENT
N.C. GENERAL STATUTE 116-143.1

Residence Classification for Tuition Purposes

Under North Carolina law, a person may qualify as a resident for tuition purposes in North Carolina, thereby being eligible for a tuition rate lower than that for nonresidents. Copies of the applicable law and of implementing regulations are available for inspection in the Office of the Admission Specialist and in the Office of the Dean of Administrative and Fiscal Services and may be examined upon request.

In essence, the controlling North Carolina Statute (G.S. 116-143.1) requires that “To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes.”

In determining residence status for tuition purposes, James Sprunt Community College evaluates its findings according to a MANUAL TO ASSIST THE PUBLIC HIGHER EDUCATION INSTITUTIONS OF NORTH CAROLINA IN THE MATTER OF STUDENT RESIDENCE CLASSIFICATION FOR TUITION PURPOSES. Each enrolled student is responsible for knowing the contents of that MANUAL, which is the controlling administrative statement of policy on this subject.

Students who are aggrieved by the decision of the institution may appeal this decision. Such decisions will be handled according to the document POLICIES AND PROCEDURES OF THE STATE RESIDENCE COMMITTEE.
Any person wishing to appeal a decision made by the institution concerning residence status may obtain information on procedures to follow from the Office of the Admission Specialist.

**CURRICULUM REFUNDS**

A refund shall not be given unless requested in writing in the Business Office by the student prior to the 10% point of the semester and only under the following circumstances:

A. A 100% refund shall be made if the student officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar. Also a student is eligible for a 100% refund if the class in which the student is officially registered fails to "make" due to insufficient enrollment. A 100% refund includes all tuition and fees paid.

B. A 75% refund shall be made if the student officially withdraws from the class(es) prior to or on the official 10% point of the semester. A 75% refund includes tuition only. Fees are not included in the 75% refund.

C. For classes beginning at times other than the first week (seven calendar days) of the semester, a 100% refund shall be made if the student officially withdraws from the class prior to the first class meeting. A 75% refund shall be made if the student officially withdraws from the class prior to or on the 10% point of the class.

Where a student, having paid the required tuition for a semester, dies during that semester (prior to or on the last day of examinations of the College the student was attending), all tuition and fees for that semester may be refunded to the estate of the deceased.

**TRANSCRIPT FEE**

All student records are confidential, and transcripts will be sent only upon written request from the student. The request forms are available in the Student Services Office and a printable copy is on the college's website at www.jamessprunt.edu. **There is a charge of $1.00 for each transcript requested.** Transcripts are withheld until all student obligations to the College are completed.

Course work taken prior to Fall 1997 was on the quarter hour system. Beginning Summer 2007, all coursework will be converted to the semester hour system.

Transcripts are printed on Monday and Thursday afternoons. Transcripts will not be printed on registration day, grade day, or the first day of class of each semester.

**STUDENT FINANCIAL AID**

**FINANCIAL AID PHILOSOPHY**

It is the philosophy of James Sprunt Community College that any person who desires to attend college should not be deprived of this privilege because of finances. Therefore, the College provides financial aid through scholarships, loans, grants, student employment, and contributions from individuals and private agencies.
FINANCIAL AID APPLICATION PROCEDURE

An entering student who wishes to apply for student financial aid should proceed as follows:

1. Complete a Federal Aid Application. The student will receive a Student Aid Report, and the college will receive the electronic version to process. The student is responsible for completing the application. However, assistance in completing the application is available in the Financial Aid Office upon request. No processing fee is required. Students may apply on-line at www.fafsa.ed.gov. A PIN # is required before applying online.

2. Federal Work Study (FWS), Federal Supplemental Educational Opportunity Grants (FSEOG) and academic need-based scholarships are awarded according to need and academic progress in the selected program. Students who file the application after the application deadline will be considered for these financial aid programs as funds are available.

3. WIA: The WIA Program assist participants who are ready for employment but who need specific occupational training and technical skills. Participants are referred to training on an individual basis. The program pays for students’ tuition, books, equipment, fees, etc.

REFUND - OVERPAYMENT POLICY

If a student is due a tuition refund, the tuition and activity fees charged are refunded to the Title IV aid program to which it was originally charged. In the event that a student received more than one type of aid (excluding Federal College Work Study), the refund is prorated among funds. A refund is due when a student withdraws from classes on or before the 10% point of a semester. This refund is 75% of the tuition and activity fees charged for the semester. A total refund/repayment is made to the appropriate account when a student registers for classes but never attends. Should enrollment status change prior to the 60% point of the semester, the final payment for the semester will be adjusted accordingly.

RETURN OF TITLE IV FUNDS (R2T4) POLICY

If a recipient of Title IV aid withdraws from all classes after beginning attendance, the amount of “earned” student financial aid (SFA) must be determined by a formula specified by 34CRF part 668.22. If the amount disbursed to the student is greater than the amount earned by the student, the unearned funds have to be returned to the Title IV funds. If the amount disbursed to the student is less than the amount of aid earned, the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

The Title IV funds in which James Sprunt Community College (JSCC) participates and are subject to repayment are:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Plus Loans
4. Federal Pell Grant
5. Academic Competitiveness Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)

The Title IV funds will be repaid in the order that they are listed until the total unearned aid has been satisfied.

Details of the R2T4 Policy are available in the Financial Aid Office.

GENERAL PROVISIONS
TITLE IV
FINANCIAL AID PROGRAMS

In general, to be eligible for aid under any of these programs, you must be enrolled as a regular student. A regular student is one who has a high school diploma or the recognized equivalent.

To receive financial aid, students must maintain satisfactory progress toward completion of selected program; not be in default on a loan received at James Sprunt Community College or any school previously attended; not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant or North Carolina Student Incentive Grant at James Sprunt Community College or any school previously attended.

Since federal student aid funds can be used for educational purposes only, students are required to sign a statement of educational purpose verifying funds received will be used only for tuition, fees, books, supplies, room and board and education costs related to attending James Sprunt Community College. The statement also verifies that a refund is not owed to any Title IV Financial Aid Program and no student loan received is in default status.

FINANCIAL NEED

Federal student aid is awarded on the basis of financial need. Financial need is the difference between your educational expenses and the amount you or your family can afford to pay. Financial need is determined from the Federal Student Aid Report which is received after the student has completed the free application for Federal Student Aid (FAFSA).

CITIZENSHIP

Students are generally required to meet one of the following citizenship requirements:

U. S. Citizen;

U. S. National;

U. S. permanent resident who has an I-151 or I-551 (Alien Registration Receipt Card)

Foreign students may be eligible for federal student financial aid funds. However, foreign students must have specific documents from the U. S. Immigration and Naturalization Service. These documents will be reviewed and eligibility determined on an individual basis.
TRANSFER STUDENTS

Transfer students who have a current-year Federal Pell Grant must contact the Federal Processing Center (800-433-3243) and have James Sprunt Community College's school code (007687) added to their Student Aid Report. Transfer students who are receiving other types of financial aid should check with the Financial Aid Office regarding eligibility for these funds at James Sprunt Community College.

APPLICATION DEADLINE

Federal Student Aid Reports should be on file in the Financial Aid Office no later than the dates listed. To be sure that the reports are on file, students should complete and mail the FAFSA no later than four (4) to six (6) weeks prior to the stated application deadline. Reports received after stated deadlines are processed as time permits.

Fall Semester — June 1
Spring Semester — November 1
Summer Semester — April 1

NOTIFICATION OF AWARDS

Award notification will be mailed to students who have submitted complete, accurate financial aid documents by the appropriate deadline. Notification is mailed after June 1 and before stated deadlines for subsequent semesters. All financial aid commitments to students are tentative and conditional pending receipt of funds by James Sprunt Community College.

ACADEMIC NEED-BASED SCHOLARSHIPS

A limited number of academic, need-based scholarships are awarded each year. To apply, students complete a Federal Student Aid Application Form. Recommendations are made from the Financial Aid Office to the Scholarship Committee for review. Inquiries regarding these scholarships should be made at the Financial Aid Office. Scholarships available are:

- Embark Scholarship
- Nursing Scholarship Loan Program
- Wachovia Technical

NORTH CAROLINA STUDENT INCENTIVE GRANT PROGRAM

The purpose of the North Carolina Student Incentive Grant program is to provide grants to legal residents of North Carolina who can qualify. To be eligible to receive the grant a student must: (1) be a legal resident of North Carolina; (2) demonstrate substantial financial need; (3) be a full-time student; (4) maintain satisfactory progress toward the completion of his/her program of study; and (5) mail FAFSA prior to March 15. FAFSA’s completed incorrectly or needing corrections may cause a recipient to be eliminated or delayed in receiving these funds. NCSIG eligibility and grant award are determined by College Foundation, Inc., based on data from the Federal Student Aid Report.
NORTH CAROLINA COMMUNITY COLLEGE GRANT

Students must be North Carolina residents enrolled for at least 6 credit hours per semester in curriculum programs. Eligibility is determined based on the same criteria as the Federal Pell Grant; students not eligible for the Federal Pell Grant may be considered for the grant based on their estimated family contribution as determined on the Student Aid Report. Students who have earned the baccalaureate (4 year) college degree are ineligible.

NORTH CAROLINA EDUCATION LOTTERY SCHOLARSHIP

Students must be North Carolina residents enrolled for at least 6 credit hours per semester in curriculum programs. Eligibility is determined based on the same criteria as the Federal Pell Grant; students not eligible for the Federal Pell Grant may be considered for the grant based on their estimated family contribution as determined on the Student Aid Report.

ACADEMIC COMPETITIVENESS GRANT

ACG's are for students who are enrolled full-time in their first and second academic years and have graduated from a rigorous high school program of study after January 1, 2006.

FEDERAL PELL GRANT PROGRAM

Federal Pell Grant awards based on a full-time enrollment rate will range from $400 to $4,050 per academic year. Part-time awards are pro-rated. Students who complete a FAFSA will receive the Federal Student Aid Report within approximately four to six weeks of the mailing date. Financial aid, including Federal Pell Grant, is available to eligible full-time and part-time students who are enrolled and are pursuing a degree or diploma in a one-year diploma or a two-year associate degree program. Students who plan to enroll in a program of less than one year in length should contact the Financial Aid Office to determine program eligibility.

Students requesting financial aid, including Federal Pell Grant, upon request, must provide copies of prior year federal income tax returns and/or records of prior year non-taxable income from the funding agency. A number of Federal Student Aid Reports are selected by the processor for verification. The Financial Aid Officer also has the authority to select files for verification. The verification process must be completed in the Financial Aid Office before funds are disbursed.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT

A limited number of Federal Supplemental Educational Opportunity Grants are available to eligible students attending James Sprunt Community College. These funds are awarded to students with the lowest family contribution as determined from the Federal Student Aid Report. Awards are targeted to students with a "0" family contribution until funds are depleted.
FEDERAL FAMILY EDUCATION LOAN PROGRAM

This program includes the Federal Stafford Loan (subsidized and unsubsidized) and Federal PLUS Loans to parents. A subsidized loan means that the borrower is eligible for federal interest benefits and the interest on the loan is paid by the Federal Government while the borrower is enrolled and attending college. An unsubsidized loan means that the borrower must pay the interest quarterly while attending college. Repayment and deferment provisions are reviewed with the prospective borrower at the time the loan application is completed.

TO APPLY:

Complete an application for Federal Student Aid. JSCC will receive an electronic Student Aid Report. The report is used to determine your Federal Pell Grant eligibility which must be done before you apply for the Stafford Loan. The report is also used to determine eligibility or ineligibility for the interest subsidy. Electronic applications are used to apply for subsidized, unsubsidized and PLUS loans. Academic transcripts must be on file before loan applications are processed.

Loan procedures for the student loans described are available in the Financial Aid Office. Only one loan application per student will be processed for each award year.

FEDERAL STAFFORD/FEDERAL UNSUBSIDIZED STAFFORD LOANS

For all students:

** $3,500, First-year undergraduate
** $4,500, Second-year undergraduate in current program of study
** For dependent undergraduate students, the unsubsidized loan limit includes both subsidized and unsubsidized loans.
** A student enrolled in a two-year undergraduate program is eligible each year for only the appropriate first-year or second-year annual loan limit, regardless of the number of years he/she attends.
** A student who has received an associate or baccalaureate degree and is enrolled in a new eligible program for which the prior degree was required for admission must be given credit for the prior undergraduate education in determining the appropriate undergraduate annual loan limit.

FEDERAL PLUS LOANS

** Cost of attendance minus other aid per eligible dependent student

For information on aggregate amounts for Federal Stafford and Federal PLUS Loans, please contact the Financial Aid Office.

ENTRANCE/EXIT LOAN COUNSELING

First-time borrowers are required to complete entrance counseling on-line before loan funds are disbursed. A borrower must complete on-line exit counseling prior to leaving school. Both sessions are mandatory and can be completed at www.jamessprunt.edu or www.mapping-your-future.org.
FEDERAL WORK-STUDY PROGRAM

The Federal Work-Study Program provides part-time employment for students who need additional income to help pay for their cost of higher education and encourages recipients to participate in community service activities. Eligible students apply for and may be placed in positions according to their work skills and/or program major. Wages vary according to on-campus or off-campus positions. Federal Work-Study Student Manuals containing complete requirements are available in the Student Services area.

PROSPECTIVE TEACHERS SCHOLARSHIP

A scholarship/loan is available to prospective teachers. Applications are available in the Financial Aid Office and should be completed and returned to the Department of Public Instruction.

Continuation forms are provided to current recipients by the Department of Public Instruction.

The loan is repayable by cash payment or by teaching full time in North Carolina. Interested persons should contact the Financial Aid Office for detailed information.

NURSE SCHOLARSHIP LOAN PROGRAM

Scholarship/Loan funds are available to students who are enrolled at least half-time in the Associate Degree or Practical Nursing programs. Other eligibility criteria are:

1. North Carolina residency;
2. Demonstrated financial need as determined by the Federal Student Aid Application Form.
3. Execution of a loan note with the North Carolina State Education Assistance Authority to practice full-time as a Registered Nurse or Licensed Practical Nurse in North Carolina following completion of the program.

The minimum scholarship/loan is $1,200 per academic year. The award is determined by the number of applicants and amount of available funding. Selection is based on academic merit and financial need.

The scholarship/loan may be repaid for each six months of continuous full-time employment as a Registered Nurse or a Licensed Practical Nurse in North Carolina.

NURSE SCHOLARS PROGRAM

Nurse Scholars nominations are made by the Health Education Department by April 1 of each academic year. Nurse Scholars are selected by the North Carolina Nurse Scholars Commission. The Commission selects recipients on the basis of academic performance, evidence of leadership, extracurricular participation, and the promise of service as a registered nurse in North Carolina. Applicants must have earned a 3.0 grade point average on a 4.0 scale in high school or on 12 semester or 18 quarter hours of previous college work. Other eligibility criteria include:

1. North Carolina residency;
2. Execution of a loan note with the North Carolina Education Assistance
Authority to practice full-time as a Registered Nurse in North Carolina following completion of the Associate Degree Nursing Program;

3. Full-time enrollment in the Associate Degree Nursing Program.

Financial need is not an eligibility criteria. The scholarship/loan may be repaid through full-time practice as a Registered Nurse in North Carolina. Cancellation and repayment provisions stated in the Nurse Scholarship/Loan program also apply to the Nurse Scholars Program. The value of the Nurse Scholars scholarship/loan is $3,000 per academic year.

**LULA S. HERRING MEMORIAL FUND**

Contributions for this fund will be used to establish a loan for first-year nursing students in the Associate Degree Nursing Program.

This loan will be awarded on the basis of financial need, academic ability, and potential to contribute to the social future of Duplin County.

**SCHOLARSHIPS**

A limited number of academic scholarships are awarded each year to students currently enrolled or planning to enroll in a curriculum program at James Sprunt Community College. Awards range from $300 to $1000.

These awards are made by the JSCC Scholarship Committee, a group of JSCC staff members and community volunteers, which reviews applications and selects recipients based primarily on a superior academic record.

Recipients are selected each May for the following academic year. Students interested in applying for scholarships should submit or have forwarded to the Office of the Dean of College Advancement the following items:

1. A completed application form for James Sprunt Community College Scholarships. (Application forms are available from the Office of the Dean of College Advancement generally by early February.)

2. Two completed reference forms from instructors or other persons qualified to recommend the applicant’s academic interests and abilities.

3. An official high school and/or college transcript.

All of the preceding items must be received by the Office of the Dean of College Advancement by the deadline of March 15 for the application to be complete and eligible for consideration by the Scholarship Committee.

**SCHOLARSHIPS AVAILABLE**

**James and Mary Elizabeth Albertson Scholarship**  
(East Duplin District)

**Garland Alphin Scholarship**  
(Agribusiness Technology or Diploma majors, North Duplin District)

**Charles F. Blanchard Memorial Scholarship**  
(Second-Year Business Education Majors)
Edward L. and Helen A. Boyette
(Health Occupations, Duplin County)

Alan and Millie Brown
(Duplin County)

Lynn and Anthony Brown Memorial Scholarship
(Accounting and Agribusiness Technology Majors)

James E. and Mary Z. Bryan Memorial Scholarship

Addis P. Cates Scholarship
(North Duplin High School Graduate)

Earl and Lynette Caison
(College Transfer, Duplin County, McDonald's of Warsaw-Wallace Employee)

Kirk Crisman/DCPC Educational Scholarship
(Early Childhood Associate Majors)

Judy Davis Memorial Scholarship

Duplin County Agribusiness Scholarships
(Agribusiness Technology majors,
Livestock and Poultry Technology majors
Swine Management Concentration)

Duplin County Law Enforcement Association Scholarship
(Criminal Justice Technology Majors)

Duplin County Retired School Personnel Scholarship
(Education majors)

Duplin General Hospital Medical Staff Endowed Scholarship
(Health Education Majors)

Marion Louise Price Elkin Scholarship
(East Duplin High School Graduate)

Elizabeth G. Fussell Memorial Scholarship
(Advertising and Graphic Design majors)

Sheriff George Garner Memorial Scholarship
(Criminal Justice Technology majors)

Dixon S. Hall Scholarship
(Graduating High School Senior Business Education majors)

John B. Hall Memorial Scholarship
(Health Education majors, James Kenan High School Graduate)

Charles Forrest Hawes Scholarship

Dr. Vernon Hawes Memorial Scholarship

James G. and Sudie M. Henry Memorial Scholarship
(Duplin and Pender Counties)

Dr. Dallas Herring Leadership Scholarship
J. Willard Hoffler Scholarship
Margaret Marshall Holland Memorial Scholarship
(Second-year General Education majors)

Mary Sue Cowan Johnson and Nash Johnson Memorial Scholarship
(Agribusiness Technology majors, Duplin County)

JSCC Educational Office Professionals Scholarship
(Business Education majors)

JSCC Faculty Council Scholarship

JSCC Foundation Academic Scholarship

JSCC Maintenance Support Club Scholarship
(GED Graduate)

JSCC Medical Assistants Club
(Second-Year Medical Assisting Major)

JSCC President's Council Scholarship

Doug Judge Memorial Scholarship
(Evening students)

Hervy B. and Deborah Kornegay EMS

Harry E. Kramer Memorial Scholarship
(Wallace-Rose Hill High School Graduate)

George F. Landen Memorial Scholarship
(General Education majors)

Lane-Taylor Memorial Scholarship

Edd Dudley and Marie A. Monk Memorial Scholarship
(Business or Agricultural majors)

Murphy Farms Scholarship
(Livestock and Poultry Technology majors, Swine Management Concentration)

Dovie L. Penney Memorial Scholarship
(Female Students)

Piggly-Wiggly of Wallace Scholarship
(Business Education majors,
Wallace Rose Hill High School or
Harrells Christian Academy Graduate)

John F. Powers Memorial Scholarship
(Health Education majors)

Carla Price Memorial Scholarship
(Warsaw-Kenansville Rotary Club, GED Graduate)

Stacy R. Quinn Memorial Scholarship
(Associate Degree Nursing or Agribusiness Technology majors,
Graduating East Duplin High School Senior)
T. R. Quinn Memorial Scholarship
(Business Administration majors)

James R. Rose Memorial Scholarship

Ada Williams Smith Memorial Scholarship

John Cameron and Ruby Spence Smith Scholarship
(Graduating East Duplin High School Senior, College Transfer majors)

Stoppelbein and Coleman, DDS, PA Academic
(Health Occupations—Dental Hygiene or Dental Assisting—Duplin County)

James F. Strickland Scholarship

Russell Swindell Scholarship
Tutor and Alphin
(Business Majors, North Duplin District)

Wallace Rotary Club Scholarship
(Wallace-Rose Hill High School Graduate)

Wallace Women’s Club Scholarship
(Second-year Student from Wallace)

Perry Whaley Memorial Scholarship

B. Hertford and Ora Herring Wiggs Scholarship
(Second-year General Education majors)

Daniel Allen Williams Scholarship
(Business Education majors, Wallace-Rose Hill High School Graduate)

Robert and Thelma Williams
(Wayne and Duplin Counties, North Duplin Graduate)

C. H. Yelverton Scholarship
(General Education majors)

VOCATIONAL REHABILITATION

By act of Congress any physically handicapped student may be eligible for scholarship assistance. Application for this scholarship aid should be processed through the Vocational Rehabilitation Office located in Kenansville.

NORTH CAROLINA NATIONAL GUARD
TUITION ASSISTANCE PROGRAM

Active North Carolina National Guard members who have completed at least one year of satisfactory service in the North Carolina National Guard, and have a minimum of two years remaining as a member of the Guard from the end of the academic period for which tuition assistance is requested may be eligible for tuition assistance.

Persons desiring information or applications for this assistance should contact the Office of the Adjutant General, P. O. Box 2628, Raleigh, North Carolina 27611 or call 1-800-621-4136.
VETERANS EDUCATION ASSISTANCE

Education assistance is available to the veterans of the U. S. Armed Forces and their eligible dependents. Veterans and dependents who wish to apply should contact the Veterans Affairs Office at James Sprunt Community College in person, by letter, or by phone at (910) 296-2502 or (910) 296-2503.

A brief description of veterans education assistance includes general provisions of the program. To receive specific information regarding application and eligibility for a specific program, the veteran should contact the Veterans Affairs Office. Veterans must complete a program specific application for some benefit programs. After all admissions requirements are complete, the veteran will be certified by the college to receive benefits. The first benefit check will not be available until approximately 45 to 60 days after certification.

Veterans Education Benefit Programs are:

ALL VOLUNTEER FORCE EDUCATIONAL ASSISTANCE PROGRAM
GI Bill (Chapter 30)

Eligibility for basic educational assistance can be established by individuals who first became members of the Armed Forces or first entered on active duty as a member of the Armed Forces after June 30, 1985.

VOCATIONAL REHABILITATION (Chapter 31)

The purpose of this program is to provide eligible veterans with compensable service-connected disabilities all services and assistance necessary to enable them to achieve maximum independence, to become employable, and to obtain and maintain suitable employment. Basic entitlement and necessity for training and rehabilitation are determined by the Department of Veterans Affairs. The Regional Office in Winston-Salem, NC, Vocational Rehabilitation Department notifies the veteran and the college regarding approval for training.

POST - VIETNAM ERA VETERAN'S EDUCATION ASSISTANCE
(Chapter 32)

This program provides for a participatory program of educational assistance benefits to eligible veterans and service persons who entered the Armed Forces after December 31, 1976 and before July 1, 1985. The veteran may contribute a maximum of $2700 to the program. The Department of Veterans Affairs will credit an individual with one month of entitlement for each month of contribution to the fund up to a maximum of 36 months or the equivalent in part-time training.

SURVIVORS' AND DEPENDENTS' EDUCATIONAL ASSISTANCE
(Chapter 35)

This program assists dependents and the spouse of a veteran who died of a service-connected disability or who has a service-connected, total, permanent disability. The child or spouse of a person who is on active duty as a member of the Armed Forces and who now is, and, for a period of 90 days, has been, listed by the Secretary as missing in action, captured in line of duty by a hostile force, or forcibly detained or interned in the line of duty by a foreign power should be eligible for these benefits.
OTHER SPECIAL VETERANS PROGRAMS

Hostage Relief Act: For the Iranian hostages, spouses and children.


Restored Entitlement Program for Survivors (REPS) (Section 156) (formerly the Quayle Amendment) Eligibility: Payable to surviving spouse for the youngest child in their care, if the child is 16 but under 18 years of age. Also payable to an unmarried child who is 18 but under 22 years of age and who is in attendance at an approved post-secondary school.

APPLICATIONS FOR FINANCIAL AID AND VETERANS EDUCATION BENEFITS

Persons desiring additional information concerning a particular phase of the programs described in this section of the catalog should contact the Financial Aid/Veterans Affairs Office, James Sprunt Community College, Post Office Box 398, Kenansville, NC 28349.
ACADEMIC STANDARDS
ACADEMIC STANDARDS

ASSOCIATE DEGREES, DIPLOMAS, AND CERTIFICATES

James Sprunt Community College awards the following to students who complete program requirements with an overall grade point average of 2.0 ("C" average) on all work taken and a grade point average of 2.0 ("C" average) on work required in the major area. A student must have received a passing grade in all required courses in order to be eligible for graduation.

ASSOCIATE IN APPLIED SCIENCE DEGREE: The Associate in Applied Science degree is awarded upon completion of the course requirements of the two-year degree programs.

ASSOCIATE IN ARTS DEGREE: This is a college transfer curriculum designed for students desiring to pursue a four-year baccalaureate degree in the liberal arts at a senior college or university. An individualized program of study will be designed to meet each student’s needs.

ASSOCIATE IN GENERAL EDUCATION DEGREE: This curriculum is designed for students desiring post-secondary courses in the liberal arts but not desiring to follow specific professional requirements. To receive the Associate in General Education Degree, the student must complete a minimum of 64 semester hours of college-level courses from the college’s approved programs of study. A core of general education courses must be completed to include at least two courses in English composition, one course in humanities or fine arts, one course in social or behavioral science, and one course in mathematics or natural science. See section on Associate in General Education Degree for further information.

ASSOCIATE IN SCIENCE DEGREE: This is a college transfer curriculum for students desiring to pursue a four-year baccalaureate degree in the sciences at a senior college or university. An individualized program of study will be designed to meet each student’s needs.

DIPLOMA: The diploma is awarded upon completion of the course requirements of the one-year diploma programs.

CERTIFICATES: Certificates are awarded for completion of programs of less than one year in length.

REGISTRATION

A registration day is provided for students immediately prior to the beginning of each semester. Pre-registration is scheduled for students already in attendance at the college. Students are expected to register at the specified times listed in the academic calendar.

No student will be allowed to register after classes begin unless registering for a class that has not met.
Tuition and fees are payable at the time of registration or by the end of the official registration day for the semester, regardless of start date of the class(es). Students may register for classes starting other than the first of the semester on the first day of class if space is available.

DROP/ADD

A drop/add period for registered students will be held for two days after classes begin to make necessary changes.

COURSE LOAD

The maximum course load for students is as follows:

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Maximum Hours Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Transfer</td>
<td>21 Credit Hours</td>
</tr>
<tr>
<td>General Education</td>
<td>21 Credit Hours</td>
</tr>
<tr>
<td>Associate in Applied Science Degree</td>
<td>21 Credit Hours</td>
</tr>
<tr>
<td>Diploma and Certificate Programs</td>
<td>21 Credit Hours</td>
</tr>
</tbody>
</table>

A student must register for 12 semester hours to be considered a full-time student.

Approval from the Dean of Curriculum Services is required to register for more than the maximum number of hours (including those being taken at other institutions) unless it is required in the typical course sequence of the major. The student's academic advisor should notify the Dean of Curriculum Services of the student's desire to enroll in more than the maximum number of allowed hours.

A student may be enrolled only for those courses approved by his/her advisor. Students who are placed on academic probation may be required to register according to the probation policy as stated in this catalog.

SEMESTER HOURS

The school year is normally divided into two semesters of eighty school days each and a summer session. The semesters usually begin in August, January, and May. Credits earned are in semester hours, a unit of measurement for credit purposes. One semester hour represents the credit earned in a scheduled course for one hour of lecture per week or two hours of lab per week or three hours of shop per week for sixteen weeks. Students will normally need to study two clock hours in preparation for one class hour.
GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>*CS</td>
<td>Continued Study</td>
<td></td>
</tr>
<tr>
<td>CE</td>
<td>Credit by Examination</td>
<td></td>
</tr>
<tr>
<td>CRE</td>
<td>Credit by Examination</td>
<td></td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td></td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit (No credit)</td>
<td></td>
</tr>
<tr>
<td>AC</td>
<td>Advanced Credit</td>
<td></td>
</tr>
<tr>
<td>NG</td>
<td>No Grade</td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>Tech Prep Credit</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal prior to the 75% point of the semester/class</td>
<td></td>
</tr>
</tbody>
</table>

*Veterans and financial aid students may not re-enroll for benefits in courses in which they have received a grade of "CS".

Instructors should provide the numerical grade ranges for the equivalent letter grade in their course syllabi.

INCOMPLETE GRADE

The grade of Incomplete is given when a student does not complete the required course work, but, in the opinion of the instructor, is able to fulfill the remaining requirements without additional class time. An Incomplete grade must be removed within sixteen weeks following the semester it was received or in the time period specified by the instructor for the course. Students who receive an "I" grade during the spring semester and who do not elect to return until the fall semester must remove the Incomplete grade by the end of the fall semester or in the time period specified by the instructor. The Incomplete grade must be removed with a grade of "A", "B", "C", "D", or "F".

Students who receive an "I" grade should not re-register for the course. Incomplete grades not removed within the specified time limit will revert to an "F".

CONTINUED STUDY GRADE

The grade of "CS" is given when the student is making satisfactory progress in a self-paced course but cannot complete course requirements...
by the end of the semester without additional class time. **The student must re-register for the course.** (See Grading System for regulations concerning veterans and financial aid students.)

**GRADE POINT AVERAGE**

Grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of hours completed. (Grade of "F" will be considered as hours completed for computing grade point average.)

When a student changes from one program to another, he/she may begin a new grade point average. However, any courses taken in another program which would directly relate or be specifically required in the new program will be transferred into that program and will be computed in the new grade point average.

**ACADEMIC RETENTION REQUIREMENTS**

Retention requirements are based upon attempted hours at James Sprunt Community College. In order to remain in good academic standing, a student must have a minimum cumulative Grade Point Average (GPA) of 2.00.

At the end of a semester, students who do not meet the requirements stated above are notified that they are on academic probation. The student will be informed that financial aid funds will be withdrawn if he/she does not meet the above academic standards by the end of the semester following original probationary notification. Additional retention standards are required for students who are receiving financial aid. Please contact the Financial Aid Officer regarding these additional standards.

**PROBATION AND SUSPENSION**

Students are placed on probation when their academic progress is unsatisfactory. The student will be placed on probation under the following circumstance:

The student’s grade point average falls below the required grade point average as listed in the section on “Academic Retention Requirements.”

A list of students placed on probation will be sent to the academic advisors. Students will be required to meet one, two, or all three of the following conditions:

1. Must schedule an appointment with a Counselor to discuss his/her academic situation. Failure to schedule this appointment may result in suspension.
2. Attend a required workshop on study skills.
3. Enroll in a study skills course through the General Education Department.
Any student who does not attain satisfactory progress after two consecutive probationary semesters will be suspended from the program area in which he/she is currently enrolled. Such suspension may be appealed to the Dean of Student Services. After a student has been suspended from a program of study for one semester, he/she may reapply for admission to that program. His/her readmission application will be considered on an individual basis by the Dean of Student Services, the Department Head, the Advisor, and the Registrar. Additional standards of progress will apply to students receiving financial aid. These standards will be provided to the student by the Financial Aid Office.

WITHDRAWAL

Students who must withdraw from one or more classes during the semester have the responsibility of notifying each instructor. Notification of withdrawal from a course must be received within ten (10) working days of the last date of attendance or as specified by the instructor in the course syllabus or the course instructor will withdraw the student and a grade of "F" may be assigned for that course. Students may officially withdraw through the twelfth week of the semester (or 75% of the allotted time for any shorter session). Beyond the twelfth week (or after the 75% point), students may officially withdraw only when extenuating circumstances occur and such withdrawals must be approved by the appropriate Department Head.

The appropriate college official to contact in order to officially withdraw is:

1. Each course instructor. Each course instructor will complete a drop form for their class(es) indicating the date of notification by the student, give the student a copy, and forward the original to the Student Services Office; or

2. The student's academic advisor. The advisor will complete a drop form, as in No. 1 above; or

3. The appropriate Department Head. These officials will complete a drop from as in No. 1.

Official withdrawals through scheduled withdrawal dates will result in a grade of "W" unless the student is withdrawing due to cheating (see Cheating Policy). Later withdrawals, except for extenuating circumstances, will result in a grade of "F". A student who registers for a class, but does not attend, must officially drop the class to avoid receiving a grade of "F". A student who registers for a class, but withdraws prior to the 10% point of a semester, will have no entry on his/her transcript.

Courses in which grades of "W" are received will not be counted as hours attempted and will not affect a student's grade point average.

Associate Degree Nursing students should also refer to the section "Involuntary Withdrawal from Health Education Programs."
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. (See Health Education DISMISSAL POLICY.)

HEALTH EDUCATION DEPARTMENT - DISMISSAL POLICY

The Health Education Department reserves the right to dismiss a student from any health education program who presents problems in physical and/or emotional health which do not respond satisfactorily to appropriate treatment and/or counseling within a reasonable period of time. (See Health under Progression/Graduation in the JSCC Health Education Department Student Handbook.)

The Health Education Department reserves the right to dismiss a student from any health education program who demonstrates behavior which conflicts with the safety essential to health care practice.

A student may be dismissed from the health education program for academic or disciplinary reasons with or without being placed on probation prior to the dismissal. The Health Education Department reserves the right to decide the dismissal on a case-by-case basis depending on the events and the circumstances surrounding the reason for the dismissal. The dismissal will be afforded due process. A dismissed student may follow the JSCC procedure for issuing a complaint as outlined in the JSCC Health Education Department Student Handbook under academic appeals.

Dismissal of a health education student may result from, but not be limited to, any of the following:

1. Breach of patient confidentiality or privacy (See clinical guidelines--general information in the JSCC Health Education Department Student Handbook).
2. Falsification of information in a patient's records.
3. Violation of the conduct policies as defined under the academic standards in the JSCC General Catalog for students (conduct, definition of disruptive conduct, drug and alcohol policy, JSCC software copyright, compliance policy, cheating policy, parking regulations, etc.).
4. Willful destruction of school or hospital property.
5. Failure to meet specified probationary requirements. (See Probation Policy in the JSCC Health Education Department Student Handbook.)
6. Intoxication or use of illegal drugs while in the clinical area or on school property.
7. A pattern of unsafe clinical behavior (i.e., performing procedures without supervision, administering medication via the wrong route, giving medication to the wrong patient, negligence, etc.). Unsafe behavior is defined as "any deliberate or negligent act of commission or omission regardless of whether actual injury to the patient is established."

8. One incident of gross unprofessional conduct (i.e., hitting or cursing a patient, student, and/or health team member, etc.). (See clinical guidelines--professional responsibility in the JSCC Health Education Department Course Syllabus.)

9. Any willful or intended act that endangers the health, safety, or well-being of another person.

10. Physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time (see above statement concerning physical and/or emotional health).

11. Failure of medication calculation competency test as outlined in the course syllabus for NUR 120 and subsequent courses for ADN program and NUR 102 and subsequent courses for PNE program.

12. Excessive absences from class or clinical (see attendance policy in the JSCC Health Education Department Student Handbook and individual course syllabus).

13. Violation of health agency policies during the clinical rotation in that agency. Each student will be informed of the policy regulations of the clinical agency at the beginning of the clinical rotation.

14. If a student is dishonest and has falsified any part(s) of his or her student records, the student may be suspended and involuntarily withdrawn from the program.

15. Failure to submit the complete admission/acceptance records by the first class day of the beginning semester in the health education program. These records include:
   * A completed physical examination less than one year old
   * A current American Heart Association CPR certification with AED for Adult, Infant and Child Health Care Provider Level
   * Current immunization records (as recommended by the N. C. Department of Public Health) including Hepatitis B vaccines, varicella, and tuberculin skin testing
   * Other admission/readmission requirements as stated in the JSCC General Catalog and the JSCC Health Education Department Student Handbook for the individual health education programs (PN, ADN, MA, and Phlebotomy)
HEALTH EDUCATION DEPARTMENT - PROBATION POLICY

Probation will be initiated when a student develops a pattern of deficient behavior in the clinical and/or laboratory simulation experiences (see individual program clinical and laboratory simulation evaluation policies and the JSCC Health Education Department Student Handbook under general policies). Probation will also be initiated when a student displays behavior in the class, clinical rotation, or on campus that violates the JSCC Conduct policies (see JSCC General Catalog under Academic Standards and the JSCC Health Education Department Student Handbook under dismissal policies and clinical guidelines—general information and professional responsibility). Probation will be initiated when the student's academic progress is unsatisfactory (see JSCC General Catalog under Academic Standards—Probation and Suspension). Duration of the probationary period may vary on an individual basis as determined by the Health Education Department and may continue for more than one semester when there is insufficient time for remediation within the deficient semester.

A written Student-Faculty Conference Report will be completed by the instructor stating the observations leading to the probationary status. A specific plan for remediating the behavior will be developed by the instructor specifying the time frame for completion of the remediation and given to the student in writing. A copy of the report will be kept in the student's records. The remediation plan may include activities such as assigned reading materials, written assignments, videos, films, additional planned clinical experiences, and counseling and referral.

It is the responsibility of the student to make an appointment with the instructor as often as needed, but no less often than every two (2) weeks to review the student's progress in remediating the identified behaviors. All meetings related to the probationary status will be documented on a Student-Faculty Conference Report, signed by all in attendance, and copies will be given to the student and will be kept in the student's records.

The student will be allowed to return to the clinical area during the probationary period if, and only if, the student is still considered a safe practitioner.

When the student has successfully remediated the identified behavior as outlined in the remediation plan, he/she will be taken off of probation. Students unwilling or unable to correct the identified deficient behavior will receive an unsatisfactory grade in the clinical rotation at the end of the semester, thereby failing the nursing class regardless of the theory grade. (See General Policies—grading system and evaluation—clinical in the JSCC Health Education Department Student Handbook and the clinical performance and paperwork grade policy for the individual health education programs).
COURSE SUBSTITUTIONS

Course substitutions may be permitted upon the approval of the student’s advisor, the Department Head, the Dean of Curriculum Services and the Registrar. A course substitution form must be completed for each course to be substituted unless such substitution is stated on the approval memo from the Office of the Dean of Curriculum Services.

REPETITION OF CURRICULUM COURSE WORK

No course may be counted more than once in calculating the total number of semester hours credit toward graduation. Any required course in which an "F" is received must be repeated. A course on which the student made a passing grade may be repeated one time.

Each attempt will be recorded and computed in the student’s grade point average. In those cases where a course in which the student received a grade of "F" is not offered during the remainder of that student’s residence, an equivalent course may be substituted for purposes of meeting program requirements upon approval by student’s advisor, the Department Head, the Dean of Curriculum Services, and the Registrar.

Veterans and financial aid students should be aware that they cannot receive VA benefits or financial aid again for courses which they have passed.

Students who are auditing courses may do so on a space-available basis after having paid regular tuition and fees for that course. A student may not audit the same class more than two times.

See section on Associate Degree Nursing on “Limitations” for course repetition regulations for students enrolled in that program.

Exceptions to this policy must be approved by the Department Head, the Dean of Curriculum Services, and the Registrar.

GRADE REPORTS

Grade reports will be mailed to students at the end of each semester. Grade reports may be withheld until all student obligations to the college are completed.

TRANSCRIPTS

All student records are confidential, and transcripts will be sent only upon written request from the student. The request forms are available in the Student Services Office, and a printable copy is on the college’s website at www.jamessprunt.edu. **There is a charge of $1.00 for each transcript requested.** Transcripts are withheld until all student obligations to the College are completed.

Course work taken prior to Fall 1997 was on the quarter hour system. Beginning Summer 2007, all coursework will be converted to the semester hour system.
Transcripts are printed on Monday and Thursday afternoons. Transcripts will not be printed on registration day, grade day or the first day of class of each semester.

STUDENT CLASSIFICATION

FRESHMAN—A student who has earned less than 32 semester hours of credit towards graduation in their major.

SOPHOMORE—A student who has earned 32 or more semester hours of credit towards graduation in their major.

FULL-TIME STUDENT—A student who is registered for 12 or more semester hours of instruction.

PART-TIME STUDENT—A student who is taking less than a full-time course of instruction.

SPECIAL STUDENT—An auditing or part-time student who is not seeking a degree, diploma, or certificate from James Sprunt Community College who normally may take up to twelve semester hours of credit (excluding math and English courses or courses with math or English prerequisites) without meeting all admission requirements.

ADDING OR DROPPING COURSES

No student will be allowed to register after classes begin unless registering for a class that has not met. A drop/add period for registered students will be held for two days after classes begin to accommodate students that test out of developmental classes or to make other necessary changes. Courses may be dropped only through the 75% point of the semester or class. A grade of "W" (withdrawn) may be given when withdrawal takes place after the 10% point but prior to or on the 75% point of the semester or class. Later withdrawals, except for extenuating circumstances approved by the appropriate Department Head, may result in a grade of "F".

COURSE PREREQUISITES AND COREQUISITES

Students must comply with the catalog regulations that courses may not be taken until all prerequisites and/or corequisites have been met. There are occasions in which exceptions to this regulation may be deemed desirable and necessary. However, such exceptions must have the approval of the Department Head, the Dean of Curriculum Services, the course instructor and the Registrar.

TRANSFER CREDITS FROM JAMES SPRUNT COMMUNITY COLLEGE

Student advisors will assist students who wish to transfer to another institution in planning a transfer program. However, it is the responsibility of the student to determine what courses and credit will transfer to the receiving institution.
The acceptance of courses taken at James Sprunt Community College is determined solely by the institution to which the student transfers. The transferring student should:

1. Decide early which institution he/she wishes to attend and contact that institution for recommendations concerning appropriate courses.

2. Obtain a current copy of the catalog of that institution and study its entrance requirements and determine application deadlines.

3. Confer with his/her faculty advisor and/or the Transfer Counselor at James Sprunt Community College about transfer plans.

4. Check carefully a minimum of two semesters in advance of transferring to ensure that all necessary requirements are being completed.

Changes in a student’s major field of study or his/her choice of a senior institution may result in transfer problems. Such changes should be made only after careful study and consultation with an advisor and/or counselor.

Credits earned at James Sprunt Community College are transferable to many four-year institutions. As a member institution of the North Carolina Community College System, James Sprunt Community College is party to the Comprehensive Articulation Agreement (CAA) between the North Carolina Community College System and the sixteen-member University of North Carolina System. The University of North Carolina System consists of the following institutions: Appalachian State University at Boone, East Carolina University at Greenville, Elizabeth City State University at Elizabeth City, Fayetteville State University at Fayetteville, North Carolina A. & T. State University at Greensboro, North Carolina Central University at Durham, North Carolina School of the Arts at Winston-Salem, North Carolina State University at Raleigh, University of North Carolina at Asheville, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of North Carolina at Greensboro, University of North Carolina at Pembroke, University of North Carolina at Wilmington, Western Carolina University at Cullowhee, and Winston-Salem State University at Winston-Salem.

Additionally, many North Carolina private colleges have also adopted the CAA. These include Barton College at Wilson, Belmont Abbey College at Belmont, Bennett College at Greensboro, Brevard College at Brevard, Campbell University at Buies Creek, Catawba College at Salisbury, Chowan College at Murfreesboro, Gardner-Webb University at Boiling Springs, Johnson C. Smith University at Charlotte, Livingstone College at Salisbury, Louisburg College at Louisburg, Mars Hill College at Mars Hill, Montreat College at Montreat, Mount Olive College at Mount Olive, North Carolina Wesleyan College at Rocky Mount, Pfeiffer University at Misenheimer, Queens University at Charlotte, Shaw University at Raleigh, St. Andrews Presbyterian College at Laurinburg, St. Augustine's College in Raleigh, Warren Wilson College at Asheville, and Wingate College at Wingate.

James Sprunt Community College also has collaborative agreements with other community colleges, including Fayetteville Technical Community
College and Pitt Community College. The purpose of these collaborative agreements is to allow students to take general education courses in order to apply to a collaborative college for admission in certain programs.

Credit earned at James Sprunt Community College may be transferred to similar programs at other institutions in the North Carolina Community College System.

The courses or programs transferable to any institution will vary. It is the responsibility of the individual seeking to transfer credits to determine exactly what will transfer. Students are advised that, although transfer credits and grades may be acceptable by James Sprunt Community College, this does not infer acceptance by other educational institutions. For additional information, contact the Registrar or the Dean of Curriculum Services.

See section on General Education for further information on transfer programs.

TRANSFER OF CREDITS WITHIN JAMES SPRUNT COMMUNITY COLLEGE

Credits earned in any institutional degree program may be credited toward a degree or diploma program upon evaluation by the Registrar. Credits earned in a diploma program will be evaluated for transfer into an associate degree program if courses are equivalent. Credit may be granted toward a second diploma program.

If graduation requirements change during the time a student is enrolled, the student’s advisor, upon discussion with the student, will decide whether the student should satisfy the requirements in effect at the time of his/her enrollment or complete the new requirements.

A student who has absented himself/herself from James Sprunt Community College for ten (10) or more years and who is seeking readmission to James Sprunt Community College shall have his/her records evaluated by the Registrar and Department Head from the student’s chosen program of study to determine which of the previous credits are currently valid.

TRANSFER OF CREDITS TO JAMES SPRUNT COMMUNITY COLLEGE

An applicant who has previously attended or enrolled in any other college, university, technical college, or post-secondary institution is considered a transfer student and must furnish the Admission Specialist with official transcripts of all work previously earned and attempted.

Credits earned at a regionally accredited institution in comparable courses or programs may be credited toward graduation requirements at James Sprunt Community College provided a grade of "C" or better was obtained. Credits from non-accredited institutions or non-traditional credit such as life experience, portfolios, etc. will be evaluated and credit granted at the
discretion of the Registrar and the Department Head or advisor. Only hours
credit will be granted, no grades or quality points will be awarded.

A student who has absented himself/herself from an institution of learning
for ten (10) or more years and who is seeking admission to James Sprunt
Community College shall have his/her records evaluated by the Registrar
and Department Head or advisor from the student’s chosen program of study
to determine which of the previous credits are currently valid.

In order to be eligible for graduation from James Sprunt Community
College, students must earn at James Sprunt Community College or through
a consortium program with James Sprunt Community College at least 25%
of the hours required in their curriculum program(s) by attending and
completing successfully regularly scheduled classes. Hours earned through
Credit by Examination may not count toward the 25% residence require-
ments.

Credit may be allowed for work based on the General and Subject Exami-
nations of the College Level Examination Program (CLEP). Credit for USAFI
and DANTES courses may be granted where appropriate to the student’s
curriculum and where a comparable course is offered by James Sprunt
Community College. USAFI courses will be evaluated on the basis of the
current catalog of the American Council on Education entitled HANDBOOK
TO THE GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES
IN THE ARMED SERVICES-DANTES. Subject Standardized Test scores will
be evaluated and credit granted where appropriate based on the recommenda-
tions of the American Council on Education. Final acceptance or rejection
of any credit will be determined by James Sprunt Community College.

Credit for course work taken ten (10) years prior to admission will not be
accepted except by evaluation and approval of the Registrar and the Depart-
ment Head of the program in which the applicant wishes to enroll.

Students who transfer to James Sprunt Community College shall be given
the College’s entrance test battery unless:

1. He/she has an earned degree at the associate level or higher.
2. He/she has credit for the first English and math courses in his/her
   program at James Sprunt Community College.

Placement into courses shall be determined for transfer students who are
tested in the same way placement is determined for entering freshmen.

See section on Associate Degree Nursing for transfer requirements in
that program.

CLASS ATTENDANCE

Students are expected to be present at all scheduled classes and exami-
nations. The instructor will inform the student when the student’s success
in the course is jeopardized by excessive absences. The number of ab-
sences allowed for a course is determined by the individual instructor who
is responsible for informing the students in the course syllabus during the first week of class about his/her policies concerning class attendance and grading. Students are responsible for making up all work missed. If the student’s absence is due to extenuating circumstances, it is the student’s responsibility to contact the appropriate instructor(s).

OPEN CIRCUIT TV COURSES TAKEN BY VETERAN STUDENTS

A veteran student receiving educational benefits through the Department of Veterans Affairs must meet certain criteria before enrolling in a tele-course. The acceptance of courses taken at James Sprunt Community College is determined solely by the institution to which the student transfers. The following criteria apply:

1. The student must first meet with the VA Certifying Official before registering for the class so that this criteria AND procedures can be reviewed.
2. The student must have completed 13 hours of course work in the current major with a grade point average of 2.00 or better.
3. The student must have completed remedial work (Basic General Education) as determined by the College's Admissions Procedures and Requirements.
4. The telecourse must be an integral part of the student’s current program.
5. The student must pass each telecourse attempted in order to enroll in a subsequent telecourse.
6. There is no additional charge beyond the regular tuition and fees for enrollment in a telecourse.
7. The student will meet with the faculty member a minimum of two times for student input and instructor evaluation. An attendance record and time spent with the student will be maintained and submitted.
8. Regularly prescribed standards of progress as outlined in this edition of the college catalog are applicable to all courses offered through open-circuit TV. Regularly prescribed conduct and attendance policies also apply.
9. A student may take only two TV courses per semester and no more than 10% of the program through the open-circuit TV method.
10. Open-circuit TV courses will be measured in credit hours as described in this edition of the college catalog.

INDEPENDENT STUDY POLICY PERTAINING TO VETERAN STUDENTS

All classes scheduled as independent study classes will be approved by the Dean of Curriculum Services. All independent study classes must be
required courses or elective classes in the veteran student's program of study in the selected major. The classes will be scheduled with the faculty member of the course. The faculty member meets with the student to discuss/assess the student's progress towards meeting the course competencies and objectives and for conducting the course evaluation processes. Course content, standards of progress, tuition and fee charges, and all other provisions heretofore presented for approval will apply to independent study courses.

A student may take only one independent study class per semester. No more than 10% of the program may be taken on an independent study basis. Before registering for an independent student course, the veteran student must:

1. Meet with the VA Certifying Official at the college;
2. Have completed 13 hours of course work in the current major with a grade point average of 2.00 or better;
3. Have completed remedial work (Basic General Education Courses) needed as determined by the Admissions Procedures and Requirements;
4. Choose a course that is an integral part of the program; and
5. Complete each independent study course attempted in order to enroll in subsequent independent study courses.

POLICY ON CLOSURE OF THE COLLEGE DUE TO ADVERSE WEATHER AND OTHER CONDITIONS

The following is an excerpt from the "Policy on Closure of the College Due to Adverse Weather and Other Conditions":

**General Policy:**

When inclement weather prevails (ice, snow, or natural disaster) or other hazardous conditions exist, the President or President's designee will determine whether the college will be closed and/or what activities of the college will be canceled or postponed. It will be the President's responsibility to inform the appropriate communications networks regarding the college's closing.

Announcements about the closing and re-opening of the college, cancellations or postponements of classes and other activities, and whether college personnel should report to work will be made over radio and television stations. Activities of the college will proceed as scheduled unless specifically announced otherwise. The college will reschedule classes canceled because of inclement weather as necessary, according to guidelines below.

**Curriculum Missed or Canceled Classes:**

Scheduled curriculum classes which are missed or not held for any reason, including inclement weather, are to be made up by giving an
alternative assignment(s). These assignments are to be documented and on file in the appropriate Department Head’s office area. When the missed or canceled classes exceed five in number, then the class(es) in excess of five must be rescheduled.

**Continuing Education Missed or Canceled Classes:**

Missed or canceled classes will be made up (rescheduled) to the extent possible and the instructional contract modified to reflect a change in class ending date if required.

Students should refer to the news media listed below for information concerning the cancellation of school:

- 101.5 FM WRAL Radio Station, Raleigh
- 880 AM, 107.1 FM WRRZ Radio Station, Clinton
- 95.1 FM WRNS Radio Station, Kinston
- 94.3 FM WZKB Radio Station, Wallace
- 96.1 FM WBBB Radio Station, Goldsboro
- 96.9 FM WMYM Radio Station, Goldsboro
- 1150 AM WGBR Radio Station, Goldsboro
- 102.3 FM WKIX Radio Station, Goldsboro
- 730 AM WMFC Radio Station, Goldsboro
- 88.7/104.7 FM GoMix Christian Radio, Goldsboro
- 98.7/101.1 FM KOOL Radio Station, Jacksonville
- 102.7/97.3 FM WGIN Radio Station, Wilmington
- 99.9 FM WKXB Radio Station, Wilmington
- 107.5 FM WSFM Radio Station, Wilmington
- 93.7 FM WFXZ Radio Station, Wilmington
- 99.1 FM WZFX Radio Station, Fayetteville (FOXY 99)
- 95.7 FM WKML Radio Station, Fayetteville
- 96.5 FM WFLB Radio Station, Fayetteville
- 107.7 FM WUKX Radio Station, Fayetteville
- 1490 AM WZAA Radio Station, Fayetteville
- 106.5 FM WSFL Radio Station, New Bern (Bridgeton)
- 101.9/103.3 FM WKIS Radio Station, New Bern (KISS 102 & B103)
- 99.5 FM WXNR Radio Station, New Bern
- 107.9/106.5 FM WNCT Radio Station, Greenville
- WWAY Channel 3 Wilmington Television Station
- WRAL Channel 5 Raleigh Television Station
Huskins classes scheduled at local high schools will operate according to the inclement weather schedule of the public schools.

**CONDUCT**

Students are expected to conduct themselves as responsible adults with dignity and to maintain high standards of responsible citizenship. Students, as all citizens, are subject to civil authority on campus as well as off campus.

James Sprunt Community College honors the right of free discussion and expression and the right to petition. However, it is clear that, in a community of learning, willful disruption of the educational process, destruction of property and interference with the rights of other members of the college cannot be tolerated. Accordingly, it shall be the policy of the college to deal with such disruption, destruction, or interference promptly and effectively, but also fairly and impartially without regard to race, religion, sex, political beliefs, national origin, or handicap.

Infractions that violate this policy will be reported to the Dean of Student Services for appropriate disciplinary actions.

**DEFINITION OF DISRUPTIVE CONDUCT**

Any student who, with the intent to obstruct or disrupt any normal operation or function of the college or any of its components, engages, or invites other to engage, in individual or collective conduct which destroys or significantly damages any college property, or which impairs or threatens impairment of the physical well-being of any member of the college community or which because of its violent, forceful, threatening or intimidating nature prevents any member of the college community from conducting his/her normal activities within the college, shall be subject to prompt and appropriate disciplinary action, which may include suspension, expulsion, or dismissal from the college.

The following, while not intended to be exclusive, illustrates the offenses encompassed therein, when done for the purpose of obstructing or disrupting any normal operation or function of the college or any of its components: (1) occupation of any campus building or part thereof with intent to deprive others of its normal use; (2) blocking the entrance or exit of any campus building or corridor or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room; (3) setting fire to or by any other means of destroying or substantially damaging any campus building or property, or the property of others on school premises; (4) any possession or display of, or attempt or threat to use, for any unlawful
purpose, any weapon, dangerous instrument, explosive or inflammable material in any campus building or on any campus grounds; (5) prevention of, or attempt to prevent by physical act, the attending, convening, continuation, or orderly conduct of any class or activity or any lawful meeting or assembly in any building; (6) blocking normal pedestrian or vehicular traffic on or into the campus.

Infractions that violate this policy will be reported to the Dean of Student Services for appropriate disciplinary actions.

DRUG AND ALCOHOL POLICY

PURPOSE: James Sprunt Community College is committed to the maintenance and protection of an environment in which students and faculty members “can responsibly pursue their goals through learning, teaching, research, and discussion, free from internal or external restraints that would unreasonably restrict their academic endeavors.” Additionally, it is the obligation of all members of the college community — students, faculty, administration, and other employees — to help maintain an atmosphere where academic freedom thrives and in which the rights of each person within the college community are respected.

UNLAWFUL USE: Illegal drug use poses a threat to higher education communities. Drugs endanger the health and safety of all persons within these communities and jeopardize the integrity of the pursuit of learning and teaching. Therefore, it is the policy of this college that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol, is prohibited while in the workplace, on college premises or as part of any college-sponsored activities. Any employee or student violating this policy will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution. The specifics of this policy are as follows:

1. James Sprunt Community College does not differentiate between drug users, drug pushers, or sellers. Any employee or student who unlawfully possesses, uses, sells, gives, or in any way transfers a controlled substance or alcohol to another person, or manufactures a controlled substance or alcohol while in the workplace, on college premises, or as a part of any college-sponsored activity, will be subject to disciplinary action up to and including termination or expulsion and referral for prosecution.

2. The term “controlled substance” means any drug listed in 21 CFR Part 1308 and other federal regulations, as well as those listed in Article V, Chapter 90 of the North Carolina General Statutes. Generally, these are drugs which have a high potential for abuse. Such drugs include, but are not limited to, Heroin, Marijuana, Cocaine, PCP, and "Crack.” They also include "legal drugs" which are not prescribed by a licensed physician. Alcoholic beverages include beer, wine, whiskey, and other beverages listed in Chapter 18B of the General Statutes of North Carolina.
3. If any employee or student is convicted of violating any criminal drug or alcoholic beverage control statute while in the college workplace, on college premises, or as a part of any college-sponsored activity, he or she will be subject to disciplinary action up to and including termination or expulsion. Specifically, any such person who is convicted of a felony, or a misdemeanor which results in an active prison sentence will, if a student, be expelled or, if an employee, be terminated from employment. Other misdemeanor convictions will be evaluated on a case-by-case basis, and the penalties to be imposed may range from written warnings or mandatory counseling or rehabilitation to expulsion from enrollment or discharge from employment. Any person charged with a violation of these "Unlawful Use" policies may be suspended from enrollment or employment before initiation or completion of disciplinary proceedings if the Dean of College Advancement determines that the continued presence of such person within the college community would constitute a clear and immediate danger to the health or welfare of other members of the community after an appropriate pre-termination inquiry.

4. Each employee or student is required to inform the Dean of College Advancement at the college, in writing, within five (5) days after he or she is convicted of violation of any federal, state, or local criminal drug or alcohol beverage control statute where such violation occurred while in the college workplace, on college premises, or as a part of any college-sponsored activity. A conviction means a plea of or a finding of guilt (including a plea of nolo contendere) and the imposition of a judgment by a judge sitting with or without jury in any federal or state court.

5. The Dean of College Advancement must notify the U. S. Governmental agency from which a grant was made within ten (10) days after receiving notice from the grant employee or otherwise receiving actual notice of a drug conviction. Disciplinary action against the convicted employee must be undertaken by the College within 30 days. As a condition of employment on any federal government grant, the law requires all employees to abide by this policy.

*6 A description of applicable state sanctions and the health risks associated with the use of both illicit drugs and alcohol is attained and included as a part of this policy.

**ADDITIONAL POLICY:** No employee, student, or guest shall knowingly use or be under the influence of any non-prescribed narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind on the college campus; however, the legal use of alcoholic beverages may be allowed as appropriate at selected off-campus college-sponsored activities.

Infractions that violate this policy will be reported to the Dean of Student Services for appropriate disciplinary actions.
* A copy of these sanctions and health risks is available through the Office of the Dean of Student Services.

**POLICY CONCERNING WEAPONS ON CAMPUS OR OTHER EDUCATIONAL PROPERTY**

It shall be unlawful for any person to possess, or carry, whether openly or concealed, any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, powerful explosive as defined in G.S. 14.284 1, bowie knife, dirk, dagger, slungshot, leaded cane, switchblade knife, blackjack, metallic knuckles or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any James Sprunt Community College school building or vehicle, on campus, grounds, recreation area, athletic field, or other property owned, used or operated by the College Board of Trustees. Any person violating this policy shall be guilty of a misdemeanor and upon conviction shall be punished at the discretion of a court of law.

Infractions that violate this policy will be reported to the Dean of Student Services for appropriate disciplinary actions.

**JAMES SPRUNT COMMUNITY COLLEGE SOFTWARE COPYRIGHT COMPLIANCE POLICY**

James Sprunt Community College is committed to adhering to the Federal Copyright Law as it applies to software used on computer hardware owned by the college.

Authorized software is defined as software that is registered, licensed and/or purchased by the college. Proof of ownership of authorized software can be established with a license agreement, paid invoice, or manual and original diskettes.

Authorized use of software is defined as use of software in accordance with the license agreement, purchase agreement or software documentation. Unauthorized use of software includes making or using software by copying, sharing, lending, giving, transferring, and/or installing software in a way not in compliance with the license or purchase agreement.

Unauthorized use of software by students, staff, or faculty of the college constitutes an infringement of this policy. Such infringements constitute grounds for disciplinary action by the college and/or legal action by software manufacturer(s) and the college, which may result in civil damages, criminal penalties, fines, and/or imprisonment.

James Sprunt Community College employees having knowledge of any misuse of software or related documentation within the college shall notify the appropriate supervisor or the President.
ACCEPTABLE USE POLICY

James Sprunt Community College is committed to providing users with a variety of resources including electronic resources and Internet access. The college receives Internet access through the North Carolina Integrated Information Network. As a subscribing agency, JSCC employees, students and public users are subject to Policy and Guidelines on the Use of the Internet: Use of the North Carolina Integrated Information Network - Revision No. 2. This can be accessed by irmc.state.nc.us/documents/approvals/NCInternetPolicyRev2.htm. The Acceptable Use Policy of James Sprunt Community College is in accordance with the NCIIN policy.

All users of James Sprunt Community College computers are expected to use the computer in a legal, ethical and responsible manner. The college considers access to its computer services a privilege which may be limited or forfeited by abuse, misuse, or violations of the following conditions.

Acceptable Use of Computer Services

Users shall comply with all federal and state laws pertaining to copyright, privacy and confidentiality, and the transmission of illegal, harassing, or obscene materials.

Users shall use the computer only for educational, instructional and administrative purposes.

Users shall use the computer in a manner that does not impede access by other authorized users by unnecessarily tying up network resources or disrupting the use of the network.

Users shall show respect for other users, both JSCC users and users who can be reached through network connections, by adhering to proper network etiquette.

Users shall show respect for the integrity of the computer system and all networks by operating the system properly.

Users may access their personal E-mail from JSCC computer Internet access. However, for security reasons it is the responsibility of all users to protect their individual passwords. Authorized JSCC personnel may need to access and view such files due to technical problems, unauthorized or illegal use, or any other manner inconsistent to acceptable use policies.

Only authorized JSCC personnel shall be allowed to load software to any computer, either from a disk, CD, the Internet, or any other network source.

Unacceptable Uses of Computer Services include but are not limited to the following:

Users shall not use the computer services to operate a business.

Users shall not load or download software to a JSCC computer without proper authorization from the MIS Department.
Users shall not interfere with other users' use of the computer.

Users shall not transmit or post profane, harassing, unsolicited, or advertising materials over the computer.

Users shall not alter the network configuration of computers, use another user's password, attempt to access confidential materials, modify or decompile files, disrupt or "crash" the system, or use the computer in a manner that will interfere or interrupt others' use of the computer or networks.

James Sprunt Community College is not responsible for the accuracy of any information accessed through its computers or network connections, or for any problems caused by delays, inaccessible sites, or interruptions to the service. Users assume responsibility for the accuracy of information they obtain or use.

CHEATING POLICY

Cheating is not tolerated. Cheating includes using unauthorized notes during exams, copying students' homework, class work, or tests and handing it in as one's own, and plagiarism on themes and term papers. If a student cheats, he/she will fail that exam or assignment. If the student cheats the second time, whether it is in the same course or a different course, he/she will fail the course, even if the student asks to be withdrawn. All cheating incidents will be documented and the documentation kept on file in the office of the Dean of Student Services. Repeated offenses of cheating may result in the student being suspended by the Dean of Student Services.

CAMPUS SAFETY AND SECURITY

James Sprunt Community College seeks to provide an atmosphere of openness for the encouragement of collegiate activity on campus facilities. However, this policy of promoting openness must be balanced by controls designed to promote security on campus facilities.

The Division of Administrative and Fiscal Services is primarily responsible for campus safety and security.

Statistics on campus crime are gathered and annually published in a document entitled "Report on Crime on the Campus". This report is posted in the Strickland Center and is available at the Office of the Dean of Student Services and the Office of the Dean of Administrative and Fiscal Services.

CHILDREN ON CAMPUS

Children are not allowed in classes, classrooms, or labs even when accompanied by a parent. Children are also not allowed in a reception area unaccompanied by a parent or left unsupervised while a parent is in class. If a child is brought to a class, the instructor has the right to ask the student to leave the class.
PETS ON CAMPUS

Employees and students may not bring live animals on campus. If there should be circumstances when any live animals are to be brought to campus for any reason, advanced approval should be received from the President's Office.

STUDENT APPEALS

Student appeals may be categorized as academic appeals or non-academic appeals. Academic appeals may result from any action taken by the college which affects a student's academic standing or the student's academic status within the academic program. Non-academic appeals result from action taken by the college involving a student for reasons of misconduct or other action not classified under academic appeals. In situations where there is a question regarding the type of appeal (academic or non-academic) the President will render a decision as to the type of appeal based on current practices in higher education.

Academic Appeals

Any student has the right of appeal on grievances resulting from any action taken by the college which affects a student's academic standing or the student's status within the academic program. The proper procedure for appeals regarding grades is in this order:

1. Departmental conferences with instructor(s) and Department Head.
2. Dean of Curriculum Services. The Dean may exercise the right to consult a Faculty Review Board for a recommendation. The decision of the Dean of Curriculum Services regarding academic appeals is final.

Any appeal beyond the departmental level must be in writing. Grounds for an appeal shall be based solely upon the record and shall be limited to one of more or the following:

1. that the findings are not supported by substantial evidence;
2. that a fair hearing was not afforded the individual; and/or
3. that the action taken was inappropriate.

A student may remain enrolled in class at the discretion of the Dean of Curriculum Services, in those cases regarding academic appeals, until such time as a decision is reached concerning the disposition of the student's appeal.

A student withdrawn from the clinical portion of a health education course may not be readmitted to the clinical area during the appeals process. Should the appeal outcome favor the student, arrangements shall be made to provide the necessary clinical experience missed by the student. See Health Education Department DISMISSAL POLICY.
If a student wishes to request an appeal, he/she must do so in writing within ten school days following the notification of the action or grade. The student has ten days between each appeal level (i.e., between Department Head and Dean of Curriculum Services). In all cases appeals beyond the departmental level must be in writing. Burden of proof shall rest with the student to refute or disprove any fact or finding.

The Dean of Curriculum Services, in those cases involving academic appeals, shall have ten school days upon proper notification of appeal to make a disposition of the appeal.

If a Faculty Review Board is consulted, the session shall be conducted informally by the Dean of Curriculum Services. Evidence may be submitted to the Board by the student and/or appropriate faculty member(s). Neither the student nor the faculty member(s) may be represented by counsel before the Faculty Review Board.

The decision by the Dean of Curriculum Services shall be final with no institutional appeal beyond this level.

**Non-Academic Appeals**

Any student has the right of appeal regarding grievances resulting from any non-academic action taken by the college. The proper procedure for non-academic appeals is in this order:

1. Departmental conferences with instructor(s) and Department Head;
2. Dean of Student Services, who may refer the appeal to a Student Appeals Committee for a recommendation; and
3. President. The decision of the President regarding non-academic appeals is final.

Any appeal beyond the departmental level must be in writing. Grounds for an appeal shall be based solely upon the record and shall be limited to one or more of the following:

1. that the findings are not supported by substantial evidence;
2. that a fair hearing was not afforded the individual; and/or
3. that the discipline imposed was inappropriate.

Any student may remain enrolled in class at the discretion of the Dean of Student Services, in those cases regarding non-academic appeals, until such time as a decision is reached concerning the disposition of the student’s appeal.

A student withdrawn from the clinical portion of a health education course may not be readmitted to the clinical area during the appeals process. Should the appeal outcome favor the student, arrangements shall be made to provide the necessary clinical experience missed by the student. See Health Education Department DISMISSAL POLICY.
If a student wishes to request an appeal, he/she must do so in writing within ten school days following the notification of the perceived inappropriate action by the college and the student has ten days between each appeals level (i.e., between the Department Head, the Dean of Student Services and President). In all cases, appeals beyond the departmental level (i.e., the Dean of Student Services and the President) must be in writing. Burden of proof shall rest with the student to refute or disprove any fact or finding.

The Dean of Student Services and the President, in those cases regarding non-academic appeals, shall each have ten school days beyond proper written notification of appeals to make a disposition of the non-academic appeal. The decision by the President shall be final with no institutional appeal beyond this level.

TRAFFIC REGULATIONS

Students are expected to drive carefully and courteously and abide by all North Carolina and James Sprunt Community College traffic regulations while on campus. A speed limit of 15 miles per hour will be observed by all vehicles while on campus. Students are expected to display the JSCC parking tag at all times.

STUDENT ON-CAMPUS PARKING PROCEDURES

Vehicle Parking Tags

All JSCC students (including on-campus ABE/GED/Adult High School, EMT-Basic, EMT-Intermediate, EMT-Paramedic, CNA and Pharmacology students) must have a parking tag in their vehicle while on JSCC campus. The tag must be visible, hanging from rear view mirror, facing outward at all times. Failure to do so may result in a student not being allowed to park on campus grounds.

If parking tag is lost or stolen, $5.00 must be paid for a replacement. Also, $5.00 must be paid for the re-issuance of an ID card because the tag number and ID number are the same.

In order to obtain a parking tag, students must go to the SGA Office and see the Recruiter/SGA Advisor.

Parking Tickets

Parking tickets are issued by the JSCC Security staff. A copy of the ticket is kept in the office of the Dean of Student Services.

Speed Limit on campus is 15 mph.

Parking is not acceptable in the following cases:

1. Parking on grass unless designated.
2. Parking in Disabled/Handicapped parking without proper tag being visible in windshield hanging from rear view mirror.
3. Parking in NO Parking space/area (Highlighted in yellow).
4. Taking up 2 parking spaces. Only one (1) space per vehicle.
5. Parking in **College Vehicle Only** designed parking spaces.
8. Parking in **Recognition Parking** spaces (i.e., Faculty Council, Phi Theta Kappa, or Campus Security).

**INSTITUTIONAL GRADUATION REQUIREMENTS**

Graduation exercises are conducted once each year following the spring term. **All requirements must be met prior to the official graduation date of James Sprunt Community College.** The requirements are:

1. A grade point average of 2.0 ("C") or above must be earned in all courses required in the chosen curriculum of study and a cumulative average of 2.0 ("C") or above must be earned on all course work taken.

2. All financial obligations to the college must be met (i.e., graduation fee, library fines, parking violations, etc.);

3. A grade point average of 3.50 or higher must be achieved in all courses required in the student’s major in order for the student to be eligible to graduate with honors.

4. Graduates must have earned at James Sprunt Community College or through a consortium program with James Sprunt Community College at least 25% of the hours required in their curriculum program(s). These hours may not include hours earned through credit by examination.

5. Application for graduation must be made and the graduation fee paid during a specified time as published by the Student Services Office (which is normally during the early part of spring semester). The application can be obtained from the Student Services Office.

**ASSOCIATE DEGREE NURSING GRADUATION REQUIREMENTS**

In addition to the above Institutional Graduation Requirements, Associate Degree Nursing graduates must meet the following requirements:

1. The student must have passed the required general education courses prescribed in the curriculum with an overall grade point average of "C", and the student must have passed the required nursing courses prescribed in the curriculum with a minimum grade of "C" in each course.

2. The student must have a 2.0 ("C") in each college-level science and math courses.

3. The student’s performance of nursing care in the clinical areas must be judged as satisfactory by the nursing faculty.
PRACTICAL NURSING GRADUATION REQUIREMENTS

In addition to the above Institutional Graduation Requirements, Practical Nursing graduates must meet the following requirements:

1. The student must have passed the required general education courses prescribed in the curriculum with an overall grade point average of "C" (2.00) and the student must have passed the required Practical Nursing courses prescribed in the curriculum with a minimum grade of "C" in each course.

2. The student's performance in the clinical areas must have an overall satisfactory evaluation.

GRADUATION PERSISTENCE RATES

Based on a cohort of 123 first-time, full-time certificate-, diploma-or degree-seeking students who began in fall 2003, the college has determined that 48% of those students were persistent in completing their goals by either graduation or transferring out.

STUDENT RESPONSIBILITIES

Students are responsible for the proper completion of their academic program, for familiarity with all requirements of the curriculum from which they intend to graduate, for maintaining the grade average required and at all times knowing their academic standing, and for meeting all other degree requirements. Their advisors will counsel them, but the final responsibility remains that of the student.

Students are required to have knowledge of and observe all regulations pertaining to campus life and student behavior. They are responsible for maintaining communications with James Sprunt Community College by keeping on file with the Office of Admissions at all times their current address and telephone number.

James Sprunt Community College is not responsible for damage or theft of personal items or equipment brought to on- or off-campus sites.

STUDENT RIGHTS

Students are free to pursue their educational goals. Appropriate opportunities for learning in the classroom and on the campus shall be provided by the college. Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

Students have the right to freedom of expression, inquiry, and assembly without restraint or censorship subject to reasonable and non-discriminatory rules and regulations regarding time, place, and manner. Freedom of expressions must conform to generally recognized community standards of decency and morality.
Students have the right to inquire about and to propose improvement in policies, regulations and procedures affecting the welfare of students through established student government procedures, campus committees, and college officers.

The Family Educational Rights and Privacy Act of 1974 provides safeguards regarding the confidentiality of an access to student records, and this Act will be adhered to by the college. See the section on "Student Records" for further information.

No disciplinary sanctions other than temporary removal from class or an activity may be imposed upon any student without due process. Due process procedures are established to guarantee a student accused of a student code of conduct violation the right of a hearing, a presentation of charges, evidence for charges, the right to present evidence, the right to have witnesses on one's behalf and to hear witnesses on behalf of the accuser(s), the right to counsel, and the right of appeal.

Grade Appeal - Students have the right to appeal an assigned final course grade within ten (10) working days after the postmarked date of the grade. Students must follow the student procedures outlined under "Student Academic Appeals".

JAMES SPRUNT COMMUNITY COLLEGE
2005-2006 PERFORMANCE MEASURES AND STANDARDS

In February 1999, the NC State Board of Community Colleges adopted twelve performance measures for accountability as mandated by the NC General Assembly (GS 115-D – 31.3, section 9.7). These accountability measures and performance standards are the cornerstone of public accountability for each of North Carolina’s community colleges.

Each performance measure has a description/definition of the standard, the level to be achieved, and the college’s performance for that year. Additional information on the performance measures is available from the JSCC Office of Research, Planning and Institutional Effectiveness. The reporting year for the measures below is 2005-2006 based on data from 2004-2005.

1. Progress of Basic Skills Students: This indicator measures the progress of basic skills students through the basic skills program. Basic skills students include all adult literacy students. The percentage of students who progress is based on three measures: 1) progressing within the level, 2) completing the level entered or a predetermined goal, and 3) completing the level entered and advancing to a higher level. The standard for progress is 75 percent. JSCC’s performance level was 80 percent.
2. **Performance of College Transfer Students**: The purpose of this measure is to compare the performance of community college associate degree students who transfer to public NC universities with students native to the 4-year institution. There are two measures for this standard. One compares the performance of college transfer degree recipients at the end of two semesters to the performance of native juniors. The other compares the performance of college transfer students completing at least 24 hours but not a degree to the performance of native sophomores. These two groups are combined for this analysis, and there must be at least ten students to have this measure reported for accountability. Data include only those students who transferred to one of the 16 institutions of the UNC System, as reported by the UNC General Administration. The standard is the equivalent on UNC native students. JSCC's performance was 90 percent.

3. **Passing Rates for Licensure and Certification**: This measure reports the percentage of first-time test takers passing an examination required for North Carolina licensure or certification prior to practicing in the profession. There are two standards to be met for this measure: an aggregate passage rate of 80 percent, plus no passage rate below 70 percent for any single program. JSCC's aggregate passage rate for ten programs was 93 percent.

4. **Passing Rate of Students in Developmental Courses**: This measure reports the percentage of students who complete developmental English, mathematics and reading courses with a grade of “C” or better. The standard is a 70 percent passage rate for all developmental courses. For JSCC students the passage rate was 86 percent.

5. **Success Rate of Developmental Students in Subsequent College-Level Courses**: This measure provides evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies and to pass curriculum courses. The performance standard for the measure is that there will be no statistically significant difference in the performance of developmental students when compared to non-developmental students. JSCC met this standard because it had a 90 percent success rate among developmental students versus a 94 percent success rate among non-developmental students.

6. **Program Enrollment**: This measure is the three-year average enrollment in each curriculum program. The performance standard is a three-year average annual headcount minimum of ten students. All of JSCC’s programs met this standard.

7. **Student Satisfaction of Program Completers and Non-Completers**: This indicator reports the proportion of graduates and early-leavers who indicate by survey responses that the quality of the college’s programs
and services met or exceeded their expectations. The standard is that 90 percent of combined respondents will report satisfaction with the quality of the college’s programs and services. For JSCC, 98 percent of respondents indicated satisfaction.

8. **Goal Completion of Program Completers and Non-Completers**: This standard measures the proportion of graduates of certificate, diploma and degree programs who report that their primary goal in attending the program has been met. The standard for this measure is 90 percent. For JSCC, the response was 99 percent of program completers indicating goals met.

9. **Curriculum Student Retention and Graduation**: This standard is a composite measure of the number of students completing a curriculum program with a certificate, diploma or degree; and the number who have not completed a program, but who are continuing enrollment in either a curriculum or occupational extension program. The performance standard for this measure is 60 percent of the fall semester cohort of students enrolled in degree granting curriculum programs, tracked to the subsequent fall semester. For JSCC, 72 percent of students either graduated or re-enrolled the subsequent fall.

10. **Employer Satisfaction**: This standard is intended to determine the satisfaction level of organizations whose employees have been trained through the community college and is measured by survey responses indicating that expectations have been met. The performance standard is that 85 percent of employers will indicate satisfaction with the preparation of community college students. For JSCC, 93 percent of employers indicated satisfaction with the preparation of community college students.

11. **Employment Status of Graduates**: This standard measures the proportion of JSCC graduates who are employed within one year of their last attendance. The performance standard is 95 percent of completers, adjusted for the local unemployment rate. The employment rate for JSCC completers was 99 percent.

12. **Client Satisfaction with Customized Training**: This measure is intended primarily to determine the satisfaction of organizations who received services from the community college. It is the percentage of a sample of businesses/industries indicating that their expectations have been met. The performance standard for this indicator is 85 percent. For JSCC, 100 percent of businesses/industries surveyed indicated satisfaction with services provided.
STUDENT SERVICES

The purpose of Student Services is that of admissions; counseling; testing; maintaining student records; assisting in housing; arranging loans, grants, and scholarships; student activities; and job placement.

Social development is an important part of James Sprunt’s total education program. A planned program of student activities is available to all students, which includes the Student Government Association, clubs, dances, cookouts, concerts, lectures, and intramural and intercollegiate sports.

The Strickland Student Center, located at the center of the campus, offers dining, movies, TV and gamerooms, as well as areas for study or quiet conversation.

Active participation in extracurricular activities is encouraged as it provides students with many opportunities for leadership and personal growth and enables them to become aware of their fullest potential. Students will not be excluded from membership in any organization because of race, color, religion, age, sex, or disability except in such instances where age, sex, or disability may be a bonafide reason for such exclusion.

GUIDANCE AND COUNSELING

Counseling plays an important part in the student’s adjustment to the college environment. It is a means by which the student may integrate those elements of his/her education which lead to personal development and self-evaluation. The counselor attempts to assist students in their individual growth and with the identification of significant patterns of interest and experiences. To accomplish these purposes, individual counseling, objective testing, and special orientation activities aid students with the transition to college and allow them to benefit from their college experience and also to begin the process of sound vocational choices.

TESTING

A battery of placement tests is administered on campus to applicants of all programs. Special students (those not working toward a diploma or degree) may take up to 12 credit hours in courses other than math and English or courses that have math or English prerequisites before being tested. This battery consists of tests designed to measure reading, English and mathematics skills. The results of these tests are used to assist the student and college personnel in planning an appropriate program of study for each student. A testing session is scheduled a minimum of once each month, and applicants are advised in advance by mail of the dates and times of testing.

Diploma or certificate applicants who do not have a high school diploma or the equivalent will be required to complete special aptitude testing.

Scholastic Aptitude Test (SAT) scores of 480 on verbal and 440 on math will be accepted in lieu of the college placement tests if the SAT scores are not over five years old.
The ACT Assessment Test may be substituted for the ASSET test if an applicant scores 18 or better on English, mathematics, and reading if the ACT scores are not over five years old.

Additional tests in the areas of achievement, intelligence, vocational interest and aptitude, and personality are available and are administered individually on request by the student or by recommendation of a faculty member with the consent of the student. The counselor will interpret these tests upon request.

**FACULTY ADVISOR**

Each student will be assigned an advisor in his/her major field who will assist in planning a schedule to meet his/her educational needs and counsel with him/her concerning any related problems that may arise. Evening students on campus are normally assigned as their advisor the lead instructor of the program in which they are enrolling. The evening students at the Wallace-Rose Hill Center are normally assigned as their advisor a full-time instructor who is assisted by the Coordinator of Evening and Weekend Services. Students are encouraged to visit their advisor periodically. Full-time faculty have regular office hours each week to meet with students. The days and times are posted on office doors. Advisors may be available at other times by appointment.

**STUDENT RECORDS**

The Family Educational Rights and Privacy Act of 1974 is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the college will maintain the confidentiality of student educational records.

James Sprunt Community College accords all the rights under the law to students who are declared independent. No one outside the College shall have access to nor will the college disclose any information from students’ educational records without the written consent of students except to personnel within the college, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a lawfully issued judicial or *Ex Parte* order, and to persons in an emergency in order to protect the health or safety of students or other persons. All of these exceptions are permitted under the Act.

Within the James Sprunt Community College community, only those members, individually or collectively, acting in the student’s educational interest are allowed access to student educational records. These members include personnel in the Student Services Office, the Office of the Dean of Curriculum Services, the Office of the Dean of Administrative and Fiscal Services, the Office of the Dean of College Advancement, instructors and advisors, the President and members of the Board of Trustees and other academic personnel within the limitations of their need to know.
At its discretion the college may provide Directory Information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates and/or days of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold Directory Information by notifying the Admission Specialist in writing within two weeks after the first day of class for a fall term or for the first term in which the student is enrolled.

Request for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Directory Information must be filed annually in the Office of Admissions. The college assumes that failure on the part of any student to file a request for nondisclosure indicates approval for disclosure.

The student’s permanent record normally contains the application, transcript(s), transfer credit evaluation (if applicable), test scores, registration forms, grade reports, and may contain some financial aid information.

Any additional information concerning the Family Educational Rights and Privacy Act of 1974 may be obtained in the Office of Admissions.

RETENTION AND DISPOSITION OF RECORDS

Retention and Disposition of records maintained by the Registrar's Office is handled in accordance with the schedules published in the Public Records Retention and Disposition Schedule as prepared by the North Carolina Community College System and the State Board of Community Colleges for institutions in the Community College System. A copy of this document is maintained in the Registrar's Office.

HOUSING FACILITIES

The college does not have dormitory facilities. Students wishing to live away from home must arrange their own living accommodations. The college will aid a student in securing housing but does not assume responsibility for the supervision of such housing. For further information on housing, please contact Student Services.

PLACEMENT

James Sprunt Community College provides both educational and job placement assistance. These placement services are provided to assist the graduate in employment with industry, business, and other areas. The Career Center maintains an active file on prospective employers and provides employers with personal data sheets on students seeking employment. Prospective employers are invited to the campus to present their employment opportunities.

Educational placement is available to those transferring to other colleges within the North Carolina Community College System, to junior or senior
colleges or universities, and other institutions. A lifetime Placement Service is available to all students at any time without cost. The college assists in every possible way to secure the position for which the student is best qualified.

Students interested in securing part-time employment off campus should contact or visit the Career Center in the McGowen Building. Every effort is made to assist the student with employment needs. The college provides these services without regard to age, race, color, religion, sex, disability, political affiliation or national origin. Please contact the Placement Coordinator for further information.

HEALTH SERVICES AND INSURANCE

The college does not provide medical, hospital, or surgical services and does not assume responsibility for injuries incurred by students when taking part in sports, physical activity courses, class or student activities. Medical services are available at the emergency room in the nearby Duplin General Hospital in Kenansville. Ambulance service will be available upon request. A doctor is on call 24 hours a day at the hospital.

All curriculum students are covered under a group accident policy funded by student activity fees and vending revenues. Contact the Dean of Student Services for information. Coverage is available to Continuing Education students at minimum cost. All Health Education students at the college will carry individual liability insurance paid for by the individual. First aid kits are located in the Student Services Office and in the shop areas for minor treatment.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association represents one of the most active organizations on campus where students receive practical experience in responsible democratic citizenship through participation in a program of self-government. The Student Government Association is designed to promote the general welfare of the college in a democratic fashion and to facilitate communication between the student body, the faculty, the staff, and the administration. The Student Government Association provides a means through which students can promote interest in student activities both on and off campus.

The student body elects a president, vice president, and secretary in the spring semester of each year. A senate of representatives from each program of study is elected in the fall to serve with the executive leadership. All students who have paid the student activity fee are members of the Student Government Association.

AMBASSADOR PROGRAM

The James Sprunt Community College Ambassador Program consists of an honorary group of students who have been nominated by faculty and staff to represent the college at special events on campus and in the community.
Each Ambassador must have completed a successful interview with the screening committee, have at least a 3.0 grade point average, and be a full-time student.

**STUDENT ORGANIZATIONS**

The following organizations are active on campus:

**STUDENT NURSES ASSOCIATION**—The Student Nurses Association is an organization affiliated with state and national associations designed to help future nurses develop an interest in their profession. The organization aims to encourage the student nurse to promote and maintain high educational and professional standards and provides opportunity for exchange of ideas and broadening the scope of education among students. Members are invited to attend and take part in local meetings and state and national conventions.

**ART CLUB**—The Art Club is a non-profit organization open to students campus wide who are interested in the preservation and appreciation of the arts. Any student with an interest in the arts is encouraged to join. Activities are funded through fund raising events sponsored by the Art Club. The Club is sponsored by the Advertising and Graphic Design Department.

**NATIONAL VOCATIONAL-TECHNICAL HONOR SOCIETY**—The National Vocational-Technical Honor Society is a non-profit organization for outstanding students enrolled in occupational programs. These students may attend secondary schools, vo-tech centers, technical and community colleges, private occupational training institutions or colleges with occupational majors. The purposes of this organization are to reward student achievement; to encourage scholastic excellence, skill development, honesty, service, leadership, citizenship, and individual responsibility; to help member schools build and maintain effective partnerships with local business and industry; and to cultivate and champion a stronger, more positive image for occupational, vo-tech education in America.

**PHI THETA KAPPA**—James Sprunt Community College instituted a chapter of Phi Theta Kappa, an international honor society for two-year colleges, in 1995. In 1929, Phi Theta Kappa was designated as the official honor society of America’s two-year colleges by the American Association of Community and Junior Colleges. To be eligible for this honor, a student must be enrolled in a two-year college, have completed at least twelve hours of course work towards an associate degree, have a grade point average of at least 3.50, have established a record of academic excellence, be of good moral character and possess qualities of good citizenship.

**ATHLETICS AND INTRAMURAL SPORTS**

Intramural sports are encouraged and provided for students by the college. These include co-ed softball and co-ed volleyball. The college also encourages student participation in district field days which are held periodically.
BOOKSTORE

The James Sprunt Community College bookstore is owned and operated by the college for the convenience of students, faculty, and staff. It is operated as a self-supporting department of the school. College textbooks and supplies are handled at the bookstore under the following policies and procedures:

Sales Returns—Sales returns will be made only under the following circumstances:

1. A defective book is sold.
2. A book is sold to the student through error by college personnel.
3. A book is returned within two weeks following registration day.

ALL RETURNED TEXTBOOKS MUST BE IN ORIGINAL CONDITION AND ACCOMPANIED BY A SALES RECEIPT.

Upon accepting a sales return, the sales personnel will ascertain whether the book was sold for cash or on a third-party account. If the book was sold on a third-party account, credit will be made to the account.

If the book was sold for cash, the sales personnel will complete a “Request for Voucher” form, have the student sign the form, and forward the form to the Business Office. The Business Office will issue a check for the refund during the next regular run of checks. Refunds normally take two to four weeks.

Used Books—Since textbooks are expensive and represent a sizable portion of a student’s educational investment, the bookstore does try to obtain used textbooks for students to purchase when possible. Used books are sold on a first-come, first-served basis.

STUDENT CENTER AND FOOD SERVICES

The James F. Strickland Student Center represents a major commitment to improving student life. The Student Center, dedicated in May 1987, houses the college’s Student Services division, including curriculum Admissions and Records, Financial Aid, and Counseling offices. Student Government offices and the office of the Student Activities Coordinator are also housed in this building. An addition to the Center completed in 2000 houses the Student Support Services Program and Upward Bound Program.

In the Student Center are rooms for relaxation and study, games, and television and movie viewing. A spacious commons area occupies the center of the building. The east wing of the Student Center houses the student bookstore and the cafeteria. The cafeteria, operated by an independent contractor, normally operates from 8:00 a.m. to 2 p.m. A sandwich menu is available during all these hours. A plate lunch is also available between 11 a.m. and 2 p.m. and vending services are available after 2 p.m. Also located in the Student Center is the office of the Coordinator of Evening and Weekend Services.
The Student Center is open from 7:30 a.m. to 10 p.m. Mondays through Thursdays, and from 7:30 a.m. to 4 p.m. on Fridays.

**DRESS**

Students are expected to maintain good personal dress and grooming that is consistent with college life and/or industry. Students are expected to conform to regulations concerning special dress, grooming, and safety devices as required by the college.

**STUDENT PARTICIPATION IN SCHOOL ACTIVITIES**

Students are encouraged to participate in institutionally sanctioned activities. It is recognized that the participation in extra-curricular activities is of paramount importance to the total education of the student. Nevertheless, guidelines should be established which may aid both the student and the faculty/staff in establishing the acceptable limits of participation. The following items are established as the general guidelines affecting student participation in school-sanctioned activities:

1. The student must remain in good academic standing as indicated by the current institutional catalog;

2. Students must obtain prior approval from each instructor to be excused from class. Events will be publicized in the staff bulletin one week prior to the event. A list of participants who were present at the event will be publicized in the next staff bulletin or circulated to appropriate college personnel.

3. It is expected that activities scheduled by the college will be held during times which conflict less with scheduled classes. It is realized that games played at other institutions are scheduled at the convenience of that institution. Care should be taken to avoid missing classes in scheduling the departure time for travel to games at other institutions.

4. A student may be excused for sanctioned student activities for no more than 20 per cent of classes of each course in which he/she is enrolled each semester. Students are responsible for all materials and work missed.

**GRADUATION ORDERS**

Orders for class rings, caps and gowns, and graduation invitations may be made through the Student Services Office. Notices will be posted for ordering dates.

**SOCIAL AND CULTURAL ACTIVITIES**

Social events are a very important part of college life, and these events, such as informal dances, are planned and sponsored each semester by the Student Government Association. Clubs and professional organizations are encouraged and may be a part of the student’s total cultural and professional development.
Students are encouraged to participate in the cultural activities sponsored by the Student Government Association. Art exhibits are displayed periodically by the art students of James Sprunt Community College. James Sprunt Community College encourages each student to participate in the cultural events provided for them.

**STUDENT ACTIVITIES**

Each student is given the opportunity to participate in extra-curricular activities in the areas of education, athletic, and other student activities. James Sprunt Community College encourages each student to participate in the events provided for them.

**STUDENT ID PROCEDURES**

**Student ID's**

All students (including on campus ABE/GED/Adult High School, EMT-Basic, EMT-Intermediate, EMT-Paramedic, CNA and Pharmacology students) **must** have a picture ID.

The first JSCC student ID is issued free of charge to the student.

The student ID **must be worn at all times** (picture facing outward) while on campus.

The ID's will be made during the first two (2) weeks of initial enrollment. Students must go to the SGA Office and see the Recruiter/SGA Advisor for an ID. Posters will be placed around campus to alert students of available days and times for ID appointments.

The student ID is used for Library services and **must be shown for attendance at events and activities** (i.e., Fall Fest and Spring Fling). It will also be used for admittance to the TV and Pool Rooms.

Students without JSCC student ID's will not be permitted to use the TV and Pool Rooms.

At the time the ID is issued, a parking tag will also be issued.

**Student ID Replacement Cost**

$5.00

- Replacement student ID.
- Replacement of parking tag.

**Student ID Fines**

$5.00

- Student having ID but not visible for security.
- Student having parking tag not visible for security.
HONORS AND AWARDS

PRESIDENT’S LIST—A student who has earned a grade point average of 4.0 (all "A"s) and has earned a minimum of 12 semester hours of credit in any one semester will qualify for the President’s List. Grades of "B", "C", "D", "F", "CS", and "I" will exclude a student from this list.

DEAN’S LIST—A student who has earned a grade point average of 3.50-3.99 and has earned a minimum of 12 semester hours of credit in any one semester with no grade below a "B" will qualify for the Dean’s List. Grades of "C", "D", "F", "CS", and "I" will exclude a student from this list.

HONOR ROLL—A student who has earned a grade point average of 3.00-3.49 and has earned a minimum of 12 semester hours of credit in any one semester with no grade below a "B" will qualify for the Honor Roll. Grades of "C", "D", "F", "CS", and "I" will exclude a student from this list.

HIGHEST HONOR STUDENT—DIPLOMA PROGRAMS—This award is given to the graduating student in a diploma program who has earned the highest grade point average in all class work required in the student’s major at James Sprunt Community College.

HIGHEST HONOR STUDENT—ASSOCIATE DEGREE PROGRAMS—This award is given to the graduating student in an associate degree program who has earned the highest grade point average in all class work required in the student’s major at James Sprunt Community College.

FAISON W. McGOWEN SCHOLARSHIP AWARD—This award is given to the graduating student who, in the opinion of the James Sprunt Community College faculty, has best exemplified the characteristics of scholarship, leadership, and citizenship, and has steadfastly stood as a true example of the spirit of James Sprunt Community College.

WHO’S WHO AMONG STUDENTS IN AMERICAN JUNIOR COLLEGES—Students selected for this honor are chosen on the basis of academic performance, service to the community and College, and potential for future social contribution. Nominees, who are recommended by the faculty, must be second-year students in an associate degree program who will be graduating during the current academic year in which they are nominated.
PROGRAMS OF STUDY

ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAMS
COLLABORATIVE PROGRAMS
DIPLOMA AND CERTIFICATE PROGRAMS
COLLEGE TRANSFER PROGRAM
  Associate in Arts
  Associate in Science
GENERAL EDUCATION PROGRAM
  Associate in General Education
CONTINUING EDUCATION
SPECIAL PROGRAMS
PROGRAMS

*Two-Year Associate in Applied Science Degree
  Accounting  
  Advertising and Graphic Design  
  Agribusiness Technology  
  Applied Animal Science Technology  
  Applied Animal Science Tech. - Swine Management Concentration  
  Associate Degree Nursing  
  Business Administration  
  Computer Information Technology - Application Track  
  Computer Information Technology - Networking Track  
  Cosmetology  
  Criminal Justice Technology  
  Early Childhood Education  
  Early Childhood Education- Teacher Associate  
  Medical Assisting  
  Office Systems Technology  
  Viticulture and Enology Technology

Diploma Programs (At least one year)
  Accounting  
  Advertising and Graphic Design  
  Applied Animal Science Tech. - Swine Management Concentration  
  Cosmetology  
  Electrical/Electronics Technology  
  General Occupational Technology  
  Office Systems Technology  
  Practical Nursing  
  Welding Technology

*General Education - College Transfer
  Associate in Arts Degree  
  Transfer Core Diploma - Associate in Arts  
  Associate in Science Degree  
  Transfer Core Diploma - Associate in Science  
  Associate in General Education Degree

*Collaborative Programs
  **Biotechnology  
  **Physical Therapist Assistant

Certificate (Less than one year)
  Accounting Clerk  
  Applied Animal ScienceTech. - Swine Management Concentration  
  ***Automotive Systems Technology  
  Basic Law Enforcement Training  
  Business Computer Applications  
  Computerized Accounting Clerk
Cost Accounting Clerk
Cosmetology Instructor
Early Childhood Administrator
Early Childhood Worker
****Electrical/Electronics Technology
***Foodservice Technology
   General Occupational Technology
   Human Services Department Programs
   Infant & Toddler Care
   Information Technology Networking
***Masonry
   Phlebotomy
   Viticulture and Enology Technology
   Web Design
****Welding Technology
   Word Processing

Division of Continuing Education
   Adult Basic Education
   Adult High School Diploma Program
   Basic Skills
   Community Services
   Compensatory Education Program
   Emergency Medical Service Training
   English as a Second Language (ESL)
   Evening Programs
   Fire Service Training
   Focused Industrial Training Center
   High School Diploma Equivalency (GED)
   Industrial Services
   Law Enforcement In-Service Training
   Occupational Extension
   Small Business Center
   Supervisory Training

Special Programs
   Academic Support Center
   Basic General Education Program
   Duplin County Center for Leadership Development
   Educational Talent Search Project
   James Sprunt Community College Career Center
   Mount Olive College Transfer Agreement
   Student/Community Leadership Training Program
   Student Support Services
   Upward Bound Program
   Wachovia Partnership East Program
   Dual Enrollment Program With Fayetteville State University
* Any student who does not demonstrate adequate proficiency in reading, mathematics, and English will be required to take basic general education courses.

** This program is offered through a collaborative agreement with one or more colleges. Please see section on Collaborative Programs in the "Programs of Study" section in this catalog for further information.

*** The program is offered only at the Duplin County Correctional Center.

**** This program is currently offered at the Duplin County Correctional Center and on campus.
ASSOCIATE DEGREE PROGRAMS
ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAMS

ACCOUNTING
ADVERTISING AND GRAPHIC DESIGN
AGRIBUSINESS TECHNOLOGY
APPLIED ANIMAL SCIENCE TECHNOLOGY
APPLIED ANIMAL SCIENCE TECHNOLOGY - SWINE MANAGEMENT CONCENTRATION
ASSOCIATE DEGREE NURSING
BUSINESS ADMINISTRATION
COMPUTER INFORMATION TECHNOLOGY - APPLICATION TRACK
COMPUTER INFORMATION TECHNOLOGY - NETWORKING TRACK
COSMETOLOGY
CRIMINAL JUSTICE TECHNOLOGY
EARLY CHILDHOOD EDUCATION
EARLY CHILDHOOD EDUCATION - TEACHER ASSOCIATE
MEDICAL ASSISTING
OFFICE SYSTEMS TECHNOLOGY
VITICULTURE AND ENOLOGY TECHNOLOGY
COLLABORATIVE PROGRAMS
ACCOUNTING
Associate in Applied Science Degree
A25100
CURRICULUM DESCRIPTION

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

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

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.

### TYPICAL COURSE SEQUENCE

#### COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Hours</th>
<th>Per Week</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class</td>
<td>Lab</td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115</td>
<td>Success &amp; Study Skills</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 115</td>
<td>Mathematical Models</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OST 122</td>
<td>Office Computations</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>OST 131</td>
<td>Keyboarding</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 121</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>ACC 131</td>
<td>Federal Income Taxes</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CIS 111</td>
<td>Basic PC Literacy</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ECO 151</td>
<td>Survey of Economics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 251</td>
<td>Prin of Microeconomics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 252</td>
<td>Prin of Macroeconomics</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>Argument-Based Research</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Humanities or Fine Arts Elective*</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>
### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 140</td>
<td>Payroll Accounting</td>
<td>2</td>
</tr>
<tr>
<td>ACC 220</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>3</td>
</tr>
<tr>
<td>ENG 115</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social or Behavioral Science Elective**</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 150</td>
<td>Accounting Software Applications</td>
<td>2</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACC 225</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 225</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>CTS 230</td>
<td>Advanced Spreadsheet</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Free Elective****</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

**The Social or Behavioral Science elective must be chosen from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>
***Co-op Option: Qualified students may elect to take two (3) credit hours of Cooperative Work Experience (COE 111 and COE 121 and COE 131 or COE 111 and COE 112 or COE 113) in lieu of the free elective.

**** The Free elective must be chosen from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 137</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>BUS 153</td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>BUS 260</td>
<td>Business Communication</td>
<td></td>
</tr>
<tr>
<td>CTS 125</td>
<td>Presentation Graphics</td>
<td></td>
</tr>
<tr>
<td>DBA 110</td>
<td>Database Concepts</td>
<td></td>
</tr>
<tr>
<td>MKT 120</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 123</td>
<td>Fundamentals of Selling</td>
<td></td>
</tr>
<tr>
<td>MKT 220</td>
<td>Advertising &amp; Sales Promotion</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 72**

---

Diploma

**D25100**

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120</td>
<td>Principles of Financial Accounting</td>
<td>3 2 4</td>
</tr>
<tr>
<td>BUS 115</td>
<td>Business Law I</td>
<td>3 0 3</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Basic PC Literacy</td>
<td>1 2 2</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MAT 115</td>
<td>Mathematical Models</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 122</td>
<td>Office Computations</td>
<td>1 2 2</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121</td>
<td>Principles of Managerial Accounting</td>
<td>3 2 4</td>
</tr>
<tr>
<td>ACC 131</td>
<td>Federal Income Taxes</td>
<td>2 2 3</td>
</tr>
<tr>
<td>ACC 150</td>
<td>Accounting Software Applications</td>
<td>1 2 2</td>
</tr>
<tr>
<td>BUS 225</td>
<td>Business Finance</td>
<td>2 2 3</td>
</tr>
<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>2 2 3</td>
</tr>
<tr>
<td>ECO 151</td>
<td>Survey of Economics</td>
<td>3 0 3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 251</td>
<td>Principles of Microeconomics</td>
<td>3 0 3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 252</td>
<td>Principles of Macroeconomics</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td>Free Elective****</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 38**
# Computerized Accounting Clerk

**Certificate**

**C25100C1**

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120 Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>OST 122 Office Computations</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT:</strong></td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 140 Payroll Accounting</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ACC 150 Accounting Software Applications</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CTS 130 Spreadsheet</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT:</strong></td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 15**

# Accounting Clerk

**Certificate**

**C25100C2**

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120 Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>OST 122 Office Computations</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT:</strong></td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121 Principles of Managerial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>CTS 130 Spreadsheet</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT:</strong></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 15**

# Cost Accounting Clerk

**Certificate**

**C25100C3**

<table>
<thead>
<tr>
<th>FIRST SEMESTER</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120 Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT:</strong></td>
<td><strong>4</strong></td>
<td><strong>4</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND SEMESTER</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 121 Principles of Managerial Accounting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ACC 225 Cost Accounting</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>CTS 130 Spreadsheet</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT:</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 16**
The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

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

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

**TYPICAL COURSE SEQUENCE**

**COURSE AND HOUR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115 Success and Study Skills</td>
<td>0 2 1</td>
<td>1</td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
<td>3 0 3</td>
<td>3</td>
</tr>
<tr>
<td>DES 115 Color Theory</td>
<td>2 2 3</td>
<td>3</td>
</tr>
<tr>
<td>GRD 110 Typography I</td>
<td>2 2 3</td>
<td>3</td>
</tr>
<tr>
<td>GRD 121 Drawing Fundamentals I</td>
<td>1 3 2</td>
<td>2</td>
</tr>
<tr>
<td>GRD 141 Graphic Design I</td>
<td>2 4 4</td>
<td>4</td>
</tr>
<tr>
<td>GRD 151 Computer Design Basics I</td>
<td>1 4 3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>11 17 19</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **SECOND SEMESTER**                       |                |
| GRA 255 Image Manipulation I              | 1 3 2          |
| GRD 111 Typography II                     | 2 2 3          |
| GRD 131 Illustration I                     | 1 3 2          |
| GRD 142 Graphic Design II                  | 2 4 4          |
| GRD 152 Computer Design Techniques I       | 1 4 3          |
| Natural Science or Math Elective**         | 3 0 3          |
|                                          | **10 16 17**   |                |
### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 115</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>GRA 256</td>
<td>Image Manipulation II</td>
<td>1</td>
</tr>
<tr>
<td>GRD 153</td>
<td>Computer Design Techniques II</td>
<td>1</td>
</tr>
<tr>
<td>GRD 241</td>
<td>Graphic Design III</td>
<td>2</td>
</tr>
<tr>
<td>GRD 132</td>
<td>Illustration II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Behavioral or Social Science Elective***</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRD 145</td>
<td>Design Applications*</td>
<td>0</td>
</tr>
<tr>
<td>GRD 242</td>
<td>Graphic Design IV</td>
<td>2</td>
</tr>
<tr>
<td>GRD 265</td>
<td>Digital Print Production</td>
<td>1</td>
</tr>
<tr>
<td>GRD 280</td>
<td>Portfolio Design</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Humanities or Fine Arts Elective****</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

*Co-op Option: Qualified students may elect to take one (1) credit hour of Cooperative Work Experience (COE 111) in lieu of GRD 145.*

**The Natural Science or Math elective must be chosen from the following courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110</td>
<td>Principles of Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111</td>
<td>General Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 140</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 163</td>
<td>Basic Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 168</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
</tr>
<tr>
<td>CHM 135</td>
<td>Survey of Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHM 151</td>
<td>General Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Mathematical Measurement</td>
<td>2</td>
</tr>
<tr>
<td>MAT 115</td>
<td>Mathematical Models</td>
<td>2</td>
</tr>
<tr>
<td>PHY 110</td>
<td>Conceptual Physics</td>
<td>3</td>
</tr>
</tbody>
</table>

***The Social or Behavioral Science elective must be chosen from the following courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>
The Humanities or Fine Arts elective must be chosen from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 130</td>
<td>Basic Drawing</td>
<td>0</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 68**
# Diploma D30100

## FIRST SEMESTER
- **GRD 110** Typography I 2 2 3
- **GRD 141** Graphic Design I 2 4 4
- **GRD 151** Computer Design Basics I 1 4 3
- **MAT 115** Mathematical Models 2 2 3
- **OR**
  - **CIS 110** Introduction to Computers 2 2 3

## SECOND SEMESTER
- **ENG 111** Expository Writing 3 0 3
- **OR**
  - **ENG 115** Oral Communications 3 0 3
- **GRA 255** Image Manipulation I 1 3 2
- **GRD 142** Graphic Design II 2 4 4
- **GRD 152** Computer Design Techniques I 1 4 3

## THIRD SEMESTER
- **GRD 153** Computer Design Techniques II 1 4 3
- **GRA 256** Image Manipulation II 1 3 2
- **GRD 241** Graphic Design III 2 4 4

## FOURTH SEMESTER
- **GRD 242** Graphic Design IV 2 4 4
- **GRD 265** Digital Print Production 1 4 3
- **GRD 280** Portfolio Design 2 4 4

## TOTAL SEMESTER HOURS CREDIT: 45
AGRICULTURAL TECHNOLOGY
Associate in Applied Science Degree
A15100

CURRICULUM DESCRIPTION

The Agribusiness Technology curriculum is designed to prepare individuals for careers in the agribusiness segment of the agricultural industry. It provides an understanding of basic business concepts and principles as they relate to the agricultural industry.

Students will learn the principles of organization and management in agricultural businesses and the application of these principles in agricultural production. Students will also learn the basic principles of our economic system and government policies and programs relating to agriculture.

Graduates should qualify for a variety of jobs in agricultural businesses such as equipment, feed, and agricultural supply sales, store management, farm operations, and office management of agricultural products marketing firms.

TYPICAL COURSE SEQUENCE

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115 Success and Study Skills</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>AGR 140 Agricultural Chemicals</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>AGR 170 Soil Science</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ANS 110 Animal Science</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>BUS 110 Introduction to Business*</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>13</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGR 160 Plant Science</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ANS 150 Animal Health Management</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ECO 151 Survey of Economics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ENG 115 Oral Communication</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MAT 115 Mathematical Models</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>14</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 115 College Accounting</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>AGR 150 Ag-O-Metrics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>AGR 214 Agricultural Marketing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>BUS 115 Business Law I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Humanities or Fine Arts Elective**</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>15</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>
**FOURTH SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 212</td>
<td>Farm Business Management</td>
<td>3</td>
</tr>
<tr>
<td>AGR 213</td>
<td>Ag Law and Finance</td>
<td>3</td>
</tr>
<tr>
<td>AGR 261</td>
<td>Agronomy</td>
<td>2</td>
</tr>
<tr>
<td>BUS 153</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Social or Behavioral Science Elective***</td>
<td>3</td>
</tr>
</tbody>
</table>

*Co-op Option: Qualified students may elect to take three (3) credit hours of Cooperative Work Experience (COE 111 and COE 121 and COE 131 or COE 111 and COE 112 or COE 113) in lieu of BUS 110.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

***The Social or Behavioral Science elective must be chosen from the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 67**
The Applied Animal Science Technology curriculum is designed to prepare students for careers in the production, processing, and distribution of livestock and poultry and their products according to scientific principles essential to efficient and profitable operation.

Students should learn skills necessary for the operation of efficient and profitable livestock enterprises. Coursework includes production practices, animal health, nutrition, reproduction, and management.

Graduates are qualified for entry-level jobs as herd or flock managers, field service persons, feed salespersons, equipment salespersons, feed mill workers, and buyers of poultry and livestock.

### TYPICAL COURSE SEQUENCE

**COURSE AND HOUR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115 Success &amp; Study Skills</td>
<td>0 2 1</td>
<td></td>
</tr>
<tr>
<td>ANS 110 Animal Science</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ANS 115 Animal Feeds and Nutrition</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>ANS 140 Swine Production</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>BUS 110 Introduction to Business</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13 6 16</td>
<td></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANS 116 Intro to Equine Ind</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ANS 150 Animal Health Management</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>BUS 137 Principles of Management</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1 2 2</td>
<td></td>
</tr>
<tr>
<td>ENG 115 Oral Communication</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>MAT 115 Mathematical Models</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 4 17</td>
<td></td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE 113 Co-op Work Experience I</td>
<td>0 30 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 30 3</td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGR 150 Ag-O-Metrics</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>AGR 214 Agricultural Marketing</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ANS 130 Poultry Production</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>ANS 180 Equine Production</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>BUS 115 Business Law I</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 4 16</td>
<td></td>
</tr>
</tbody>
</table>
# FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 212</td>
<td>Farm Business Management</td>
<td>3</td>
</tr>
<tr>
<td>ANS 120</td>
<td>Beef Production</td>
<td>2</td>
</tr>
<tr>
<td>SPA 111</td>
<td>Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Fine Arts Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Behavioral/Social Science Elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

**The Social or Behavioral Science elective must be chosen from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Semester Hours Credit: 67
Swine Management is a concentration under the curriculum title of Applied Animal Science Technology. This curriculum is designed to provide students with an understanding of current production and management practices being utilized in the swine industry.

Students are taught skills necessary for operating an efficient and profitable swine enterprise. Course work includes production practices, swine health, reproduction, housing, records management, waste management, and personnel management.

Graduates should qualify for employment opportunities in the swine industry such as owners/operators, farm managers, department supervisors, field service representatives, and waste management technicians.

### Typical Course Sequence

#### Course and Hour Requirements

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115 Success &amp; Study Skills</td>
<td>0 2 1</td>
<td></td>
</tr>
<tr>
<td>ANS 110 Animal Science</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ANS 115 Animal Feeds and Nutrition</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>ANS 140 Swine Production</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1 2 2</td>
<td></td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11 8 15</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANS 142 Swine Records and Analysis</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>ANS 143 Swine Health Management</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>ANS 144 Swine Housing and Waste Management</td>
<td>4 0 4</td>
<td></td>
</tr>
<tr>
<td>ECO 151 Survey of Economics</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ENG 115 Oral Communication</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14 4 16</strong></td>
<td></td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE 113 Coop Work Experience I</td>
<td>0 30 3</td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGR 150 Ag-O-Metrics</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>AGR 214 Agricultural Marketing</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ANS 130 Poultry Production</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>ANS 240 Swine Production Issues</td>
<td>2 0 2</td>
<td></td>
</tr>
</tbody>
</table>
BUS 115 Business Law I 3 0 3
Humanities or Fine Arts Elective* 3 0 3

16 2 17

FIFTH SEMESTER
AGR 212 Farm Business Management 3 0 3
ANS 120 Beef Production 2 2 3
ANS 150 Animal Health Management 3 0 3
BUS 153 Human Resource Management 3 0 3
MAT 115 Mathematical Models 2 2 3
Social or Behavioral Science Elective** 3 0 3

16 4 18

*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 113 American 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
REL 221 Religion in America 3 0 3

**The Social or Behavioral Science elective must be chosen from the following courses:

HIS 121 Western Civilization I 3 0 3
HIS 122 Western Civilization II 3 0 3
HIS 131 American History I 3 0 3
HIS 132 American History II 3 0 3
PSY 150 General Psychology 3 0 3
SOC 210 Introduction to Sociology 3 0 3
SOC 220 Social Problems 3 0 3

TOTAL SEMESTER HOURS CREDIT: 69
### Diploma

**D1528B**

**FIRST SEMESTER**
- ANS 110 Animal Science  3  0  3
- ANS 115 Animal Feeds and Nutrition  2  2  3
- ANS 140 Swine Production  2  2  3
- CIS 111 Basic PC Literacy  1  2  2
- ENG 111 Expository Writing  3  0  3

**SECOND SEMESTER**
- ANS 120 Beef Production  2  2  3
- ANS 142 Swine Records and Analysis  2  2  3
- ANS 143 Swine Health Management  2  2  3
- ANS 144 Swine Housing and Waste Management  4  0  4
- ANS 150 Animal Health Management  3  0  3

**THIRD SEMESTER**
- ANS 130 Poultry Production  2  2  3
- BUS 153 Human Resource Management  3  0  3
- ENG 115 Oral Communications  3  0  3
- MAT 115 Mathematical Models  2  2  3

**TOTAL SEMESTER HOURS CREDIT: 42**

### Certificate

**C1528B**

**FIRST SEMESTER**
- ANS 140 Swine Production  2  2  3
- CIS 111 Basic PC Literacy  1  2  2

**SECOND SEMESTER**
- ANS 142 Swine Records and Analysis  2  2  3
- ANS 143 Swine Health Management  2  2  3
- ANS 144 Swine Housing and Waste Management  4  0  4

**TOTAL SEMESTER HOURS CREDIT: 15**
The Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings.

Courses will include content related to the nurse's role as provider of nursing care, as manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a Registered Nurse. Employment opportunities include hospitals, long-term care facilities, clinics, physicians' offices, industry, and community agencies.

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.

New applicants:

1. Applicants to the Associate Degree Nursing Program must take the Nursing Entrance Test (NET) admissions test and score a composite percentile score of 50 or better with a reading score of at least 59 and a math score of at least 69. The NET admissions test may be taken only two times annually. 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. 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 MAT 110 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.**

3. 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.

4. Satisfactory completion (with a grade of "C" or better) 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.

5. Satisfactory completion (with a grade of "C" or better) 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.

6. 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.

ADMISSIONS POLICY FOR LICENSED PRACTICAL NURSES

Applicants to the JSCC ADN program who are currently licensed as LPN's must meet all of the admission criteria for the ADN program.

Licensed Practical Nurses may apply for advanced placement and if accepted, take NUR 189 (Nursing Transition). Admissions will be on a space available basis unless admitted with the fall class. Licensed Practical Nurses may challenge or receive advanced placement for NUR 110 and NUR 120.

See section on Admissions for general admission requirements for enrollment in an associate degree program.

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

In extenuating circumstances, policies may be waived by the Department Head with the approval of the Dean of Curriculum Services.

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.

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, math, and biology course is required prior to entering the next nursing course and a grade of "C" or better is required in NUR 220 prior to graduation.

2. Students must be enrolled in BIO 168 and CIS 111 and MAT 110 concurrently with NUR 110 unless they have completed them prior to entering NUR 110.

3. Students must be enrolled in BIO 169 and PSY 150 concurrently with NUR 120 unless they have completed them prior to entering NUR 120.

4. Students must be enrolled in ENG 111 and PSY 241 concurrently with NUR 130 unless they have completed them prior to entering NUR 130.

5. Students must be enrolled in ENG 112 concurrently with NUR 210 unless they have completed it prior to entering NUR 210.

6. Students must be enrolled in a humanities/fine arts elective and PE elective concurrently with NUR 220 unless they have completed them prior to entering NUR 220.

7. A student may repeat a nursing course only upon approval of the Health Education Admissions Committee.

8. 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.

At a minimum the student will be required to repeat the nursing course in which he/she was not successful. The student may audit previously completed nursing courses if space is available.

Each student applying for readmission must:

1. Meet current admission criteria. Students will be admitted on a first-come, space-available basis according to rank (GPA on nursing curriculum courses).

2. Meet requirements of the progression policy. The progression policy is outlined above.
3. Have a 2.0 or higher grade point average on all required general education courses completed for the Associate Degree Nursing Program prior to re-entry and be in good academic standing according to the academic retention requirements.

4. Submit up-to-date physical statement showing evidence of sound physical and mental health, including immunizations required by clinical agencies.

5. Submit a letter of recommendation from a faculty member for both the theory and clinical components of the course in which the student was not successful. Letter(s) to be requested prior to the end of the next semester following the interruption of studies.

6. Show evidence of current Student Liability Insurance at the time of readmission.

7. Submit evidence of current American Heart Association Health Care Provider Level of CPR certification with AED.

LIMITATIONS

Students who have been unsuccessful (received a grade of "W", "D" or "F") in the Associate Degree Nursing Program will not be re-admitted without review by the Health Education Admissions Committee. Any student who has not been re-admitted within twelve (12) months after leaving the program must repeat the entire nursing curriculum and must follow the regular admissions procedures (the same as new students). A student may only have two admissions to the nursing programs within a five-year period. After that time, a student may request admission beginning with the first semester.

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Per</th>
<th>Week</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 168 Anatomy and Physiology</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Hours</td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Mathematical Measurement</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NUR 110</td>
<td>Nursing I</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 169</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>NUR 120</td>
<td>Nursing II</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>NUR 130</td>
<td>Nursing III</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 112</td>
<td>Argument-Based Research</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>NUR 210</td>
<td>Nursing IV</td>
<td>5</td>
<td>3</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>FIFTH SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 220</td>
<td>Nursing V</td>
<td>4</td>
<td>3</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Humanities/Fine Arts Elect**</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Physical Education Elective(s)***</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
*** The Physical Education Elective(s) must be chosen from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 110</td>
<td>Fit and Well for Life</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PED 111</td>
<td>Physical Fitness I</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PED 112</td>
<td>Physical Fitness II</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PED 113</td>
<td>Aerobics I</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PED 114</td>
<td>Aerobics II</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PED 130</td>
<td>Tennis-Beginning</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>PED 131</td>
<td>Tennis-Intermediate</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 73**
ASSOCIATE DEGREE NURSING TRANSITION - TRANSITION OPTION FOR LICENSED PRACTICAL NURSES

This option is designed for Licensed Practical Nurses who wish to earn an Associate in Applied Science Degree in Nursing. Program options include entering into the generic daytime program or completing coursework during the evenings and weekends as scheduled.

The curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings.

Courses will include content related to the nurse's role as a provider of nursing care, as a manager of care, as a member of the discipline of nursing, and as a member of the interdisciplinary team.

Applicants who, if accepted, are currently licensed practical nurses may apply for advanced placement and take NUR 189 Nursing Transition course. Admission to the ADN program will be based on the following requirements and on a space-available basis:

1. Complete a JSCC application and complete all admission requirements for the generic ADN program. Deadline for applications and for meeting admissions requirements will be September 15 for Spring Semester consideration. NOTE: Applications meeting admission requirements after this date will be considered if space is available. Please contact the Health Education Department for information about the weekend/evening option application deadline.

2. Submit all official college and high school transcripts.

3. Have a current unrestricted LPN license.

4. Schedule an appointment with the Department Head - Health Education for advance placement consideration and review of program requirements.

5. Submit the ADN-Transition Option Application that was provided during the meeting with the Department Head.

6. Submit a letter of recommendation from a nursing supervisor. This letter must state that you have worked full-time or equivalent for at least 6 months as an LPN.

7. Complete all ADN program first semester general education requirements: BIO 168, CIS 111, and MAT 110. NOTE: Second semester general education requirements of BIO 169 and PSY 150 must be completed by the time the student has completed NUR 189.

8. Complete NUR 189 with a grade of "C" or better.

Provisional acceptance to the ADN program will be on a space available basis. Full acceptance will be given upon completion of the following:

1. Evidence of a complete physical examination documented on the institutional form and dated within one year of acceptance. Evidence of sound physical and mental health should be validated and documented on the institutional form. Immunizations must be completed as required and documented on the medical form and according to the clinical requirements.

2. Completion of current American Heart Association CPR certification (Health Care Provider Level with AED).

3. 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 results, the student would be unable to progress in the program. (Information for completing this process will be provided upon provisional acceptance.)

4. Purchase of student liability insurance annually.

5. Refer to other policies that apply to the Associate Degree Nursing program.

### TYPICAL COURSE SEQUENCE
#### COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Hours</th>
<th>Per Week</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER</td>
<td>BIO 168 Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHM 092 Fundamentals of Chemistry*</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CIS 111 Basic PC Literacy</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>MAT 110 Mathematical Measurement</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>9</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td>BIO 169 Anatomy and Physiology II</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PSY 150 General Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 189 Nursing Transition</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>7</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>THIRD SEMESTER</td>
<td>PSY 241 Developmental Psychology</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 111 Expository Writing</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 130 Nursing III</td>
<td>4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>10</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>
### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 112</td>
<td>Argument-Based Research</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 210</td>
<td>Nursing IV</td>
<td>5</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 220</td>
<td>Nursing V</td>
<td>4</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Humanities/Fine Arts Elect</strong></td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>*<strong>Physical Education Elect</strong></td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>9</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

*CHM 092 or its equivalent is a pre-requisite admission requirement that must be completed prior to entering NUR 189.

**See list of Humanities/Fine Arts Electives on Page 120.

***See list of Physical Education Electives on Page 121.

**TOTAL SEMESTER HOURS CREDIT: 59**
BUSINESS ADMINISTRATION
Associate in Applied Science Degree
A25120

CURRICULUM DESCRIPTION

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions and 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.

TYPICAL COURSE SEQUENCE
COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115 Success &amp; Study Skills</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ACC 120 Principles of Financial Accounting</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>BUS 115 Business Law I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MAT 115 Mathematical Models</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>OST 122 Office Computations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>OST 131 Keyboarding</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 121 Principles of Managerial Accounting</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>ACC 131 Federal Income Taxes</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>BUS 153 Human Resource Management</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ECO 151 Survey of Economics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 251 Principles of Microeconomics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 252 Principles of Macroeconomics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>ENG 112 Argument-Based Research</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>
### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 140</td>
<td>Payroll Accounting</td>
<td>1 2 2</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Business Communication</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MKT 120</td>
<td>Principles of Marketing</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MKT 220</td>
<td>Advertising and Sales Promotion*</td>
<td>3 0 3</td>
</tr>
<tr>
<td>OST 136</td>
<td>Word Processing</td>
<td>1 2 2</td>
</tr>
<tr>
<td></td>
<td>Humanities or Fine Arts Elective**</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Hours Credit:</strong> 14 4 16</td>
<td></td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 137</td>
<td>Principles of Management</td>
<td>3 0 3</td>
</tr>
<tr>
<td>BUS 225</td>
<td>Business Finance</td>
<td>2 2 3</td>
</tr>
<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>2 2 3</td>
</tr>
<tr>
<td>ENG 115</td>
<td>Oral Communication</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MKT 123</td>
<td>Fundamentals of Selling*</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td>Social or Behavioral Science Elective***</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Semester Hours Credit:</strong> 16 4 18</td>
<td></td>
</tr>
</tbody>
</table>

*Co-op Option: Qualified students may elect to take three (3) credit hours of Cooperative Work Experience (COE 111 and COE 121 and COE 131 or COE 111 and COE 112 or COE 113) in lieu of either MKT 123 or MKT 220.

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

- ART 111 Art Appreciation
- ART 114 Art History Survey I
- ART 115 Art History Survey II
- ART 116 Survey of American Art
- DRA 111 Theatre Appreciation
- HUM 121 The Nature of America
- HUM 122 Southern Culture
- MUS 110 Music Appreciation
- MUS 112 Introduction to Jazz
- MUS 113 American Music
- REL 110 World Religions
- REL 211 Introduction to Old Testament
- REL 212 Introduction to New Testament
- REL 221 Religion in America

***The Social or Behavioral Science elective must be chosen from the following courses:**

- HIS 121 Western Civilization I
- HIS 122 Western Civilization II
- HIS 131 American History I
- HIS 132 American History II
- PSY 150 General Psychology
- SOC 210 Introduction to Sociology
- SOC 220 Social Problems

**TOTAL SEMESTER HOURS CREDIT: 70**
The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

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

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

### TYPICAL COURSE SEQUENCE

<table>
<thead>
<tr>
<th>COURSE AND HOUR REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Class</strong></td>
</tr>
<tr>
<td>ACA 115 Success &amp; Study Skills*</td>
</tr>
<tr>
<td>ECO 151 Survey of Economics</td>
</tr>
<tr>
<td>BUS 110 Introduction to Business</td>
</tr>
<tr>
<td>CIS 110 Introduction to Computers</td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
</tr>
<tr>
<td>MAT 115 Mathematical Models</td>
</tr>
<tr>
<td>NET 110 Networking Concepts</td>
</tr>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Class</strong></td>
</tr>
<tr>
<td>CIS 115 Introduction to Programming and Logic</td>
</tr>
<tr>
<td>CTS 125 Presentation Graphics</td>
</tr>
<tr>
<td>CTS 130 Spreadsheets</td>
</tr>
<tr>
<td>DBA 110 Database Concepts</td>
</tr>
<tr>
<td>NOS 110 Operating System Concepts</td>
</tr>
<tr>
<td>SEC 110 Security Concepts</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
</tr>
</tbody>
</table>

---

132
### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS 120</td>
<td>Hardware/Software Support</td>
<td>2 3 3</td>
</tr>
<tr>
<td>CTS 135</td>
<td>Integrated Software Intro</td>
<td>2 4 4</td>
</tr>
<tr>
<td>CTS 285</td>
<td>Systems Analysis and Design</td>
<td>3 0 3</td>
</tr>
<tr>
<td>DBA 115</td>
<td>Advanced Database Applications</td>
<td>2 2 3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Argument Based Research</td>
<td>3 0 3</td>
</tr>
<tr>
<td>NOS 140</td>
<td>Windows Single User</td>
<td>2 2 3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14 11 19</strong></td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS 230</td>
<td>Advanced Spreadsheet</td>
<td>2 2 3</td>
</tr>
<tr>
<td>CTS 289</td>
<td>System Support Project</td>
<td>1 4 3</td>
</tr>
<tr>
<td>NOS 230</td>
<td>Windows Admin I</td>
<td>2 2 3</td>
</tr>
<tr>
<td>WEB 110</td>
<td>Internet/Web Fundamentals</td>
<td>2 2 3</td>
</tr>
<tr>
<td></td>
<td>Humanities or Fine Arts Elective**</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td>Social or Behavioral Science Elective***</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>13 10 18</strong></td>
</tr>
</tbody>
</table>

*Co-op Option: Qualified students may elect to take one (1) credit hour of Cooperative Work Experience (COE 111 or COE 121, or COE 131) in lieu of ACA 115 Success & Study Skills.

**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 113 American 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
- REL 221 Religion in America 3 0 3

***The Social or Behavioral Science elective must be chosen from the following courses:

- HIS 121 Western Civilization I 3 0 3
- HIS 122 Western Civilization II 3 0 3
- HIS 131 American History I 3 0 3
- HIS 132 American History II 3 0 3
- PSY 150 General Psychology 3 0 3

**Total Semester Hours Credit: 74**
### Certificate
#### Business Computer Applications

**C25260IS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
</tr>
<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>2</td>
</tr>
<tr>
<td>DBA 110</td>
<td>Database Concepts</td>
<td>2</td>
</tr>
<tr>
<td>CTS 135</td>
<td>Integrated Software Introduction</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electives*</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 16**

*Electives must be chosen from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS 125</td>
<td>Presentation Graphics</td>
<td>2</td>
</tr>
<tr>
<td>NOS 110</td>
<td>Operating System Concepts</td>
<td>2</td>
</tr>
<tr>
<td>WEB 110</td>
<td>Internet/Web Fundamentals</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 16**

### Certificate
#### Information Technology Networking

**C25260SN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
</tr>
<tr>
<td>NOS 110</td>
<td>Operating System Concepts</td>
<td>2</td>
</tr>
<tr>
<td>NET 125</td>
<td>Networking Basics</td>
<td>1</td>
</tr>
<tr>
<td>NET 126</td>
<td>Routing Basics</td>
<td>1</td>
</tr>
<tr>
<td>NET 225</td>
<td>Routing and Switching</td>
<td>1</td>
</tr>
<tr>
<td>NET 226</td>
<td>Routing and Switching II</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 18**

### Certificate
#### Web Design

**C25260WD**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 110</td>
<td>Introduction to Computers</td>
<td>2</td>
</tr>
<tr>
<td>CIS 115</td>
<td>Introduction to Programming and Logic</td>
<td>2</td>
</tr>
<tr>
<td>WEB 110</td>
<td>Internet/Web Fundamentals</td>
<td>2</td>
</tr>
<tr>
<td>CTS 125</td>
<td>Presentation Graphics</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 12**
## TYPICAL COURSE SEQUENCE

### COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACA 115 Success &amp; Study Skills*</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>BUS 110 Introduction to Business</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIS 110 Introduction to Computers</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 111 Expository Writing</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT 115 Mathematical Models</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NET 125 Networking Basics</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social or Behavioral Science Elective**</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>14</strong></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CIS 115 Introduction to Programming and Logic</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CTS 130 Spreadsheet</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DBA 110 Database Concepts</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NET 126 Routing Basics</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NOS 110 Operating System Concepts</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SEC 110 Security Concepts</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>12</strong></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CTS 120 Hardware/Software Support</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CTS 135 Integrated Software Intro</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CTS 285 Systems Analysis and Design</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENG 112 Argument Based Research</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NET 225 Routing and Switching I</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NOS 130 Windows Single User</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>13</strong></td>
<td><strong>19</strong></td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CTS 230 Advanced Spreadsheet</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CTS 289 System Support Project</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NET 226 Routing and Switching II</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NOS 230 Windows Admin I</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WEB 110 Internet/Web Fundamentals</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities or Fine Arts Elective***</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>11</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
*Co-op Option: Qualified students may elect to take one (1) credit hour of Cooperative Work Experience (COE 111 or COE 121, or COE 131) in lieu of ACA 115 Success & Study Skills.

**The Social or Behavioral Science elective must be chosen from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 74**
COSMETOLOGY
Associate in Applied Science Degree
A55140

CURRICULUM DESCRIPTION

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

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

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

Students who do not score at least 36 on the English (writing) section and 36 on the reading section of the ASSET test will be required to take ENG 080 and/or RED 080 prior to being admitted into the program. Students who score at least 41 on the reading and English (writing) sections of the test will be exempt from ENG 101 (in the diploma program) by request.

TYPICAL COURSE SEQUENCE

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115</td>
<td>Success &amp; Study Skills</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>COS 111</td>
<td>Cosmetology Concepts I</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>COS 112</td>
<td>Salon I</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COS 113</td>
<td>Cosmetology Concepts II</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>COS 114</td>
<td>Salon II</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>ENG 115</td>
<td>Oral Communications</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>24</td>
<td>15</td>
</tr>
</tbody>
</table>
### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 113</td>
<td>Computer Basics</td>
<td>0</td>
</tr>
<tr>
<td>COS 115</td>
<td>Cosmetology Concepts III</td>
<td>2</td>
</tr>
<tr>
<td>COS 116</td>
<td>Salon III</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 117</td>
<td>Cosmetology Concepts IV</td>
<td>0</td>
</tr>
<tr>
<td>COS 118</td>
<td>Salon IV</td>
<td>0</td>
</tr>
<tr>
<td>MAT 115</td>
<td>Mathematical Models</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

### FIFTH SEMESTER

<table>
<thead>
<tr>
<th>Elective</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/Behavioral Science Elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Humanities/Fine Arts Elective *</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cosmetology Elective Hours***</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

**The Social or Behavioral Science elective must be chosen from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>
***Choose eight (8) cosmetology elective hours from the following list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 119</td>
<td>Esthetics Concepts I</td>
<td>2</td>
</tr>
<tr>
<td>COS 121</td>
<td>Manicuring/Nail Technology I</td>
<td>4</td>
</tr>
<tr>
<td>COS 223</td>
<td>Contemporary Hair Coloring</td>
<td>1</td>
</tr>
<tr>
<td>COS 224</td>
<td>Trichology and Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>COS 240</td>
<td>Contemporary Design</td>
<td>1</td>
</tr>
<tr>
<td>COS 260</td>
<td>Design Applications</td>
<td>1</td>
</tr>
<tr>
<td>COS 271</td>
<td>Instructor Concepts I</td>
<td>5</td>
</tr>
<tr>
<td>COS 272</td>
<td>Instructor Practicum I</td>
<td>0</td>
</tr>
<tr>
<td>COS 273</td>
<td>Instructor Concepts II</td>
<td>5</td>
</tr>
<tr>
<td>COS 274</td>
<td>Instructor Practicum II</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 66

Diploma

D55140

FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 111</td>
<td>Cosmetology Concepts I</td>
<td>4</td>
</tr>
<tr>
<td>COS 112</td>
<td>Salon I</td>
<td>0</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Applied Communications I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 113</td>
<td>Cosmetology Concepts II</td>
<td>4</td>
</tr>
<tr>
<td>COS 114</td>
<td>Salon II</td>
<td>0</td>
</tr>
<tr>
<td>MAT 101</td>
<td>Applied Mathematics I*</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 113</td>
<td>Computer Basics</td>
<td>0</td>
</tr>
<tr>
<td>COS 115</td>
<td>Cosmetology Concepts III</td>
<td>4</td>
</tr>
<tr>
<td>COS 116</td>
<td>Salon III</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 117</td>
<td>Cosmetology Concepts IV</td>
<td>2</td>
</tr>
<tr>
<td>COS 118</td>
<td>Salon IV</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 48

A certificate in Cosmetology may be earned taking the following courses part time during the evening hours.
**TYPICAL COURSE SEQUENCE**

**FIRST SEMESTER**
- COS 111A Cosmetology Concepts I 2 0 2
- COS 112A Salon I 0 12 4
  
**SECOND SEMESTER**
- COS 111B Cosmetology Concepts I 2 0 2
- COS 112B Salon I 0 12 4

**THIRD SEMESTER**
- COS 113A Cosmetology Concepts II 2 0 2
- COS 114A Salon II 0 12 4

**FOURTH SEMESTER**
- COS 113B Cosmetology Concepts II 2 0 2
- COS 114B Salon II 0 12 4

**FIFTH SEMESTER**
- COS 115A Cosmetology Concepts III 2 0 2
- COS 116A Salon III 0 6 2

**SIXTH SEMESTER**
- COS 115B Cosmetology Concepts III 2 0 2
- COS 116B Salon III 0 6 2
- COS 117 Cosmetology Concepts IV 2 0 2
  
**TOTAL SEMESTER HOURS CREDIT: 34**

The following Cosmetology courses may also be taken in the evening if working toward a diploma:

- COS 118A Salon IV 0 12 4
- COS 118B Salon IV 0 9 3

*Students may substitute 3 hours from the following courses for the MAT 101 requirement:

- PSY 101 - Applied Psychology
- PSY 150 - General Psychology
- SOC 210 - Introduction to Sociology
- SOC 220 - Social Problems
CRIMINAL JUSTICE TECHNOLOGY
Associate in Applied Science Degree
A55180

CURRICULUM DESCRIPTION

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections and security 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.

TYPICAL COURSE SEQUENCE

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
<td>Credit</td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115</td>
<td>Success &amp; Study Skills</td>
<td>0 2 1</td>
<td></td>
</tr>
<tr>
<td>CJC 111</td>
<td>Introduction to Criminal Justice</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>CJC 112</td>
<td>Criminology</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>CJC 141</td>
<td>Corrections</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 2 16</td>
<td></td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 111</td>
<td>Basic PC Literacy</td>
<td>1 2 2</td>
<td></td>
</tr>
<tr>
<td>CJC 113</td>
<td>Juvenile Justice</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>CJC 132</td>
<td>Court Procedure and Evidence</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>CJC 231</td>
<td>Constitutional Law</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ENG 115</td>
<td>Oral Communication</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I*</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II*</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 2 17</td>
<td></td>
</tr>
<tr>
<td>THIRD SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJC 131</td>
<td>Criminal Law</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>CJC 221</td>
<td>Investigative Principles</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>CJC 233</td>
<td>Correctional Law</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>MAT 115</td>
<td>Mathematical Models</td>
<td>2 2 3</td>
<td></td>
</tr>
<tr>
<td>POL 120</td>
<td>American Government</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 4 16</td>
<td></td>
</tr>
</tbody>
</table>
FOURTH SEMESTER

CJC 121  Law Enforcement Operations  3  0  3
CJC 212  Ethics and Community Relations  3  0  3
CJC 222  Criminalistics  3  0  3
CJC 223  Organized Crime  3  0  3
  Humanities or Fine Arts Elective**  3  0  3
  Social or Behavioral Science Elective***  3  0  3

  18  0  18

*Co-op Option: Qualified students may elect to take three (3) credit hours of Cooperative Work Experience (COE 111 and COE 121 and COE 131 or COE 111 and COE 112 or COE 113) in lieu of HIS 131 American History I or HIS 132 American History II.

Students who have completed CJC 100 successfully (Basic Law Enforcement Training) during or after fall 2000 may receive the following course credit in the Criminal Justice Technology Program:

CJC 131  Criminal law  3  0  3
CJC 132  Court Procedure and Evidence  3  0  3
CJC 221  Investigative Principles  3  0  3
CJC 231  Constitutional Law  3  0  3

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

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 113  American 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
REL 221  Religion in America  3  0  3

***The Social or Behavioral Science elective must be chosen from the following courses:

HIS 121  Western Civilization I  3  0  3
HIS 122  Western Civilization II  3  0  3
PSY 150  General Psychology  3  0  3
SOC 210  Introduction to Sociology  3  0  3

TOTAL SEMESTER HOURS CREDIT: 67
EARLY CHILDHOOD EDUCATION  
Associate in Applied Science Degree  
A55220

CURRICULUM DESCRIPTION

The Early Childhood Education curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

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.

TYPICAL COURSE SEQUENCE

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Per</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115 Success and Study Skills</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>EDU 119 Early Childhood Education</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>EDU 131 Child, Family, and Community</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 144 Child Development I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 146 Child Guidance</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 145 Child Development II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 235 School-Age Dev. &amp; Prog.</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>EDU 271 Educational Technology</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 275 Effective Teacher Training</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>EDU 280 Language and Literacy Exp.</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 115 Oral Communication</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115 Mathematical Models</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>*Physical Education Elective</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
### THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 216</td>
<td>Foundations in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 221</td>
<td>Children with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 263</td>
<td>Dev School-Age Prog</td>
<td>2</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Infants, Toddlers and Twos</td>
<td>3</td>
</tr>
<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>***Other Major Hour Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

### FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 111</td>
<td>Co-Op Work Experience I</td>
<td>0</td>
</tr>
<tr>
<td>EDU 151</td>
<td>Creative Activities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 151A</td>
<td>Creative Activities Lab</td>
<td>0</td>
</tr>
<tr>
<td>EDU 153</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EDU 153A</td>
<td>Health, Safety, &amp; Nutrition Lab</td>
<td>0</td>
</tr>
<tr>
<td>EDU 286</td>
<td>Early Childhood Issues</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total Humanities/Fine Arts Elective</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 111</td>
<td>Physical Fitness I</td>
<td>0 3 0 1</td>
</tr>
<tr>
<td>PED 113</td>
<td>Aerobics I</td>
<td>0 3 0 1</td>
</tr>
<tr>
<td>PED 127</td>
<td>Karate</td>
<td>0 3 0 1</td>
</tr>
<tr>
<td>PED 128</td>
<td>Golf-Beginning</td>
<td>0 2 0 1</td>
</tr>
<tr>
<td>PED 130</td>
<td>Tennis - Beginning</td>
<td>0 2 0 1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3 0 0 3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3 0 0 3</td>
</tr>
</tbody>
</table>
***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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Class</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120</td>
<td>Prin. of Financial Accounting</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BUS 110</td>
<td>Introduction to Business</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDU 259</td>
<td>Curriculum Planning</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDU 261</td>
<td>Early Childhood Admin. I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDU 262</td>
<td>Early Childhood Admin. II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 73**

---

Certificate

Early Childhood Worker

C55220C1

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Class</th>
<th>Per Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 119 Early Childhood Education</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EDU 144 Child Development I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 145 Child Development II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Other Major Courses: 4 Hours**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Class</th>
<th>Per Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 151 Creative Activities</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 151A Creative Activities Lab</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS REQUIRED: 14**
Certificate
Early Childhood Administrator
C55220C2

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Per</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 119 Early Childhood Education</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>EDU 144 Child Development I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 145 Child Development II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Major Courses: 6 Hours

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Per</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 261 Early Childhood Admin. I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 262 Early Childhood Admin. II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS REQUIRED: 16

Certificate
Infant/Toddler Care
C55290

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Per</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 119 Intro to Early Child Education</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>EDU 144 Child Development I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 131 Child, Family, &amp; Community</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 153 Health, Safety, &amp; Nutrition</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234 Infants, Toddlers, &amp; Twos</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Major Courses: 1 Hour

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Per</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 153A Health, Safety, &amp; Nutrition Lab</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS REQUIRED: 17
EARLY CHILDHOOD EDUCATION
TEACHER ASSOCIATE
Associate in Applied Science Degree
A5522B

CURRICULUM DESCRIPTION

Teacher Associate is a concentration under the curriculum title of Early Childhood Education. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

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.

TYPICAL COURSE SEQUENCE
COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Per</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACA 115  Success and Study Skills</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CIS 111  Basic PC Literacy</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EDU 119  Early Childhood Education</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>EDU 131  Child, Family, and Community</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDU 144  Child Development I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDU 146  Child Guidance</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENG 111  Expository Writing</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

**19**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours</th>
<th>Per</th>
<th>Lab</th>
<th>Clinical</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 145  Child Development II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDU 235  School-Age Dev. &amp; Prog.</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EDU 271  Educational Technology</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDU 275  Effective Teacher Training</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EDU 280  Language and Literacy Exp.</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>ENG 115  Oral Communication</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115  Mathematical Models</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>*Physical Education Elective</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**20**
## THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 111</td>
<td>Co-Op Work Experience I</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDU 118</td>
<td>Teach Assoc Prin. &amp; Pract.</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 186</td>
<td>Reading and Writing Methods</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 221</td>
<td>Children with Exceptionalities</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 263</td>
<td>Dev School-Age Prog</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EDU 286</td>
<td>Early Childhood Issues</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDU 234</td>
<td>Infants, Toddlers &amp; Twos</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 213</td>
<td>Sociology of the Family</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

## FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE 121</td>
<td>Co-Op Work Experience II</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDU 216</td>
<td>Foundations in Education</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>EDU 151</td>
<td>Creative Activities</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 151A</td>
<td>Creative Activities Lab</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDU 153</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDU 153A</td>
<td>Health, Safety, &amp; Nutrition Lab</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EDU 285</td>
<td>Internship Exp-School Age</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities or Fine Arts Elective</strong></td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 111</td>
<td>Physical Fitness I</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PED 113</td>
<td>Aerobics I</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PED 127</td>
<td>Karate</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PED 128</td>
<td>Golf-Beginning</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>PED 130</td>
<td>Tennis - Beginning</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 75**
MEDICAL ASSISTING
Associate in Applied Science Degree
A45400
CURRICULUM DESCRIPTION

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

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, medical transcription, 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.

The James Sprunt Community College Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Curriculum Review Board of the American Association of Medical Assistants' Endowments (AAMAE).

Individuals desiring a career in medical assisting should take biology, mathematics and keyboarding/computer courses prior to entering the program.

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

ADMISSION REQUIREMENTS

1. Applicant must meet general admission requirements of the college.

2. Applicant must meet admission test scores on the ASSET Test: reading 41, English 41, math 41 and algebra 41. Upon completion of the basic studies course(s), the student will have satisfied the ASSET admissions criteria.

3. Liability insurance is required prior to the clinical component of the curriculum

4. A physical examination is required on the college's medical form, including immunizations, prior to the clinical component of the curriculum.
5. Current American Heart Association or equivalent CPR certification is required prior to the clinical component of the curriculum.

6. Satisfactory completion (with a grade of "C" or better) of high school typing/keyboarding or its equivalent is required for entry into the Medical Assisting program. "Equivalent" means: (1) OST 131 Keyboarding at James Sprunt Community College or (2) a comparable typing/keyboarding course at any other accredited educational institution. Satisfactory completion of typing/keyboarding is required prior to being admitted into the program.

**GRADING AND PROGRESSION**

Students should take the 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 and a grade of "C" is required in MED 218, MED 230, MED 260, MED 262, and MED 276 prior to graduation.

**READMISSION**

A student who wishes to re-enter the Medical Assisting Program must submit a written request to the Department Head for Health Education. The request must include the reason(s) he/she desires re-entry. The request must be received by the end of the next semester following the interruption of the medical assisting courses. A recommendation from the program faculty is required.

At a minimum the student will be required to repeat the medical assisting course in which he/she was not successful. The student may audit or take for credit previously completed medical assisting courses.

Each student applying for readmission must:

1. Meet current admission criteria. Students will be admitted on a space-available basis according to rank (GPA on medical assisting courses).

2. Meet all requirements of the progression policy, if admitted with advanced placement, as outlined in the above Progression Policy.

3. Have a 2.00 ("C") or better grade point average on all required general education courses completed for the Medical Assisting program prior to re-entry.

4. Submit an updated physical examination completed on the institutional form and dated within one year of re-admission acceptance.

5. Submit updated immunization records, including TB skin test.

6. Submit current American Heart Association or equivalent CPR certification.

7. Show evidence of current Student Liability insurance at the time of re-entry (if re-entering a medical assisting course with a clinical rotation.)
Students who have been unsuccessful (received a grade of "W", "D" or "F") in two attempts in the Medical Assisting Program will not be re-admitted without review by the Health Education Admissions Committee. Any student who has not re-enrolled within twelve (12) months after leaving the program will be re-evaluated and must follow regular admission procedures for new students. A student may only have two admissions to the Medical Assisting program within a five-year period. After that time, a student may request admission beginning with the first semester.

**IN VOLUNTARY WITHDRAWAL FROM HEALTH EDUCATION PROGRAMS**

In the event that a Medical Assisting student demonstrates unprofessional behavior or 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.

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

**TYPICAL COURSE SEQUENCE**

**COURSE AND HOUR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER</td>
<td><strong>Course Title</strong></td>
<td><strong>Class</strong></td>
<td><strong>Per Lab</strong></td>
</tr>
<tr>
<td>BIO 163</td>
<td>Basic Anatomy and Physiology</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Basic PC Literacy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MED 110</td>
<td>Orientation to Med Assist.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>MED 121</td>
<td>Medical Terminology I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MED 130</td>
<td>Administrative Office Proc. I</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td><strong>Course Title</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Week</strong></td>
</tr>
<tr>
<td>EN 115</td>
<td>Oral Communication</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Humanities/Fine Arts Elective*</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MED 122</td>
<td>Medical Terminology II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MED 131</td>
<td>Administrative Office Proc. II</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MED 140</td>
<td>Exam Room Procedures I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>OST 136</td>
<td>Word Processing</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td>THIRD SEMESTER</td>
<td><strong>Course Title</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Mathematical Measurement</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MED 150</td>
<td>Laboratory Procedures I</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MED 182</td>
<td>CPR First Aid and Emergency</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MED 232</td>
<td>Medical Insurance Coding</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td>FOURTH SEMESTER</td>
<td><strong>Course Title</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td>MED 112</td>
<td>Orientation to Clinical Setting</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
MED 240 Exam Room Procedures II 3 4 0 5
MED 250 Laboratory Procedures II 3 4 0 5
MED 272 Drug Therapy 3 0 0 3
PSY 150 General Psychology 3 0 0 3

**FIFTH SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 118</td>
<td>Medical Law and Ethics</td>
<td>2 0 0 2</td>
</tr>
<tr>
<td>MED 230</td>
<td>Administrative Office Proc. III</td>
<td>1 2 0 2</td>
</tr>
<tr>
<td>MED 260</td>
<td>MED Clinical Externship</td>
<td>0 0 15 5</td>
</tr>
<tr>
<td>MED 262</td>
<td>Clinical Perspective</td>
<td>1 0 0 1</td>
</tr>
<tr>
<td>MED 276</td>
<td>Patient Education</td>
<td>1 2 0 2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3 0 3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3 0 3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3 0 3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3 0 3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3 0 3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3 0 3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3 0 3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3 0 3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3 0 3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3 0 3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT:** 75
The Office Systems Technology curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government and industry. Job classifications range from entry-level to supervisor to middle management.

<table>
<thead>
<tr>
<th>COURSE AND HOUR REQUIREMENTS</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Hours Per Week</td>
</tr>
<tr>
<td></td>
<td>Class Lab Credit</td>
</tr>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>ACA 115 Success and Study Skills</td>
<td>0 2 1</td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1 2 2</td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MAT 115 Mathematical Models</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 122 Office Computations</td>
<td>1 2 2</td>
</tr>
<tr>
<td>OST 131 Keyboarding</td>
<td>1 2 2</td>
</tr>
<tr>
<td>OST 162 Executive Terminology</td>
<td>3 0 3</td>
</tr>
<tr>
<td>Total</td>
<td>11 10 16</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>BUS 153 Human Resource Management</td>
<td>3 0 3</td>
</tr>
<tr>
<td>ENG 112 Argument-Based Research</td>
<td>3 0 3</td>
</tr>
<tr>
<td>OST 132 Keyboard Skill Building</td>
<td>1 2 2</td>
</tr>
<tr>
<td>OST 164 Text Editing Applications</td>
<td>3 0 3</td>
</tr>
<tr>
<td>OST 181 Introduction to Office Systems*</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 184 Records Management</td>
<td>1 2 2</td>
</tr>
<tr>
<td>Total</td>
<td>13 6 16</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 115 College Accounting</td>
<td>3 2 4</td>
</tr>
<tr>
<td>BUS 115 Business Law I</td>
<td>3 0 3</td>
</tr>
<tr>
<td>BUS 260 Business Communication</td>
<td>3 0 3</td>
</tr>
<tr>
<td>ENG 115 Oral Communication</td>
<td>3 0 3</td>
</tr>
<tr>
<td>OST 134 Text Entry and Formatting</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 136 Word Processing</td>
<td>1 2 2</td>
</tr>
<tr>
<td>Humanities or Fine Arts Elective**</td>
<td>3 0 3</td>
</tr>
<tr>
<td>Total</td>
<td>18 6 21</td>
</tr>
</tbody>
</table>
FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>2</td>
</tr>
<tr>
<td>OST 223</td>
<td>Machine Transcription I</td>
<td>1</td>
</tr>
<tr>
<td>OST 233</td>
<td>Office Publications Design</td>
<td>2</td>
</tr>
<tr>
<td>OST 236</td>
<td>Advanced Word/Information Processing</td>
<td>2</td>
</tr>
<tr>
<td>OST 289</td>
<td>Office Systems Management</td>
<td>2</td>
</tr>
<tr>
<td>Social or Behavioral Science Elective***</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 70**

*Co-op Option: Qualified students may elect to take three (3) hours of Cooperative Work Experience (COE 111, COE 121, and COE 131 or COE 111 and COE 112 or COE 113) in lieu of OST 181.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
</tr>
<tr>
<td>HUM 122</td>
<td>Southern Culture</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

***The Social or Behavioral Science elective must be chosen from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 70**
**Diploma**  
D25360

**FIRST SEMESTER**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA 115</td>
<td>Success and Study Skills</td>
<td>0 2 1</td>
</tr>
<tr>
<td>CIS 111</td>
<td>Basic PC Literacy</td>
<td>1 2 2</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MAT 115</td>
<td>Mathematical Models</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 122</td>
<td>Office Computations</td>
<td>1 2 2</td>
</tr>
<tr>
<td>OST 131</td>
<td>Keyboarding</td>
<td>1 2 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 10 13</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 115</td>
<td>College Accounting</td>
<td>3 2 4</td>
</tr>
<tr>
<td>OST 132</td>
<td>Keyboard Skill Building</td>
<td>1 2 2</td>
</tr>
<tr>
<td>OST 136</td>
<td>Word Processing</td>
<td>1 2 2</td>
</tr>
<tr>
<td>OST 164</td>
<td>Text Editing</td>
<td>3 0 3</td>
</tr>
<tr>
<td>OST 181</td>
<td>Introduction to Office Systems</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 184</td>
<td>Records Management</td>
<td>1 2 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 10 16</td>
</tr>
</tbody>
</table>

**THIRD SEMESTER**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 260</td>
<td>Business Communication</td>
<td>3 0 3</td>
</tr>
<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 134</td>
<td>Text Entry and Formatting</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 233</td>
<td>Office Publications Design</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 236</td>
<td>Advanced Word/Information Processing</td>
<td>2 2 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11 8 15</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 44**

**Word Processing Certificate**  
C25360WP

**FIRST SEMESTER**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 111</td>
<td>Basic PC Literacy</td>
<td>1 2 2</td>
</tr>
<tr>
<td>OST 131</td>
<td>Keyboarding</td>
<td>1 2 2</td>
</tr>
<tr>
<td>OST 164</td>
<td>Text Editing</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 4 7</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTS 130</td>
<td>Spreadsheet</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 136</td>
<td>Word Processing</td>
<td>1 2 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 4 5</td>
</tr>
</tbody>
</table>

**THIRD SEMESTER**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OST 233</td>
<td>Office Publications Design</td>
<td>2 2 3</td>
</tr>
<tr>
<td>OST 236</td>
<td>Advanced Word/Information Processing</td>
<td>2 2 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 4 6</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 18**
VITICULTURE AND ENOLOGY TECHNOLOGY

Associate in Applied Science Degree

A15430

CURRICULUM DESCRIPTION

This curriculum is designed to prepare individuals for various careers in the grape growing and wine making industry. Classroom instruction, practical laboratory applications of viticulture/enology principles and practices are included in the program of study.

Course work in viticulture includes aspects of plant science, vineyard stock selection and propagation, soils, vine nutrition and pest management, planning, layout, economics and management of vineyards. Those interested in enology will receive training in the classroom, laboratory and field in the tools and techniques of wine making. Related courses in microbiology and fermentation science, sensory analysis, winery economics and marketing are offered.

Graduates should qualify for employment opportunities in vineyards, wineries, garden center, greenhouses, related sales and government agencies. Graduates should also be prepared to take the North Carolina Pesticide Applicators Examination and the North Carolina Certified Plant Professional Examination.

TYPICAL COURSE SEQUENCE

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>ACA 115 Success &amp; Study Skills</td>
<td>0 2 1</td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>1 2 2</td>
</tr>
<tr>
<td>ENG 111 Expository Writing</td>
<td>3 0 3</td>
</tr>
<tr>
<td>AGR 170 Soil Science</td>
<td>2 2 3</td>
</tr>
<tr>
<td>VEN 133 Introduction to Winemaking</td>
<td>3 2 4</td>
</tr>
<tr>
<td>VEN 135 Introduction to Viticulture</td>
<td>12 8 16</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>AGR 160 Plant Science</td>
<td>2 2 3</td>
</tr>
<tr>
<td>BUS 137 Principles of Management</td>
<td>3 0 3</td>
</tr>
<tr>
<td>ENG 115 Oral Communication</td>
<td>3 0 3</td>
</tr>
<tr>
<td>MAT 115 Mathematical Models</td>
<td>3 0 3</td>
</tr>
<tr>
<td>VEN 132 Wines of the World</td>
<td>1 2 2</td>
</tr>
<tr>
<td>VEN 138 Vineyard Estab &amp; Develop</td>
<td>3 0 3</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td>15 4 17</td>
</tr>
<tr>
<td>AGR 214 Agricultural Marketing</td>
<td>3 0 3</td>
</tr>
<tr>
<td>BUS 230 Small Business Management</td>
<td>3 0 3</td>
</tr>
<tr>
<td>VEN 134 Grape Harvest</td>
<td>1 0 1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>VEN 136</td>
<td>General Viticulture*</td>
</tr>
<tr>
<td>VEN 237</td>
<td>Wine Grape Production</td>
</tr>
<tr>
<td>Humanities or Fine Arts Elective**</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT: 72</strong></td>
<td></td>
</tr>
</tbody>
</table>

**FOURTH SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VEN 238</td>
<td>Grape Pest/Disease/Disorder</td>
<td>3</td>
</tr>
<tr>
<td>VEN 287</td>
<td>Vineyard Operations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 153</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>SPA 120</td>
<td>Spanish for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>Social or Behavioral Science Elective ***</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT: 16</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Co-op Option: Qualified students may elect to take three (3) credit hours of Cooperative Work Experience (COE 111 and COE 121 and COE 131 or COE 111 and COE 112 or COE 113) in lieu of VEN 136.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 111</td>
<td>Art Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ART 114</td>
<td>Art History Survey I</td>
<td>3</td>
</tr>
<tr>
<td>ART 115</td>
<td>Art History Survey II</td>
<td>3</td>
</tr>
<tr>
<td>ART 116</td>
<td>Survey of American Art</td>
<td>3</td>
</tr>
<tr>
<td>DRA 111</td>
<td>Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>HUM 121</td>
<td>The Nature of America</td>
<td>3</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Introduction to Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS 113</td>
<td>American Music</td>
<td>3</td>
</tr>
<tr>
<td>REL 110</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>REL 211</td>
<td>Introduction to Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 212</td>
<td>Introduction to New Testament</td>
<td>3</td>
</tr>
<tr>
<td>REL 221</td>
<td>Religion in America</td>
<td>3</td>
</tr>
</tbody>
</table>

***The Social or Behavioral Science elective must be chosen from the following courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 121</td>
<td>Western Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122</td>
<td>Western Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>American History I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 132</td>
<td>American History II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220</td>
<td>Social Problems</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 72**
Certificate

C15430

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 230</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>VEN 133</td>
<td>Introduction to Winemaking</td>
<td>3</td>
</tr>
<tr>
<td>VEN 135</td>
<td>Introduction to Viticulture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VEN 132</td>
<td>Wines of the World</td>
<td>1</td>
</tr>
<tr>
<td>VEN 138</td>
<td>Vineyard Estab &amp; Develop</td>
<td>3</td>
</tr>
<tr>
<td>VEN 238</td>
<td>Grape Pests/Disease/Disorder</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 18**
COLLABORATIVE PROGRAMS

James Sprunt Community College, in collaboration with several other colleges in the region, has a specific number of slots in the programs listed below. Students may complete the majority of the general education courses at James Sprunt Community College and may apply for transfer to the affiliating college for completion of the major courses. Applicants interested in the programs listed below should contact the Admissions Office.

CURRICULUM DESCRIPTIONS

BIOTECHNOLOGY

The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

Course work emphasizes biology, chemistry, mathematics, and technical communications. The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist; laboratory technician/instrumentation technician; and quality control/quality assurance technician.

Graduates may find employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

PHYSICAL THERAPIST ASSISTANT

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under the supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates may be eligible to take the licensure examination administered by the NC Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics and public school systems.
James Sprunt Community College offers a two-year college transfer program for students planning to pursue a four-year baccalaureate degree at a senior college or university. The program includes required freshman- and sophomore-level courses in English composition, humanities/fine arts, social/behavioral sciences, natural sciences/mathematics, and physical education. In addition, students may take college transfer electives selected to meet their individual needs and interests as well as the requirements of the specific major areas of study at senior institutions. Students completing the General Education Core for either the Associate in Arts Degree or the Associate in Science Degree may be awarded the Transfer Core Diploma as appropriate.

An individualized program of study will be designed to meet each student's needs. Each student should inquire regarding transferability of courses to the specific college or university the student plans to attend upon graduation from James Sprunt Community College.

The North Carolina Community College System and the colleges in the University of North Carolina System have developed the following twenty-seven Pre-Major Program agreements:

ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREE
PRE-MAJOR PROGRAMS

| Art Education                  | History                  |
| Biology & Biology Education    | Information Systems      |
| Business Administration        | Liberal Studies          |
| Business Education &           | Mass Communication/Journalism |
| Marketing Education            | Mathematics              |
| Chemistry & Chemistry Education| Math Education           |
| Communication                 | Middle Grades Ed & Special Ed |
| Computer Science               | Nursing                  |
| Criminal Justice               | Physical Education       |
| Elementary Education           | Political Science        |
| Engineering                    | Psychology               |
| English                       | Social Science Secondary Ed |
| English Education              | Social Work              |
| Health Education               | Sociology                |
James Sprunt Community College will utilize these agreements for academic advising purposes. Courses are approved for transfer through the Comprehensive Articulation Agreement.

Courses may also transfer through bilateral agreements between institutions. Some courses offered through bilateral agreements may not transfer to all four-year institutions. The college does not offer all courses required in all Pre-Major Program agreements.

Most colleges and universities will only accept for transfer credit those courses where the student earns a grade of "C" or better.

Students planning to transfer and enroll in programs where no Pre-Major Program agreement exists are advised according to the most current catalog available from the college of interest.

ASSOCIATE IN ARTS DEGREE
(A10100)

English Composition - 6 semester hours credit

Humanities/Fine Arts - 12 semester hours credit

- Select four courses from at least three of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy and religion. **At least one course must be a literature course.** COM 231, Public Speaking, may be substituted for three semester hours in humanities/fine arts. It may not substitute for the literature requirement.

Social/Behavioral Sciences - 12 semester hours credit

- Select four courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course.**

Natural Sciences/Mathematics - 14 semester hours credit

- Natural Sciences - 8 semester hours credit
  - Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required.

- Mathematics - 6 semester hours credit
  - At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

Other hours required - 20 semester hours credit*

- A minimum of 20 semester hours credit of college transfer general
education, elective, and/or pre-major courses is required, including at least two but not more than six hours of physical education or health courses.

TOTAL SEMESTER HOURS CREDIT: 64

TRANSFER CORE DIPLOMA
FOR ASSOCIATE IN ARTS GENERAL EDUCATION CORE

(D10100)

English Composition - 6 semester hours credit

Humanities/Fine Arts - 12 semester hours credit
Select four courses from at least three of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy and religion. At least one course must be a literature course. COM 231, Public Speaking, may be substituted for three semester hours in humanities/fine arts. It may not substitute for the literature requirement.

Social/Behavioral Sciences - 12 semester hours credit
Select four courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

Natural Sciences/Mathematics - 14 semester hours credit

Natural Sciences - 8 semester hours credit
Two courses, including accompanying laboratory work, from the biological and physical science disciplines are required.

Mathematics - 6 semester hours credit
At least one course in introductory mathematics is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

TOTAL SEMESTER HOURS CREDIT: 44*

ASSOCIATES IN SCIENCE DEGREE

(A10400)

English Composition - 6 semester hours credit

Humanities/Fine Arts - 9 semester hours credit
Select three courses from at least three of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary
humanities, literature, music, philosophy and religion. **At least one course must be a literature course.** COM 231, Public Speaking, may be substituted for three semester hours in humanities/fine arts. It may not substitute for the literature requirement.

**Social/Behavioral Sciences** - 9 semester hours credit

Select three courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course.**

**Natural Sciences/Mathematics** - 20 semester hours credit

**Natural Sciences** - 8 semester hours credit

A two-course sequence in general biology, general chemistry, or general physics is required.

**Mathematics** - 6 semester hours credit

At least one course at the precalculus level or above is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

**Other hours required** - 20 semester hours credit*

AS degree students must select a minimum of fourteen semester hours credit in mathematics, natural sciences or computer science courses. Also required is at least two but not more than six hours of physical education or health courses. The remaining hours may be selected from elective transfer courses.

**TOTAL SEMESTER HOURS CREDIT: 64**

**TRANSFER CORE DIPLOMA**

**ASSOCIATE IN SCIENCE GENERAL EDUCATION CORE**

**Transfer Core Diploma**

**ASSOCIATE IN SCIENCE GENERAL EDUCATION CORE**

**English Composition** - 6 semester hours credit

**Humanities/Fine Arts** - 9 semester hours credit

Select three courses from at least three of the following discipline areas: art, dance, drama, foreign languages, interdisciplinary humanities, literature, music, philosophy and religion. **At least one course must be a literature course.** COM 231, Public Speaking, may be substituted for three semester hours in humanities/fine arts. It may not substitute for the literature requirement.

**Social/Behavioral Sciences** - 9 semester hours credit

Select three courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. **At least one course must be a history course.**
science, psychology, and sociology. At least one course must be a history course.

**Natural Sciences/Mathematics** - 20 semester hours credit

**Natural Sciences** - 8 semester hours credit

A two-course sequence in general biology, general chemistry, or general physics is required.

**Mathematics** - 6 semester hours credit

At least one course at the precalculus level or above is required; the other course may be selected from among other quantitative subjects, such as computer science and statistics.

Six additional semester hour credits must be selected from courses designated as Natural Sciences/Mathematics general education transfer courses.

**TOTAL SEMESTER HOURS CREDIT: 44**

**NOTE:** Upon admission to another public two-year institution or to a constituent institution of the University of North Carolina, students who have completed the general education core with the proper distribution of hours, but who have not completed the associate degree, will be considered to have fulfilled the institution-wide, lower-division general education requirements of the receiving institution. To be eligible for inclusion in this policy, a student must have an overall Grade Point Average (GPA) of 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better in all core courses.

The transcripts of students who transfer before completing the general education core will be evaluated on a course-by-course basis by the receiving universities. The transferring student who has not completed the core must meet the receiving institution's general education requirements.

* Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institutions.
ASSOCIATE IN GENERAL EDUCATION DEGREE

(A10300)

The Associate in General Education program 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.

Successful completion of 64 semester hour credits leads to an Associate in General Education degree.

GENERAL EDUCATION CORE (15 semester hours)

The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Within the core, colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

**English Composition** (6 semester hours)

**Humanities/Fine Arts** (3 semester hours)

Select courses from the following discipline areas: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy and religion.

**Social/Behavioral Science** (3 semester hours)

Select courses from the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology.

**Natural Sciences/Mathematics** (3 semester hours)

**Mathematics**: Select courses from the following discipline areas: college algebra, trigonometry, calculus, computer science, and statistics.

*or*

**Natural Sciences**: Select courses from the following discipline areas: astronomy, biology, chemistry, earth sciences, physics, and/or general science.
OTHER REQUIRED HOURS (49 semester hours)

Other required hours include additional general education and professional courses.

A maximum of 7 semester hours credit in health, physical education, college orientation, and/or study skills may be included as other required hours.

TOTAL SEMESTER HOURS CREDIT IN PROGRAM: 64*

* The General Education curriculum is designed for the student who desires a general background in the liberal arts but does not intend to transfer to a four-year institution.

General Option

The general option is designed to meet the individual student’s needs and provide the greatest flexibility. A student may select college-level courses (including the core courses) of interest to complete the degree requirements. The student will meet with an academic advisor to plan a personally-tailored program of study.

Vocational and Technical Instructors’ Option

The Instructors’ Option is designed for students who desire to teach in vocational and/or technical programs in technical colleges, community colleges, trade schools, high schools and similar institutions that do not require a four-year baccalaureate degree. An individualized program of study will be designed with an academic advisor. The program allows a student to receive credit for previous training, experience and formal study in the student’s area of expertise. A maximum of thirty-two hours of credit may be granted as follows:

I. Educational and Work Experience
   A. Sixteen semester hours credit for full-time trade school, twelve months (1440 hours) in one special skilled area certified by diploma or letter by trade school officials. Maximum sixteen semester hours of credit.
   B. One semester hour credit per ninety hours of full-time trade instruction for programs of less than one-year duration. Certified by diploma or letter by company school. Maximum sixteen semester hours of credit.

II. One semester hour of credit per forty hours of special short course instruction by a company-sponsored school. Certified by diploma, certificate or letter by company school. Maximum three semester hours of credit.

III. Three semester hours of credit for each full year of employment (outside of James Sprunt Community College) in a situation where teaching was the primary employment. Maximum three semester hours of credit.
IV. Five semester hours of credit for each full year of employment at James Sprunt Community College with teaching the specialty courses as the primary responsibility. Maximum fifteen semester hours of credit.

V. Two semester hour of credit for each full year of employment in the specialty occupation qualified to teach. Maximum ten semester hours of credit.

Credits earned in industrial and/or vocational programs offered by regionally accredited collegiate level institutions are acceptable in meeting requirements in the area of specialization.

Beyond the core requirements in General Education and credit received for previous training, experience and formal study, the student is free to select college-level courses to complete the 64 semester hours required for the degree.
The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree, diploma, and/or certificate by taking courses suited for individual occupational interests and/or needs.

The curriculum content will be customized for students according to occupational interests and needs. A program of study for each student will be selected from any non-developmental level courses (100-189 or 200-289) offered by the college.

Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities.

To be eligible for the Diploma, students must complete the following:

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>General Education</td>
<td>Humanities/Fine Arts or Behavioral/Social Science</td>
</tr>
<tr>
<td>Electives</td>
<td>30</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 36*

To be eligible for the Certificate, students must complete the following:

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 12*

*Each individual must have an approved individual educational plan (IEP) prior to enrollment.
DIPLOMA AND CERTIFICATE PROGRAMS

BASIC LAW ENFORCEMENT TRAINING
COSMETOLOGY INSTRUCTOR
ELECTRICAL/ELECTRONICS TECHNOLOGY
PHLEBOTOMY
PRACTICAL NURSING
WELDING TECHNOLOGY
DUPLIN CORRECTIONAL CENTER PROGRAMS
Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

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

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours Per Week</th>
<th>Class</th>
<th>Lab</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC 100 Basic Law Enforcement Training (BLET)</td>
<td>8</td>
<td>30</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>
COSMETOLOGY INSTRUCTOR
Certificate
C55160

CURRICULUM DESCRIPTION

The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts.

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

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

TYPICAL COURSE SEQUENCE
COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours Per Week</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COS 271</td>
<td>Instructor Concepts I</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>COS 272</td>
<td>Instructor Practicum I</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COS 273</td>
<td>Instructor Concepts II</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>COS 274</td>
<td>Instructor Practicum II</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>21</td>
<td>12</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 24

This program may be completed on a part-time basis by completing the following courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours Per Week</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>COS 271A</td>
<td>Instructor Concepts I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>COS 271B</td>
<td>Instructor Concepts I</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>COS 272A</td>
<td>Instructor Practicum I</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>COS 272B</td>
<td>Instructor Practicum I</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>COS 273A</td>
<td>Instructor Concepts II</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>COS 273B</td>
<td>Instructor Concepts II</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>COS 274A</td>
<td>Instructor Practicum II</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>COS 274B</td>
<td>Instructor Practicum II</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 24
ELECTRICAL/ELECTRONICS TECHNOLOGY

Diploma

D35220

CURRICULUM DESCRIPTION

The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities.

Course work, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, electronics, 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/electronics systems.

TYPICAL COURSE SEQUENCE

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours Per Week</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Lab</td>
<td>Credit</td>
</tr>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 112 DC/AC Electricity</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ELC 113 Basic Wiring I</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ELC 118 National Electrical Code</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ELC 132 Electrical Drawings</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 Applied Communications I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 114 Basic Wiring II</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ELC 117 Motors and Controls</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ELC 119 NEC Calculations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ELC 121 Electrical Estimating</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ELC 215 Electrical Maintenance</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MAT 101 Applied Mathematics I*</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>THIRD SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 113 Computer Basics**</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ELC 115 Industrial Wiring</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ELC 128 Introduction to PLC</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ELN 229 Industrial Electronics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 46
*Students may substitute 3 hours from the following courses for the MAT 101 requirement:

- PSY 101 - Applied Psychology
- PSY 150 - General Psychology
- SOC 210 - Introduction to Sociology
- SOC 220 - Social Problems

**Co-op Option: Qualified students may elect to take one (1) credit hour of cooperative Work Experience (COE 111) in lieu of CIS 113.

Certificate
C35220

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 112 DC/AC Electricity</td>
<td>3 6 5</td>
<td></td>
</tr>
<tr>
<td>ELC 113 Basic Wiring I</td>
<td>2 6 4</td>
<td>5 12 9</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 113 Computer Basics*</td>
<td>0 2 1</td>
<td>4 14 9</td>
</tr>
<tr>
<td>ELC 114 Basic Wiring II</td>
<td>2 6 4</td>
<td></td>
</tr>
<tr>
<td>ELC 117 Motors and Controls</td>
<td>2 6 4</td>
<td></td>
</tr>
</tbody>
</table>

*Co-op Option: Qualified students may elect to take one (1) credit hour of Cooperative Work Experience (COE 111) in lieu of CIS 113.

TOTAL SEMESTER HOURS CREDIT: 18
The Phlebotomy curriculum prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis.

Course work includes proper specimen collection and handling, communication skills, and maintaining patient data.

Graduates may qualify for employment in hospitals, clinics, physicians' offices, and other health care settings and may be eligible for national certification as phlebotomy technicians.

**PHLEBOTOMY ADMISSION REQUIREMENTS**

In order to be considered for admission into the Phlebotomy Program, the applicant must have the application on file and all admission criteria met by November 15 for selection for the following spring semester. Admission criteria is based on a reading placement test score of 39.

Fifteen students are selected by lottery. A student must obtain a grade of "C" or better in PBT 100 and PBT 101 and must have an overall "C" average in the required courses in order to graduate.

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

**TYPICAL COURSE SEQUENCE**

**COURSE AND HOUR REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER</td>
<td></td>
</tr>
<tr>
<td>CIS 111 Basic PC Literacy</td>
<td>2</td>
</tr>
<tr>
<td>PBT 100 Phlebotomy Technology</td>
<td>6</td>
</tr>
<tr>
<td>PBT 101 Phlebotomy Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 Applied Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 14
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 a composite percentile score of 50 or better with a reading score of at least 59 and a math score of at least 69. The NET admissions test may be taken only two times annually. 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. 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.

3. Meet the pre-admission procedures and general admission requirements of the college.

4. 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.

5. Completion of high school biology 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.

6. 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 MAT 110 for the Practical Nursing Program. If an applicant scores less than the required scores on any part of the ASSET test, he/she may be retested according to the college’s testing policy, using an alternate test. 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.**

7. 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 of 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/outline to Department Head for review;
6. Have letter of recommendation from clinical nursing faculty who taught student in last nursing course.

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 106 and MAT 110 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. Students must be enrolled in PSY 241 concurrently with NUR 103 unless they have completed this course previously.

4. 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 106 and MAT 110 in order for the student to progress to NUR 102.

5. 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.

6. All nursing courses must be taken in the sequence as outlined in the Practical Nursing curriculum.

7. A student may repeat a nursing course only once and only upon the approval of the Health Education Admissions Committee.

8. 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 provided during the exit interview. This application must be received by the end of the next semester following the interruption of nursing courses. At a minimum the student will be required to repeat the nursing course in which he/she was not successful. The student may audit previously completed nursing courses if space is available.

Each student applying for readmission must:

1. Meet current admission criteria. Students will be admitted on a space-available basis according to rank (GPA on nursing curriculum courses).

2. Meet all requirements of the Progression Policy. The progression policy is outlined above.
3. Have a 2.0 ("C") or higher grade point average on all required general education courses completed for the Practical Nursing program prior to re-entry and be in good academic standing according to the academic retention requirements.

4. Submit up-to-date physical statement showing evidence of sound physical and mental health, completed on the institutional form and dated within one year of readmission. Immunizations must be completed and documented as recommended on the medical form including immunizations required by clinical agencies.

5. Submit a letter of recommendation from a nursing faculty member for both the theory and clinical components of the course in which the student was not successful. Letter(s) to be requested prior to the end of the next semester following the interruption of studies.

6. Submit evidence of current American Heart Association Health Care Provider Level of CPR certification with AED.

7. Show evidence of current Student Liability insurance at the time of readmission.

LIMITATIONS

Students who have been unsuccessful (received a grade of "W", "D" or "F") in the Practical Nursing Program will not be readmitted without review by the Health Education Admissions Committee. Any student who has not been readmitted within twelve (12) months after leaving the program must repeat the entire nursing curriculum. A student may only have two admissions to the nursing programs within a five-year period. After that time, a student may request admission beginning with the first semester.

IN Voluntary 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Course and Title</strong></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td>BIO 106</td>
<td>Introduction to Anatomy/Physiology/Microbiology</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Mathematical Measurement</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NUR 101</td>
<td>Practical Nursing I</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>NUR 102</td>
<td>Practical Nursing II</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 103</td>
<td>Practical Nursing III</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>PSY 241</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT:</strong></td>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>
## WELDING TECHNOLOGY

**Diploma**  
**D50420**

### CURRICULUM DESCRIPTION

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provide the student with industry-standard skills developed through classroom training and practical application.

Successful 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.

### TYPICAL COURSE SEQUENCE

#### COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Class</th>
<th>Lab</th>
<th>Credit</th>
<th>Semester Hours</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 101 Applied Communications I</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 110 Cutting Processes</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 112 Basic Welding Processes</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 115 SMAW (Stick) Plate</td>
<td>2</td>
<td>9</td>
<td>5</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLD 116 SMAW (Stick) Plate/Pipe</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 121 GMAW (MIG) FCAW/Plate</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 131 GTAW (TIG) Plate</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 141 Symbols and Specifications</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLD 122 GMAW (MIG) Plate/Line</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 132 GTAW (TIG) Plate/Line</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 231 GTAW (TIG) Pipe</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 101 Applied Mathematics I*</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td>WLD 215 SMAW (Stick) Pipe</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td><strong>12</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SEMESTER HOURS CREDIT: 43</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Students may substitute 3 hours from the following courses for the MAT 101 requirement:

PSY 101 - Applied Psychology  PSY 102 - Human Relations  
PSY 115 - Stress Management  PSY 150 - General Psychology  
SOC 100 - Concepts in Sociology  SOC 210 - Introduction to Sociology  
SOC 220 - Social Problems  SOC 240 - Social Psychology

Certificate

C50420

A student may earn a Certificate in Welding Technology by completing the following courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
<td><strong>Class</strong></td>
<td><strong>Lab</strong></td>
</tr>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLD 110 Cutting Processes</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>WLD 112 Basic Welding Processes</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>WLD 115 SMAW (Stick) Plate</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLD 116 SMAW (Stick) Plate/ Pipe</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>WLD 141 Symbols and Specifications</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 16**
DUPLIN CORRECTIONAL CENTER PROGRAMS

AUTOMOTIVE SYSTEMS TECHNOLOGY
ELECTRICAL/ELECTRONICS TECHNOLOGY
FOODSERVICE TECHNOLOGY
MASONRY
WELDING TECHNOLOGY

James Sprunt Community College makes the programs listed above available to the inmates at the Duplin County Correctional Center. The Electrical/Electronics Technology Program is a diploma program of three semesters in length. The other programs are one semester in length, and each awards a certificate upon successful completion of the semester. Students are admitted to these programs after appropriate testing by the Department of Corrections and James Sprunt Community College.
AUTOMOTIVE SYSTEMS TECHNOLOGY
Certificate
C60160

CURRICULUM DESCRIPTION

The Automotive Systems Technology curriculum prepares individuals for employment as automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Class</th>
<th>Shop</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT 151 Brake Systems</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUT 161 Basic Automotive Electricity</td>
<td>4</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>AUT 181 Engine Performance I</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AUT 281 Advanced Engine Performance</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MAT 101 Applied Mathematics I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OR ENG 101 Applied Communications I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>OR RED 111 Critical Reading for College</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ACA 115 Success and Study Skills</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>OR CIS 113 Computer Basics</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 18**
CURRICULUM DESCRIPTION

The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial and industrial facilities.

Training, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, 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/electronics systems.

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 112 DC/AC Electricity</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>ELC 113 Basic Wiring I</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ELC 118 National Electrical Code</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ELC 132 Electrical Drawings</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>MAT 101 Applied Mathematics I*</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELC 114 Basic Wiring II</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ELC 117 Motors and Controls</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ELC 119 NEC Calculations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ELC 121 Electrical Estimating</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>ELC 215 Electrical Maintenance</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 Applied Communications I</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11</td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Lab</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 113 Computer Basics</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>ELC 115 Industrial Wiring</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>ELC 128 Introduction to PLC</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ELN 229 Industrial Electronics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

*Students may substitute 3 hours from the following courses for the MAT 101 requirement: PSY 101 - Applied Psychology, SOC 100 - Concepts in Sociology

TOTAL SEMESTER HOURS CREDIT: 46
The Foodservice Technology curriculum is designed to introduce students to the foodservice industry and prepare them for entry-level positions. Courses include sanitation and safety, basic and advanced foodservice skills, baking, menu planning, and cost control. Graduates should qualify for employment as line cooks, prep cooks, or bakers in foodservice settings.

### COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FST 100 Intro to Foodservice</td>
<td>3 0</td>
<td>3</td>
</tr>
<tr>
<td>FST 101 Intro to Baking</td>
<td>1 4</td>
<td>3</td>
</tr>
<tr>
<td>FST 102 Basic Foodservice Skills</td>
<td>4 8</td>
<td>8</td>
</tr>
<tr>
<td>FST 103 Safety and Sanitation</td>
<td>2 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 17**
The Masonry curriculum is designed to prepare individuals to work in the construction industry as masons. Masonry courses provide principles and fundamentals of masonry and experiences necessary to produce quality construction using safe, practical, and reliable work habits.

Course work includes basic mathematics, blueprint reading, and methods used in laying out masonry jobs for residential, commercial, and industrial construction. Upon completion students will be able to read blueprints, estimate structures, construct footings and walks, and lay masonry units.

Upon completion, students will be issued a certificate or diploma. Graduates should qualify for employment in the masonry industry as apprentices or masons.

### COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
</tr>
<tr>
<td>ACA 115 Success and Study Skills</td>
<td>1</td>
</tr>
<tr>
<td>OR ACA 121 Managing a Team</td>
<td>1</td>
</tr>
<tr>
<td>OR CIS 113 Computer Basics</td>
<td>0</td>
</tr>
<tr>
<td>BPR 130 Blueprint Reading/Construction</td>
<td>1</td>
</tr>
<tr>
<td>ENG 101 Applied Communications I</td>
<td>3</td>
</tr>
<tr>
<td>MAS 110 Masonry I</td>
<td>5</td>
</tr>
<tr>
<td>OR MAS 120 Masonry II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**TOTAL SEMESTER HOURS CREDIT: 16**
WELDING TECHNOLOGY
Certificate  
C50420

CURRICULUM DESCRIPTION

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry-standard skills developed through classroom training and practical application.

Successful 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.

COURSE AND HOUR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Hours Per Week</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD 110 Cutting Process</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>WLD 115 SMAW (Stick) Plate</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>WLD 121 GMAW (Mig) FCA/Plate</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>WLD 141 Symbols and Specifications</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL SEMESTER HOURS CREDIT: 14
ADDITIONAL COURSES

The following courses, if not required in the curriculum program, may be available at the Duplin County Correctional Center with sufficient demand:

**DEVELOPMENTAL COURSE OFFERINGS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 070</td>
<td>Basic Language Skills</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>ENG 080</td>
<td>Writing Foundations</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ENG 090</td>
<td>Composition Strategies</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ENG 090A</td>
<td>Composition Strategies Lab</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>MAT 050</td>
<td>Basic Math Skills</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 060</td>
<td>Essential Mathematics</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 070</td>
<td>Introductory Algebra</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 080</td>
<td>Intermediate Algebra</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MAT 090</td>
<td>Accelerated Algebra</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>RED 070</td>
<td>Essential Reading Skills</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>RED 080</td>
<td>Intro to College Reading</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>RED 090</td>
<td>Improving College Reading</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>EFL 061</td>
<td>Listening-Speaking I</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 062</td>
<td>Listening-Speaking II</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 063</td>
<td>Listening-Speaking III</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 064</td>
<td>Listening-Speaking IV</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 071</td>
<td>Reading I</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 072</td>
<td>Reading II</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 073</td>
<td>Reading III</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 074</td>
<td>Reading IV</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 081</td>
<td>Grammar I</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 082</td>
<td>Grammar II</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 083</td>
<td>Grammar III</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 084</td>
<td>Grammar IV</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 091</td>
<td>Composition I</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 092</td>
<td>Composition II</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 093</td>
<td>Composition III</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 094</td>
<td>Composition IV</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>EFL 095</td>
<td>Composition V</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
CONTINUING EDUCATION
GENERAL INFORMATION

Subscribing to the philosophy of “life-long learning” the Continuing Education Division offers a wide range of courses and programs for adults of all ages and interests. Courses are offered in eleven broad program areas: occupational extension, community services, self-supporting, Human Resources Development (HRD), Adult Basic Education (ABE), General Education Development (GED) preparation, Adult High School Diploma Program (AHSDP), compensatory education, English as a Second Language, cultural and civic activities, as well as workshops and seminars provided through the Small Business Center.

Adult Continuing Education classes are offered both on and off campus, usually during the evening hours, but classes can be held at any time. Classes may be organized in any other location where suitable facilities are made available, to include workplace sites.

James Sprunt Community College will establish appropriate classes where needs arise in cooperation with local officials at any suitable location in Duplin County.

When a Continuing Education class is established, the most qualified teachers available will be employed by the college to teach the class. The instructor will also be a liaison between the students and the Dean of Continuing Education in the operation and upgrading of the class offerings.

Announcements concerning dates and times of classes will be made as classes are established. Announcements are usually made through the local newspapers, as well as through the James Sprunt Community College Newsletter published each semester. James Sprunt Community College reserves the right to limit class enrollment and, when necessary, to cancel any class due to insufficient enrollment.

At least twelve (12) persons must enroll to begin a class. If the average attendance of the class falls below six (6) at any time, the Dean of Continuing Education shall have the option of discontinuing the class. If a need arises for a class in your area, call the Director of Occupational Extension Programs, James Sprunt Community College, telephone 296-2460 or toll free from Wallace 285-2077.

ELIGIBILITY

To enroll in courses offered in the Continuing Education Program, a person must be at least eighteen (18) years of age. Persons between the ages of 16 and 18 may enroll on a space-available basis with the written permission of 1) their parent, 2) their high school principal, and (3) the Superintendent of Duplin County Public Schools.

ACADEMIC CREDIT

Generally, courses offered in the Continuing Education Program are non-credit. Continuing Education Units (CEU’s) may be awarded to students who successfully complete certain occupational extension programs, and these
CEU’s are designated on a certificate. One CEU is equivalent to ten (10) clock hours of instruction.

WHEN COURSES WILL BEGIN

An approved course may be started at any time. The time and dates of registration for courses generally will be announced separately in the semester schedules and advertised in local newspapers.

REGISTRATION

Normally, registration for classes offered will be at the first session of class. Registration is on a first-come, first-served basis. Preregistration may be required for some classes.

CONTINUING EDUCATION CLASS REPETITION POLICY

It shall be the policy of the Continuing Education Department to monitor the repetition of classes by students. Students may enroll in the same occupational extension course no more than two times within a five-year period at the established registration fee unless the course is required for licensing or certification purposes. Students who enroll in the same course more than two times and the course is not required for licensing or certification are required to pay the full per-student cost of instruction per class hour or a minimum of the established registration fee, whichever is greater. It is the student’s responsibility to notify the college at the time of enrollment if they have already taken the same course two or more times in a five-year period.

ATTENDANCE

Students are encouraged to attend all classes. In order for a student to be presented a Certificate, he/she must attend at least 80 percent of the classes as well as successfully complete the prescribed course work. Some specialty classes may have more strict attendance requirements.

FEES

A registration fee is charged for all classes and is payable at the first class session. Registration fees are graduated depending on the duration (total hours) of the class. Where machines such as computers, typewriters, sewing machines, etc., are used, a small usage fee may be charged. Certain courses may require payment for medical or liability insurance. No fees are required for Law Enforcement, Fire Service, Volunteer Life-Saving Personnel, and Civil Preparedness Personnel provided the student is referred by the employing agency for such training. Persons sixty-five (65) years of age and older who are North Carolina residents are exempt from paying the registration fees for occupational extension and community services classes with proper identification. Exemption from registration fees does not apply to self-supporting classes.

Tuition and fees for HRD classes may be waived for enrollment in this
class if you meet at least one of the following criteria: 1) is unemployed; 2) have received notification of a pending layoff; 3) is working and is eligible for the Federal Earned Income Tax Credit (FEIT); or 4) is working and earning wages at or below two hundred percent (200%) of the federal poverty guidelines.

REFUND POLICY

For Occupational Extension classes, a 75% refund will be made if the student withdraws from the class prior to the official 10% point of the class. Request for a refund must be submitted in writing prior to the 10% point of the class on a “Request for Refund of Extension Courses Registration Fee” form. Forms are available in the Continuing Education Division (910) 296-2460. No refunds are granted for community service or self-supporting classes once the classes have started. For classes cancelled by the college, a full refund shall be made. You do not have to request a refund for cancelled classes. Please allow 3-5 weeks for processing refunds.

TRANSCRIPTS

A transcript containing all classes attended will be provided upon completion of a transcript request form. Please allow 3-5 days for processing. **There is a $1.00 charge for each transcript.** The number of hours, CEU’s, class title, and grade will be indicated on each transcript.

SELF-SUPPORTING PROGRAMS

Certain seminars, cultural exhibits, and similar programs may be organized on a self-supporting basis. The income from fees for such programs must cover the expenses. Self-supporting classes in recreational or avocational courses may be organized upon approval of the Dean of Continuing Education.

COUNSELING

Adults who desire counseling regarding their education or career plans should contact the Dean of Student Services or the Dean of Continuing Education.

ADULT BASIC EDUCATION

The program of Adult Basic Education is essentially designed to improve an adult’s ability to speak, read, and write the English language. Other areas such as arithmetic, science, and social studies are included in the instruction program.

The following are the objectives of the Adult Basic Education Program:

1. To provide instruction for those individuals who have attained the age of eighteen (18) and whose ability to read and write the English
language constitutes a substantial impairment of their real ability;  

2. To provide instruction in the basic education skills to persons eighteen (18) years of age or older who need this training to help them more fully realize their potential as citizens;  

3. To improve the ability of persons to benefit from occupational training; and  

4. To increase the opportunity for more productive and profitable employment.  

In accordance with the North Carolina plan for Adult Basic Education, James Sprunt Community College will give first priority to persons functioning at the fourth grade level or below. Second priority will be given to persons functioning above the fifth grade level through the eighth grade level.  

The program is based upon the philosophy that every individual, regardless of his/her status or his/her functional level, should have the opportunity to participate in continuing educational activities. The philosophy further incorporates the belief that every individual is teachable, trainable, and capable of realizing self-improvement.  

**ENGLISH AS A SECOND LANGUAGE**  

The English as a Second Language (ESL) program provides classes to accommodate the enormously varied immigrant population of Duplin County. Attention is given to both the cultural and linguistic needs of this program’s students as instructors focus upon the formation of accurate, appropriate communication skills and upon the student’s ability to function in the American adult community.  

Students are placed in classes after appropriate assessment. Classes are offered at the beginning through advanced levels of ESL. The curriculum focuses on developing the basic language skills of reading, writing, speaking, and listening. Classes integrate English language instruction with topics that prepare students for everyday life, employment and citizenship. Materials used in class present topics with cultural and social interests. Instructors use an array of instructional materials and strategies to meet individual learning styles and to foster interest in learning.  

**ADULT HIGH SCHOOL DIPLOMA PROGRAM**  

The Adult High School Diploma Program (AHSDP) is designed for adults 18 years of age or older who desire to complete their high school education. The AHSDP is for the person who has completed a minimum of the eighth grade or its equivalent, who is a high school dropout, or who has left school without earning a high school diploma. A currently enrolled high school student is not eligible to take AHSDP courses. The only required charge for the program is a graduation fee.
For admission to the program, the applicant must:

1. be 18 years of age.
2. if less than 18 years of age, be at least 16 years of age:
   a. complete a **PARENT/GUARDIAN PETITION** for the admission of a minor applicant which includes, as necessary, appropriate parental/guardian signatures and public school administrators' signatures.
   b. be an emancipated minor by judicial decree or marriage--must present documentation.
3. have completed the eighth grade or its equivalent.
4. complete an application for admission.
5. request a transcript of all previous high school course work/credits.
6. take placement tests.
7. complete orientation.

Prior to or at the time of enrollment, the Basic Skills Coordinator will conduct an initial interview with the applicant which will include discussion of the admissions and placement procedures, program goals, graduation requirements, methods of instruction and evaluation, attendance policy, conduct and expected behavior, costs, and policies of James Sprunt Community College.

James Sprunt Community College has adopted the following minimum requirements for issuance of a high school diploma in cooperation with the Duplin County Board of Education:

4 English units
3 Mathematics units (one must be algebra)
3 Social Studies units (Government/Economics, U. S. Studies, World Studies)
3 Science units (one physical science, one biology)
1 Health/P. E. unit
14 Electives

Minimum passing scores on the North Carolina Competency Test

James Sprunt Community College requires a minimum of 28 units with a maximum potential of 32 units in accordance with the Duplin County Board of Education's requirements for graduation.

The James Sprunt Community College Adult High School Diploma Program is offered on the JSCC campus during the day and evening in room 212 of the Boyette Building and at the Warsaw Adult Education Center. For further information, please call (910) 296-2468.
COMPENSATORY EDUCATION PROGRAM

Compensatory Education is a program designed specifically for the mentally handicapped adults. The purpose of the program is to compensate mentally handicapped adults who earlier were either not provided with a basic education or received an inadequate one. These adults are compensated by the provision of equivalent or comparable educational and related activities so that they may develop the abilities and skills necessary to successfully participate in society.

To be eligible to participate in the program, an individual must be age 17 or older, and (a) diagnosed with mental retardation or (b) functioning on a level equivalent to mental retardation resulting from head injury or brain damage.

HIGH SCHOOL EQUIVALENCY

The GED test is given by James Sprunt Community College on a referral basis from the ABE/GED faculty. Upon successful completion, a person is issued a High School Diploma Equivalency Certificate by the State Board of Community Colleges.

Students are encouraged to prepare for the GED by completing orientation and attending refresher courses. Refresher classes are offered both on and off campus at various times and locations. The GED test includes the areas of English, literature, science, social studies, mathematics, and writing skills. Requirements for the GED are: 18 years of age or older, a resident of North Carolina for at least one year, and have been out of school at least six months.

Individuals 16 to 18 years of age may be admitted to testing provided:

1. That the individual has demonstrated special needs which would justify his being allowed to take GED tests;

2. That the minor applicant has left public schools no less than six months prior to the date application for testing is made;

3. That the application of the minor applicant is supported by a notarized petition of the minor’s parent, legal guardian, or other person or agency having legal custody and control of such minor applicant. This petition certifies the place of residence and date of birth of the minor, the parental or other appropriate legal relationship of the petitioner to the minor applicant, and the date on which the minor applicant left the public schools. However, all or any part of the six-month waiting period may be waived by the Superintendent of the public schools of the administrative unit in which the applicant resides. This waiver may be accomplished by the means of a letter from the Superintendent to the Chief GED Examiner of the center in which the applicant wishes to be tested, or by endorsement of an official application by the Superintendent or his authorized representative.
4. It shall be the policy of the State Board of Community Colleges to encourage young people to complete high school, rather than to seek testing for the high school diploma equivalency certificate.

WORKPLACE BASIC SKILLS PROGRAMS

James Sprunt Community College fosters partnership arrangements with business and industry for the delivery of basic skills services to adults in the workplace. Programs offered by James Sprunt Community College are designed to improve the productivity of the workforce through improvements in employee basic skills by:

1. Providing instruction at the work site for those employees who need to improve their basic skills;
2. Providing instruction at the work site for those employees who wish to earn a GED high school equivalency certificate;
3. Meeting the basic skills needs of employees with limited English proficiency;
4. Upgrading or updating basic skills of adult workers in accordance with change in workplace requirements, technology, products, or processes;
5. Improving the competency of adult workers in speaking, listening, reasoning, and problem solving; and
6. Providing educational counseling and support services to employees while they are enrolled in a workplace basic skills program.

HUMAN RESOURCES DEVELOPMENT (HRD)

The missions of the Human Resources Development (HRD) program is to educate and train individuals for success in the workplace. Human Resources Development is a self-sufficient program designed to provide the instruction and counseling an individual needs to succeed in today's competitive job market. HRD is designed to help unemployed and underemployed adults successfully obtain and maintain employment. HRD's primary objective is teaching individuals to assess their assets and limitations, develop a positive self-image, improve academic skills, and understand the dynamics of interpersonal relationships. HRD offers a variety of classes that give the students an avenue to explore employment opportunities or skills training that can be studied even further by enrolling at James Sprunt Community College. The staff will provide job counseling to students and will assist students in updating their resumes and in obtaining job referrals and letters of recommendation. Tuition for HRD classes may be waived if you meet one of several criteria. See Fees section in the Continuing Education section of the catalog.
OCCUPATIONAL EXTENSION

Occupational extension courses are specifically designed to provide training that leads to employment, upgrades the skills of persons presently employed or retrains individuals for new employment in different occupational fields. These courses may be offered exclusively by the college or in cooperation with business and industry. Occupational extension courses cover a range of topics to include fire service training, emergency medical services, law enforcement training and a variety of technical as well as administrative topics. Training to meet state certification or recertification requirements may be provided as occupational extension courses.

COMMUNITY SERVICES

In addition to programs of cultural enrichment conducted exclusively by the college or in cooperation with local groups or activities, community service courses are offered in the following areas: academic skills, practical skills or those courses having to do with personal or leisure requirements.

TRAINING FOR NEW AND EXPANDING INDUSTRY

One of the basic objectives of James Sprunt Community College is to stimulate the creation of more challenging and rewarding jobs for the people of our area by providing customized training service to new and expanding industries. Subject to limitations, this institution, in cooperation with the Business and Industry Services Division of the North Carolina Community College System, will design and administer a special program for training the production manpower required by any new or expanding industry creating new job opportunities in Duplin County. Eligibility for services is determined on a company by company basis. There is no cost to qualifying industries. The program may include the following services:

1. Consultation in determining job descriptions; defining areas of training; and in prescribing appropriate course outlines, training schedules and materials.

2. Selecting and training of instructors. These instructors may be recruited from the company and from outside sources.

3. Payment of instructor's wages for the duration of the training program.

4. Provision of suitable space for a temporary training facility prior to the completion of the new plant, should such temporary space be required. This may be space with James Sprunt Community College or space in the community.

The purpose of this service is to help a new or expanding industry meet its immediate manpower needs and to encourage each industry to develop a long-range training program of its own to satisfy its continuing replace-
ment and retraining needs. For further details of this service, please contact the President, the Dean of Continuing Education or the Director of Focused Industry Training at James Sprunt Community College.

SEMINARS AND CONFERENCES

Seminars and conferences are scheduled according to the needs and requests from special interest groups.

SMALL BUSINESS CENTER

The Small Business Center provides technical and managerial assistance to small business owners and prospective owners by providing: (1) information, (2) education and training, (3) counseling and referral, and (4) other technical/managerial assistance as appropriate.

SERVICES

1. **Seminars** in the areas of starting a small business, business planning, financial and cash flow management, bookkeeping, tax planning, personnel management, time management, effective communication, customer service, business security, employee motivation, regulatory compliance, and more.

2. **Direct One-to-One Assistance** in a confidential client-consultant relationship. Referrals are also made to other resources if appropriate.

3. **Network of Linkages** including the State Department of Commerce, State Business Licensing Information Office, County Economic Development Commission, local Chambers of Commerce, U. S. Small Business Administration, Small Business and Technology Development Center, and many other public and private sources of assistance.

4. **Resource and Information Center** with a variety of reference and resource materials, including SBA publications, periodicals, books, audio and video tapes, business planning guides, and computer software demonstration packages.

ELIGIBILITY REQUIREMENTS

Assistance is available to anyone currently operating a business or planning a business start-up. Employees of existing businesses or organizations wishing to develop their professional skills are also eligible. There is no charge for SBC services, but appointments must be made for consultation sessions, and advance registrations are required for seminars. A small hospitality fee may be charged for workshops or seminars where refreshments are provided.
FOCUSED INDUSTRIAL TRAINING CENTER

The James Sprunt Community College Focused Industrial Training (FIT) Center provides training programs and services for manufacturing and IT (Information Technology) industries to help them become more productive and more competitive. New and Expanding Industry Training is a program (NEIT) to assist companies creating 12 or more production jobs in excess of their previous 3-year maximum employment level. Customized Industry Training (CIT) is a program to assist companies creating 12 new jobs a year that conduct manufacturing, high tech, warehouse distribution, customer service or data process operations. Eligible trainees are front-line production, technical and customer service employees and their first-level supervisors. FIT programs are designed to assist those industries with training needs assessment, assist in the development of company or industry specific plans for training and also to provide training for incumbent workers. Focused industrial training is directed toward workers who need to update their skills and technical knowledge because of technological changes. Instruction is customized to focus on specific training needs and may require small classes that cannot be conducted within regular programs. The usual registration fee charged for occupational extension courses applies to Focused Industrial Training courses.
SPECIAL PROGRAMS

ACADEMIC SUPPORT CENTER
BASIC GENERAL EDUCATION PROGRAM
DUPLIN COUNTY CENTER FOR
  LEADERSHIP DEVELOPMENT
EDUCATIONAL TALENT SEARCH PROJECT
JAMES SPRUNT COMMUNITY COLLEGE
  CAREER CENTER
MOUNT OLIVE COLLEGE TRANSFER AGREEMENT
STUDENT/COMMUNITY LEADERSHIP TRAINING
  PROGRAM
STUDENT SUPPORT SERVICES
UPWARD BOUND PROGRAM
WACHOVIA PARTNERSHIP EAST PROGRAM
DUAL ENROLLMENT PROGRAM WITH
  FAYETTEVILLE STATE UNIVERSITY
ACADEMIC SUPPORT CENTER

The Academic Support Center supports the educational functions of the college by providing computer-assisted instruction, academic advising, test administration, and individual learning modules for remedial and supplementary instruction.

The Academic Support Center houses several individualized materials. These materials are designed to allow students to learn in an independent, self-paced manner. Students using individualized instruction receive assistance and direction as needed from trained personnel. A word processing lab is also available to regular curriculum students. Non-students over 18 may also use ASC resources for personal development.

The Academic Support Center is located in Room 105 of the Hoffler Building. The ASC is open from 8:00 a.m. until 9:00 p.m. Monday through Thursday and 8:00 a.m. until 4:00 p.m. on Friday. The ASC operates on a limited schedule during the summer.

BASIC GENERAL EDUCATION PROGRAM

The Basic General Education program is a series of courses in English, mathematics, reading, science, and study skills.

Students are referred to the program by the college counselor or student’s advisor. Based on placement test scores and/or educational background, the student may need one or all of the following series of courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Semester Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA115 Success and Study Skills</td>
<td>0 2 1</td>
<td></td>
</tr>
<tr>
<td>ACA118 College Study Skills</td>
<td>1 2 2</td>
<td></td>
</tr>
<tr>
<td>BIO 090 Foundations of Biology</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>CHM 092 Fundamentals of Chemistry</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>ENG 070 Basic Language Skills</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>ENG 080 Writing Foundations</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>ENG 090 Composition Strategies</td>
<td>3 0 3</td>
<td></td>
</tr>
<tr>
<td>ENG 090A Composition Strategies Lab</td>
<td>0 2 1</td>
<td></td>
</tr>
<tr>
<td>MAT 050 Basic Math Skills</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>MAT 060 Essential Mathematics</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>MAT 070 Introductory Algebra</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>MAT 080 Intermediate Algebra</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>RED 070 Essential Reading Skills</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>RED 080 Intro to College Reading</td>
<td>3 2 4</td>
<td></td>
</tr>
<tr>
<td>RED 090 Crit Reading for College</td>
<td>3 2 4</td>
<td></td>
</tr>
</tbody>
</table>
DUPLIN COUNTY CENTER FOR LEADERSHIP DEVELOPMENT

The Duplin County Center for Leadership Development provides leadership development programs. Designed to accommodate the needs of citizens and business and industry in Duplin County, sessions are offered in both English and Spanish. The programs, which usually last six to eight weeks, include individual and team skills improvement; understanding individual values, self-esteem and leadership styles; communication and diversity management skills; conflict resolution and problem solving; and development action plans to improve individual, work, and community problems. Shorter programs may be customized for specific organizational leadership needs.

The programs are open to all individuals 18 years of age and older. A fee may be charged for attendance. Anyone interested in renewing their leadership skills, better learning how to lead, and making a difference in your community, should enroll in the next class. Applications are accepted anytime throughout the year. Contact the Duplin County Center for Leadership Development located in the Small Business Center in Boyette 109 for more information.

EDUCATIONAL TALENT SEARCH PROJECT

The James Sprunt Community College Educational Talent Search Project is designed to serve the North Carolina County of Duplin. The project will focus its services on ten county schools, which will include four high schools: Wallace-Rose Hill, James Kenan, East Duplin, and North Duplin. Also included are six feeder schools: Charity Middle, E. E. Smith, Warsaw Middle, B. F. Grady, Chinquapin Elementary, and Beulaville Elementary.

In 1965, Talent Search was created as part of the Higher Education Act. It is one of several Federal TRIO Programs. The project defends the ideal of equal educational opportunity. All qualified participants will be served regardless of sex, race, color, creed, national origin or disability.

The project serves young people in grades six through twelve. The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the post-secondary education institution of their choice. In addition to counseling, participants receive information about college admissions requirements, scholarships, and various financial aid programs. Tutoring services, cultural activities, family activities, career exploration and various other study skills and test-taking skills will be available to all qualified participants.

JAMES SPRUNT COMMUNITY COLLEGE CAREER CENTER

James Sprunt Community College Career Center operates Monday through Thursday 8:00 a.m. until 5:00 p.m. and Friday from 8:00 a.m. to 4:00 p.m.

The Career Center is located in the McGowen Building. It offers a comprehensive menu of free services to anyone who needs or wants them.
Our model is based heavily on customer choice, with customers selecting the type and depth of services they need, ranging from self-service to intensive assistance.

Types of information that will be available to customers include:

- Labor market information, including but not limited to data about employment trends, occupational wages, and geographic employment patterns
- Job Openings/Job Placement
- Access to a consumer rating guide
- Career Information
- Resume Preparation

All customers will be able to obtain a basic assessment of skills, interests and aptitudes. Customers will be assisted by a combination of trained staff and assessment tools in identifying the outcomes they seek, where they are starting from, and a plan of action as to appropriate steps to reach their goals.

MOUNT OLIVE COLLEGE TRANSFER AGREEMENT

Students desiring to pursue a four-year baccalaureate degree at Mount Olive College in Mount Olive, North Carolina, will receive credit for coursework taken at James Sprunt Community College upon completion of certain specified requirements. A student may earn up to 94 semester hours of credit at Mount Olive College for coursework taken at James Sprunt Community College.

Any student who is awarded a two-year associate degree at James Sprunt Community College will receive 64 semester hours of appropriate credit towards the baccalaureate degree upon admission to Mount Olive College.

Any student who has received a two-year associate degree may earn additional semester hours of credit at James Sprunt Community College towards the baccalaureate degree after being accepted for admission to Mount Olive College. Course work may be taken in the general education and elective categories from a list of classes approved by Mount Olive College. Students who have earned the A.A.S. degree will typically take courses in literature, fine arts, science, math, history, and religion and may also be awarded the A.A. or A.S. degree at James Sprunt Community College. Up to 30 additional semester hours of credit may be earned.

For further information about this program contact the General Education Department Head or the Office of Student Services.

STUDENT/COMMUNITY LEADERSHIP TRAINING PROGRAM

In the spring of 1994 James Sprunt Community College began sponsoring a Student/Community Leadership Training Program. This program enhances the leadership skills of students and community representatives.
The program is designed to develop the participant’s leadership skills related to: Personal Power and Leadership; Leadership and Working with Groups; Leadership and Conflict; Networking and Leadership; and Public Policy and Leadership Education.

The Student/Community Leadership Training Program consists of six sessions; Self-Awareness and Leadership, Beyond Awareness; Communication; Appreciation of Diversity; Making a Difference in the Community; Effective Participant and Leadership Skills for Formal Meetings; and Group Processes-Facilitation.

This program is offered annually. Interested persons should contact the Senior Administrative Assistant to the Dean of Student Services located in the Student Services Department in the Strickland Student Center or call (910) 296-2504.

**STUDENT SUPPORT SERVICES**

The James Sprunt Community College Student Support Services Program is a federally funded program which provides academic, personal, social and career counseling to each student participant. Counseling services are provided to students both individually and in group settings. The strategies used to counsel students will focus on self-concept improvement and on development of self-responsibility and problem-solving ability.

Students may also take part in Success Skills Workshops. These workshops are intensive development seminars that provide information and first-hand experience on dealing with and working through stressful life situations. Workshops may deal with such topics as “How to Deal with Stress”; “Positive Thinking”; “How to Take Notes and Testing”; etc. All students who are eligible for the Student Support Services Program may attend the success skills workshops.

The goal of the Student Support Services Program is to aid in the retention and graduation of students from James Sprunt Community College. Staff members strive to make sure that as many obstacles as possible are removed from the path of students as they pursue their academic endeavors.

Student Support Services will also help students develop individual plans helping them to specify educational goals and to identify and schedule the specific academic and support services they need. Through student interviews, Student Support Services helps students become aware of their learning strengths and weaknesses. The staff will also access the student’s file regarding the curriculum requirements for the program in which he/she is enrolled.

Eligible participants, which include disabled college students, receive tutoring, counseling, and remedial instruction. The Student Support Services Program serves 210 eligible participants.

For more information, contact Student Support Services office at (910) 296-2446.
UPWARD BOUND PROGRAM

The James Sprunt Community College Upward Bound Program is a federally funded program which provides support to participants in their preparation for college entrance. Participants receive academic instruction in literature, composition, foreign language, mathematics, and science on college campuses after school, on Saturdays and during the summer. Upward Bound participants also receive services such as counseling, tutoring, mentors, cultural enrichment, and assistance with college entrance and financial aid applications.

The Upward Bound Program consists of two components—a nine-month academic year and a six-week nonresidential year, as well as a six/week Summer Bridge Component for recent high school graduates who participate in the Upward Bound Program. Classes are kept small to ensure that each student receives the personal attention he or she needs, and to promote an atmosphere in which a positive attitude toward learning can be developed. Activities include instruction, seminars, workshops, field trips to other college campuses or educational and recreational sites. Tutors and instructors are employed to assist students in the skills needed for collegiate success.

The goal of the Upward Bound Program is to provide eligible students with the academic support services and activities that will enhance their academic skills, thereby ensuring that these students will complete high school and enroll in and complete programs of post-secondary education.

The Upward Bound Program serves 70 eligible participants in grades 9-12 from the four high schools in Duplin County. For additional information, contact the Upward Bound office at (910) 296-2446.

WACHOVIA PARTNERSHIP EAST

East Carolina University College of Education with the support of Wachovia Bank has established consortium partnerships with community colleges and public schools within the university’s service region. The Wachovia Partnership East South Central Consortium is making it possible for students throughout eastern North Carolina to obtain a four-year degree from East Carolina University without traveling to the main campus.

Students graduate with a four-year degree from ECU by completing the first two years of the program at any one of the partnering community colleges: James Sprunt Community College, Johnston Community College, Lenoir Community College, Sampson Community College, and Wayne Community College; followed by taking ECU courses on-line or through face-to-face instruction at the consortium hub site, Wayne Community College. For more information, please contact Dr. Debbie Grady, Coordinator of the Wachovia Partnership East South Central Consortium at 919-735-5152, ext. 385 or by email at gradyde@waynecc.edu.
DUAL ENROLLMENT PROGRAM WITH FAYETTEVILLE STATE UNIVERSITY

Fayetteville State University and James Sprunt Community College have entered into a dual enrollment agreement in the area of Criminal Justice. Dual enrollment allows students to be enrolled at JSCC and FSU at the same time, thereby allowing them to work on the Associate and Bachelor degrees simultaneously. For more information on the dual enrollment program contact Antonio Patterson, Community College Coordinator at 910-672-2158.
NOTE: All numbers to the right of the course titles in the Course Description section refer to contact hours and total semester credit hours for classes in the following order:

**Examples:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Per Week</th>
<th>Lab</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 120</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BIO 168</td>
<td>Anatomy and Physiology I</td>
<td>3</td>
<td>3</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Expository Writing</td>
<td>3</td>
<td>0</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Health Education courses are listed in the following order:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
<th>Per Week</th>
<th>Lab</th>
<th>Clin</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 110</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
**ACA - Academic Related**

**ACA 115 Success & Study Skills**

Prerequisites: None
Corequisites: None

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

**ACA 118 College Study Skills**

Prerequisites: None
Corequisites: None

This course covers skills and strategies designed to improve study behaviors. Topics include time management, note taking, test taking, memory techniques, active reading strategies, critical thinking, communication skills, learning styles, and other strategies for effective learning. Upon completion, students should be able to apply appropriate study strategies and techniques to the development of an effective study plan.

**ACA 120 Career Assessment**

Prerequisites: None
Corequisites: None

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 121 Managing a Team**

Prerequisites: None
Corequisites: None

This course focuses on the process of the individual with an awareness of the reality in the collective teamwork approach for the workplace emphasizing process-orientation. Topics include how teams work, team effectiveness, team-building techniques, positive thinking, and leadership principles. Upon completion, students should be able to demonstrate an understanding of how teamwork strengthens ownership, involvement, and responsibility in the workplace.

**ACC - Accounting**

**ACC 115 College Accounting**

Prerequisites: None
Corequisites: None
This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.

**ACC 120 Prin Of Financial Acct**  
**3 2 4**  
(\textit{College Transfer})  
Prerequisites: None  
Corequisites: None

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. \textit{This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).}

**ACC 121 Prin of Managerial Accounting**  
**3 2 4**  
(\textit{College Transfer})  
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. \textit{This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).}

**ACC 131 Federal Income Taxes**  
**2 2 3**  
Prerequisites: None  
Corequisites: None

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Topics include tax law, electronic research and methodologies and the use of technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and complete federal tax returns for individuals, partnerships, and corporations.

**ACC 140 Payroll Accounting**  
**1 2 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. This course is also available through the Virtual Learning Community (VLC).

ACC 150 Acct Software Appl 1 2 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 accounting problems. This course is also available through the Virtual Learning Community (VLC).

ACC 220 Intermediate Accounting I 3 2 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 extensive analysis of balance sheet statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. This course is also available through the Virtual Learning Community (VLC).

ACC 221 Intermediate Acct II 3 2 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.

ACC 225 Cost Accounting 3 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. This course is also available through the Virtual Learning Community (VLC).
### AGR - Agriculture

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 140</td>
<td>Agricultural Chemicals</td>
<td>2 2 3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

This course covers all aspects of agricultural chemicals. Topics include safety, environmental effects, federal and state laws, pesticide classification, sprayer calibration, and licensing. Upon completion, students should be able to calibrate a sprayer, give proper pesticide recommendations, and demonstrate safe handling of pesticides.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 150</td>
<td>Ag-O-Metrics</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

This course introduces basic calculations for agricultural applications. Topics include the metric system, land measurement, feed efficiency, rate of gain, chemical calibration, and payroll. Upon completion, students should be able to perform calculations that pertain to agricultural production.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 160</td>
<td>Plant Science</td>
<td>2 2 3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

This course introduces the basic principles of botany that pertain to agricultural production. Emphasis is placed on the anatomy and physiology of flowering plants. Upon completion, students should be able to identify and explain plant systems.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 170</td>
<td>Soil Science</td>
<td>2 2 3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

This course covers the basic principles of soil fertilizing. Topics include liming, fertilization, management, and plant nutrients. Upon completion, students should be able to give nutrient and liming recommendations for soils.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 212</td>
<td>Farm Business Management</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

This course introduces budgeting, farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon completion, students should be able to prepare and analyze a farm budget.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 213</td>
<td>Ag Law &amp; Finance</td>
<td>3 0 3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
</tbody>
</table>
This course covers the basic laws and financial aspects affecting agriculture. Topics include environmental laws, labor laws, contractual business operations, assets, liabilities, net worth, and funding sources. Upon completion, students should be able to complete loan application procedures and explain basic laws affecting the agricultural industry.

**AGR 214 Agricultural Marketing** 3 0 3  
Prerequisites: None  
Corequisites: None

This course covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product.

**AGR 261 Agronomy** 2 2 3  
Prerequisites: None  
Corequisites: None

This course provides a basic introduction to field and forage crops. Topics include forage crops, field crops, seed selection, fertility management, field preparation, harvesting, and storage. Upon completion, students should be able to demonstrate a knowledge of forage and field crop production practices.

**ANS - Animal Science**

**ANS 110 Animal Science** 3 0 3  
Prerequisites: None  
Corequisites: None

This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock in North Carolina.

**ANS 115 Animal Feeds & Nutrition** 2 2 3  
Prerequisites: None  
Corequisites: None

This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements, digestion, feed formulation, and classification. Upon completion, students should be able to demonstrate a knowledge of nutritional requirements and feeding practices of farm animals.

**ANS 116 Intro to the Equine Ind** 3 0 3  
Prerequisites: None  
Corequisites: None
This Course provides an introduction to the equine industry. Topics include history, breeds, disciplines, economic impact, and career opportunities within the industry. Upon completion, students should be able to demonstrate a basic understanding of the equine industry and as it relates to animal science, production, and management.

**ANS 120 Beef Production**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

This course provides an introduction to the beef cattle industry. Topics include reproduction, cattle management, marketing, anatomy and physiology, and pasture management. Upon completion, students should be able to demonstrate a basic understanding of beef cattle production practices and the economic impact of the beef cattle industry in North Carolina.

**ANS 130 Poultry Production**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

This course provides an introduction to the poultry industry. Topics include anatomy and physiology, reproduction, incubation, and husbandry. Upon completion, students should be able to demonstrate a basic understanding of poultry production and the economic impact of the poultry industry in North Carolina.

**ANS 140 Swine Production**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

This course provides an introduction to the swine industry. Topics include basic skills for breeding, farrowing, nursery, and grower/finisher. Upon completion, students should be able to demonstrate a basic understanding of swine production practices and the economic impact of the swine industry in North Carolina.

**ANS 142 Swine Records & Analysis**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>ANS 140</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisites:</td>
<td>None</td>
</tr>
</tbody>
</table>

This course introduces production records utilized by the swine industry. Topics include types of records needed, establishing production goals, calculating production efficiencies, understanding computer applications in record keeping, and interpreting production data. Upon completion, students should be able to establish production goals, calculate production efficiencies, complete a production summary, and interpret data from computer printouts. *This course is a unique concentration requirement in the Poultry Management concentration in the Applied Animal Science Technology program.*
ANS 143 Swine Health Management 2 2 3
Prerequisites: None
Corequisites: None

This course covers all aspects of swine disease and health management. Emphasis is placed on disease identification and treatment, biosecurity and herd health plans, routine swine health practices, and laws and regulations applying to swine. Upon completion, students should be able to identify and recommend treatment for major diseases, develop a herd health plan, and describe the appropriate uses for medications. This course is a unique concentration requirement in the Poultry Management concentration in the Applied Animal Science Technology program.

ANS 144 Swine Housing & Waste Mgt 4 0 4
Prerequisites: ANS 140
Corequisites: None

This course includes the areas of swine waste management and confinement facilities for swine. Emphasis is placed on types of waste management systems, types of building systems used, and managing the internal environment in confinement buildings. Upon completion, students should be able to identify types of waste systems used, determine waste application rates, and identify types of housing and ventilation systems. This course is a unique concentration requirement in the Poultry Management concentration in the Applied Animal Science Technology program.

ANS 150 Animal Health Management 3 0 3
Prerequisites: None
Corequisites: None

This course introduces animal diseases and health management. Topics include identification, prevention, control, and treatment of diseases. Upon completion, students should be able to recognize disease symptoms, recommend treatments, identify preventive steps, and develop biosecurity procedures.

ANS 180 Equine Production 3 2 4
Prerequisites: None
Corequisites: None

This course provides an introduction to the production of horses. Topics include anatomy and physiology, reproduction, genetics, selection, and basic management practices. Upon completion, students should be able to demonstrate a basic understanding of the production and management of horses.

ANS 240 Swine Prod Issues 2 0 2
Prerequisites: None
Corequisites: None

This course explores areas associated with the swine industry. Emphasis is placed on oral presentations, work schedules, résumés, letters of application, recruiting and motivating employees, interviewing, public relations, and in-service activities. Upon completion, students should be able to prepare a résumé, complete a job application and interview, prepare work schedules, and make oral presentations.
ART - Art

ART 110 Introduction to Art 2 0 2
(College Transfer)
Prerequisites: None
Corequisites: None

This course is designed to introduce an awareness of art in the everyday world. Emphasis is placed on art as visual communication. Upon completion, students should be able to demonstrate an understanding of the meanings and purposes of art. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ART 111 Art Appreciation 3 0 3
(College Transfer)
Prerequisites: None
Corequisites: None

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ART 113 Art Methods and Materials 2 2 3
(College Transfer)
Prerequisites: None
Corequisites: None

This course provides an overview of media and techniques. Emphasis is placed on exploration and manipulation of materials. Upon completion, students should be able to demonstrate familiarity with a variety of methods, materials, and processes. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ART 114 Art History Survey I 3 0 3
(College Transfer)
Prerequisites: None
Corequisites: None

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core re-
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* This course is also available through the Virtual Learning Community (VLC).

**ART 115  Art History Survey II**

<table>
<thead>
<tr>
<th>Units</th>
<th>Credit</th>
<th>General Education Core Requirement:</th>
<th>Transferable as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>Humanities/Fine Arts</td>
<td>Pre-major and/or Elective Course Requirement</td>
</tr>
</tbody>
</table>

Prerequisites: None
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**ART 116  Survey of American Art**

<table>
<thead>
<tr>
<th>Units</th>
<th>Credit</th>
<th>General Education Core Requirement:</th>
<th>Transferable as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>Humanities/Fine Arts</td>
<td>Pre-major and/or Elective Course Requirement</td>
</tr>
</tbody>
</table>

Prerequisites: None
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**ART 117  Non-Western Art History**

<table>
<thead>
<tr>
<th>Units</th>
<th>Credit</th>
<th>General Education Core Requirement:</th>
<th>Transferable as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>Humanities/Fine Arts</td>
<td>Pre-major and/or Elective Course Requirement</td>
</tr>
</tbody>
</table>

Prerequisites: None
Corequisites: None

This course introduces basic drawing techniques and is designed to increase observation skills. Emphasis is placed on the fundamentals of drawing. Upon completion, students should be able to demonstrate various methods and their application to representational imagery. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*
ART 131 Drawing I 0 6 3
(College Transfer)
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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ART 132 Drawing II 0 6 3
(College Transfer)
Prerequisites: ART 131
Corequisites: None

This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ART 140 Basic Painting 0 4 2
(College Transfer)
Prerequisites: None
Corequisites: None

This course introduces the mechanics of painting. Emphasis is placed on the exploration of painting media through fundamental techniques. Upon completion, students should be able to demonstrate a basic understanding and application of painting. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ART 240 Painting I 0 6 3
(College Transfer)
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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

ART 241 Painting II 0 6 3
(College Transfer)
Prerequisites: ART 240
Corequisites: None
This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 281 Sculpture I**
0 6 3
(\textit{College Transfer})

Prerequisites: None
Corequisites: None

This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 282 Sculpture II**
0 6 3
(\textit{College Transfer})

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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 283 Ceramics I**
0 6 3
(\textit{College Transfer})

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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 284 Ceramics II**
0 6 3
(\textit{College Transfer})

Prerequisites: ART 283
Corequisites: None

This course covers advanced hand building and wheel techniques. Emphasis is
placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 285 Ceramics III**

| Prerequisites: | ART 284 |
| Corequisites: | None |

This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student’s artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**ART 286 Ceramics IV**

| Prerequisites: | ART 285 |
| Corequisites: | None |

This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student’s artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**AUT - Automotive**

**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.

**AUT 161 Basic Auto Electricity**

| Prerequisites: | None |
| Corequisites: | None |
This course covers basic electrical theory and wiring diagrams, test equipment, and diagnosis, repair, 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.

**AUT 181 Engine Performance 1**

Prerequisites: None
Corequisites: None

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.

**AUT 281 Adv Engine Performance**

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.

**BIO - Biology**

**BIO 090 Foundations of Biology**

Prerequisites: None
Corequisites: RED 090

This course introduces basic biological concepts. Topics include basic biochemistry, cell structure and function, interrelationships among organisms, scientific methodology, and other related topics. Upon completion, students should be able to demonstrate preparedness for college-level biology courses.

**BIO 106 Intro to Anat/Phys/Micro**

Prerequisites: None
Corequisites: None

This course covers the fundamental and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease. *This is a diploma level course.*
BIO 110 Principles of Biology (College Transfer) 3 3 4
Prerequisites: None
Corequisites: None

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 111 General Biology I (College Transfer) 3 3 4
Prerequisites: None
Corequisites: None

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

BIO 112 General Biology II (College Transfer) 3 3 4
Prerequisites: BIO 111
Corequisites: None

This course is a continuation of BIO 111. Emphasis is placed on organisms, 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

BIO 120 Introductory Botany (College Transfer) 3 3 4
Prerequisites: BIO 110 or BIO 111
Corequisites: None

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Introductory Zoology</td>
<td>3</td>
<td>3 4</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>BIO 110 or BIO 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 140</td>
<td>Environmental Biology</td>
<td>3</td>
<td>0 3</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 140A</td>
<td>Environmental Biology Lab</td>
<td>0</td>
<td>3 1</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>BIO 140</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 163</td>
<td>Basic Anat &amp; Physiology</td>
<td>4</td>
<td>2 5</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of microorganisms. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**BPR - Blueprint Reading**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPR 130</td>
<td>Blueprint Reading/Construction</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Prerequisites: None  
Corequisites: None  

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.

**BUS - Business**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 110</td>
<td>Introduction to Business (College Transfer)</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 115</td>
<td>Business Law I (College Transfer)</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites: None  
Corequisites: None  

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 137</td>
<td>Principles of Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

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 to satisfy*
the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 153</td>
<td>Human Resource Management</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 225</td>
<td>Business Finance</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: ACC 120</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 260</td>
<td>Business Communication</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: ENG 111 and OST 131 or OST 080</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the workplace. This course is also available through the Virtual Learning Community (VLC).

**CHM - Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 092</td>
<td>Fundamentals of Chemistry</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course covers fundamentals of chemistry with laboratory applications. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts and demonstrate basic laboratory skills necessary for success in college-level science courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 131</td>
<td>Introduction to Chemistry</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours (credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 131 A</td>
<td>Introduction to Chemistry Lab</td>
<td>0 3 1</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>CHM 131</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours (credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 132</td>
<td>Organic and Biochemistry</td>
<td>3 3 4</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>CHM 131and CHM 131A or CHM 151</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours (credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 135</td>
<td>Survey of Chemistry I</td>
<td>3 2 4</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides an introduction to inorganic chemistry. Emphasis is placed on measurement, atomic structure, bonding, molecular geometry, nomenclature, reactions, the mole concept, stoichiometric calculations, states of matter, and the gas laws. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours (credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 136</td>
<td>Survey of Chemistry II</td>
<td>3 2 4</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>CHM 135</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
This course is a continuation of CHM 135 with further study of inorganic reactions and an introduction to organic, biological, and nuclear chemistry. Topics include solutions, acid-base theory, redox reactions, chemical kinetics, organic chemistry, biochemistry, and nuclear chemistry. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**CHM 151 General Chemistry I**  
(College Transfer)  
*Prerequisites:* None  
*Corequisites:* None

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**CHM 152 General Chemistry II**  
(College Transfer)  
*Prerequisites:* CHM 151  
*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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**CIS - Information Systems**

**CIS 110 Introduction to Computers**  
(College Transfer)  
*Prerequisites:* OST 080 or OST 131 or demonstrated proficiency  
*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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).*
CIS 111 Basic PC Literacy  
Prerequisites: None  
Corequisites: None  
This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills. This course is also available through the Virtual Learning Community (VLC).

CIS 113 Computer Basics  
Prerequisites: None  
Corequisites: None  
This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications. This course is also available through the Virtual Learning Community (VLC).

CIS 115 Intro to Prog & Logic  
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 sciences/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).

CJC - Criminal Justice

CJC 100 Basic Law Enforcement Trn  
Prerequisites: None  
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 topics and areas required for the state comprehensive certification examination. This is a certificate-level course.

CJC 111 Intro to Criminal Justice  
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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

CJC 112 Criminology 3 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. This course is also available through the Virtual Learning Community (VLC).

CJC 113 Juvenile Justice 3 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. This course is also available through the Virtual Learning Community (VLC).

CJC 121 Law Enforcement Operations 3 0 3
(College Transfer)
Prerequisites: None
Corequisites: None

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

CJC 131 Criminal Law 3 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. *This course is also available through the Virtual Learning Community (VLC).*

**CJC 132 Court Procedure & Evidence**  
3 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. *This course is also available through the Virtual Learning Community (VLC).*

**CJC 141 Corrections**  
3 0 3  
Prerequisites: None  
Corequisites: None

*(College Transfer)*

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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

**CJC 212 Ethics & Comm Relations**  
3 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. *This course is also available through the Virtual Learning Community (VLC).*

**CJC 221 Investigative Principles**  
3 2 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. *This course is also available through the Virtual Learning Community (VLC).*

**CJC 222 Criminalistics** 3 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.

**CJC 223 Organized Crime** 3 0 3
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.

**CJC 231 Constitutional Law** 3 0 3
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. *This course is also available through the Virtual Learning Community (VLC).*

**CJC 233 Correctional Law** 3 0 3
Prerequisites: None
Corequisites: None

This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.

**COE - Cooperative Education**

**COE 110 World of Work** 1 0 1
Prerequisites: None
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.

COE 111 Co-op Work Experience I 0 10 1
COE 112 Co-op Work Experience I 0 20 2
COE 113 Co-op Work Experience I 0 30 3
COE 114 Co-op Work Experience I 0 40 4
Prerequisites: Advisor, Department Head, and Co-Op Coordinator approval
Corequisites: None

These courses provide work 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.

COE 121 Co-op Work Experience II 0 10 1
COE 122 Co-op Work Experience II 0 20 2
COE 123 Co-op Work Experience II 0 30 3
COE 124 Co-op Work Experience II 0 40 4
Prerequisites: Advisor, Department Head, and Co-Op Coordinator Approval
Corequisites: None

These courses provide work 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.

COE 131 Co-op Work Experience III 0 10 1
COE 132 Co-op Work Experience III 0 20 2
COE 133 Co-op Work Experience III 0 30 3
COE 134 Co-op Work Experience III 0 40 4
Prerequisites: Advisor, Department Head, and Co-Op Coordinator approval
Corequisites: None

These courses provide work 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.

COE 211 Co-op Work Experience IV 0 10 1
COE 212 Co-op Work Experience IV 0 20 2
COE 213 Co-op Work Experience IV 0 30 3
COE 214 Co-op Work Experience IV 0 40 4
Prerequisites: Advisor, Department Head, and Co-op Coordinator approval
Corequisites: None

These courses provide work 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.

COE 221 Co-op Work Experience V 0 10 1
COE 222 Co-op Work Experience V 0 20 2
COE 223 Co-op Work Experience V 0 30 3
COE 224 Co-op Work Experience V 0 40 4
Prerequisites: Advisor, Department Head, and Co-op Coordinator approval
Corequisites: None

These courses provide work 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.

COE 231 Co-op Work Experience VI 0 10 1
COE 232 Co-op Work Experience VI 0 20 2
COE 233 Co-op Work Experience VI 0 30 3
COE 234 Co-op Work Experience VI 0 40 4
Prerequisites: Advisor, Department Head, and Co-op Coordinator approval
Corequisites: None

These courses provide work 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.

COOPERATIVE EDUCATION PROGRAM

Cooperative Education is an academic program that integrates classroom studies with practical experience in business, industry, public and community agency work situations. The work experience constitutes a regular and essential element in the educational process by allowing students to apply their studies in real work environment.

The Co-Op work experience is concurrent studies, may be paid or unpaid, and awards students academic credit. For many James Sprunt Community College students, co-op may provide an extra means of financial support.

Eligibility - Students are accepted from various programs of Study at JSCC, provided they meet the following general criteria:

1. Possess the skills to be a credible employee.
2. Be a minimum of 17 years of age
3. Be enrolled in an appropriate program and be in good academic standing.
4. Maintain GPA of 2.0 or better in program courses.

NOTE: Enrollment in the Co-Op program does not guarantee placement for every student. Final selection is the responsibility of the employer.
Students may qualify to receive academic credit if they are already employed and meet the following criteria:

1. Students must be acquiring significant new skills or knowledge related to their academic field of study, and/or
2. Students must be developing recently-learned skills or applying recently-learned knowledge related to their academic fields of study, and/or
3. Students must be receiving increased levels of responsibility related to their academic field of study, and/or
4. Employers must agree to assist with evaluations of their individual student’s progress.

For more information on how to participate as a Co-Op student or a Co-Op employer, contact the Cooperative Education Coordinator at JSCC, 910 296-2512.

**COM - Speech/Communication**

**COM 231 Public Speaking (College Transfer)**

| Prerequisites: None |
| Corequisites: None |

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course is also available through the Virtual Learning Community (VLC).*

**COS - Cosmetology**

**COS 111 Cosmetology Concepts I**

| Prerequisites: None |
| Corequisites: COS 112 |

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

**COS 112 Salon I**

| Prerequisites: None |
| Corequisites: COS 111 |

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS 113</td>
<td>Cosmetology Concepts II</td>
<td>4</td>
<td>COS 111 and COS 112</td>
<td>COS 114</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COS 114</td>
<td>Salon II</td>
<td>0</td>
<td>COS 112</td>
<td>COS 113</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COS 115</td>
<td>Cosmetology Concepts III</td>
<td>4</td>
<td>COS 111 and COS 112</td>
<td>COS 116</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COS 116</td>
<td>Salon III</td>
<td>0</td>
<td>COS 112</td>
<td>COS 115</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COS 117</td>
<td>Cosmetology Concepts IV</td>
<td>2</td>
<td>COS 111 and COS 112</td>
<td>COS 118</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COS 118</td>
<td>Salon IV</td>
<td>0</td>
<td>COS 114 and COS 116</td>
<td>COS 117</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

**COS 119 Esthetics Concepts I**

Prerequisites: None
Corequisites: None

This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.

**COS 121 Manicure/Nail Technology I**

Prerequisites: None
Corequisites: None

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.

**COS 223 Contemporary Hair Coloring**

Prerequisites: COS 111 and COS 112
Corequisites: None

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems.

**COS 224 Trichology and Chemistry**

Prerequisites: None
Corequisites: None

This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair.

**COS 240 Contemporary Design**

Prerequisites: COS 111 and COS 112
Corequisites: None

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.
COS 260  Design Applications
Prerequisites: None
Corequisites: None
This course provides an overview of the design concepts used in cosmetology. Topics include the application of art principles and elements to artistically design hair, nails, and make-up and other related topics. Upon completion, students should be able to demonstrate knowledge and techniques associated with design concepts.

COS 271  Instructor Concepts I
Prerequisites: None
Corequisites: COS 272
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting.

COS 272  Instructor Practicum I
Prerequisites: None
Corequisites: COS 271
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student.

COS 273  Instructor Concepts II
Prerequisites: COS 271 and COS 272
Corequisites: COS 274
This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervisory techniques, assess student performance in a classroom setting, and keep accurate records.

COS 274  Instructor Practicum II
Prerequisites: COS 271 and COS 272
Corequisites: COS 273
This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements.
CTS - Computer Information Technology

CTS 120 Hardware/Software Support 2 3 3
Prerequisites: CIS 110 or CIS 111
Corequisites: None

This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

CTS 125 Presentation Graphics 2 2 3
Prerequisites: CIS 110 or CIS 111
Corequisites: None

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.

CTS 130 Spreadsheet 2 2 3
Prerequisites: CIS 110 or CIS 111 or OST 137
Corequisites: None

This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS 135 Integrated Software Intro 2 4 4
Prerequisites: CIS 110 or CIS 111, CTS 125, CTS 130, DBA 110
Corequisites: None

This course instructs students in the Windows or Linux based program suites for word processing, spreadsheet, database, personal information manager, and presentation software. This course prepares students for introductory level skills in database, spreadsheet, personal information manager, word processing, and presentation applications to utilize data sharing. Upon completion, students should be able to design and integrate data at an introductory level to produce documents using multiple technologies.

CTS 230 Advanced Spreadsheet 2 2 3
Prerequisites: CTS 130
Corequisites: None

This course covers advanced spreadsheet design and development. Topics include
advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets.

CTS 285 Systems Analysis & Design  3  0  3  
Prerequisites:  CIS 115  
Corequisites:  None  

This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

CTS 289 System Support Project  1  4  3  
Prerequisites:  CTS 285  
Corequisites:  None  

This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

DBA - Database Management Technology

DBA 110 Database Concepts  2  3  3  
Prerequisites:  CIS 110 or CIS 111  
Corequisites:  None  

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

DBA 115 Database Applications  2  2  3  
Prerequisites:  DBA 110  
Corequisites:  None  

This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.
DES - Design

DES 115 Color Theory 2 2 3
Prerequisites: None
Corequisites: None

This course introduces the element of color as a major design factor. Emphasis is placed on the physical, psychological, and other implications of color in design. Upon completion, students should be able to demonstrate knowledge of color and its effects on the human environment.

DRA - Drama/Theatre

DRA 111 Theatre Appreciation 3 0 3
Prerequisites: None
Corequisites: None

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience’s appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

DRA 112 Literature of the Theatre 3 0 3
Prerequisites: None
Corequisites: None

This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ECO - Economics

ECO 151 Survey of Economics 3 0 3
Prerequisites: None
Corequisites: None

This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This
This course introduces economic analysis of individual, business, and industry choices 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

This course covers the teacher associate’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 professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy. This course is a unique concentration requirement in the Teacher Associate concentration in the Early Childhood Education program.
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 that are responsive to the needs of children and families. Upon completion, students should be able to design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities. *This course is also available through the Virtual Learning Community (VLC).*

**EDU 131 Child, Family, & Community**  
3 0 3  
**Prerequisites:** None  
**Corequisites:** None  

This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships between today's diverse families, centers/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, center/school colleagues, and community agencies that enhance the educational experience/well-being of all children. *This course is also available through the Virtual Learning Community (VLC).*

**EDU 144 Child Development I**  
3 0 3  
**Prerequisites:** None  
**Corequisites:** None  

This course covers the theories of child development, developmental sequences, and factors that influence children's development, from conception through the preschool years for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. *This course is also available through the Virtual Learning Community (VLC).*

**EDU 145 Child Development II**  
3 0 3  
**Prerequisites:** None  
**Corequisites:** None  

This course covers theories of child development, developmental sequences, and factors that influence children's development, from pre-school through middle childhood for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. *This course is also available through the Virtual Learning Community (VLC).*
EDU 146 Child Guidance 3 0 3
Prerequisites: None
Corequisites: None

This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children. *This course is also available through the Virtual Learning Community (VLC).*

EDU 151 Creative Activities 3 0 3
Prerequisites: None
Corequisites: None

This course covers planning 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 physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt 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: None
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: None
Corequisites: None

This course focuses on 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, implement safe learning environments, and adhere to state regulations. *This course is also available through the Virtual Learning Community (VLC).*

EDU 153A Health, Safety, & Nutrit Lab 0 2 1
Prerequisites: None
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 186 Reading & Writing Methods**

3 0 3  
Prerequisites: None  
Corequisites: None

This course covers concepts, resources, and methods for teaching reading and writing to school-age 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 developmentally appropriate reading and writing experiences. *This course is also available through the Virtual Learning Community (VLC).*

**EDU 216 Foundations in Education**

3 2 4  
Prerequisites: None  
Corequisites: 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, PRAXIS I preparation and observation and participation 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 pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).*

**EDU 221 Children with Exceptional**

3 0 3  
Prerequisites: EDU 144 and EDU 145 or PSY 244 and PSY 245  
Corequisites: None

This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, collaborate with families and professionals to plan, implement, and evaluate inclusion strategies. *This course is also available through the Virtual Learning Community (VLC).*

**EDU 235 School-Age Dev & Program**

2 0 2  
Prerequisites: None  
Corequisites: None

This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.
EDU 259 Curriculum Planning 3 0 3
Prerequisites: EDU 112 or EDU 113 or EDU 119
Corequisites: None

This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies.

EDU 261 Early Childhood Admin I 3 0 3
Prerequisites: None
Corequisites: None

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision. This course is also available through the Virtual Learning Community (VLC).

EDU 262 Early Childhood Admin II 3 0 3
Prerequisites: EDU 261
Corequisites: None

This course provides a foundation for budgetary, financial and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans. This course is also available through the Virtual Learning Community (VLC).

EDU 263 Dev School-Age Prog 2 0 2
Prerequisites: None
Corequisites: None

This course introduces the methods and procedures for operating a school-age program in either the public or proprietary setting. Emphasis is placed on constructing and organizing the physical environment as well as planning and developing a school-age program. Upon completion, students should be able to plan and develop a quality school-age program.

EDU 271 Educational Technology 2 2 3
Prerequisites: None
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.

**EDU 275 Effective Teach Training**  
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 280 Language & Literacy Exp**  
Prerequisites: None  
Corequisites: None

This course explores the continuum of children's communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences. *This course is also available through the Virtual Learning Community (VLC).*

**EDU 285 Internship Exp-School Age**  
Prerequisites: ENG 111  
Corequisites: COE 121 or COE 122

This course provides an opportunity to discuss internship experiences with peers and faculty. Emphasis is placed on evaluating and integrating practicum experiences. Upon completion, students should be able to demonstrate competence in early childhood education. *This course is a unique concentration requirement in the Teacher Associate concentration in the Early Childhood Education program.*

**EDU 286 Early Childhood Issues**  
Prerequisites: ENG 111 and completion of curriculum core requirements  
Corequisites: COE 111 or COE 121

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.
EFL - English as a Foreign Language

EFL 061 Listening/Speaking I 5 0 5
Prerequisites: None
Corequisites: None

This course is designed to provide the non-English speaking person with basic language skills for essential daily conversation in an academic setting. Emphasis is placed on basic listening and speaking skills. Upon completion, students should be able to carry on simple conversations and understand common patterns of speech.

EFL 062 Listening/Speaking II 5 0 5
Prerequisites: EFL 061
Corequisites: None

This course is designed to enhance intermediate listening and speaking skills of non-native speakers of English. Emphasis is placed on the ability to hold extended conversation and on the ability to understand extended spoken discourse. Upon completion, students should be able to demonstrate improved listening skills and strategies in a variety of settings.

EFL 063 Listening/Speaking III 5 0 5
Prerequisites: EFL 062
Corequisites: None

This course is designed to increase the ability and confidence of high intermediate-level non-native speakers of English in verbal expression and listening comprehension. Emphasis is placed on listening and speaking skills which would be appropriate for group discussions, oral presentations, and note taking. Upon completion, students should be able to successfully participate in high intermediate-level listening and speaking activities.

EFL 064 Listening/Speaking IV 5 0 5
Prerequisites: EFL 063
Corequisites: None

This course is designed to prepare advanced-level non-native speakers of English for academic and professional speaking and listening activities. Emphasis is placed on learning and practicing strategies of effective oral expression and comprehension of spoken discourse in informal and formal settings. Upon completion, students should be able to effectively participate in activities appropriate to academic and professional settings.

EFL 071 Reading I 5 0 5
Prerequisites: None
Corequisites: None

This course is designed to help those literacy skills needed to achieve reading fluency
in English at the beginning level. Emphasis is placed on basic academic and cultural vocabulary and reading strategies, which include self-monitoring and recognizing organizational styles and context clues. Upon completion, students should be able to use the strategies to read and comprehend basic academic, narrative, and expository texts. *This course is intended for non-native speakers of English.*

**EFL 072 Reading II**

Prerequisites: EFL 071
Corequisites: None

This course provides preparation in academic and general purpose reading in order to achieve reading fluency at the low-intermediate level. Emphasis is placed on expanding academic and cultural vocabulary and developing effective reading strategies to improve comprehension and speed. Upon completion, students should be able to read and comprehend narrative and expository texts at the low-intermediate instructional level. *This course is intended for non-native speakers of English.*

**EFL 073 Reading III**

Prerequisites: EFL 072
Corequisites: None

This course is designed to develop fundamental reading and study strategies at the intermediate level needed for curriculum programs. Emphasis is placed on building vocabulary and cultural knowledge, improving comprehension, and developing study strategies on basic-level college materials and literary works. Upon completion, students should be able to read and comprehend narrative and expository texts at the intermediate instructional level. *This course is intended for non-native speakers of English.*

**EFL 074 Reading IV**

Prerequisites: EFL 073
Corequisites: None

This course is designed to enhance the academic reading skills for successful reading ability as required in college-level courses. Emphasis is placed on strategies for effective reading and the utilization of these strategies to improve comprehension, analytical skills, recall, and overall reading speed. Upon completion, students should be able to comprehend, synthesize, and critique multi-disciplinary college level reading/textbook materials. *This course is intended for non-native speakers of English.*

**EFL 081 Grammar I**

Prerequisites: None
Corequisites: None

This course provides non-native speakers of English with a variety of fundamental grammatical concepts which enrich language skills and comprehension. Emphasis is on key basic grammatical structures and opportunities for practice which incorporate grammatical knowledge into various skills areas. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts.
### EFL 082 Grammar II

Prerequisites: EFL 081  
Corequisites: None

This course provides non-native speakers of English with a variety of basic grammatical concepts which enrich language skills and comprehension. Emphasis is on key low-intermediate grammatical structures and opportunities for practice which incorporate grammatical knowledge into various skills areas. Upon completion, students should be able to demonstrate by written and oral means the comprehension and correct usage of specified grammatical concepts.

### EFL 083 Grammar III

Prerequisites: EFL 082  
Corequisites: None

This course is designed to provide high-intermediate non-native speakers of English with a knowledge of grammatical structures that improves academic communication. Emphasis is placed on using high-intermediate grammatical structures in meaningful contexts through exercised integrating the use of newly acquired structures with previously learned structures. Upon completion, students should be able to demonstrate improved proficiency, comprehension, and grammatical accuracy.

### EFL 084 Grammar IV

Prerequisites: EFL 083  
Corequisites: None

This course is designed to give non-native speakers of English a full understanding of advanced grammatical structures and techniques. Emphasis is placed on oral and written communicative fluency through the study of advanced grammatical forms. Upon completion, students should be able to incorporate the structures covered in both spoken and written form, demonstrating improved proficiency, comprehension, and grammatical accuracy.

### EFL 091 Composition I

Prerequisites: None  
Corequisites: None

This course introduces basic sentence structure and writing paragraphs. Emphasis is placed on word order, verb tense-aspect system, auxiliaries, word forms, and simple organization and basic transitions in writing paragraphs. Upon completion, students should be able to demonstrate a basic understanding of grammar and ability to write English paragraphs using appropriate vocabulary, organization, and transitions. *This course is intended for non-native speakers of English.*

### EFL 092 Composition II

Prerequisites: EFL 091  
Corequisites: None

This course provides preparation in low-intermediate academic and general-purpose writing. Emphasis is placed on writing as a process, paragraph development, and basic essay organization. Upon completion, students should be able to write and
independently edit and understand the major elements of the writing process, sentence, paragraph, and essay. *This course is intended for non-native speakers of English.*

**EFL 093 Composition III**

Prerequisites: EFL 092  
Corequisites: None

This course covers intermediate-level academic and general-purpose writing. Emphasis is placed on the writing process, content, organization, and language use in formal academic compositions in differing rhetorical modes. Upon completion, students should be able to effectively use the writing process in a variety of rhetorical modes. *This course is intended for non-native speakers of English.*

**EFL 094 Composition IV**

Prerequisites: EFL 093  
Corequisites: None

This course prepares low-advanced non-native speakers of English to determine the purpose of their writing and to write paragraphs and essays to fulfill that purpose. Emphasis is placed on unity, coherence, completeness, audience, and the writing process; and the grammatical forms and punctuation appropriate for each kind of writing. Upon completion, students should be able to write unified, coherent, and complete paragraphs and essays, which are grammatical and appropriate for the intended audience. *This course is intended for non-native speakers of English.*

**EFL 095 Composition V**

Prerequisites: EFL 094  
Corequisites: None

This course is designed to prepare advanced non-native speakers of English for college-level composition courses. Emphasis is placed on the study and process of writing formal essays and research papers and the analysis of literary, expository, and descriptive writings. Upon completion, students should be able to demonstrate ability to write and analyze professional and peer compositions and knowledge of basic research principles. *This course is intended for non-native speakers of English.*

**ELC - Electricity**

**ELC 112 DC/AC Electricity**

Prerequisites: None  
Corequisites: None

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, troubleshoot, and repair DC/AC circuits.
ELC 113 Basic Wiring I
Prerequisites: None
Corequisites: None
This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint 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 basic electrical installations.

ELC 114 Basic Wiring II
Prerequisites: None
Corequisites: None
This course provides instruction in the application of electrical tools, materials, and test equipment associated with 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 electrical installations.

ELC 115 Industrial Wiring
Prerequisites: None
Corequisites: None
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment.

ELC 117 Motors and Controls
Prerequisites: None
Corequisites: None
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 118 National Electrical Code
Prerequisites: None
Corequisites: None
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.
ELC 119 NEC Calculations 1 2 2
Prerequisites: None
Corequisites: None

This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.

ELC 121 Electrical Estimating 1 2 2
Prerequisites: None
Corequisites: None

This course covers the principles involved in estimating electrical projects. Topics include take-offs of materials and equipment, labor, overhead, and profit. Upon completion, students should be able to estimate simple electrical projects.

ELC 128 Introduction to PLC 2 3 3
Prerequisites: None
Corequisites: None

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs. This course is also available through the Virtual Learning Community (VLC).

ELC 132 Electrical Drawings 1 3 2
Prerequisites: None
Corequisites: None

This course introduces the technical documentation that is typically found or used in the industrial environment. Topics include interpretation of service manuals, freehand sketching of lines, orthographic views and dimensions, and blueprint reading. Upon completion, students should be able to interpret technical documents and blueprints and use basic drafting skills to prepare usable field drawings.

ELC 215 Electrical Maintenance 2 3 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.
**ELN - Electronics**

**ELN 229 Industrial Electronics**  
Prerequisites: None  
Corequisites: None  

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

**ENG - English**

**ENG 070 Basic Language Skills**  
Prerequisites: None  
Corequisites: None  

This course introduces the fundamentals of standard written English. Emphasis is placed on effective word choice, recognition of sentences and sentence parts, and basic usage. Upon completion, students should be able to generate sentences that clearly express ideas. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

**ENG 080 Writing Foundations**  
Prerequisites: ENG 070 or ENG 075  
Corequisites: None  

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

**ENG 090 Composition Strategies**  
Prerequisites: ENG 080 or ENG 085  
Corequisites: None  

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. *This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.*

**ENG 090A Comp Strategies Lab**  
Prerequisites: ENG 080 or ENG 085  
Corequisites: ENG 090  

This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.
ENG 101  Applied Communications I 3 0 3  
Prerequisites: None  
Corequisites: None  

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace. *This is a diploma level course.*

ENG 102  Applied Communications II 3 0 3  
Prerequisites: None  
Corequisites: None  

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. *This is a diploma level course.*

ENG 111  Expository Writing 3 0 3  
*(College Transfer)*  
Prerequisites: ENG 090 and RED 090, or ENG 095  
Corequisites: None  

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

ENG 111A  Expository Writing Lab 0 2 1  
Prerequisites: ENG 090 and RED 090; or ENG 095  
Corequisites: ENG 111  

This writing laboratory is designed to apply the skills introduced in ENG 111. Emphasis is placed on the editing and revision components of the writing process. Upon completion, students should be able to apply those skills in the production of final drafts in ENG 111.

ENG 112  Argument-Based Research 3 0 3  
*(College Transfer)*  
Prerequisites: ENG 111  
Corequisites: None  

This course, the second in a series of two, introduces research techniques, documentation, styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented argumentative essays.
and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

**ENG 113 Literature-Based Research**

(3 credits)

Prerequisites: ENG 111

Corequisites: None

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

**ENG 114 Prof Research & Reporting**

(3 credits)

Prerequisites: ENG 111

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course is also available through the Virtual Learning Community (VLC).*

**ENG 115 Oral Communication**

(3 credits)

Prerequisites: None

Corequisites: None

This course introduces the basic principles of oral communication in both small group and public settings. Emphasis is placed on the components of the communication process, group decision-making, and public address. Upon completion, students should be able to demonstrate the principles of effective oral communication in small group and public settings.

**ENG 125 Creative Writing I**

(3 credits)

Prerequisites: ENG 111

Corequisites: None
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 126</td>
<td>Creative Writing II</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(College Transfer)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>ENG 125</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 131</td>
<td>Introduction to Literature</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(College Transfer)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>ENG 111</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>ENG 112 or ENG 113 or ENG 114</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. **This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 133</td>
<td>Introduction to the Novel</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(College Transfer)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>ENG 111</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>ENG 112 or ENG 113 or ENG 114</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course provides intensive study of the novel as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of the novel. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of the novel. **This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(College Transfer)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>ENG 112 or ENG 113 or ENG 114</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 232 American Literature II  
(3) (College Transfer)  
Prerequisites: ENG 112 or ENG 113 or ENG 114  
Corequisites: None

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 241 British Literature I  
(3) (College Transfer)  
Prerequisites: ENG 112 or ENG 113 or ENG 114  
Corequisites: None

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 242 British Literature II  
(3) (College Transfer)  
Prerequisites: ENG 112 or ENG 113 or ENG 114  
Corequisites: None

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

ENG 251 Western World Literature I  
(3) (College Transfer)  
Prerequisites: ENG 112 or ENG 113 or ENG 114  
Corequisites: None
This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**ENG 252 Western World Literature II**  
*3 0 3*  
*(College Transfer)*  
Prerequisites: ENG 112 or ENG 113 or ENG 114  
Corequisites: None

This course provides a survey of selected European works from the Neoclassical period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**ENG 261 World Literature I**  
*3 0 3*  
*(College Transfer)*  
Prerequisites: ENG 112 or ENG 113 or ENG 114  
Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*  
*This course is also available through the Virtual Learning Community (VLC).*

**ENG 262 World Literature II**  
*3 0 3*  
*(College Transfer)*  
Prerequisites: ENG 112 or ENG 113 or ENG 114  
Corequisites: None

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**ENG 271 Contemporary Literature**  
*3 0 3*  
*(College Transfer)*  
Prerequisites: ENG 112 or ENG 113 or ENG 114  
Corequisites: None
This course includes a study of contemporary literature. Emphasis is placed on literary and cultural trends of selected texts. Upon completion, students should be able to interpret, analyze, and respond to the literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 272</td>
<td>Southern Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(College Transfer)</em></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites: ENG 112 or ENG 113 or ENG 114

Corequisites: None

This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**FRE - French**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 111</td>
<td>Elementary French I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(College Transfer)</em></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites: None

Corequisites: None

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 has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 112</td>
<td>Elementary French II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(College Transfer)</em></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites: FRE 111

Corequisites: None

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 has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**FST - Foodservice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FST 100</td>
<td>Intro to Foodservice Indt</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>0</td>
</tr>
</tbody>
</table>

Prerequisites: None

Corequisites: FST 103
This course is designed to develop an understanding of the foodservice industry, its terminology, mathematics, and measurements. Emphasis is placed on employability skills, vocabulary, fractions, ratio and proportion, and percents. Upon completion, students should be able to identify career paths, convert recipes, and differentiate standard measurements. This course is restricted to the Foodservice Technology program and is approvable for offering only at designated Department of Correction facilities.

FST 101 Intro to Baking 1 4 3
Prerequisites: None
Corequisites: FST 103

This course introduces fundamental concepts, skills, and techniques in quantity baking. Topics include yeast and quick breads, cookies, cakes, and other baked goods. Upon completion, students should be able to prepare and evaluate baked products. This course is restricted to the Foodservice Technology program and is approvable for offering only at designated Department of Correction facilities.

FST 102 Basic Foodservice Skills 4 8 8
Prerequisites: None
Corequisites: FST 103

This course introduces the concepts, skills, and techniques for volume food production in an institutional setting. Emphasis is placed on development of skills in knife, tool, and equipment handling and applying principles of food preparation to produce varieties of food products. Upon completion, students should be able to demonstrate entry-level skills in a quantity foodservice operation. This course is restricted to the Foodservice Technology program and is approvable for offering only at designated Department of Correction facilities.

FST 103 Safety and Sanitation 2 2 3
Prerequisites: None
Corequisites: None

This course provides practical experience with the basic principles of safety and sanitation in the foodservice industry. Emphasis is placed on personal hygiene habits, safety regulations, and food handling practices (H.A.C.C.P.) that protect the health of the consumer. Upon completion, students should be able to demonstrate appropriate safety and sanitation practices required in the foodservice industry. This course is restricted to the Foodservice Technology program and is approvable for offering only at designated Department of Correction facilities.

GRA - Graphic Arts

GRA 255 Image Manipulation I 1 3 2
Prerequisites: GRA 151 or GRD 151
Corequisites: None

This course covers applications associated with electronic image manipulation, including color correction, color separation, special effects, and image conversion. Topics include image-capturing hardware, image-processing software, and output
options. Upon completion, students should be able to utilize hardware and software to acquire, manipulate, and output images to satisfy design and production.

**GRA 256 Image Manipulation II**

Prerequisites: GRA 255

Corequisites: None

This course covers electronic color separation and its relationship to multi-color printing. Topics include color theory, separation, color matching, proofing, and output of process and spot color images. Upon completion, students should be able to use hardware and image processing software to produce color separations and proofs for various printing processes.

**GRD - Graphic Design**

**GRD 110 Typography I**

Prerequisites: None

Corequisites: None

This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.

**GRD 111 Typography II**

Prerequisites: GRD 110

Corequisites: None

This course is a continuation of GRD 110. Emphasis is placed on solving challenging typographic problems. Upon completion, students should be able to understand and demonstrate advanced typographic applications.

**GRD 121 Drawing Fundamentals I**

Prerequisites: None

Corequisites: None

This course increases observation skills using basic drawing techniques and media in graphic design. Emphasis is placed on developing the use of graphic design principles, media applications, spatial considerations, drawing styles, and approaches. Upon completion, students should be able to show competence and proficiency in finished works.

**GRD 131 Illustration I**

Prerequisites: ART 131 or DES 125 or GRD 121

Corequisites: None

This course introduces the application of rendering techniques to create illustrations. Emphasis is placed on controlling various media, methods, surfaces, design problems, and the appropriate media selection process. Upon completion, students should be able to produce quality illustrations from conception through finished artwork.
GRD 132 Illustration II 1 3 2
Prerequisites: GRD 131
Corequisites: None

This course is a continuation of GRD 131. Topics include editorial, product, fashion, and advertising illustrations. Upon completion, students should be able to demonstrate increased proficiency in creating quality illustrations from conceptualization through finished artwork.

GRD 141 Graphic Design I 2 4 4
Prerequisites: None
Corequisites: None

This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

GRD 142 Graphic Design II 2 4 4
Prerequisites: ART 121, DES 135, or GRD 141
Corequisites: None

This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects.

GRD 145 Design Applications I 0 3 1
Prerequisites: None
Corequisites: GRD 141

This course introduces visual problem solving. Emphasis is placed on application of design principles. Upon completion, students should be able to produce projects utilizing basic design concepts.

GRD 151 Computer Design Basics 1 4 3
Prerequisites: None
Corequisites: None

This course covers designing and drawing with various types of software applications for advertising and graphic design. Emphasis is placed on creative and imaginative use of space, shapes, value, texture, color, and typography to provide effective solutions to advertising and graphic design problems. Upon completion, students should be able to use the computer as a creative tool.

GRD 152 Computer Design Tech I 1 4 3
Prerequisites: GRD 151
Corequisites: None

This course covers complex design problems utilizing various design and drawing software applications. Topics include the expressive use of typography, image, and
organization to communicate a message. Upon completion, students should be able
to use appropriate computer software to professionally present their work.

**GRD 153 Computer Design Tech II**  
Prerequisites: GRD 152  
Corequisites: None  
This course covers advanced theories and practices in the field of computer design. Emphasis is placed on advanced use of color palettes, layers, and paths. Upon completion, students should be able to creatively produce designs and articulate their rationale.

**GRD 241 Graphic Design III**  
Prerequisites: DES 136 or GRD 142  
Corequisites: None  
This course is an advanced exploration of various techniques and media for advertising and graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving.

**GRD 242 Graphic Design IV**  
Prerequisites: GRD 241  
Corequisites: None  
This course is a continuation of GRD 241. Emphasis is placed on using advanced media techniques, concepts, strategies, and professionalism in all aspects of design. Upon completion, students should be able to conceptualize, create, and produce designs for reproduction.

**GRD 265 Digital Print Production**  
Prerequisites: GRD 152 or GRA 152  
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.

**GRD 271 Multimedia Design I**  
Prerequisites: GRD 151 or GRA 151  
Corequisites: None  
This course introduces the fundamentals of multimedia design and production for computer-related presentations. Topics include interface design, typography, storyboarding, scripting, simple animation, graphics, digital audio/video, and copyright issues. Upon completion, students should be able to design and produce multimedia presentations.
**GRD 280 Portfolio Design**  
**Description:** This course covers the organization and presentation of a design/advertising or graphic art portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a résumé and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials.

**Prerequisites:** GRD 142 and GRD 152 or GRA 152  
**Corequisites:** None

**HEA - Health**

**HEA 110 Personal Health/Wellness**  
**Description:** 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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

**Prerequisites:** None  
**Corequisites:** None

**HEA 112 First Aid & CPR**  
**Description:** This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**Prerequisites:** None  
**Corequisites:** None

**HIS - History**

**HIS 121 Western Civilizations I**  
**Description:** This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved to satisfy the
Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

HIS 122 Western Civilizations II 3 0 3  
(Extra College Transfer)  
Prerequisites: None  
Corequisites: None

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

HIS 131 American History I 3 0 3  
(Extra College Transfer)  
Prerequisites: None  
Co requisites: 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

HIS 132 American History II 3 0 3  
(Extra College Transfer)  
Prerequisites: None  
Corequisites: None

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

HIS 221 African-American Hist 3 0 3  
(Extra College Transfer)  
Prerequisites: None  
Corequisites: None

272
This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**HIS 222 African-American Hist I**

3 0 3  
College Transfer

Prerequisites: None  
Corequisites: None

This course covers African-American history through the Civil War period. Topics include African origins, the nature of slavery, African-American participation in the American Revolution, abolitionism, and the emergence of a distinct African-American culture. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early African-American history. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

**HIS 223 African-American Hist II**

3 0 3  
College Transfer

Prerequisites: None  
Corequisites: None

This course covers African-American history from the Civil War to the present. Topics include Reconstruction, the Jim Crow era, urbanization, the Harlem Renaissance, the Civil Rights movement, and the philosophies of major African-American leaders. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in African-American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course is also available through the Virtual Learning Community (VLC).

**HIS 236 North Carolina History**

3 0 3  
College Transfer

Prerequisites: None  
Corequisites: None

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America’s discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
### HUM - Humanities

#### HUM 101  Values in the Workplace  2  0  2
Prerequisites: None  
Corequisites: None  
This course is a study of the influence of human values in the workplace and of the workplace on human values. Emphasis is placed on the ways in which the workplace affects and is affected by human values. Upon completion, students should be able to demonstrate a broad-based awareness and appreciation of the inter-connectedness between human values and the world of work. *This is a diploma-level course.*

#### HUM 110  Technology and Society  3  0  3  (College Transfer)
Prerequisites: None  
Corequisites: None  
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

#### HUM 120  Cultural Studies  3  0  3  (College Transfer)
Prerequisites: None  
Corequisites: None  
This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

#### HUM 121  The Nature of America  3  0  3  (College Transfer)
Prerequisites: None  
Corequisites: None  
This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social, and political aspects of American life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*
HUM 122 Southern Culture 3 0 3  
(Workforce to College Transfer)  
Prerequisites: None  
Corequisites: None  
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

HUM 140 History of Architecture 3 0 3  
(Workforce to College Transfer)  
Prerequisites: None  
Corequisites: None  
This course covers the political and religious influences upon architecture. Topics include specific historical buildings evidencing architectural advancement, with special emphasis upon modern architecture. Upon completion, students should be able to analyze and identify significant developments in architecture. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

HUM 150 American Women’s Studies 3 0 3  
(Workforce to College Transfer)  
Prerequisites: None  
Corequisites: None  
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women’s roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

HUM 160 Introduction to Film 2 2 3  
(Workforce to College Transfer)  
Prerequisites: None  
Corequisites: None  
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

**HUM 211**  Humanities I  
(College Transfer)  
Prerequisites: ENG 111  
Corequisites: None  

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind’s answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**HUM 212**  Humanities II  
(College Transfer)  
Prerequisites: ENG 111  
Corequisites: None  

This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind’s answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**HUM 220**  Human Values and Meaning  
(College Transfer)  
Prerequisites: ENG 111  
Corequisites: None  

This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**JOU - Journalism**

**JOU 120**  JOU/Theory & Production  
Prerequisites: None  
Corequisites: None  

This course provides a study of basic journalistic writing and production techniques.
Emphasis is placed on interviewing, drafting, editing, layout, design, and printing. Upon completion, students should be able to demonstrate competence in the various phases of writing and producing a publication.

**LAT - Latin**

LAT 111  Elementary Latin I  
            (College Transfer)  3 0 3  
Prerequisites: None  
Corequisites: None  

This course introduces the fundamental elements of Latin within a cultural context. Emphasis is placed on the development of basic reading and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to written Latin and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

LAT 112  Elementary Latin II  
            (College Transfer)  3 0 3  
Prerequisites: LAT 111  
Corequisites: None  

This course is a continuation of LAT 111 focusing on the fundamental elements of Latin within a cultural context. Emphasis is placed on the progressive development of reading, vocabulary, and grammar skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to written Latin and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**MAS - Masonry**

MAS 110  Masonry I  5 15 10  
Prerequisites: None  
Corequisites: None  

This course introduces the basic principles of construction with masonry units. Topics include history of the masonry field, safety practices, blueprint reading, and principles of laying masonry units to the line using tools, equipment, and materials. Upon completion, students should be able to demonstrate knowledge of safety practices, blueprint reading, and basic tool use; identify materials; operate machinery; and lay masonry units.

MAS 120  Masonry II  5 15 10  
Prerequisites: None  
Corequisites: None  

This course provides practical experience in cost estimating, foundations, bonding variations, expansion joints, wall ties, building codes, and other related topics. Emphasis is placed on material estimation, layout of footing, construction of walls,
reinforcements, scaffolding, insulating, and building codes. Upon completion, students should be able to determine cost, plan sound building procedures, construct masonry projects, and apply building codes.

MAS 130 Masonry III 6 6 8
Prerequisites: None
Corequisites: None

This course provides fundamentals and skills used in masonry construction. Emphasis is placed on building chimneys, fireplaces, columns, concrete masonry, and arches; using materials economically; satisfying needs and expectations; and proper work ethics. Upon completion, students should be able to build structures covered in the course, demonstrate increased speed and accuracy, and make smooth transitions between construction stages.

MAS 140 Intro to Masonry 1 2 2
Prerequisites: None
Corequisites: None

This course introduces basic principles and practices of masonry. Topics include standard tools, materials, and practices used in basic masonry and other related topics. Upon completion, students should be able to demonstrate an understanding of masonry and be able to use basic masonry techniques.

MAT - Mathematics

MAT 050 Basic Math Skills 3 2 4
Prerequisites: None
Corequisites: None

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

MAT 060 Essential Mathematics 3 2 4
Prerequisites: MAT 050
Corequisites: None

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions. Percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070 Introductory Algebra 3 2 4
Prerequisites: MAT 060
Corequisites: RED 080 or ENG 085

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expres-
sions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. *This course is also available through the Virtual Learning Community (VLC).*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 080</td>
<td>Intermediate Algebra</td>
<td>3 2 4</td>
<td>MAT 070</td>
<td>RED 080 or ENG 085</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 090</td>
<td>Accelerated Algebra</td>
<td>3 2 4</td>
<td>MAT 060</td>
<td>RED 080 or ENG 085</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course covers algebraic concepts with emphasis on applications. Topics include those covered in MAT 070 and MAT 080. Upon completion, students should be able to apply algebraic concepts in problem solving using appropriate technology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 101</td>
<td>Applied Mathematics I</td>
<td>2 2 3</td>
<td>MAT 060, MAT 070, MAT 080, MAT 090, or MAT 095</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. <em>This course is intended for diploma programs.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 110</td>
<td>Mathematical Measurement</td>
<td>2 2 3</td>
<td>MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course provides an activity-based approach to utilizing, interpreting, and communicating data in a variety of measurement systems. Topics include accuracy, precision, conversion, and estimation within metric, apothecary, and avoirdupois systems; ratio and proportion; measures of central tendency and dispersion; and charting of data. Upon completion, students should be able to apply proper techniques to gathering, recording, manipulating, analyzing, and communicating data.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 115</td>
<td>Mathematical Models</td>
<td>2 2 3</td>
<td>MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. This course is also available through the Virtual Learning Community (VLC).

MAT 140 Survey of Mathematics
(3 0 3 College Transfer)
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175
Corequisites: None

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course is also available through the Virtual Learning Community (VLC).

MAT 141 Mathematical Concepts I
(3 0 3 College Transfer)
Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175
Corequisites: None

This course is the first of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on sets, logic, number bases, elementary number theory, introductory algebra, measurement including metrics, and problem solving. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 142 Mathematical Concepts II
(3 0 3 College Transfer)
Prerequisites: MAT 141
Corequisites: None

This course is the second of a two-course sequence that develops a deeper understanding and appreciation of the basic concepts of mathematics. Emphasis is placed on probability, statistics, functions, introductory geometry, and mathematics of finance. Upon completion, students should be able to communicate orally and in writing these basic mathematical concepts and utilize technology as a mathematical tool. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). This course is also available through the Virtual Learning Community (VLC).

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on equations and inequalities; polynomials, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for an AA degree. This course is also available through the Virtual Learning Community (VLC).

This course provides an integrated technological approach to trigonometry and its applications. Topics include trigonometric ratios, right triangles, oblique triangles, trigonometric functions, graphing, vectors, and complex numbers. Upon completion, students should be able to apply the above principles of trigonometry to problem solving and communication. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for the AA degree.

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions
(linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**MAT 172 Precalculus Trigonometry**  
(3 0 3)  
**Prerequisites:** MAT 171  
**Corequisites:** None

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, and vectors and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**MAT 263 Brief Calculus**  
(3 0 3)  
**Prerequisites:** MAT 161, MAT 171, or MAT 175  
**Corequisites:** None

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**MAT 271 Calculus I**  
(3 2 4)  
**Prerequisites:** MAT 172 or MAT 175  
**Corequisites:** None

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**MAT 272 Calculus II**  
(3 2 4)  
**Prerequisites:** MAT 271  
**Corequisites:** None

This course provides a rigorous treatment of integration and is the second calculus
course in a three-course sequence. Topics include 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 use integration and approximation techniques to solve application problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**MAT 273 Calculus III**  
3 2 4  
(College Transfer)  
Prerequisites: MAT 272  
Corequisites: None

This course covers the calculus of several variables and is third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**MAT 285 Differential Equations**  
3 0 3  
(College Transfer)  
Prerequisites: MAT 272  
Corequisites: None

This course provides an introduction to ordinary differential equations with an emphasis on applications. Topics include first-order, linear higher-order, and systems of differential equations; numerical methods; series solutions; eigenvalues and eigenvectors; Laplace transforms; and Fourier series. Upon completion, students should be able to use differential equations to model physical phenomena, solve the equations, and use the solutions to analyze the phenomena. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**MED - Medical Assisting**

**MED 110 Orientation to Med Assist**  
1 0 0 1  
Prerequisites: None  
Corequisites: None

This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting.

**MED 112 Ori to Clinic Setting I**  
0 0 3 1  
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 118 Medical Law and Ethics 2 0 0 2
Prerequisites: None
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. This course is also available through the Virtual Learning Community (VLC).

MED 121 Medical Terminology I 3 0 0 3
Prerequisites: None
Corequisites: None

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. This course is also available through the Virtual Learning Community (VLC).

MED 122 Medical Terminology II 3 0 0 3
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. This course is also available through the Virtual Learning Community (VLC).

MED 130 Admin Office Proc I 1 2 0 2
Prerequisites: None
Corequisites: None

This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion, students should be able to perform basic administrative skills within the medical environment.

MED 131 Admin Office Proc II 1 2 0 2
Prerequisites: None
Corequisites: None

This course provides medical office procedures in both economic and management
skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel.

**MED 140 Exam Room Procedures I**  
3 4 0 5  
Prerequisites: None  
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.

**MED 150 Laboratory Procedures I**  
3 4 0 5  
Prerequisites: None  
Corequisites: None

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics.

**MED 182 CPR First Aid & Emergency**  
1 2 0 2  
Prerequisites: None  
Corequisites: None

This course provides the basic knowledge and skills necessary to perform basic CPR, first aid, and medical emergency care related to the clinical, home, office, and recreational setting. Emphasis is placed on triage, assessment, and proper management of emergency care. Upon completion, students should be able to demonstrate basic CPE, first aid, and medical emergency care.

**MED 230 Admin Office Proc III**  
1 2 0 2  
Prerequisites: MED 131  
Corequisites: None

This course provides advanced medical office administrative procedures. Emphasis is placed on management skills including personnel supervision, practice management, public relations, and insurance coding. Upon completion, students should be able to exhibit advanced managerial medical assisting skills.

**MED 232 Medical Insurance Coding**  
1 3 0 2  
Prerequisites: None  
Corequisites: None

This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Co-req.</th>
<th>Prereqs.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 240</td>
<td>Exam Room Procedures II</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures.</td>
</tr>
<tr>
<td>MED 250</td>
<td>Laboratory Procedures II</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>This course is designed to expand and build on skills presented in MED 150. Emphasis is placed on increasing proficiency in laboratory skills used in the medical setting. Upon completion, students should be able to demonstrate enhanced competence in selected medical laboratory procedures.</td>
</tr>
<tr>
<td>MED 260</td>
<td>MED Clinical Externship</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>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.</td>
</tr>
<tr>
<td>MED 262</td>
<td>Clinical Perspectives</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility.</td>
</tr>
<tr>
<td>MED 272</td>
<td>Drug Therapy</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>MED 276</td>
<td>Patient Education</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies.

**MKT - Marketing and Retailing**

**MKT 120 Principles of Marketing** 3 0 3  
Prerequisites: None  
Corequisites: None

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making. *This course is also available through the Virtual Learning Community (VLC).*

**MKT 123 Fundamentals of Selling** 3 0 3  
Prerequisites: None  
Corequisites: None

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered. *This course is also available through the Virtual Learning Community (VLC).*

**MKT 220 Advertising and Sales Promotion** 3 0 3  
Prerequisites: None  
Corequisites: None

This course covers the elements of advertising and sales promotion in the business environment. Topics include a study of use of advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application. *This course is also available through the Virtual Learning Community (VLC).*

**MUS - Music**

**MUS 110 Music Appreciation** 3 0 3  
*(College Transfer)*  
Prerequisites: None  
Corequisites: None

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic
listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).

MUS 111 Fundamentals of Music 3 0 3
(College Transfer)
Prerequisites: None
Corequisites: None

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the rudiments of music. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

MUS 112 Introduction to Jazz 3 0 3
(College Transfer)
Prerequisites: None
Corequisites: None

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

MUS 113 American Music 3 0 3
(College Transfer)
Prerequisites: None
Corequisites: None

This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

NET - Networking Technology

NET 110 Networking Concepts 2 2 3
Prerequisites: None
Corequisites: None

This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathemat-
ics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols. This course is also available through the Virtual Learning Community (VLC).

**NET 125 Networking Basics**

Prerequisites: None  
Corequisites: None

This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models media, Ethernet, subnetting, and TCP/IP Protocols.

**NET 126 Routing Basics**

Prerequisites: NET 125  
Corequisites: None

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs.

**NET 225 Routing & Switching I**

Prerequisites: NET 126  
Corequisites: None

This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite course. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP.

**NET 226 Routing & Switching II**

Prerequisites: NET 225  
Corequisites: None

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.

**NOS - Networking Operating Systems**

**NOS 110 Operating System Concepts**

Prerequisites: CIS 110  
Corequisites: None
This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

**NOS 130 Windows Single User**  
2 2 3  
Prerequisites: NOS 110  
Corequisites: None

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

**NOS 230 Windows Admin I**  
2 2 3  
Prerequisites: NOS 130  
Corequisites: None

This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.

**NUR - Nursing**

**NUR 101 Practical Nursing I**  
7 6 6 11  
Prerequisites: Admission to the PN Program  
Corequisites: MAT 110, BIO 106

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

**NUR 102 Practical Nursing II**  
8 0 12 12  
Prerequisites: NUR 101, MAT 110, BIO 106  
Corequisites: PSY 150, ENG 111

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. *This is a diploma-level course.*

**NUR 103 Practical Nursing III**  
6 0 12 10  
Prerequisites: NUR 102, PSY 150, ENG 111  
Corequisites: PSY 241
This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. This is a diploma-level course.

**NUR 110 Nursing I**  
Prerequisites: Admission to the ADN Program  
Corequisites: BIO 168, MAT 110, CIS 111

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse’s role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health. The student will be able to demonstrate knowledge of usual human functioning and principles of health promotion.

**NUR 120 Nursing II**  
Prerequisites: NUR 110, BIO 168, MAT 110, CIS 111  
Corequisites: BIO 169, PSY 150

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse’s role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health. Pharmacology and principles of medication administration are introduced.

**NUR 130 Nursing III**  
Prerequisites: NUR 120 or NUR 189, BIO 169, PSY 150  
Corequisites: ENG 111, PSY 241

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse’s role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. The focus of this course is the delivery of nursing care to the childbearing family and clients with reproductive disorders.

**NUR 189 Nursing Transition**  
Prerequisites: None  
Corequisites: None

This course is designed to assist the licensed practical nurse in transition to the role of the associate degree nurse. Topics include the role of the registered nurse, nursing process, homeostasis, and validation of selected nursing skills and physical assessment. Upon completion, students should be able to articulate into the ADN program at the level of the generic student.
NUR 210  Nursing IV  5  3  12  10
Prerequisites:  NUR 130, ENG 111, PSY 241
Corequisites:  ENG 112

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health. The focus of this course is the delivery of nursing care to psychiatric and medical-surgical clients.

NUR 220  Nursing V  4  3  15  10
Prerequisites:  NUR 210, ENG 112
Corequisites:  Humanities/Fine Arts Elective, Physical Education Elective

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse’s role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations.

OST - Office Systems Technology

OST 080  Keyboarding Literacy  1  2  2
Prerequisites:  None
Corequisites:  None

This course is designed to develop elementary keyboarding skills. Emphasis is placed on mastery of the keyboard. Upon completion, students should be able to demonstrate basic proficiency in keyboarding.

OST 122  Office Computations  1  2  2
Prerequisites:  None
Corequisites:  None

This course introduces the keypad and the touch method using the electronic calculator. Topics include mathematical functions in business applications. Upon completion, students should be able to use the electronic calculator to solve a wide variety of problems commonly encountered in business.

OST 131  Keyboarding  1  2  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.

OST 132  Keyboard Skill Building  1  2  2
Prerequisites:  OST 131
Corequisites:  None
This course provides accuracy- and speed-building drills. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.

OST 134 Text Entry & Formatting  2  2  3
Prerequisites:  OST 131
Corequisites:  None

This course is designed to provide the 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 mailable documents and key timed writings at speeds commensurate with employability. *This course is also available through the Virtual Learning Community (VLC).*

OST 136 Word Processing  1  2  2
Prerequisites:  CIS 110 or CIS 111
Corequisites:  None

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

OST 162 Executive Terminology  3  0  3
Prerequisites:  None
Corequisites:  None

This course is designed to increase and improve proficiency in word usage. Topics include root words, prefixes, suffixes, homonyms, synonyms, and specialized vocabularies. Upon completion, students should be able to use acquired vocabulary skills in the global workplace.

OST 164 Text Editing Applications  3  0  3
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. *This course is also available through the Virtual Learning Community (VLC).*

OST 181 Introduction to Office Systems  2  2  3
Prerequisites:  OST 131
Corequisites:  None

This course introduces the skills and abilities needed in today’s office. Topics include effectively interacting with co-workers and the public, processing simple financial and informational documents, and performing functions typical of today’s offices.
Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.

**OST 184 Records Management**  
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. *This course is also available through the Virtual Learning Community (VLC).*

**OST 223 Machine Transcription I**  
Prerequisites: OST 134 and OST 136 and OST 164  
Corequisites: None  
This course covers the use of transcribing machines to produce mailable documents. Emphasis is placed on appropriate formatting, advanced text editing skills, and transcription techniques. Upon completion, students should be able to transcribe documents into mailable copy.

**OST 233 Office Publications Design**  
Prerequisites: OST 136  
Corequisites: None  
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications.

**OST 236 Adv Word/Information Proc**  
Prerequisites: OST 135 or OST 136  
Corequisites: None  
This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents. *This course is also available through the Virtual Learning Community (VLC).*

**OST 289 Office Systems Management**  
Prerequisites: OST 164 and either OST 134 or OST 136  
Corequisites: None  
This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment. *This course is also available through the Virtual Learning Community (VLC).*
**PBT - Phlebotomy**

**PBT 100 Phlebotomy Technology**

| Units | 5 | 2 | 0 | 6 |

Prerequisites: None

Corequisites: PBT 101

This course provides instruction in the skills 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 demonstrate competence in the theoretical comprehension of phlebotomy techniques. *This is a certificate-level course.*

**PBT 101 Phlebotomy Practicum**

| Units | 0 | 0 | 9 | 3 |

Prerequisites: None

Corequisites: PBT 100

This course provides supervised experience in the performance of venipuncture and microcollection techniques in a clinical facility. Emphasis is placed on patient interaction and application of universal precautions, proper collection techniques, special procedures, specimen handling, and data management. Upon completion, students should be able to safely perform procedures necessary for specimen collections on patients in various health care settings. *This is a certificate-level course.*

**PED - Physical Education**

**PED 110 Fit and Well for Life**

(College Transfer)

| Units | 1 | 2 | 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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**PED 111 Physical Fitness I**

(College Transfer)

| Units | 0 | 3 | 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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*
PED 112  Physical Fitness II 0 3 1  
(College Transfer)  
Prerequisites: PED 111  
Corequisites: None  
This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 113  Aerobics I 0 3 1  
(College Transfer)  
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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 114  Aerobics II 0 3 1  
(College Transfer)  
Co-requisites: PED 113  
Corequisites: None  
This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 115  Step Aerobics I 0 3 1  
(College Transfer)  
Prerequisites: None  
Corequisites: None  
This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 116  Step Aerobics II 0 3 1  
(College Transfer)  
Prerequisites: PED 115  
Corequisites: None
This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design a step aerobics routine. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**PED 117 Weight Training I**
(0 3 1)
Prerequisites: None
Corequisites: None

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**PED 118 Weight Training II**
(0 3 1)
Prerequisites: PED 117
Corequisites: None

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**PED 120 Walking for Fitness**
(0 3 1)
Prerequisites: None
Corequisites: None

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**PED 121 Walk, Jog, Run**
(0 3 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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 128</td>
<td>Golf-Beginning</td>
<td>0 2 1</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 129</td>
<td>Golf-Intermediate</td>
<td>0 2 1</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>PED 128</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play a recreational round of golf. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 130</td>
<td>Tennis-Beginning</td>
<td>0 2 1</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 131</td>
<td>Tennis-Intermediate</td>
<td>0 2 1</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>PED 130</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, and strokes and pace and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 143</td>
<td>Volleyball-Beginning</td>
<td>0 2 1</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 144 Volleyball-Intermediate (College Transfer) 0 2 1
Prerequisites: PED 143
Corequisites: None

This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 145 Basketball-Beginning (College Transfer) 0 2 1
Prerequisites: None
Corequisites: None

This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 146 Basketball-Intermediate (College Transfer) 0 2 1
Prerequisites: PED 145
Corequisites: None

This course covers more advanced basketball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play basketball at a competitive level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PED 148 Softball (College Transfer) 0 2 1
Prerequisites: None
Corequisites: None

This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to participate in recreational softball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
### PED 230 Shotokan Karate
(College Transfer)

| Prerequisites:  | None          |
| Corequisites:   | None          |

This course introduces martial arts using the Shotokan Karate form. Topics include proper conditioning exercises, proper terminology, historical foundations, and etiquette and drills. Upon completion, students should be able to perform skills and techniques related to this form of martial arts. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

### PHI - Philosophy

#### PHI 220 Western Philosophy I
(College Transfer)

| Prerequisites:  | ENG 111          |
| Corequisites:   | None             |

This course covers Western intellectual and philosophic thought from the early Greeks through the medievalists. Emphasis is placed on such figures as the pre-Socratics, Plato, Aristotle, Epicurus, Epictetus, Augustine, Suarez, Anselm, and Aquinas. Upon completion, students should be able to trace the development of leading ideas regarding reality, knowledge, reason, and faith. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

#### PHI 221 Western Philosophy II
(College Transfer)

| Prerequisites:  | ENG 111          |
| Corequisites:   | None             |

This course covers Western intellectual and philosophic thought from post-medievalists through recent thinkers. Emphasis is placed on such figures as Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Mill, and representatives of pragmatism, logical positivism, and existentialism. Upon completion, students should be able to trace the development of leading ideas concerning knowledge, reality, science, society, and the limits of reason. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

#### PHI 230 Introduction to Logic
(College Transfer)

| Prerequisites:  | ENG 111          |
| Corequisites:   | None             |

This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test
validity, and appraise inductive reasoning. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**PHI 240 Introduction to Ethics**  
(Count as Transfer)  
3 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 utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justices. *This course has been approved to satisfy the comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

**PHY - Physics**

**PHY 110 Conceptual Physics**  
(Count as Transfer)  
3 0 3

Prerequisites: None  
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**PHY 110A Conceptual Physics Lab**  
(Count as Transfer)  
0 2 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**PHY 151 College Physics I**  
(Count as Transfer)  
3 2 4

Prerequisites: MAT 161, MAT 171, or MAT 175  
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

**PHY 152 College Physics II**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 152</td>
<td>College Physics II (College Transfer)</td>
<td>3 2 4</td>
</tr>
</tbody>
</table>

Prerequisites: PHY 151
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

**POL - Political Science**

**POL 120 American Government (College Transfer)**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 120</td>
<td>American Government (College Transfer)</td>
<td>3 0 3</td>
</tr>
</tbody>
</table>

Prerequisites: None
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 formation. 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

**PSY - Psychology**

**PSY 101 Applied Psychology**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Applied Psychology</td>
<td>3 0 3</td>
</tr>
</tbody>
</table>

Prerequisites: None
Corequisites: None

This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one’s personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. This course is intended for diploma programs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 102</td>
<td>Human Relations</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Corequisites:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>This course covers the skills necessary to handle human relationships effectively.</strong> Topics include self-understanding, interpersonal communication, group dynamics, leadership skills, diversity, time and stress management, and conflict resolution with emphasis on work relationships. <strong>Upon completion, students should be able to demonstrate improved personal and interpersonal effectiveness.</strong> This course is intended for diploma programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 115</td>
<td>Stress Management</td>
<td>2</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Corequisites:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>This course covers stressors and techniques for stress management.</strong> Topics include anger, assertiveness, adaptation to change, conflict, coping skills, identification of stressors, time management, and the physiology of stress and burnout. <strong>Upon completion, students should be able to demonstrate an understanding of the effective management of stress.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 150</td>
<td>General Psychology (College Transfer)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Corequisites:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>This course provides an overview of the scientific study of human behavior.</strong> Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. <strong>Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.</strong> This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. <strong>This course is also available through the Virtual Learning Community (VLC).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 237</td>
<td>Social Psychology (College Transfer)</td>
<td>3</td>
<td>PSY 150 or SOC 210</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> PSY 150 or SOC 210</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Corequisites:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>This course introduces the study of individual behavior within social contexts.</strong> Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. <strong>Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior.</strong> This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 239</td>
<td>Psychology of Personality (College Transfer)</td>
<td>3</td>
<td>PSY 150</td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> PSY 150</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td><strong>Corequisites:</strong> None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSY 241 Developmental Psych (College Transfer) 3 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).

PSY 243 Child Psychology (College Transfer) 3 0 3
Prerequisites: PSY 150
Corequisites: None

This course provides an overview of physical, cognitive, and psychosocial development from conception through adolescence. Topics include theories and research, interaction of biological and environmental factors, language development, learning and cognitive processes, social relations, and moral development. Upon completion, students should be able to identify typical and atypical childhood behavior patterns as well as appropriate strategies for interacting with children. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

PSY 244 Child Development I 3 0 3
Prerequisites: None
Corequisites: None

This course provides an introduction to the study of child development and examines the growth and development of children from conception through early childhood. Topics include historical and theoretical perspectives, terminology, research and observation techniques as well as physical, cognitive, and psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of the early stages of child development.

PSY 245 Child Development II 3 0 3
Prerequisites: None
Corequisites: None

This course examines the growth and development of children during early and middle childhood. Emphasis is placed on factors influencing physical, cognitive, and
psychosocial growth and change. Upon completion, students should be able to demonstrate an understanding of early and middle child development.

**PSY 246 Adolescent Psychology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>246</td>
<td>Adolescent Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites: PSY 150  
Corequisites: None  

This course provides an overview of the behavior patterns, life changes, and social issues that accompany the developmental stage of adolescence. Topics include developmental theories; physical, cognitive and psychosocial growth; transitions to young adulthood; and sociocultural factors that influence adolescent roles in home, school and community. Upon completion, students should be able to identify typical and atypical adolescent behavior patterns as well as appropriate strategies for interacting with adolescents. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**PSY 263 Educational Psychology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>263</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites: PSY 150  
Corequisites: None  

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**PSY 281 Abnormal Psychology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>281</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(College Transfer)</td>
<td></td>
</tr>
</tbody>
</table>

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

**PSY 284 Experimental Psychology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>284</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites: PSY 150 and MAT 161  
Corequisites: None
This course introduces basic methods of psychological experimentation. Emphasis is placed on research methods and problems of experimental control and data evaluation. Upon completion, students should be able to demonstrate an understanding of experimental methods as they relate to psychology and of statistical methods of research.

**RED - Reading**

RED 070 Essential Reading Skills 3 2 4
Prerequisites: None
Corequisites: None

This course is designed to strengthen reading skills. Emphasis is placed on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies. Upon completion, students should be able to demonstrate competence in the skills required for RED 080. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 080 Intro to College Reading 3 2 4
Prerequisites: RED 070 or ENG 075
Corequisites: None

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 090 Improved College Reading 3 2 4
Prerequisites: RED 080 or ENG 085
Corequisites: None

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author’s purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.*

RED 111 Criti Reading for College 3 0 3
Prerequisites: None
Corequisites: None

This course is designed to enhance critical reading skills. Topics include vocabulary enrichment, reading flexibility, metacognitive strategies, and advanced comprehension skills, including analysis and evaluation. Upon completion, students should be able to demonstrate comprehension and analysis and respond effectively to material across disciplines.
**REL - Religion**

**REL 110 World Religions**  
(College Transfer)  
3 0 3

Prerequisites: None  
Corequisites: None

This course introduces the world’s major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*  
*This course is also available through the Virtual Learning Community (VLC).*

**REL 211 Intro to Old Testament**  
(College Transfer)  
3 0 3

Prerequisites: None  
Corequisites: None

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**REL 212 Intro to New Testament**  
(College Transfer)  
3 0 3

Prerequisites: None  
Corequisites: None

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**REL 221 Religion in America**  
(College Transfer)  
3 0 3

Prerequisites: None  
Corequisites: None

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*
**SELECTED TOPICS**

These courses provide an opportunity to explore areas of interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study.

These courses may be taught in selected areas using the appropriate discipline. Course numbers will range from 191-193 and from 291-293 and course credit will range from 1-3 semester hours. For example, a first-year one credit English selected topics course would be ENG 191 Selected Topics in English. Students desiring to take Selected Topics courses must have advisor and Department Head approval.

**Examples:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 191</td>
<td>Selected Topics in English</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
<tr>
<td>ENG 192</td>
<td>Selected Topics in English</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
<tr>
<td>ENG 193</td>
<td>Selected Topics in English</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
<tr>
<td>ENG 291</td>
<td>Selected Topics in English</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
<tr>
<td>ENG 292</td>
<td>Selected Topics in English</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
<tr>
<td>ENG 293</td>
<td>Selected Topics in English</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corequisites: None</td>
<td></td>
</tr>
</tbody>
</table>

**SEMINARS**

These courses provide an opportunity to explore topics of current interest. Emphasis is placed on the development of critical listening skills and the presentation of seminar issues. Upon completion, students should be able to critically analyze issues and establish informed opinions.

These courses may be taught in selected areas using the appropriate curriculum prefix. Course numbers will range from 196-198 and from 296-298 and course credit will range from 1-3 semester hours. For example, a first-year one credit English seminar course would be ENG 196 Seminar in English. Students desiring to take Seminar courses must have advisor and Department Head approval.
Examples:

ENG 196 Seminar in English 0-1 0-3 1
Prerequisites: None
Corequisites: None

ENG 197 Seminar in English 0-2 0-6 2
Prerequisites: None
Corequisites: None

ENG 198 Seminar in English 1-3 0-6 3
Prerequisites: None
Corequisites: None

ENG 296 Seminar in English 0-1 0-3 1
Prerequisites: None
Corequisites: None

ENG 297 Seminar in English 0-2 0-6 2
Prerequisites: None
Corequisites: None

ENG 298 Seminar in English 1-3 0-6 3
Prerequisites: None
Corequisites: None

SOC - Sociology

SOC 100 Concepts in Sociology 3 0 3
Prerequisites: None
Corequisites: None

This course examines the basic concepts of sociology from the perspective of the individual as a member of society. Topics include an understanding of society, culture, collective behavior, community life, social institutions, social change, and the effect of social life on human behavior. Upon completion, students should be able to demonstrate knowledge of the impact of social interaction on institutions, groups, and individuals. This course is intended for certificate and diploma programs.

SOC 210 Introduction to Sociology (College Transfer) 3 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).
SOC 213 Sociology of the Family  
(3 0 3) 
Prerequisites: None  
Corequisites: None  
This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change.  
*This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

SOC 220 Social Problems  
(3 0 3) 
Prerequisites: None  
Corequisites: None  
This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems.  
*This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course is also available through the Virtual Learning Community (VLC).*

SOC 232 Social Context of Aging  
(3 0 3) 
Prerequisites: None  
Corequisites: None  
This course provides an overview of the social implications of the aging process. Emphasis is placed on the roles of older adults within families, work and economics, politics, religion, education, and health care. Upon completion, students should be able to identify and analyze changing perceptions, diverse lifestyles, and social and cultural realities of older adults.  
*This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

SOC 240 Social Psychology  
(3 0 3) 
Prerequisites: None  
Corequisites: None  
This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society.  
*This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*
SOC 244 Soc of Death & Dying  
(College Transfer)  
Prerequisites: None  
Corequisites: None

This course presents sociological perspectives on death and dying. Emphasis is placed on analyzing the different death rates among various groups, races, and societies, as well as various types of death. Upon completion, students should be able to discuss the rituals of death, both cultural and religious, and examine current issues relating to death and dying. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.*

**SPA - Spanish**

SPA 111 Elementary Spanish I  
(College Transfer)  
Prerequisites: None  
Corequisites: None

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course is also available through the Virtual Learning Community (VLC).*

SPA 112 Elementary Spanish II  
(College Transfer)  
Prerequisites: SPA 111  
Corequisites: None

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 120 Spanish for the Workplace  
Prerequisites: None  
Corequisites: None

This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.
SPA 211 Intermediate Spanish I 3 0 3
(College Transfer)
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

SPA 212 Intermediate Spanish II 3 0 3
(College Transfer)
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**SWK- Social Work**

SWK 110 Intro to Social Work 3 0 3
Prerequisites: None
Corequisites: None

This course examines the historical development, values, orientation, and professional standards of social work and focuses on the terminology and broader systems of social welfare. Emphasis is placed on the various fields of practice including those agencies whose primary function is financial assistance, corrections, mental health, and protective services. Upon completion, students should be able to demonstrate an understanding of the knowledge, values, and skills of the social work professional.

**VEN - Viticulture/Enology**

VEN 132 Wines of the World 1 2 2
Prerequisites: None
Corequisites: None

This course provides an introduction to the major wine-growing regions of the world, including history, distribution, climate, and winetypes of these regions. Emphasis will be placed on grape varieties planted and upon environmental and cultural factors influencing grape growth and wine quality and style. Upon completion, students should by familiar with the breadth and depth of the wine-producing regions of the world.
VEN 133 Intro to Winemaking  3 0 3
Prerequisites: None
Corequisites: None

This course provides an overview of the history of winemaking, fermentation, winery operations, and physiology of wine consumption. Emphasis is placed on the types of wines produced in the United States with particular attention to the wines of the Southeast. Upon completion, students should be familiar with general winemaking procedures.

VEN 134 Grape Harvest  1 0 1
Prerequisites: None
Corequisites: None

This course introduces grape harvest practices. Topics include labor contracts; harvest crew organization; standards of fruit maturity; product transportation; and maintenance of fruit quality and grape crush. Upon completion, students should be able to demonstrate competency in grape harvest management.

VEN 135 Intro to Viticulture  3 2 4
Prerequisites: None
Corequisites: None

This course introduces grape growing. Topics include botany, fruiting and rootstock cultivars; anatomy and physiology; history and distribution of grapes; vine classification; world growing areas including latitude, climate and soils; and common diseases and pests. Upon completion, student should be able to demonstrate an overall understanding of the viticulture field.

VEN 136 General Viticulture  3 0 3
Prerequisites: None
Corequisites: None

This course surveys winter vineyard management practices. Topics include training, pruning, and trellising, grape diseases and their control, propagation, and vineyard economics. Upon completion, students should be able to demonstrate competency in managing vineyards through the winter months.

VEN 137 Vineyard Management  3 2 4
Prerequisites: None
Corequisites: None

This course introduces the biology and control of grape diseases and disorders. Topics include fungal, bacterial, and viral diseases, phylloxers, insect and vertebrate control and vineyard floor management. Upon completion, students should be able to demonstrate an understanding of grape diseases and their control.

VEN 138 Vineyard Estab & Develop  3 0 3
Prerequisites: VEN 135
Corequisites: None
This course covers site selection and preparation, varietal, clonal, and rootstock selection and planting, appropriate trellis systems, vine training during the first year of growth. Emphasis is placed on the development of healthy vines which will bear high-quality fruit at reasonable cost. Upon completion, students should be able to make independent decisions with regard to the establishment of a new vineyard.

**VEN 237 Wine Grape Production**

3 0 3

Prerequisites: VEN 138

Corequisites: None

This course includes cultural practices in wine grape production after the first year including training, summer and winter pruning, canopy management, irrigation, mineral nutrition, crop rejuvenation and harvesting. Emphasis is placed upon particular problems associated with grape production in the Southeast. Upon completion, students should be able to make decisions essential to the production of high-quality wine grapes.

**VEN 238 Grape Pests/Disease/Disorde**

3 0 3

Prerequisites: VEN 138

Corequisites: None

This course provides an introduction to pests and diseases of vineyards. Topics include pest/disease identification and control methods and sampling techniques with emphasis on integrated management in pest control. Upon completion, students should be able to identify and manage common vineyard pests and diseases.

**VEN 239 Vineyard Management II**

3 0 3

Prerequisites: VEN 138

Corequisites: None

This course covers practical aspects of the daily operations of the vineyard. Topics include scheduling and timing of vineyard activities, personnel acquisition and management, and legal and regulatory issues, as well as sources and types of supplies. Upon completion, students should be conversant with most aspects of vineyard management.

**VEN 280 Wine Production**

3 0 3

Prerequisites: None

Corequisites: None

This course introduces winemaking practices. The topics of study include fruit choices and quality, crushing, fermenting, bottling, basic winemaking chemistry and microbiology. Upon completion, students should be able to demonstrate knowledge of the overall winemaking process.

**VEN 287 Vineyard Operations**

3 2 4

Prerequisites: None

Corequisites: None

This course covers basic vineyard operations including field applications and activities necessary for the successful operation of a commercial wine grape vineyard in the southeastern U.S. Topics include planting, canopy management, irrigation design, installation and maintenance, IPM implementation and pesticide application, trellis
maintenance, equipment selection and use, fertilization, harvesting and contracts. Upon completion, students should be able to make and implement sound viticultural decisions that allow the production of a sustainable and quality crop of grapes.

**WEB - Web Technologies**

**WEB 110 Internet/Web Fundamentals**
Prerequisites: CIS 110
Corequisites: None

This course introduces basic markup language, various navigational tools and services of the Internet. Topics include creating web pages, using internet protocols, search engines, file compression/decompression, FTP, email, listservers, and other related topics. Upon completion, students should be able to deploy a website created with basic markup language, retrieve/decompress files, email, FTP, and utilize other internet tools.

**WLD - Welding**

**WLD 110 Cutting Processes**
Prerequisites: None
Corequisites: None

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

**WLD 112 Basic Welding Processes**
Prerequisites: None
Corequisites: None

This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

**WLD 115 SMAW (Stick) Plate**
Prerequisites: None
Corequisites: None

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

**WLD 116 SMAW (Stick) Plate/Pipe**
Prerequisites: WLD 115
Corequisites: None

This course is designed to enhance skills with the shielded metal arc (stick) welding
process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD 121</td>
<td>GMAW (MIG) FCAW/Plate</td>
<td>2 6 4</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD 122</td>
<td>GMAW (MIG) Plate/Pipe</td>
<td>1 6 3</td>
<td>WLD 121</td>
<td>None</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD 131</td>
<td>GTAW (TIG) Plate</td>
<td>2 6 4</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD 132</td>
<td>GTAW (TIG) Plate/Pipe</td>
<td>1 6 3</td>
<td>WLD 131</td>
<td>None</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>WLD 141</td>
<td>Symbols &amp; Specifications</td>
<td>2 2 3</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifica
tions. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

WLD 215 SMAW (Stick) Pipe
Prerequisites: WLD 115 or WLD 116
Corequisites: None

This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform SMAW welds to applicable codes on carbon steel pipe with prescribed electrodes in various positions.

WLD 231 GTAW (TIG) Pipe
Prerequisites: WLD 132
Corequisites: None

This course covers gas tungsten arc welding on pipe. Topics include joint preparation and fit up with emphasis placed on safety, GTAW welding technique, bead application, and joint geometry. Upon completion, students should be able to perform GTAW welds to applicable codes on pipe with prescribed electrodes and filler materials in various pipe positions.
ADMINISTRATION AND STAFF
ADMINISTRATION AND STAFF

BOARD OF TRUSTEES

APPOINTED BY GOVERNOR

Expiration of Term

Mrs. Vernell Stevens ................................................................. 2007
Robert Kornegay ................................................................. 2008
Mrs. Zettie Williams ............................................................ 2009
James F. Strickland ............................................................... 2010

APPOINTED BY COUNTY COMMISSIONERS

Mrs. Geraldine Tucker .......................................................... 2007
David E. Jordan ................................................................. 2008
Blake Wallace ................................................................. 2009
Albert R. Brown ............................................................... 2010

APPOINTED BY DUPLIN COUNTY BOARD OF EDUCATION

Mrs. Helen A. Boyette ......................................................... 2007
Mrs. Sylvia Draughn .......................................................... 2008
Mrs. Janice B. Grady ......................................................... 2009
Mrs. Delilah Gomes ............................................................ 2010

STUDENT GOVERNMENT ASSOCIATION REPRESENTATIVE

President, Student Government Association ......................... 2007
(Ex-officio, non-voting member)
GENERAL ADMINISTRATION

Lawrence L. Rouse ............................................................................. President
B.S.—Voorhees College
M.A.Ed.—University of South Carolina
Ed.D.—North Carolina State University

INSTITUTIONAL ADMINISTRATION

June Davis ........................................................... Dean of Curriculum Services
B.S., M.Ed.—North Carolina State University

E. Thomas Fife ............................................. Dean of College Advancement
B.A., M.A.—Wake Forest University
Ed.D.—North Carolina State University

John Hardison, III ......................Dean of Administrative and Fiscal Services
B.S., M.A.C.—University of North Carolina at Chapel Hill

Debra S. Morrisey ............................................. Dean of Student Services
B.S.—North Carolina Central University
M.A.—Central Michigan University
Drug Educational Specialist
Alcohol and Drug Specialist
Advanced Graduate Study—North Carolina State University
FACULTY AND STAFF

Samuel Aldridge ........................................................ Food Service Technology
19 Years' Experience

Judy Allen ................................................................. Housekeeping Assistant
A.A.S.—James Sprunt Community College

Renita Allen .............................................. Coordinator, Basic Skills Program
B.S.B.A., M.A.Ed.—East Carolina University

Leon Arthur ............................................................... Math
B.S.—North Carolina State University
M.S.—University of Tennessee
Advanced Graduate Study—East Carolina University

Laura Aultman ............................................................. Housekeeping Assistant
James Sprunt Community College

Paulette Batts ...................... Administrative Assistant, Basic Skills Program
A.A.S.—James Sprunt Community College
Mount Olive College

Ann Berry .......................... Developmental Studies/Basic General Education
B.S.—East Carolina University

Artheresa Best ................................. Continuing Education Registrar
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College

Charles Nelson Best ................................. Media Technician
A.A.S.—James Sprunt Community College
36 Years' Experience

Michael Bonneville .................................................. Criminal Justice Technology
B.S.—Campbell University

Brandy Boone ................................................................. Receptionist
A.A.S.—James Sprunt Community College

Keisha Boone ................................................ Financial Aid/Admissions Specialist
A.A.S.—James Sprunt Community College
Mount Olive College

Glorious Boykin ............................................................... Cosmetology
Diploma—James Sprunt Community College
A.A.S.—James Sprunt Community College
Denise Brinson ................................................................. Business Education
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College

Russell Bradford Brock ............................................... Developmental Studies
B.S.—University of North Carolina at Chapel Hill
Graduate Study—Liberty University
Graduate Study—East Carolina University

Barbara Brown ........................................................... Practical Nurse Education
A.D.—Chowan College
B.S.N.—Atlantic Christian College

Kate Brown .......................... Director, Focused Industrial Training Center
A.G.E.—James Sprunt Community College
B.S.—Mount Olive College
M.B.A.—Walden University

Pinda Byrd ................................................................. Information Systems
B.S.—Mount Olive College
M.A.—Appalachian State University

John E. Caron ............................................................. Business Education
B.S.—Rensselaer Polytechnic Institute
M.A.—University of Delaware
M.B.A.—California State University

Felita Carr .............................................................. Outreach Advisor, Talent Search Project
B.S.—North Carolina Central University
M.S.—Central Michigan University

Angelia Carr-Grady ..................................................... Medical Assisting
A.A.S., A.G.E.—James Sprunt Community College
Mount Olive College
B.S.—Pennsylvania College of Technology
M.A.—University of Phoenix

Andy Cavenaugh ....................................................... History
James Sprunt Community College
B.A.—University of North Carolina at Wilmington
M.A.—East Carolina University

Jeanine Cavenaugh ................................. Senior Administrative Assistant to
Dean of College Advancement
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College
Geary Chlebus ............... Criminal Justice/BLET and Continuing Education
Law Enforcement Coordinator
A.A.S., B.S.—Youngstown State University
M.S.—University of Louisville

Marion Cole............................................................... Housekeeping Assistant

Fostina L. Cooper...................................................... Physical Education
B.S.—East Carolina University
M.S.—Emporia State University

Katena Coor... .................................................. Administrative and Academic
Computer Systems Assistant
A.A.S.—James Sprunt Community College

Prentice Croom .......................................................... Evening Assistant

Sheryca Crossland........ Administrative Assistant, Talent Search Project
A.A.S., A.G.E.—James Sprunt Community College
B.A.S.—Mount Olive College
Advanced Graduate Study —Central Michigan University

Rachel Crumpler .............................................. Basic Skills Teaching Assistant
A.A.—James Sprunt Community College

Jan Davis ......................................................... Bookstore and Central Supply Manager
A.A.S.—James Sprunt Community College
Mount Olive College

Teresa Davis .................................................. Administrative Assistant, Fire Service/
Small Business Center
A.A.S.—James Sprunt Community College
Elizabeth City State University

Roszena Devione-Bivens .................................................. Outreach Advisor,
Talent Search Project
B.S.—East Carolina University
M.S.—Central Michigan University

Cicero Dobson, Jr. .................................................. Housekeeping Assistant

Debbie Edwards ........................................................ Distance Learning Technician
A.A.S.—James Sprunt Community College

Robin J. English .................................................. Basic General Education
B.S., M.A.Ed.—East Carolina University

Katherine Evans .................................................. Associate Degree Nursing
B.S.N.—Duke University
Sammy Evans ................................................................. Welding Technology
Diploma—Fayetteville Technical College

Anthony Farrior ...................................................... Case Manager/Retention Specialist
B.A.—Fayetteville State University
M.S.—Central Michigan University

Melvin Felton, Jr. .......................................................... Special Needs Advisor,
Student Support Services
B.A., M.A.—North Carolina Central University
M.R.E.—Shaw University

Martha S. Fife ................................................................. Accounting
B.S.—James Madison University
M.A.E.—East Carolina University

Durwood Fisher ............................................................ Basic Skills
A.A.—James Sprunt Community College
B.S.—University of North Carolina at Wilmington

Pamela Futrell ............................................................... Personnel Assistant
Mount Olive College
A.A.S.—James Sprunt Community College

Matt Gamble ..................... Instructor/Coordinator Academic Support Center,
Huskins/Concurrent Enrollment Programs
B.A.—Appalachian State University
M.A.—University of North Carolina at Wilmington

Mamie A. Gavarrete ................................... Senior Administrative Assistant to
Dean of Curriculum Services
A.A.S.—Coastal Carolina Community College

Jason Ginn ................................................................. Network Administrator
A.A.S. —James Sprunt Community College

Lashima Glaspie ........................................................... Administrative Assistant,
Student Services
A.A.S.—James Sprunt Community College

Judy Gordon.............................................................. Reading/Education
B.S., M.A.—East Carolina University
Ed.D.—North Carolina State University

Lea Grady ................................................................. Admissions Specialist
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College
Sheraldine Harper ........................................ Nurse Aide Training Coordinator
A.A.S.—James Sprunt Community College
B.A.—University of North Carolina at Wilmington
M.A.—East Carolina University

Carol Hatcher ........................................ Basic Skills Teaching Assistant
James Sprunt Community College

Norma Jean Hatcher ..................... Research and Accreditation Associate
B.S.—Mount Olive College

Bric B. Henderson ....................................... Administrative and Academic
Computer Systems Assistant
Diploma—Wake Technical Community College
Diploma—Cape Fear Community College
A.A.S.—James Sprunt Community College

Steve Hendrix .................................................. Psychology
B.A.—University of North Carolina at Wilmington
M.A.—University of North Carolina at Pembroke
Advanced Graduate Study—North Central University

Gail S. Henry ......................... Coordinator, Management Information Systems
A.A.S.—Lenoir Community College
B.A.—University of North Carolina at Chapel Hill

Deborah Hill .................................................. Transfer Counselor,
Student Support Services
B.S. —Shaw University
B.A. —North Carolina Wesleyan College
M.A. —Virginia Commonwealth University

Sherry Hinkle .................................................. Associate Degree Nursing
B.S.N.—University of North Carolina at Wilmington

Taheshia Hobbs ......................................... HRD, Instructor/Recruiter
B.S.B.E. —East Carolina University

Kimberly Holmes ............................................... Administrative Assistant,
General Education
A.A.S.—James Sprunt Community College
A.G.E.—James Sprunt Community College
Mount Olive College

Roger Howard .............................................. Mechanical Maintenance Assistant,
Lisa Humphrey ............ Administrative Assistant, Student Support Services and Upward Bound Programs  
A.A.S.—James Sprunt Community College

Gwendolyn Hunter ................................................. Associate Degree Nursing  
B.S.N., M.S.N.—East Carolina University  
Family Nurse Practitioner Certificate—East Carolina University

Marsha Hunter .................................................. Associate Degree Nursing  
B.S.N.—East Carolina University

Christy Jeffers ......................................................... Case Manager, WIA Adult  
B.A.—North Carolina A & T State University  
Graduate Study —Strayer University

Brian Jones .............................................. Upward Bound Pre-College Advisor  
B.A.—Barton College  
M.Ed.—American Intercontinental University

Nfassory Kake .................. Math Skills Specialist, Student Support Services  
B.S.—Shaw University  
Graduate Study—North Carolina State University

April Kennedy ............................................................ English  
B.A., M.A. —West Virginia University

Beverly Kennedy .......................................................... Library Assistant  
A.A.S.—James Sprunt Community College

Ana Kladny ............................................ Counselor, Career Planning and Placement  
B.S., M.A.—Slippery Rock University

Patty Klimschot .......................... Director of Library Services  
A.A.S.—Monroe Community College  
B.S.—Rochester Institute of Technology  
M.L.S.—University of North Texas

Arthur Kornegay .......................... Director of Physical Facilities  
Diploma—Southern Institute of Technology College  
Diploma—U.S. Army Personnel Management School  
James Sprunt Community College  
Certificate—Ferris State University

Joy M. Kornegay .................................................. Comptroller  
B.S.—Mount Olive College  
M.B.A.—Campbell University
Marjorie Kornegay ................................. Talent Search Project Director  
A.G.E.—James Sprunt Community College  
B.S.—Mount Olive College  
M.S.—Central Michigan University

David Landis ............................... Spanish/Other Academic Discipline  
B.A., M.S.—Georgetown University  
Advanced Graduate Study—Middleburg College

Heather Lanier ................................. Distance Learning Coordinator  
A.A.S.—James Sprunt Community College  
B.S.—Mount Olive College

Jacqueline S. Lanier ........................... Occupational Extension Assistant  
A.A.S.—James Sprunt Community College  
B.A.S.—Mount Olive College

Rachel Lapoint .................................. Biology  
B.A.—Wilmington College  
M.S.—Ohio University

Velma Leavens ................................. Basic Skills  
B.S.—Johnson C. Smith University

Susan Long ................................. Practical Nurse Education  
A.A.S.—James Sprunt Community College  
B.S.N.—University of North Carolina at Wilmington

Ann Lyles ........................................ Basic Skills  
B.A.—Fayetteville State University  
Appalachian State University

John McKemey ............................... Coordinator of Fire Service Training  
A.A.S.—Coastal Carolina Community College

Arletta Marshall ............................... Senior Administrative Assistant to  
Dean of Continuing Education  
A.A.S.—James Sprunt Community College  
Mount Olive College

Theresa Meza .................................. Accounting  
B.S., M.S.—University of North Carolina at Wilmington

Mary Mical ................................. Administrative Assistant, Health Education  
A.A.S.—James Sprunt Community College
Barbara Miller ..... Administrative Assistant, Correctional Center Programs
A.A.S.—James Sprunt Community College
Mount Olive College

William Dean Miller .......... Academic Support Center Senior Lab Assistant
A.A.S.—James Sprunt Community College
B.A.S—Mount Olive College

Vivian Moody ................................................................. Senior Library Assistant
A.A.S.—Lenoir Community College
James Sprunt Community College

LaTasha Moore ............................................................... Senior Accounting Assistant,
Cashier/Secretary
B.S.—North Carolina A & T State University
M.S.—Central Michigan University

Pamela R. Morgan.................................................... Academic Skills Specialist,
Student Support Services
A.A.S., A.G.E., A.A.—James Sprunt Community College
B.A.S.—Mount Olive College

Heather Morrison .................................................... Associate Degree Nursing
A.A.S. —James Sprunt Community College
B.S.N. —East Carolina University

Toni Murphy-Henderson ....................... Senior Administrative Assistant to
Dean of Administrative and Fiscal Services
A.A.S.—Lenoir Community College
A.A.—James Sprunt Community College
B.S.—University of North Carolina at Wilmington

Jeffery L. Myers ............... Department Head, Vocational/Technical Education
A.A.S.—Pierce College at Fort Steilacoom
A.A.S.—Community College of the Air Force
B.A.—Saint Leo College
M.S.—Troy State University

Colleen Newkirk ........................................ Recruiter/Student Activities Advisor
A.A., A.S.—James Sprunt Community College
B.S.—Mount Olive College
University of North Carolina at Wilmington

Peggy Noble .............................................................Early Childhood Associate
B.S., M. S.—East Carolina University
Advanced Graduate Study—East Carolina University
Patricia P. Norris .................................................. Registrar
Diploma—The Washington School for Secretaries
A.A.S.—Northern Virginia Community College
B.A.S.—Mount Olive College

Deborah Norton ................................................ Public Information Assistant
B.S.—University of Florida
University of North Carolina at Wilmington

Jesse L. Outlaw, Jr. ........................................... Department Head, General Education
B.S.—East Carolina University
M.S.—North Carolina State University

Patricia Owens ................................ Administrative Assistant, Evening Programs/
Receptionist/BLET
A.A.S.—James Sprunt Community College

Liza Parrish ..................................................... Associate Degree Nursing
B.S.N.—Velez College

Renee Parrish ................................................. Cosmetology
Diploma—Johnston Technical College
A.A.S.—Lenoir Community College
Special Studies—Mount Olive College

John Perry .................................................... Continuing Education Law Enforcement
34 Years' Experience

Charles Pickett ............................................. Basic Skills
B.A.—St. Augustine’s College
Graduate Study—East Carolina University
M.A.—Webster University

Dannie Pickett ............................................. Grounds Maintenance Assistant I

Shirley Pickett .............................................. Housekeeping Assistant

Shirley F. Price ............................................. Director, Student Support Services/
Upward Bound Programs
A.A.S.—Durham College
A.G.E.—James Sprunt Community College
B.A.S.—Mount Olive College
M.S.—Central Michigan University

Edward F. Puckett, Jr. ......................... Building Maintenance Assistant II
James Sprunt Community College
Princess Raines .......................... Coordinator, Upward Bound Program
B.S.—North Carolina Central University

Anthony Ramsey ............................................... Welding Technology
A.G.E.—James Sprunt Community College

Wanda Ramsey ........................................... Senior Administrative Assistant to
Dean of Student Services
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College
Graduate Study —Central Michigan University

Robert Rehder .......................... Director of Small Business Center
B.A. —UNC-Wilmington
M.B.A. —Old Dominion University

Tara Rich .................................. Department Head, Health Education
B.S.N., M.S.N. —East Carolina University

Becke Roughton .................. Creative Writing, Fine Arts, English
B.S.—Atlantic Christian College
M.F.A.—University of North Carolina at Greensboro
M.F.A—Warren Wilson College

David Sanderson .................. Masonry
James Sprunt Community College

Donna Sanderson ....................... Associate Degree Nursing
A.A.S.—James Sprunt Community College
B.S.N.—University of North Carolina at Wilmington

Jennifer B. Sandlin .................. Senior Accounting Assistant-
Accounts Payable/Receivable
A.A.S.—James Sprunt Community College
Mount Olive College

Gary Sessoms .................. Continuing Education Law Enforcement
A.A.S. —James Sprunt Community College
UNC-Wilmington

Kay P. Sessoms .......................... Coordinator of Construction,
Purchasing and Equipment
A.A.S., A.G.E.—James Sprunt Community College
B.A.S.—Mount Olive College
Candy Shannon ............................................. Advertising and Graphic Design
A.A.S.—Alamance Community College
East Carolina University

Mary Ann Simmons ................................................................. English
B.A., M.A.—University of North Carolina at Wilmington
Advanced Graduate Study—East Carolina University

Kris‘T Sloan ............................................................. Recruiter/Technical Support Assistant
A.A.S.— James Sprunt Community College

David Smith ................................................................. Maintenance Assistant

Victor Smith ................................................................. Instructor/Coordinator of Evening and Weekend Services
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College
M.S.—Central Michigan University

Gregory Strickland ..................... Emergency Medical Services Coordinator, Instructor
A.A.S.—Southeastern Community College

Mona Sumner ................................. Executive Administrative Assistant to the President
A.A.S., A.G.E.—James Sprunt Community College
B.A.S.—Mount Olive College

Dennis Sutton .............................................. Viticulture and Enology Technology; Agribusiness Technology
Mount Olive College
B.S. —North Carolina State University

Jimmy T. Tate ................................................... Coordinator of Research, Planning, and Institutional Effectiveness
A.A.—James Sprunt Community College
B.A.—University of North Carolina at Wilmington
M.A.—University of North Carolina at Wilmington
Advanced Graduate Study—University of North Carolina at Wilmington
Advanced Graduate Study— Shaw University

 Connie Taylor ................................. Financial Aid/Veterans Affairs Officer
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College

332
Jeffrey Taylor ............................................. Automotive Mechanics Technology
Appalachian State University
A.A.S.—Wilkes Community College

Melissa Teachey .................................................. Financial Aid Assistant
A.A.S. — James Sprunt Community College

Vivian H. Teachey ........................................... Curriculum Services Assistant
A.A.S., A.G.E.—James Sprunt Community College
B.A.S.—Mount Olive College

Erin Thigpen ........................................................ Administrativo Assistant, Vocational-Technical Education
Mount Olive College
East Carolina University
A.A.S.—James Sprunt Community College

James L. Thomas, Jr. .................................. Electrical/Electronics Technology
Diploma—James Sprunt Community College
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College
Graduate Study—Campbell University
M.S.—East Carolina University

Andrea L. Thompson ............................................ Senior Accountant
A.A.S.—Sampson Community College
B.S.—Mount Olive College
Graduate Study —Strayer University

Nicole Thompson ........................................... Computer Information Technology
B.S.—North Carolina State University
M.S.—East Carolina University

Joseph L. Tillman ................................................ Counselor/Testing
B.S., M.A.—Western Carolina University
Advanced Graduate Study—North Carolina State University

Preston Uzzell ................................................... Housekeeping Assistant

Gerald Waller .................................................. Electrical/Electronics Technology
31 Years’ Experience

Kay Whaley .................................................... Housekeeping Assistant
Coastal Carolina Community College
James Sprunt Community College

333
Beverly Wiley ................................... Academic Support Center Lab Assistant
Coastal Carolina Community College
Certificate — James Sprunt Community College

Deborah D. Williams .................................................. Case Manager/WIA Adult
A.A.S.—James Sprunt Community College
B.A.S.—Mount Olive College

James W. Williams ...... Department Head, Correctional Center Programs
B.S.—East Carolina University
Graduate Study—East Carolina University
Graduate Study—North Carolina State University

Lee Williams .................. Pre-College Advisor, Upward Bound Program
B.S.—East Carolina University

Nina C. Williams .................................................. Chemistry, Biology
B.A.—University of North Carolina at Wilmington
M.S.—East Carolina University

Lisa Wollman-Bolick ... Advertising and Graphic Design
A.A.S.—Randolph Community College
B.A.—St. Andrew’s Presbyterian College
M.P.D.—North Carolina State University School of Design

Kathryn P. Wrenn ............................... Business Education
A.B.—Atlantic Christian College
M.A.Ed.—East Carolina University
Special Studies—Catholic University, Washington, D.C.

William L. Wrenn, IV .......................... Accounting Assistant
A.A., A.A.S.—James Sprunt Community College
B.S.B.A. —UNC-Wilmington
INDEX

A

Academic Probation ................................................................. 35, 59
Academic Related Courses ...................................................... 215
Academic Standards ............................................................... 55
Academic Support Center ...................................................... 207
Academic Suspension ............................................................ 35, 59
Acceptable Use Policy ............................................................ 76
Accounting ............................................................................. 105
Accounting Clerk ................................................................. 108
Accounting Courses ............................................................... 215
Accreditation .......................................................................... 21
Add-Drop Procedures ........................................................... 65
Administration and Staff ....................................................... 319
Admissions Policy ............................................................... 26
Admission Procedures and Requirements ............................. 27
Adult Basic Education ........................................................... 196
Adult High School Diploma Program ........................................ 197
Advanced Credit ................................................................. 32
Advanced Placement ............................................................ 32
Advertising and Graphic Design ........................................... 109
Agriculture Courses .............................................................. 218
Agribusiness Technology ...................................................... 113
Ambassador Program ............................................................ 91
Animal Science Courses ....................................................... 219
Art Courses ............................................................................. 222
Applied Animal Science Technology ...................................... 115
Applied Animal Science Technology-Swine Management Concentration ........................................ 117
Associate in Arts Degree ....................................................... 163
Associate in Arts-Transfer Core Diploma ............................... 164
Associate in General Education Degree ................................. 167
Associate in Science Degree ................................................ 164
Associate in Science-Transfer Core Diploma .......................... 165
Associate Degree Nursing .................................................... 120
Associate Degree Nursing Transition Program ..................... 127
Athletics and Intramural Sports ............................................ 92
Attendance Regulations ....................................................... 68
Auditing Courses ................................................................. 30
Automotive Courses ............................................................. 226
Automotive Systems Technology ........................................... 187

B

Basic General Education Program ......................................... 207
Basic Law Enforcement Training .......................................... 173
Biology Courses ................................................................. 227
Biotechnology ....................................................................... 159
Blueprint Reading Courses .................................................. 231
Board of Trustees ............................................................... 320
Bookstore .............................................................................. 93
Business Administration ....................................................... 130
Business Computer Applications ......................................... 134
Business Courses ............................................................... 231
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar</td>
<td>3</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>93</td>
</tr>
<tr>
<td>Campus Safety and Security</td>
<td>77</td>
</tr>
<tr>
<td>Catalog of Record</td>
<td>35</td>
</tr>
<tr>
<td>Change of Name, Address or Curriculum</td>
<td>82</td>
</tr>
<tr>
<td>Changes in Regulations</td>
<td>37</td>
</tr>
<tr>
<td>Cheating</td>
<td>77</td>
</tr>
<tr>
<td>Chemistry Courses</td>
<td>232</td>
</tr>
<tr>
<td>Children on Campus</td>
<td>77</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>37</td>
</tr>
<tr>
<td>Collaborative Programs</td>
<td>159</td>
</tr>
<tr>
<td>College Level Examination Program (CLEP)</td>
<td>67</td>
</tr>
<tr>
<td>College Transfer Program</td>
<td>162</td>
</tr>
<tr>
<td>Community Services</td>
<td>201</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>199</td>
</tr>
<tr>
<td>Computer Information Technology Courses</td>
<td>245</td>
</tr>
<tr>
<td>Computer Information Technology-Application Track</td>
<td>132</td>
</tr>
<tr>
<td>Computer Information Technology-Networking Track</td>
<td>135</td>
</tr>
<tr>
<td>Computerized Accounting Clerk</td>
<td>108</td>
</tr>
<tr>
<td>Concurrent/Dual Enrollment</td>
<td>33</td>
</tr>
<tr>
<td>Conduct</td>
<td>72</td>
</tr>
<tr>
<td>Continued Study Grade</td>
<td>58</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>193</td>
</tr>
<tr>
<td>Cooperative Education Courses</td>
<td>238</td>
</tr>
<tr>
<td>Core Values</td>
<td>20</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>137</td>
</tr>
<tr>
<td>Cosmetology Courses</td>
<td>241</td>
</tr>
<tr>
<td>Cosmetology Instructor</td>
<td>174</td>
</tr>
<tr>
<td>Cost Accounting Clerk</td>
<td>108</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>88</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>213</td>
</tr>
<tr>
<td>Course Load</td>
<td>57</td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>65</td>
</tr>
<tr>
<td>Course Repetition Policy</td>
<td>64, 195</td>
</tr>
<tr>
<td>Course Substitutions</td>
<td>64</td>
</tr>
<tr>
<td>Credit by Examination</td>
<td>31</td>
</tr>
<tr>
<td>Criminal Justice Courses</td>
<td>235</td>
</tr>
<tr>
<td>Criminal Justice Technology</td>
<td>141</td>
</tr>
<tr>
<td>Database Management Technology Technology Courses</td>
<td>246</td>
</tr>
<tr>
<td>Dean's List</td>
<td>96</td>
</tr>
<tr>
<td>Design Courses</td>
<td>247</td>
</tr>
<tr>
<td>Developmental Studies</td>
<td>207</td>
</tr>
<tr>
<td>Disciplinary Procedures</td>
<td>35</td>
</tr>
<tr>
<td>Dismissal Policy - Health Education Department</td>
<td>61</td>
</tr>
<tr>
<td>Disposition of Records</td>
<td>90</td>
</tr>
<tr>
<td>Disruptive Conduct</td>
<td>72</td>
</tr>
<tr>
<td>Drama/Theatre Courses</td>
<td>247</td>
</tr>
<tr>
<td>Dress</td>
<td>94</td>
</tr>
<tr>
<td>Drop-Add</td>
<td>57, 65</td>
</tr>
</tbody>
</table>
Drug and Alcohol Policy ................................................................. 73
Duplin County Center for Leadership Development ......................... 208
Duplin County Correctional Center Programs ....................................... 186
Dual Enrollment Program with Fayetteville State University ................ 212

E

Early Childhood Administrator ............................................................. 146
Early Childhood Associate ................................................................. 143
Early Childhood Teacher Associate .................................................... 147
Early Childhood Worker ................................................................. 145
Economics Courses ............................................................................. 247
Education Courses ............................................................................ 248
Educational Talent Search Project ....................................................... 208
Electrical/Electronics Technology ....................................................... 175, 188
Electricity Courses ............................................................................ 257
Electronics Courses .......................................................................... 260
English Courses ................................................................................ 260
English as a Foreign Language Courses .......................................... 254
English as a Second Language (ESL) ................................................ 197
Evening Offerings ............................................................................. 36
Expanded Statement of Purpose .......................................................... 18

F

Faculty and Staff ................................................................................ 322
Faculty Advising ................................................................................ 89
Fees and Tuition ................................................................................ 40
Financial Aid ..................................................................................... 42
Focused Industrial Training Center ...................................................... 203
Food Services ................................................................................... 93
Foodservice Courses ......................................................................... 266
Foodservice Technology .................................................................. 189
Foreign Student Admissions ............................................................. 30
French Courses ................................................................................. 266

G

GED ..................................................................................................... 199
General Occupational Technology ...................................................... 170
Grade Point Average ......................................................................... 59
Grade Reports .................................................................................. 64
Grading System ................................................................................ 58
Graduation Persistence Rates ............................................................ 82
Graduation Requirements ................................................................ 81
Grants, Scholarships and Loans ......................................................... 44
Graphic Arts Courses ....................................................................... 267
Graphic Design Courses .................................................................. 268
Guidance .......................................................................................... 88

H

Health Courses .................................................................................. 271
Health Services and Insurance Requirements .................................... 91
High School Equivalency Program (GED) .......................................... 199
High School Students ...................................................................... 33
In Memory of
Dr. William Dallas Herring 1916-2007

James Sprunt Community College

Cover Design— Charles Nelson Best
Layout and Photography—Charles Nelson Best, E. Thomas Fife,
Lea Grady, Patricia Norris
Printed—
DIRECTORY OF CORRESPONDENCE

Inquiries concerning aspects of the college’s operations and policies should be addressed to the following officials in care of James Sprunt Community College, Post Office Box 398, Kenansville, North Carolina 28349.

For Information About: Write to:

General Matters Concerning the College ......................... President
Curriculum, Instruction, Faculty ...... Dean of Curriculum Services
Student Services .................................................. Dean of Student Services
Fiscal and Business Operations ........ Dean of Administrative and Fiscal Services
Admissions ......................................................... Admissions Specialist
Student Records ................................................ Registrar
Financial and Veterans Assistance ................................ Financial Aid/
Personnel ....................................................... Dean of College Advancement
Public Relations / News Media...... Dean of College Advancement
The Library .................................................. Director of Library Services
Continuing Education ..................... Dean of Continuing Education
Evening Programs .............................. Dean of Curriculum Services
Placement Services ............................... Placement Coordinator
Jame Sprunt Foundation .............. Dean of College Advancement
Use of Facilities ............................... Receptionist/Switchboard Operator

Telephone: (910) 296-2400
Toll Free from Wallace: (910) 285-2077
Website: www.jamessprunt.edu